

2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test Methodology Report

Working Paper Series

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.

2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test Methodology Report

Working Paper Series

February 2010

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Executive Summary

Introduction

The 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09), conducted for the National Center for Education Statistics (NCES) in the U.S. Department of Education's (ED's) Institute of Education Sciences, collected information primarily about students' education and employment in the first year since receipt of their bachelor's degree.

This report describes the methodology and findings of the B&B:08/09 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 field test was students who completed degree requirements for a bachelor's degree between July 1, 2006 and June 30, 2007, and who were awarded their bachelor's degree by June 30, 2008, from a postsecondary institution in the United States or Puerto Rico. All sampled students were potential bachelor's degree recipients in the 2008 National Postsecondary Student Aid Study (NPSAS:08).

The field test sample included a total of 1,820 sample members.¹ About one-third of the sample, 600 individuals, consisted of base-year interview nonrespondents identified as potential bachelor's degree recipients through institutional records.

Instrumentation

The 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 initial process of locating sample members involved batch-locating activities to update sample members' address and telephone information. Sources for this task included ED's Central Processing System, the National Change of Address (NCOA) system, and Telematch. In addition, sample members and their parents were sent an initial mailing to collect updated contact information.

¹ The numbers appearing in the tables, figures, and text of this report were rounded to the nearest ten to maintain the confidentiality of study respondents. As a result, reported percentages (based on unrounded numbers) may differ somewhat from those that would result from these rounded numbers.

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 early response phase, spanned the first 4 weeks of the data collection period. Sample members who completed the field test interview during this phase were offered an incentive of \$35, paid in full on interview completion or with \$5 prepaid, based on assignment to a random experimental group. During this phase, sample members could complete the self-administered interview or call the help desk to complete a telephone interview. The production phase, the second phase, telephone interviewers began calling the remaining sample members to obtain interviews. Production phase respondents were randomly assigned a \$0 or \$20 production incentive. 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 last phase were offered an incentive of \$35. In addition, all NPSAS:08 interview nonrespondents were offered an additional \$20 to complete the interview during each phase of interview completion.

Of the 1,820 sample members for the field test, 1,430 (79 percent) were successfully located, and 1,220 (67 percent) completed an interview. The response rate for the eligible sample was 78 percent. Among the eligible sample that was successfully located, 89 percent responded. The majority of completed interviews (73 percent) were obtained via self-administration.

On average, the field test interview took 38 minutes to complete. Self-administered respondents took an average of 35 minutes to complete the interview, compared with approximately 48 minutes for interviewer-administered respondents.

Experiments

Three experiments included in the 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 prepaid cash versus check incentives. The third experiment involved offering a \$20 incentive to respondents for interviews conducted during the production phase of the survey data collection period. The sample was randomly assigned to each experiment prior to data collection and response rates for each group were compared at the end of the early response period and at the end of the production period. Additionally, all incentive offerings included an additional \$20 differential for base-year nonrespondents.

Another experiment for the field test evaluated three question response formats for selected items in the interview: radio button, check-all, and open-ended. For the radio button format, respondents were asked to respond either “yes” or “no” to each item. For the check-all format, respondents were asked to check the box next to each item that was applicable; respondent could check all of the items that were applicable. For the open-ended format, respondents were first asked to provide their 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 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 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 included online coding and editing systems, range and consistency checks for all data, and post-data-collection editing. Detailed documentation was also developed to describe question text, response options, logical imputations, and recoding.

Planned Changes for the B&B:08/09 Full-scale Study

The final chapter of this report summarizes the changes planned for the B&B:08/09 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 to improve efficiency and clarity. More substantial changes recommended for the full-scale study include the following:

- Data collection notification materials will be sent to sample members in a regular 9" x 12" envelope.
- During the early response period, sample members will be offered a \$5 prepaid cash incentive, followed by a \$30 check if the interview is completed during the early response period (the first 4 weeks of data collection).
- Incentives will be offered for interviews completed during the early response period and the nonresponse conversion period. No incentives will be offered during production interviewing.
- All incentive offers made after the early response period will be promised rather than prepaid.
- 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 check-all 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.

Copies of working papers can be downloaded as PDF files from the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

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Foreword

This report describes and evaluates the methods and procedures used in the field test of the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09). The B&B:08/09 field test is the first follow-up interview for the cohort of bachelor's degree recipients identified as part of the field test of the 2008 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 B&B:08/09 full-scale study. Additional information about B&B:08/09 is available on the Web at <http://nces.ed.gov/surveys/b%26b/>.

Tom Weko
Associate Commissioner
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Acknowledgments

We 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 B&B:08/09 field test a success. The authors also gratefully acknowledge the assistance of the Technical Review Panel members, who provided considerable insight and guidance in the development of the design and instrumentation of the study.

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Chapter 1.

Overview

This working paper describes the design, methodological procedures, and related evaluations for the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) field test. RTI International,¹ with the assistance of MPR Associates, Inc., is conducting the B&B:08/09 field test and subsequent full-scale study for the National Center for Education Statistics (NCES) of the U.S. Department of Education’s Institute of Education Sciences (Contract No. ED-05-CO-0033).

This introductory chapter describes the background and legislative authorization, schedule, and products of the study and the unique purposes of the field test. Chapter 2 provides detail about the field test design and procedures. In chapter 3, the outcomes of the student data collection are reviewed. Chapter 4 reports the outcomes of the transcript data collection. Chapter 5 contains information on file preparation and evaluations of data quality and findings. Finally, chapter 6 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 are 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 B&B:08/09 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 B&B

NCES conducts several studies to respond to the need for a national, comprehensive database concerning fundamental postsecondary education (PSE) issues: access, choice, enrollment, persistence, progress, curriculum, attainment, continuation into graduate and professional schools, and the benefits of PSE to individuals and to society. B&B is one of several studies sponsored by NCES to address this need, specifically, studying bachelor’s degree recipients over time.

NCES is authorized to conduct B&B by the following legislation:

- Title I, Section 153(a)(1)(E) of the Education Sciences Reform Act of 2002, 20 U.S.C. § 9543;
- General Education Provisions Act, as amended, 20 U.S.C. § 1221 e-1 (2001);
- 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);
- 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

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

- Sections 404(a), 408(a), and 408(b) of the National Education Statistics Act of 1994, 20 U.S.C. 9001 et seq. (2002).

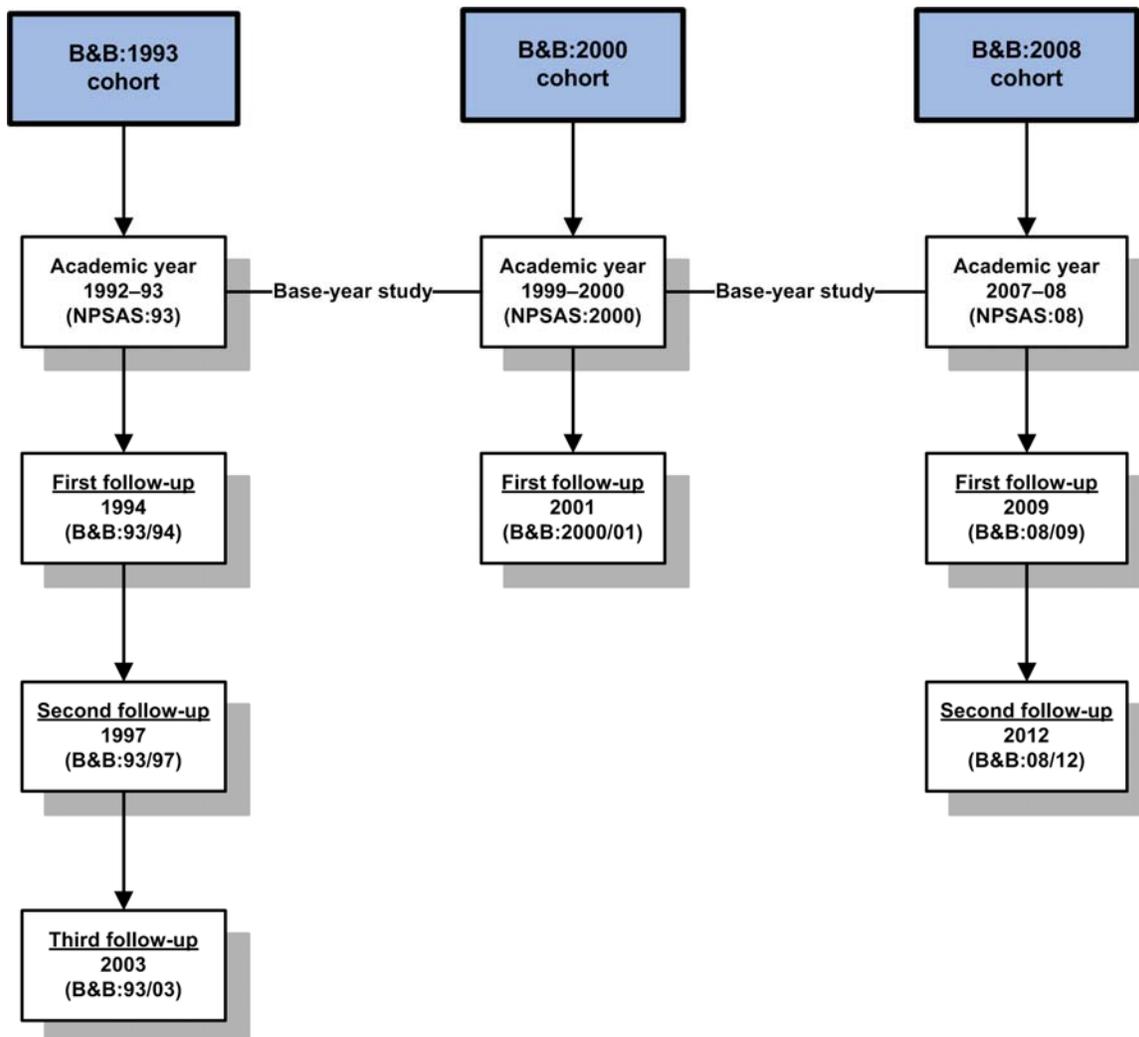
The B&B series provides a longitudinal study of the education, work, financial, and personal experiences of students who have completed a bachelor's degree at a given point in time. Three distinct B&B cohorts, each sampled almost a decade apart, have also allowed for the larger consideration of how baccalaureate degree recipients have fared at differing times in society.

Students are identified as bachelor's degree recipients through the B&B base year study, the National Postsecondary Student Aid Study (NPSAS), a recurring survey of nationally representative, cross-sectional samples of postsecondary students designed to determine how students and their families pay for postsecondary education. The first B&B cohort was identified in 1993, in the NPSAS study of that year (NPSAS:93), as students who received their bachelor's degree in academic year 1992–93. The B&B:93 cohort of approximately 11,000 students was subsequently interviewed in a B&B follow-up in 1994 (B&B:93/94) which included a collection of transcript data. The B&B:93 cohort was surveyed again in 1997 (B&B:93/97) and 2003 (B&B:93/03). A second B&B cohort of approximately 12,000 sample members began with NPSAS:2000 and involved only a 1-year follow-up in 2001 (B&B:2000/2001).

NPSAS:08 identified the third and current B&B cohort. B&B:08/09 is being conducted 1 year after the base-year NPSAS:08 data collection and includes a transcript collection. A second follow-up with the B&B:08 cohort will be conducted 4 years later in 2012 (B&B:08/12). This third cohort is larger than the two previous B&B cohorts with approximately 20,000 sample members in the full-scale study.

Figure 1 presents the timelines for data collection for the base-year and subsequent follow-up studies for each B&B in the series.

Figure 1. Chronology of the Baccalaureate and Beyond Longitudinal Study: 1993–2012



NOTE: NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

B&B covers a number of topics of interest to policymakers, educators, and researchers. The study allows for analysis of the participation and progress of bachelor's degree completers in the workforce and the relationship of employment to degree, income, and ability to repay debt. The study also collects data on entry into, persistence through, and completion of graduate-level education. A special emphasis of B&B is on examining the pathways and experiences of new elementary and secondary school teachers. Many issues related to teacher preparation, entry into the profession (e.g., timing and ease of entry), persistence in teaching, and career movement within education can be examined. The two B&B studies that have collected transcript data (B&B:93/94 and B&B:08/09) provide a unique opportunity for analysts to review what students are taking in college and compare that information to other factors in the respondents' lives (job, graduate school, etc.).

1.2 Overview of the Field Test Study Design

The B&B 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. Additionally, the B&B field test evaluated and refined the procedures used to collect and record student transcripts.

Several experiments were conducted during the field test, including:

- Three experiments were included to examine the impact of various data collection strategies on response rates:
 1. The first experiment involved a \$35 incentive for early completion offered to both base-year respondents and nonrespondents. Sample members were randomly assigned to one of three groups. The first group received a \$5 initial cash incentive, with a promise that \$30 would be paid on completion of the interview. The second group received a \$5 initial check incentive, with a promise that \$30 would be paid on completion of the interview. The third group received no prepaid incentive but was offered \$35 to be paid on completion of the interview.
 2. The second experiment involved mailout methods. The sample was divided into two groups. Fifty percent of the sample received their initial mailing in an oversized 9" x 12" envelope, and the remaining sample members received their initial mailing via Priority Mail.
 3. The third experiment involved offering \$20 or \$0 to respondents for interviews conducted during the production phase of the survey data collection period.
- 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 of B&B:08/09

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. B&B:08/09 will produce the following:

- *First Look* reports, which provide descriptive summaries of the B&B:08/09 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 B&B:08/09 activities: 2008–11

Activity	Start date	End date
B&B:08/09 field test		
Finalize student sample	3/25/2008	4/18/2008
Conduct self-administered web/CATI data collection	7/8/2008	10/24/2008
Conduct field CAPI data collection	10/3/2008	10/24/2008
Process data, construct data files	7/8/2008	1/30/2009
Prepare methodology report	7/29/2008	10/2/2009
B&B:08/09 field test transcripts		
Postsecondary catalogue/transcript collection	8/6/2007	8/1/2008
Transcript keying and coding	12/3/2007	11/7/2008
Transcript electronic data file production	7/28/2008	3/20/2009
B&B:08/09 full-scale		
Finalize student sample	2/19/2009	3/4/2009
Conduct self-administered web/CATI data collection	7/7/2009	2/22/2010
Conduct field CAPI data collection	11/20/2009	2/19/2010
Process data, construct data files	7/8/2009	9/8/2010
Prepare methodology report	10/19/2009	4/11/2011
Prepare <i>First Look</i> report	12/21/2009	4/22/2011
Prepare descriptive report	6/2/2010	11/23/2011
B&B:08/09 full-scale transcripts		
Postsecondary catalogue/transcript collection	7/1/2008	6/5/2009
Transcript keying and coding	11/1/2008	7/16/2009
Transcript electronic data file production	4/6/2009	11/20/2009

NOTE: CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Chapter 2.

Design and Method

The purpose of the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) 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. An overview of the sampling design, sample member locating and contacting activities, interview design, and transcript data collection procedures is presented, together with a description of the systems developed to support the field test data collection.

2.1 Sampling Design

The sampling design section describes the institution and student respondent universes. The steps used to select the institution and student samples for the base-year National Postsecondary Student Aid Study (NPSAS:08) field test, as well as the steps used in the NPSAS:08 field test to determine the B&B:08/09 field test sample, are presented.

2.1.1 Respondent Universe

The respondent universe for the B&B:08/09 field test consisted of all students who completed requirements for their bachelor's degree during the 2006–07 academic year at any Title IV-eligible postsecondary institution in the United States or Puerto Rico. The sample members were identified from the NPSAS:08 field test. The NPSAS:08 field test institution and student universes are described in this section.

Institution universe. To be eligible for the NPSAS:08 field test, institutions had to meet the following conditions during the 2006–07 academic year:

- federal Title IV aid requirements:
 - offer an educational program designed for persons who have completed at least a high school education; and
 - offer at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offer courses that were open to more than the employees or members of the company or group (e.g., union) that administers the institution;
- be located in the 50 states, the District of Columbia, or Puerto Rico; and
- not be a U.S. service academy.

Institutions providing only vocational, recreational, or remedial courses or only in-house courses for their own employees or members were excluded. U.S. service academies were excluded because of their unique funding and tuition base.

The above institutional eligibility conditions were consistent with all previous NPSAS studies. However, the requirement that an institution be eligible to distribute federal Title IV aid was

implemented beginning with NPSAS:2000.² Also, NPSAS:04 was the first NPSAS study to include institutions that offered only correspondence courses, provided these same institutions were also eligible to distribute federal Title IV student aid.

Student universe. To be eligible for the NPSAS:08 field test, students had to be enrolled in a NPSAS eligible institution in any term or course of instruction at any time from July 1, 2006 through June 30, 2007. Students also had to meet the following requirements:

- be enrolled in any of the following: (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;
- not be currently enrolled in high school; and
- not be enrolled solely in a General Educational Development (GED) or other high school completion program.

Students who were concurrently enrolled in high school were not eligible. Also excluded were students taking courses but not receiving credit such as those only auditing courses or taking courses only for leisure, rather than as part of an academic, occupational, or vocational program or course of instruction.

The NPSAS:08 study year covered the time period between July 1 and June 30 to coincide with the federal financial aid award year. However, to facilitate timely completion of data collection and data file preparation, institutions were asked to submit enrollment lists for all eligible students enrolled at that institution at any time between July 1 and April 30. Previous cycles of NPSAS have shown that the terms beginning in May or June add relatively little to enrollment and aid totals. Furthermore, to include the May or June starters would increase the complexity and difficulty of data collection because of the inherent delays in receiving enrollment lists and subsequent sampling, locating, interviewing, and file processing. Excluding May or June starters enables schools to provide enrollment lists earlier, therefore allowing the student interview process to begin earlier. Furthermore, it is unlikely that anyone eligible for B&B:08/09 would be a May or June starter.

2.1.2 Statistical Methodology

The B&B:08/09 field test student sample consisted of all NPSAS:08 field test interview respondents who completed requirements for the bachelor's degree at any time between July 1, 2006, and June 30, 2007. Also included in the B&B:08/09 field test sample were all NPSAS:08 field test interview nonrespondents with baccalaureate receipt either confirmed in a web-based computer-assisted data entry (CADE) software system used for the abstraction of students' institution records or identified as a potential baccalaureate recipient by institutions' student lists. The NPSAS:08 field test institution and student samples, as well as the B&B:08/09 field test student sample, are described in this section.

NPSAS:08 field test institution sample. The institutional sampling frame for the NPSAS:08 field test was constructed using the 2004–05 Integrated Postsecondary Education Data System (IPEDS) Header, Institutional Characteristics, Completions, and Fall Enrollment files. The institution samples for the field test and full-scale studies were selected simultaneously, prior to the field test study. For the field test, 300 institutions were selected from the pool of institutions that

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

were not selected to participate in the full-scale study. The 300 institutions sampled for the field test yielded 270 that provided the enrollment lists necessary for creating the student sample. This process minimized the possibility that an institution would be burdened with participation in both the field test and full-scale samples, yet maintained the representativeness of the full-scale sample.³

To the extent possible, the field test sample of institutions was selected to approximate the same distribution by institutional strata as used in the full-scale study. However, due to the limited size of the NPSAS:08 field test institutional sampling frame and the need to ensure sufficient baccalaureate recipients for the follow-up B&B field test, the NPSAS:08 field test sample included a higher percentage of 4-year institutions than the full-scale sample. However, public 4-year doctorate-granting institutions were designated as *certainty institutions* for the full-scale sample (i.e., they were certain to be selected for the full-scale sample) and were excluded from the field test sample.⁴

Table 2 displays the distribution of the frame and sampled institutions by institutional strata. In addition, it shows eligibility rates, rates of providing student enrollment lists, and past NPSAS participation, by stratum among the sampled institutions. Overall, about 99 percent of the sampled institutions met the eligibility requirements; of those, approximately 90 percent provided enrollment lists.

Table 2. Unweighted percentage of sampled, eligible, and participating NPSAS:08 field test institutions, by sampling stratum: 2007

Institutional sampling stratum	Frame	Sampled institutions	Eligible institutions		Provided lists		Past NPSAS participant	
			Number	Percent ¹	Number	Percent ²	Number	Percent ²
All institutions	6,780	300	300	99.3	270	89.7	200	65.2
Public								
Less-than-2-year	250	#	#	100.0	#	100.0	#	#
2-year	1,170	10	10	100.0	10	100.0	10	62.5
4-year non-doctorate-granting	360	100	100	100.0	100	93.3	80	76.0
4-year doctorate-granting ³	290	#	#	#	#	#	#	#
Private not-for-profit								
Less-than-4-year	330	#	#	75.0	#	33.3	#	33.3
4-year non-doctorate-granting	1,020	140	130	99.3	120	91.8	80	59.0
4-year doctorate-granting	590	30	30	100.0	30	84.8	30	87.9
Private for-profit								
Less-than-2-year	1,480	10	10	100.0	#	57.1	#	#
2-year-or-more	1,310	10	10	100.0	10	66.7	#	44.4

Rounds to zero.

¹Percentage is based on number of sampled institutions within row.

³ After the field test data collection was completed, the full-scale sample was augmented to provide state-level representation of students in selected states and sectors. Twenty of the institutions added to the full-scale sample were in the field test sample.

⁴ On the basis of the NPSAS sample design and the number of public 4-year doctorate-granting institutions on the sampling frame, it was determined that all public 4-year doctorate-granting institutions should be selected for the full-scale sample; therefore, these institutions were selected with a probability of 1.0 and are referred to as *certainty institutions*.

²Percentage is based on number of eligible institutions within row.

³All institutions in this category are included in the full-scale sample with certainty and not included in the field test study.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

NPSAS:08 field test student sample. To create the student sampling frame for the NPSAS:08 field test, each participating institution was asked to submit a list of eligible students. The requests for student enrollment lists specifically indicated how institutions should handle special cases, such as students taking only correspondence or distance learning courses, foreign exchange students, continuing education students, extension division students, and nonmatriculated students. The data required for each enrollee included:

- the student's name;
- identification (ID);
- Social Security number (used for abstracting student records);
- date of birth;
- degree level during the last term of enrollment (undergraduate, master's, doctoral, other graduate, or first-professional);
- class level, if undergraduate (first year, second year, third year, fourth year, or fifth year or higher);
- major;
- corresponding Classification of Instruction Program (CIP) code for the major;
- and baccalaureate degree status.⁵

Contact information, such as local telephone number and address, permanent telephone number and address, campus e-mail address, and permanent e-mail address, was also requested.

The student sample size for the NPSAS:08 field test was formulated to obtain various types of students. Specifically, the sample included a large number of potential baccalaureate recipients to provide sufficient sample for the B&B:08/09 field test. As shown in table 3, the NPSAS:08 field test was designed to sample approximately 3,000 students, including about 2,400 potential baccalaureate students, 500 other undergraduate students, and 110 graduate and first-professional students. There were seven student sampling strata:

- three sampling strata for undergraduate students:
 - bachelor's business;⁶
 - bachelor's non-business; and

⁵ Institutions were asked to identify students who received or were expected to receive their baccalaureate degree between July 1, 2006, and June 30, 2007.

⁶ Because of the high proportion of business majors, students receiving a baccalaureate degree in business were placed in a separate stratum so that they would be selected at a lower sampling rate than other baccalaureate recipients. Sampling business majors at the same rate as other baccalaureate recipients would have resulted in inclusion of more business majors than desired.

- other undergraduate;
- three sampling strata for graduate students:
 - master’s;
 - doctorate; and
 - other graduate students; and
- one sampling stratum for first-professional students.

Table 3. Expected and actual student samples for NPSAS:08 field test, by student type and level of institution: 2007

Student type and level of institution	Student sample size	
	Expected ¹	Actual
Total	3,000	3,000
Potential bachelor’s recipient	2,400	2,460
Less-than-2-year	#	#
2-year	#	#
4-year	2,400	2,450
Other undergraduate	500	430
Less-than-2-year	120	80
2-year	40	50
4-year	340	300
Graduate	90	110
Master’s	50	80
Doctor’s	30	20
Other graduate	10	10
First-professional	20	10

Rounds to zero.

¹ Based on sampling rates, using the 2004–05 Integrated Postsecondary Education Data System (IPEDS) Header, Fall Enrollment, and Completions files counts.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

To be eligible for the B&B field test, students had to complete requirements for their bachelor’s degree between July 1, 2006 and June 30, 2007. Given that institutions were asked to identify potential bachelor’s degree recipients before degree completion, the number of those who would actually complete their degree was expected to be lower. Therefore, the NPSAS sampling rates for those identified by the sample institutions as potential baccalaureate recipients and other undergraduate students were adjusted to determine the expected sample sizes after accounting for expected false positive rates. The false positive baccalaureate rate experienced in NPSAS:2000 (the

most recent NPSAS to include a B&B base-year cohort) was used to set appropriate sampling rates for the NPSAS:08 field test.⁷

The student sample for the NPSAS:08 field test was selected from the first 150 institutions that provided lists that passed quality control checks. The institution sample was larger than that required to select the student sample of 3,000. 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. Otherwise, if the 3,000 expected sample students had been selected from all 300 participating institutions, then only a few students would have been selected from each institution. These 150 institutions provided sufficient variation and numbers of sample students for the field test. However, to allow for an adequate test of sampling procedures, samples were selected from among the remaining 120 institutions that provided enrollment lists but that were not used for data collection.

Table 4 presents the NPSAS:08 field test total and potential bachelor's samples, by institution type. About 79 percent of the potential bachelor's sample was enrolled in 4-year non-doctorate-granting institutions, and 21 percent was enrolled in 4-year doctorate-granting institutions. About 51 percent of the potential bachelor's sample was enrolled in public institutions, 47 percent was enrolled in private not-for-profit institutions, and 1 percent was enrolled in private for-profit institutions.

⁷ In NPSAS:2000, 13 percent of students identified by the sample institution as potential baccalaureate recipients at the time of sampling was later determined during the interview to be other undergraduate or graduate students. The false negative rate was 3 percent for those identified at the time of sampling as other undergraduate or graduate students but determined during the interview to be baccalaureate degree students. Given that potential baccalaureates were identified earlier in NPSAS:08 than in NPSAS:2000, a false positive rate of 15 percent was assumed for sampling purposes, and the false negative rate was ignored because it was expected to be minimal.

Table 4. Initial classification of NPSAS:08 field test total and potential bachelor's samples, by institution: 2007

Institution type	Total sample		Potential bachelor's	
	Number	Percent	Number	Percent
Total	3,000	100.0	2,460	100.0
Institutional level				
Less-than-2-year	90	2.9	#	#
2-year	50	1.6	#	#
4-year non-doctorate-granting	2,230	74.5	1,940	78.8
4-year doctorate-granting	630	21.1	520	21.1
Institutional control				
Public	1,480	49.4	1,260	51.3
Private not-for-profit	1,420	47.3	1,160	47.3
Private for-profit	100	3.3	30	1.4
Institutional sector				
Public				
Less-than-2-year	20	0.7	#	#
2-year	40	1.3	#	#
4-year non-doctorate-granting	1,420	47.3	1,260	51.2
4-year doctorate-granting ¹	†	†	†	†
Private not-for-profit				
2-year-or-less	10	0.2	#	#
4-year non-doctorate-granting	780	26.0	640	26.2
4-year doctorate-granting	630	21.1	520	21.1
Private for-profit				
Less-than-2-year	60	1.9	#	#
2-year-or-more	40	1.4	30	1.4

† Not applicable.

¹ All institutions in this category are included in the full-scale sample with certainty and not included in the field test study.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

B&B:08/09 field test student sample. The total field test sample size was 1,820. The NPSAS:08 field test yielded about 1,220 interview respondents who were confirmed to be bachelor's recipients. The base-year sample also included about 600 interview nonrespondents who were either classified as potential bachelor's recipients in the student institutional records obtained through CADE or were identified as such according to the initial classification by the NPSAS sample institution at the time of student sampling (prior to base-year data collection). Table 5 presents the distribution of the B&B sample, by NPSAS:08 interview response status and B&B eligibility.

Table 5. Distribution of the B&B:08/09 field test sample, by NPSAS:08 field test interview response status and B&B eligibility: 2008

NPSAS:08 field test interview status	B&B eligibility	Count
Total		1,820
Interview respondent	Bachelor's receipt confirmed in interview	1,220
Interview nonrespondent	Bachelor's receipt confirmed in CADE	410
Interview nonrespondent	Listed as potential bachelor's recipient	190

NOTE: Detail may not sum to totals because of rounding. CADE = computer-assisted data entry. NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

2.2 Data Collection Design

This section provides an overview of the procedures implemented for the B&B field test data collection. First, the content and design of the multimode survey instrument are outlined, followed by a summary of training for data collection staff and a description of the study website. The details of data collection procedures are also presented, including the steps taken to locate and contact sample members and procedures for conducting interviews. Experiments designed to evaluate the impact of various data collection strategies are described, as are interview data collection systems. Next, transcript data collection procedures are discussed, including details on the transcript website, training of transcript keyer-coder staff, transcript data collection systems, and quality control. Finally, the various administrative sources that provide data for the B&B cohort—in addition to the student interview and transcripts—are discussed.

2.2.1 Student Interview Data Collection

The multimodal interview approach of the B&B field test data collection is described below, including student instrument development, training of interview data collection staff, study website, locating and contacting, interviewing, data collection experiments, and data collection systems.

2.2.1.1 Student Instrument Development

The field test interview was developed as a web-based instrument to be accessed by respondents through self-administration, by computer-assisted telephone interviewing (CATI), or by computer-assisted personal interviewing (CAPI). The interview questions and instrument design were planned to be flexible for, yet consistent among, respondents completing the interview in any of the three modes of administration. Following is a description of the interview content, mixed-mode instrument design, and instrumentation features for the B&B:08/09 field test student interview.

Interview content. The content of the interview was based on previous B&B student interviews created for the B&B:93 cohort, as well as on input from members of the B&B Technical Review Panel (TRP), who met on September 25, 2007, in Arlington, VA. (See appendix A for a list of TRP members and appendix B for a list of the final set of data elements.) The field test interview was designed to address current policy issues and topics relevant to researchers and consisted of seven sections grouped by topic (figure 2).

Figure 2. Interview sections and primary topics: 2008

<p>Eligibility</p> <ul style="list-style-type: none"> • Completed bachelor's requirements between July 1, 2006 and June 30, 2007 • Awarded bachelor's degree from NPSAS school by June 30, 2008
<p>Undergraduate Education</p> <ul style="list-style-type: none"> • Undergraduate schools/degrees • NPSAS school major/enrollment intensity/academic experiences • Reasons for multiple enrollments/stopouts • Financial aid • Satisfaction with undergraduate education
<p>Postbachelor's Education/Training</p> <ul style="list-style-type: none"> • Postbachelor's schools • Type of enrollment • Field(s) of study • Reasons for attendance • Plans for future enrollment
<p>Postbachelor's Employment</p> <ul style="list-style-type: none"> • Employment status • Occupation title/duties • Job relationship to undergrad education • Employer type, industry, benefits • Job search activities
<p>K-12 Teaching</p> <ul style="list-style-type: none"> • Teaching preparation/interest • Teacher/content area certifications • Teaching positions • School names • Grades and subjects taught • First-year teaching experiences • Plans for staying in teaching • Teacher loan forgiveness programs
<p>Student Background</p> <ul style="list-style-type: none"> • Citizenship/military/marital status • Household composition • Income/monthly obligations • Civic participation
<p>Locating</p> <ul style="list-style-type: none"> • Contact information for follow-up study

NOTE: NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Respondents were guided through each section of the interview according to skip logic that took into account previously provided information. A detailed outline of each section follows.

- **Eligibility.** This section determined respondents' eligibility to continue on with the survey, based on their date of completion of bachelor's degree requirements at the NPSAS institution. The flow of questions allowed respondents to confirm that they had either completed degree requirements at the NPSAS school and been awarded the bachelor's degree between July 1, 2006 and June 30, 2007, or that they had completed degree requirements at the NPSAS institution between July 1, 2006 and June 30, 2007, and been awarded the bachelor's degree by June 30, 2008. In both cases, bachelor's degrees had to have been awarded by the NPSAS institution. Respondents who failed to meet these conditions were routed to a final interview question asking them to provide a reason why they thought they may have been listed as receiving a bachelor's degree at the NPSAS institution within the specified timeframe. These "ineligible" cases were later tracked and matched with any available transcript data to determine actual eligibility for the follow-up field test survey in 2011.
- **Undergraduate Education.** Those respondents whose eligibility was confirmed were next routed to the Undergraduate Education section which collected the names of all colleges, universities, or trade schools attended by respondents prior to receiving the bachelor's degree from the NPSAS institution. For each institution, respondents were asked to provide dates of attendance, enrollment intensity (full-time vs. part-time), any periods of and reasons for breaks of more than 4 months, and degrees or certificates earned. Respondents were then asked to report information on their experiences at their NPSAS institution, including additional undergraduate degrees or certificates earned there, dates of attendance, any periods of and reasons for stopping out, final and any original declared majors, and educational experiences, such as withdrawing from courses or receiving academic honors. Respondents who reported attending multiple undergraduate institutions were asked questions about transferring credits and reasons for multiple enrollments. The next set of questions focused on undergraduate financial aid, including receipt of Pell Grants, National Science and Mathematics to Retain Talent (SMART) Grants, and any loans and their repayment status. Finally, all respondents were asked whether they felt satisfied with their choice of major, NPSAS school, and the relative value of their undergraduate education.
- **Postbaccalaureate Education/Training.** This section of the interview gathered information on respondents' current or intended participation in education beyond the bachelor's degree. If respondents attended any schools *after* receiving their bachelor's degree from the NPSAS school, they were asked to provide school name(s), type of enrollment (degree or otherwise), field(s) of study, enrollment intensity, degree(s) earned, reasons for attendance, and any financial aid received. Respondents who had not enrolled in any schools since the bachelor's degree were asked about their intentions for future enrollment, including whether they had taken a graduate or professional school entrance exam, proposed fields of study, projected timeframe for enrollment, reason(s) for delayed entry, and expected enrollment intensity and financial assistance. Respondents who had not enrolled since the NPSAS school and did not intend to enroll in further study were asked the reason(s) for their decision not to pursue additional education.
- **Postbaccalaureate Employment.** After providing all postsecondary education experiences, respondents were routed to the Postbaccalaureate Employment section of the interview. Respondents were asked whether they were currently working for pay.

Those not working for pay were asked about possible extenuating circumstances (e.g., volunteering, disabled, etc.), if they were seeking employment, and whether they had ever been employed since graduating with their bachelor's degree. Respondents who were employed were asked a series of questions about their occupation, including job title and duties, earnings, hours per week worked, activities used to find the current job, level of responsibility and autonomy at work, relationship of job to undergraduate major and bachelor's degree, flexibility and telecommuting opportunities, job internship or other training requirements, and level of satisfaction with the job. Respondents were also asked questions about their employer, including employer type (e.g., nonprofit, government, etc.), company size, industry, and employer-offered benefits. Employed respondents were also asked questions regarding any job search they had done since graduating with the bachelor's degree.

- **K-12 Teaching.** This section focused on respondents who taught in elementary and secondary schools. Respondents who had not reported being K-12 teachers in the employment section and who responded to early screening questions in the teaching section by saying they had no preparation for or interest in K-12 teaching were routed to the next interview section. Respondents with teaching preparation or interest but who were not currently teaching were asked to discuss any applications for teaching jobs or reasons why they had not applied to be teachers. The bulk of the section included questions for current K-12 teachers only, including teacher certification type and name, content area certifications, teaching positions held and number and name(s) of primary and secondary schools worked in since graduation with the bachelor's degree from the NPSAS school, grades and subjects taught, perception of level of preparation for teaching, first-year experiences as a K-12 teacher, earnings, hours per week worked, level of satisfaction with job, plans for staying in teaching and for moving into other education-related positions, and questions about teacher loan forgiveness programs.
- **Student Background.** In this section, respondents were asked to provide primarily demographic information, such as their citizenship; military, marital, and disability statuses; and number and age of any dependents, as well as household composition. A set of financial items prompted respondents for their incomes and outgoing monthly payments, including mortgage, car, and student loans. Finally, respondents were asked about civic participation behaviors through questions about voting and volunteering.
- **Locating.** The final section of the interview collected contact information from respondents so they may be reached for the follow-up B&B field test interview in 3 years' time (2011). On completion of this section, respondents were asked to complete a short interview debriefing that included items about the ease of completing the survey. The complete field test instrument facsimile can be found in appendix C.

Mixed-mode instrument design. Although the use of mixed-mode data collection provides many benefits, it also introduces certain issues that must be considered to minimize mode effects. The goal in developing a mixed-mode web-based instrument is to replicate the features that an interviewer would provide even when the interview is completed in the self-administered mode. The Web instrument was designed to account for the mixed-mode presentation, to ensure that high-quality data were obtained, and to make the interview process as efficient as possible. Key features of the mixed-mode design included the following:

- ensuring that question wording worked in both aural and visual presentations;

- creating on-screen instructions visible only to CATI or CAPI interviewers for proper and consistent oral administration of the various types of questions (e.g., whether the response options must be read aloud; when to probe, etc.);
- including help text to define key terms and clarify question intent;
- adding pop-up warning boxes to the instrument when out-of-range values were provided by the respondent;
- providing conversion text to encourage responses to critical items when left unanswered; and
- adding prompts if a respondent refused to answer (i.e., left blank) three consecutive screens. The prompting box reiterated the importance of the study and the need for completeness of data and requested that the respondent return to and answer the questions left blank.

Instrumentation features. Many features in the web-based instrument were created to make the interview effective and efficient for respondents, regardless of mode of administration. Most notably, skip logic, data coders, help text, range checks, and extensive testing of these features were implemented to streamline the interview and standardize the data collected.

Efficient skip logic (e.g., the routing of respondents past questions inapplicable to them) for this large, complex instrument was crucial. Sending respondents from one screen to another can add considerable transit time to web-based instruments, which increases both the burden on the respondent and the data collection costs incurred by interviewers as they wait for screens to load.

The field test student interview made use of coding systems to standardize the collection of particular data: postsecondary institutions attended, major or field of study, occupation, employer industry, and any primary or secondary schools where the respondent had taught. For the postsecondary institution coding system, a database was constructed with the set of institutions in the 2004–05 IPEDS, developed by NCES (<http://nces.ed.gov/ipeds/>). Respondents entered the institution’s city, state, and name into a text box. Once the information was submitted, the coder searched the database and returned a list of possible matches. The respondent then selected the correct institution. If the respondent found no matching institution, the entered text string was retained, but the respondent was asked to supply the level and control of the institution.

A coder (the “El/Sec” coder) that operated exactly as the one used to code postsecondary institutions was used to code any elementary or secondary schools where respondents had taught. The NCES data sources used for schools in the El/Sec coder were the Private School Universe Survey for private schools (<http://nces.ed.gov/surveys/pss/>) and the Common Core of Data for public schools (<http://nces.ed.gov/ccd/>). For schools not identified within the El/Sec coder, the entered text string was retained, and respondents were asked to supply the school type (public, private, etc.); the names of the school’s district, county, or both; and the lowest and highest grade levels that were taught at the school.

Like the El/Sec coding system, the major/field-of-study coding system used a database constructed from the 2000 Classification of Instructional Programs taxonomy developed by NCES (<http://nces.ed.gov/pubs2002/cip2000>). The respondent entered his or her major or field of study into a text box. The coder then conducted a database search according to the keywords entered and provided a list of possible matches. The respondent then selected the correct major or field of study. If no areas matched, the respondent manually coded the major by using two dropdown boxes,

selecting a general major category from the first dropdown box and then a specific major category from the second one.

Similarly, the occupation coder used text strings entered for job title and job duties to return a possible match for occupation. The database used in the occupation coder was derived from the U.S. Department of Labor's Occupational Information Network (O*NET) database of U.S. occupations and their characteristics (<http://online.onetcenter.org>). Whenever respondents were unsatisfied with the occupations returned, they were able to code their majors manually by using three dropdown boxes. Respondents selected the general area for their occupation from the first dropdown box, the specific area from a second dropdown box, and, when applicable, the detailed occupation classification from a third dropdown box.

A fifth coder obtained information from each respondent about his or her employer's industry, but the format of this coder differed from the others. On an initial screen, the respondent was asked to enter a text string giving his or her employer's industry. A follow-up form displayed the previously entered text string at the top and asked the respondent to choose from a list of radio-button industry categories that most closely matched the industry entered on the previous screen. "None Listed" was one option. The industry classifications were based on the North American Industry Classification System (<http://www.census.gov/epcd/www/naics>).

In addition to effective skip logic and these five coders, help text aided in the standardization of the data collected. Every web screen (i.e., form) in the student instrument included access to help text, which provided the respondent further details about the interview questions and often definitions of unfamiliar terms in questions or response options. Also included was a link for basic B&B:08/09 student interview help, which explained how to use the various question formats (e.g., radio button, text boxes). Respondents could access help text by clicking on the "Help" link in the lower right-hand corner of each screen. Pop-up messages were used to clarify any inconsistent or out-of-range values the respondents entered.

Once the instrument was developed and programmed, rigorous testing was conducted. Project staff and NCES staff used mock scenarios to test the skip logic, question wording, screen layout, and overall efficiency of the instrument. To identify any potential problems, this testing was done from a variety of locations, using a range of connection options, and at various times of day. The entire instrument development process was facilitated by the use of RTI's Hatteras system, which is described in detail in section 2.2.1.7. The use of Hatteras allowed project staff to coordinate testing efforts with NCES.

2.2.1.2 Training of Interview Data Collection Staff

The mixed-mode design of B&B study data collection required the development of training programs for help desk agents, telephone interviewing staff, and field interviewing staff. Separate training sessions were held for each of these groups.

Training programs included a review of confidentiality requirements; coverage of administrative procedures for case management; quality control of interactions with sample members, parents, and other contacts; the specific purposes of B&B:08/09 and the uses of the data; and in-depth review and hands-on practice with the organization and operation of the Web-based student instrument. Additional training topics were covered as a result of questions initiated during Quality Circle meetings conducted with interviewers and project staff throughout the duration of data collection. (See appendix D for a copy of the telephone interviewer training agenda, the field interviewer training agenda, and the training manual's table of contents.)

Telephone interviewers. The primary functions of the telephone interviewers were to gain cooperation from and conduct interviews with respondents by using techniques to avoid refusals and to address the concerns of reluctant sample members. All of the telephone interviewers trained for the B&B:08/09 field test had worked on the NPSAS:08 full-scale study (which was being conducted at the same time as the B&B field test interview). As part of NPSAS, the telephone interviewers received 8 hours of general training, followed by 12 hours of project-specific training. The B&B training incorporated 4 additional hours of project-specific training on the follow-up interview. Training materials included a training guide, an interviewing manual, and a list of frequently asked questions (FAQs). Interviewer training sessions consisted of lectures, demonstrations, and hands-on practice with the student instrument and coders. Additionally, interviewers were trained to understand and use the Case Management System (CMS) and were given opportunities to practice in CATI mode.

Help desk agents. Help desk agents were made available to assist sample members with any problems encountered while completing the self-administered interview and to document thoroughly all calls to the help desk. Help desk agents were also available to complete telephone interviews during the early response period with any respondent who preferred to complete the interview over the telephone. During the early response period, help desk agents made prompting calls to remind sample members about the study, and placed outbound calls once telephone interviewing began. Help desk training, appended to B&B project training, included further instruction on FAQs regarding the instrument, technical issues related to completion of the instrument via the Web, and solutions to common problems. Additionally, help desk agents received specialized training in the project-specific help desk application designed to log reasons for calls to the Help desk and their resolutions.

Tracing staff. The primary function of the tracing staff was to use intensive measures to locate sample members once all available contact information was determined to be obsolete. Four staff members were trained to conduct intensive tracing activities. The tracers received additional background on the study, characteristics of the sample population, and additional training on frequently asked questions so that they would be very knowledgeable about the study and thus could answer questions from sample members and contacts.

CAPI field interviewer training. The field test trained field interviewers to conduct interviews with respondents either in person or by telephone. A training session for field interviewers was held over 3 days in Research Triangle Park, NC. Six interviewers, hired to cover six geographic areas where larger clusters of respondents lived, attended the training. Interviewers received extensive training on the B&B instrument, with several opportunities for practice in administering the interview. In addition, training topics included the background of the study, active listening techniques, confidentiality procedures, field tracing techniques, case management using the Case Assignment Folders (CAF) and CMS, and proper use and care of the laptops assigned to them.

2.2.1.3 Study Website

A study website, developed for use by the field test sample members, provided general information about the B&B set of studies, including descriptions of interview content, uses of the data, and selected findings from earlier studies. In addition, sample members could learn about confidentiality assurances and the study sponsor and contractor, obtain contact information for the study help desk and project staff at RTI, and access links to the NCES and RTI websites. Sample members were also able to log in to the secure portion of the website to update personal contact information and complete the online survey once it was available.

The B&B website was designed according to NCEES web polices, using a three-tier security approach to protect all data collected. At the first tier, sample members could log in to the secure areas of the website using a unique study ID and password provided to them prior to the start of data collection. As a security measure, sample members were provided with strong passwords that were a minimum of eight characters and contained at least one uppercase letter, one lowercase letter, one number, and one special 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 shows the home page for the field test website.

Figure 3. B&B:08/09 field test website home page: 2008

BB BACCALAUREATE AND BEYOND
LONGITUDINAL STUDY

ies NATIONAL CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION

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

[Home](#)
[About B&B](#)
[FAQs](#)
[Confidentiality](#)
[Contact Us](#)
[Login to the Interview](#)

Home / Login

OMB Clearance No.: 1850-0729
Expiration Date: 02/28/2011
[Burden Statement](#)

Welcome to the Baccalaureate and Beyond Longitudinal Study Website!

The Baccalaureate and Beyond Longitudinal Study (B&B) surveys approximately 1,800 bachelor's degree recipients from 140 U.S. colleges and universities to better understand the experience of graduates one year after earning a bachelor's degree. The survey collects information about respondents' experiences in the workforce; experiences in and plans for graduate school; earnings and expenses; family status; participation in civic activities and personal and professional goals. Data collected from B&B will help educators, researchers and policymakers at the local, state and national levels better understand the experiences of recent college graduates and what can be done to help them.

The 2008 Data collection for B&B has ended.

You can obtain additional information about the B&B study by using the links at the left-hand side of this page. If you need additional assistance, send an e-mail to bbemail@rti.org or call the Help Desk toll-free at 1-877-262-4440.



National Center for Education Statistics, Institute of Education Sciences
U.S. Department of Education
1990 K Street, NW, Washington, DC 20006 USA

BB

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study 2008/09 (B&B:08/09) Field Test.

2.2.1.4 Locating and Contacting

Before sample members could be contacted to complete the field test 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. Prior to the start of data collection, address update mailings were sent to sample members and their parents. The final two stages of locating sample members for the B&B study involved CATI locating and intensive tracing. These methods are described in detail below, and data collection materials are attached in appendix E.

Batch searches. The first step in locating field test sample members was to conduct tracing activities. Before mailout activities began, batch searches using ED's Central Processing System (CPS) and the National Change of Address (NCOA) database were conducted to obtain updates on contact information and, immediately prior to the start of data collection, all address information for sample members was sent to Telematch to obtain new telephone numbers or to update existing numbers.

Mailings. In May 2008, approximately 2 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 and a letter introducing the B&B:08/09 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 them and encouraging their participation.

In June 2008, a mailing was sent to students at the best known address; the mailing included a letter announcing the upcoming data collection, a study brochure, an address update sheet, and a business reply envelope. The study website address was provided so that sample members could update their address directly, if desired.

Immediately prior to the start of data collection on July 10, 2008, a letter announcing the availability of the self-administered web-based interview was sent to each sample member. The letter provided a unique study ID and password and informed sample members that, by completing the interview within 4 weeks of the initial mailing, they would receive an incentive. The letter was enclosed in either a 9" x 12" envelope or a Priority Mail envelope. The envelope type was part of a data collection experiment (see section 2.2.16 for a detailed description of the data collection experiments). At the same time as the letter mailing, a comparable mailing was sent via e-mail to those sample members for whom a working e-mail address was available. A postcard reminder, not containing personal identifying information, was sent approximately 10 days after the initial mailing. Additional e-mail prompts were sent to nonrespondents throughout the course of data collection to encourage their participation.

Locating during interviewing. Once telephone interviewing began, telephone interviewers conducted limited tracing and locating activities, as needed. These activities included calling all telephone numbers and contacts for a sample member or speaking with persons answering the telephone to determine how to contact the sample member. When a sample member could not be located at a known telephone number, cases were sent to FastData location services for additional information. Cases that could not be located using any of the existing address information were identified for intensive tracing by RTI's Tracing Operations Unit (TOPS), housed within Call Center Services (CCS). Cases that failed to be located during intensive tracing were either sent to the field for locating and interviewing or returned to TOPS for additional intensive tracing.

Intensive tracing. The most difficult locating cases were traced by TOPS using a number of online sources. For those cases with a Social Security number (SSN), the credit bureau services Experian and TransUnion were searched. Any new information obtained was processed immediately, and the case was then returned to production interviewing. Remaining cases underwent a more intensive level of tracing, which included calls to directory assistance, alumni offices, and

contacts with neighbors or landlords. Each case was handled individually, based on the extent of information already available, the age of the locating data, and the presence of an SSN.

Field tracing. During the field test, 110 cases were sent to field interviewers for tracing and interviewing. Field interviewers received all address information available for an assigned case, the results of any tracing conducted to date, and the results of efforts made by telephone interviewers to reach the sample member. Field interviewers used all tracing resources available to them, including many local resources not available outside the geographic area, contacts with USPS, and searches of public records. Additionally, field interviewers called from their own telephones, which had familiar area codes, in an effort to increase the chance that the sample members would respond to the telephone calls.

2.2.1.5 Interviewing

The data collection design for the 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 (July 10–August 6, 2008) from the time that sample members were informed that data collection had begun. Sample members who completed the interview during this phase were offered a \$35 incentive as part of a data collection experiment. (For more details on this experiment, see section 2.2.1.6.) Base-year nonrespondents were eligible to receive prompting calls during the early response phase in an effort to increase response rates. The purpose of the prompting call was to remind sample members that they had been selected to participate in the B&B study and to encourage them to log in to the study website to complete the self-administered interview.
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. An incentive was offered to some sample members who completed during this phase. (For more details on this experiment, see section 2.2.1.6.)
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 \$35.

Sample members could complete an interview on the Web or over the telephone. A description of the different interview modes is provided below.

Self-administered web-based interview. The self-administered web-based interview was introduced to sample members in the lead letter packet, and remained available from the first day of data collection (July 10, 2008), giving sample members the option to complete interviews online at any time. During the early response period, only self-administered interviews were completed unless sample members called the help desk to complete the telephone interview.

Help desk operations. The B&B:08/09 help desk opened on the first day of data collection with staff available to assist sample members who had questions or problems accessing and completing the self-administered interview. A toll-free telephone 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.

An application designed for the help desk documented all calls from sample members and 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 method for tracking calls that could not be resolved immediately.

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

Computer-assisted telephone interviewing (CATI). Locating and production interviewing began after the 4-week early response period expired on August 7, 2008. CATI procedures included attempts to locate, gain cooperation from, and interview sample members who had not already completed the online interview. On reaching sample members, the interviewer encouraged them to complete the interview by telephone; however, the interviewer did inform reluctant sample members that they could still complete the interview online if that was their preference.

The CMS included an automated call scheduler that assigned cases to interviewers by case priority and time of day. Case assignment was designed to maximize the likelihood of contacting and interviewing sample members according to when the sample member was likely to be available. For each case, a call roster prioritized sample member names and telephone numbers for the interviewers. New roster lines were added as needed based on the results of CATI tracing and intensive tracing efforts.

Computer-assisted personal interviewing (CAPI). Difficult cases of sample members who had not yet completed an online or telephone interview and were near predetermined geographic clusters were sent to the field near the end of data collection. CAPI, or field interviewing, began October 4, 2008 (CATI interviewing continued for cases not assigned to the field through the CAPI phase). Local field interviewers were assigned to one of six geographic clusters in five states, based on the last known address for the sample member. Cases assigned to the field could also be accessed by help desk staff in the event that a sample member called for assistance with the Web interview or to complete the interview by telephone. Like the CATI interview, the CAPI interview presented interviewer instructions at the top of each screen, and CAPI interviewers adhered to the same interviewing conventions as CATI interviewers.

2.2.1.6 Experiments

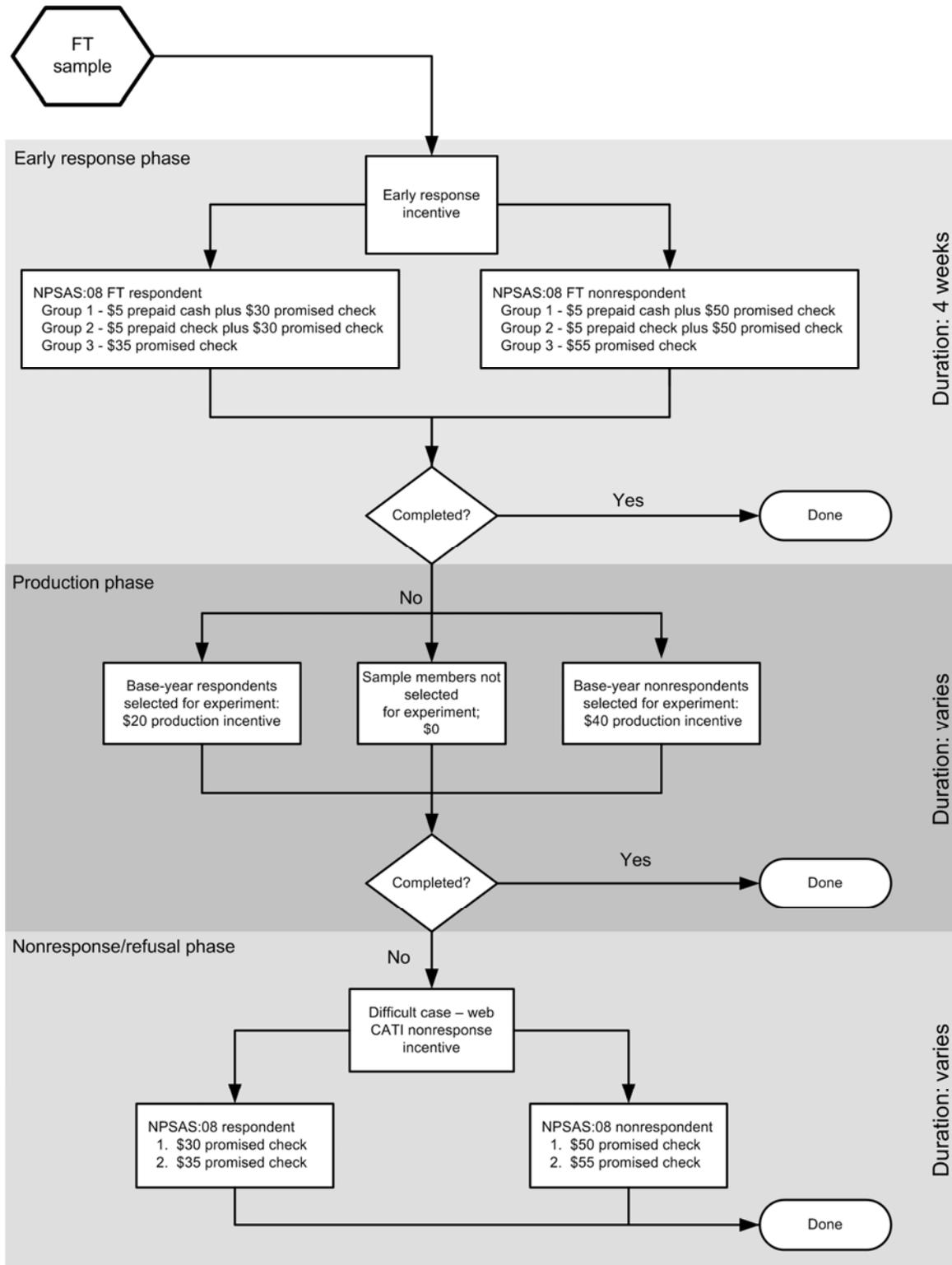
Three B&B:08/09 field test experiments were designed to evaluate the effectiveness of data collection strategies in increasing response rates. Figure 4 illustrates the three experiments by the three phases of interview completion. The first experiment evaluated the effectiveness of varying types of prepaid incentives. The second evaluated the impact of the type of envelope used to mail the initial study materials. The sample was randomly assigned prior to data collection to each of the conditions, and response rates at the end of data collection were compared. Results of the three experiments can be found in section 3.3.

- **Prepaid incentives.** The first experiment involved a \$35 incentive for all interviews completed during the early response period. Sample members were randomly assigned to one of three groups. The first group received a \$5 initial cash incentive, with a promise to be paid \$30⁸ on completion of the interview. The second group received a \$5 initial check incentive, with a promise to be paid \$30 on completion of the interview. The third group received no prepaid incentive but was offered \$35, to be paid on the completion of the interview.
- **Mailout materials.** The second experiment involved mailout methods. The sample was divided into two groups. Fifty percent of the sample received their initial mailing in a 9” x 12” envelope, and the remaining sample members received their initial mailing via Priority Mail.
- **Production phase incentive.** The third experiment involved offering a production phase incentive to one-half of the B&B sample. Half of the sample members in the base-year respondent group were selected to receive \$20 if they completed the interview during the production phase, while the other half would receive \$0 for completion during the production phase. For base-year nonrespondents, half were selected to receive \$40 if they completed the interview during the production phase, and the other half would receive \$0 for completion during the production phase.⁹

⁸ A \$20 differential was offered to base-year nonrespondents to encourage participation among this groups that typically has lower rates of participation than those who responded to the NPSAS:08 field test survey. The \$20 differential was not experimental – it was offered to all NPSAS:08 field test nonrespondents during all phases of interview completion.

⁹ The \$40 offered to half of the base-year nonrespondent sample was a result of the \$20 differential offered during all phases of interview completion to base-year nonrespondents. The \$20 differential was not offered, however, to the half of the base-year nonrespondent sample selected not to receive an incentive during the production phase, the \$0 group.

Figure 4. Field test incentive experiments: 2008



NOTE: There were no experiments in the Nonresponse/refusal phase. CATI = computer assisted telephone interviewing. FT = field test. NPSAS = National Postsecondary Student Aid Study.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study 2008/09 (B&B:08/09) Field Test.

Question response format experiment. Because the field test instrument was administered in both a self-administered and interviewer-administered mode, item design and wording needed to be developed across modes to ensure comparability of the data. Questions with multiple response options could have been problematic because the experience of reading a list of possible options on the self-administered web interview was 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 B&B:08/09 field test, five items were chosen to test the response formats. Three different format conditions were randomly assigned to respondents for each of the five 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 a list of response options on the same screen and required a yes-or-no answer to each option. The second format, a check-all design, presented the question and the same list of response options that were presented to respondents in the radio button group, except that only those options that 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 dropdown list, the response option that best described their answer. The list of options was the same list presented in the radio button and check-all formats. The five questions used for the experiment are shown in table 6.

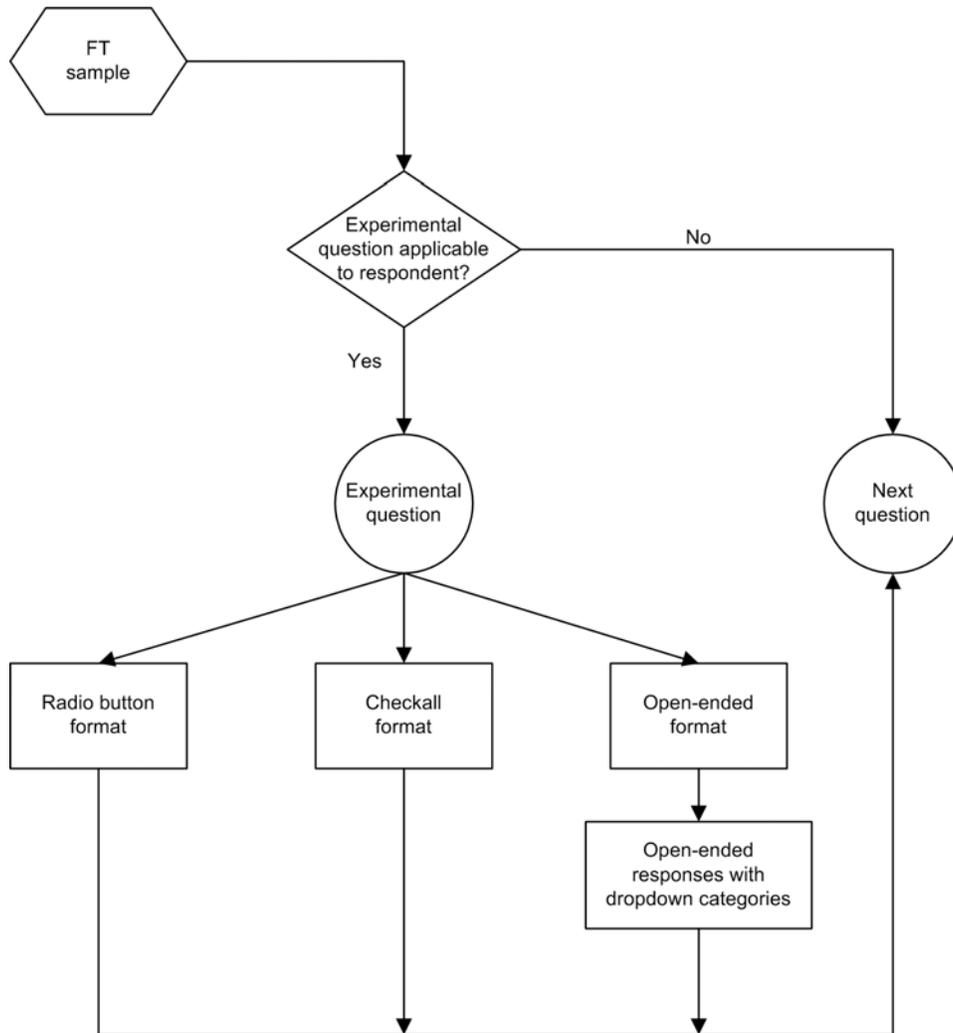
Table 6. Question wording for items tested, by interview section: 2008

Interview section	Question wording
Undergraduate Education	Why did you decide to enroll at more than one school at the same time?
Postbaccalaureate Education/Training	Why did you decide to postpone your continued education?
Postbaccalaureate Employment	What job search strategies are you currently using to look for a job?
K-12 Teaching	What are the reasons you did not apply for a teaching position?
Student Background	Why did you become involved in your community service or volunteer work?

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Figure 5 presents the design of the field test question format experiment. Results comparing the response rates for each of the formats are described in chapter 5. Chapter 6 describes the instrumentation suggestions for the full-scale study, based on the results of the experiment.

Figure 5. Field test question format experiment: 2008



NOTE: FT= field test.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

2.2.1.7 Interview Data Collection Systems

The data collection systems used for the B&B:08/09 field test data collection included 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).

Hatteras survey engine and survey editor. The B&B 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 B&B:08/09 field test instrument. All information relating to the instrument was stored in a Structured Query Language (SQL) server database and was made accessible through web browser interfaces. Hatteras provided specification, programming, and testing interfaces for the B&B instrument as described below.

Specifications. Hatteras includes the tools and user interface needed for developing interview specifications. 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.

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.

- **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. Programming 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 specifications and programming code as they were entered and updated, displaying instrument content as respondents would see it. The execution engine automatically handled such web instrument functions as backing up and moving forward, recording instrument timing data, and linking to context-specific help text.

Instrument Development and Documentation Systems (IDADS). The Web-based IDADS documentation module was used to generate the instrument facsimiles and the deliverable Electronic Codebook (ECB) input files. It 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.

Integrated Management System (IMS). All aspects of the study were monitored using the IMS, a comprehensive set of desktop tools designed to provide access to a centralized, easily accessible repository of project data and documents. The B&B:08/09 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 to assist management of the field test data collection 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 files could be retrieved, as necessary.

- **Receipt Control System (RCS).** The RCS is an integrated set of systems that is 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 such as producing mailings to sample members. The RCS also interacted with the Case Control System database, sending locator data between the two systems, as necessary.

2.2.2 Transcript Data Collection

This section describes the field test procedures for collecting and reviewing transcripts and related institutional materials from the NPSAS institutions of the B&B:08/09 field test sample, as well as for keying and coding the transcript data.

2.2.2.1 Transcript Collection and Website

Transcripts were collected from institutions where field test B&B sample members completed their bachelor's degree requirements during the 2006–07 academic year. For each student, a complete transcript was requested from the NPSAS institution. If the NPSAS institution had transcripts for any transfer schools attended prior to the NPSAS institution, the transfer transcripts were requested as well.

In late April 2008, a transcript request packet was sent to the director of the institutional research office at each institution.¹⁰ The packet contained several documents (attached in appendix C), including the following:

- a letter from RTI providing an introduction to the B&B:08/09 study;
- an introductory letter from NCES on ED letterhead;
- a letter of endorsement from the American Association of Collegiate Registrars and Admission Officers (AACRAO);
- a list of other endorsing agencies;
- information regarding how to log on to the study's secure website to access the list of students for which transcripts were requested and obtain other relevant study information;
- descriptions of and instructions for the various methods of providing transcripts; and
- excerpts from the Family Educational Rights and Privacy Act (FERPA) that illustrate the 2009 Postsecondary Education Transcript Study (PETS:09) compliance with the legislation.

Follow-up calls by trained institutional contactors were placed 2 days after the initial mailing to ensure receipt of the packet and to answer any questions about the study. Prompting calls were made as well, and reminder e-mails were sent, as needed, from May through July of 2008.

¹⁰In the absence of an office of institutional research at a particular institution, packets were sent to the registrar's office for that institution.

Institutions had several options for submitting transcripts, including (1) an upload of transcript files to the secure study website; (2) transmission of transcript files by a secure file transfer protocol (FTP) server; (3) transmission of transcript files as encrypted attachments in e-mail; (4) transmission of transcript files via a dedicated server at the University of Texas at Austin; and (5) transmission of hard-copy transcripts via a secure fax at RTI. Each method is described below:

1. **File upload to the study website.** Institutions were asked to submit electronic transcript files, preferably in an extensible markup language (XML) or electronic data interchange (EDI) format that conforms to the Postsecondary Electronic Standards Council standard, directly to the secure study website using file specifications provided on the website. If the transcript data were not already in one of the two preferred formats, the institution was asked to convert the files before loading, although the file was accepted in whatever format was possible.

The latest technology systems were incorporated into the transcript website application to ensure strict adherence to NCES confidentiality guidelines. The Web server included an SSL Certificate and was configured to force encrypted data transmission over the Internet. Also, all of the data entry modules on the site were password protected, and the user was automatically logged out of the system after 20 minutes of inactivity. Files uploaded to the secure website were immediately moved to a secure project folder accessible only to a subset of project staff.

2. **Submission of electronic transcripts by secure FTP server.** Transcript files could be submitted to RTI using an FTP server, which ensures an encrypted control session. As with the file upload, it was preferable for files to be submitted using an XML or EDI format, but files could be submitted in virtually any format with a file layout. Files transmitted via the FTP server were copied to a secure project folder only accessible to specific staff members. After being copied, the files were immediately deleted from the FTP server.
3. **Submission of transcript files as encrypted attachments to e-mail.** Electronic transcript files could be submitted to RTI as an attachment that was e-mailed to the project e-mail account. RTI provided guidelines on encryption and creating strong passwords for the attachments prior to mailing. Encrypted transcript files were moved to a secure project folder and deleted from the e-mail folder immediately.
4. **Submission of transcripts via secure fax.** Faxed transcripts were accepted as a last resort. To safeguard against information being misdirected or intercepted by individuals to whom access was not intended or authorized, RTI protocol only allowed for transcripts to be faxed to a machine housed in a locked room. To ensure that the fax transmission was sent to the appropriate machine, a test fax between machines was performed with nonsensitive data. Because individually identifiable information was being transmitted, a specific fax transmittal sheet that included a confidentiality statement was made available to institutions via the project website. Paper transcripts were kept in a locked file cabinet in RTI's secure data receipt facility, to which only a limited number of B&B:08/09 transcript staff had access.
5. **Submission of transcript files through a dedicated server at the University of Texas at Austin.** An experimental method for collecting transcripts electronically used a dedicated server at the University of Texas at Austin that was developed to allow transcript exchange among institutions. The server supports both XML and EDI

formats. Only about 200 institutions nationally could send and receive academic transcripts in standardized electronic formats.

Course catalogs and institution-level data on the term and grading systems were needed to facilitate keying and coding of the transcript data. Before a request for catalogs was submitted to an institution, RTI first attempted to obtain the catalogs through online sources, including the institution's website. An institution was asked to provide catalogs only if they could not be obtained through other means. Institution-level data could be submitted using a data collection page on the study website but was obtained from the institution's NPSAS data and course catalogs, as required. Every attempt was made to minimize the burden of these requests on institutions.

2.2.2.2 Transcript Keying and Coding

Transcripts were keyed and coded using a web-based keying and coding system (KCS) modeled after the system developed for the postsecondary transcript collection conducted for the National Education Longitudinal Study of 1988 (NELS_88) and the 1993/94 Baccalaureate and Beyond Longitudinal Study (B&B:93/94). The KCS was programmed in a .NET framework and included multiple pages for collecting institution-level, student-level, and course-level data. A list of the data elements keyed and coded in each section is included in appendix B.

A Transcript Control System (TCS) was used to track collection, data receipt, and keying and coding of each transcript as it arrived. The TCS was comprised of three subsystems: the Institution Contacting System (ICS), the Data Receipt System (DRS), and the KCS. Each subsystem contained reports for tracking the progress of that component of the study.

Because transcripts contained institution-specific majors and courses, separate coding systems were developed for inclusion in the KCS and used to code both majors and courses into a standard taxonomy. Majors were coded using a coding system developed from the NCES CIP, which categorizes fields of study into 1 of more than 2,000 categories (<http://nces.ed.gov/pubs2002/cip2000/>). The courses taken were coded into the PETS Course Code, which was developed by RTI by combining the CIP and the College Course Map (Adelman 1999).

Keyer-coders were required to have earned a bachelor's degree to ensure that they had firsthand knowledge of college courses, credits, and grade point averages. Keyer-coder staff were trained over a 5-day period. The training included lectures, practice with the KCS, and a certification exercise. Sample transcripts were provided so that keyer-coders could become familiar with different transcript formats and how to locate data.

On receipt at RTI, the course catalogs and transcripts were reviewed by data processing staff to identify missing, incomplete, or indecipherable transcripts. Institution contactors followed up with institutions to resolve issues. Project staff used daily monitoring reports to review transcript problems and identify approaches for problem resolution.

Keyer-coders were expected to reference transcript-related documents available for an institution, specifically, course catalogs and other information provided by the institution. Keyer-coders were assigned transcripts by institution so that familiarity with the institution's transcript format and catalogs could gain keying and coding efficiencies. The KCS was designed with validations for data type, length, and values ranges, and a percentage of the data keyed was subsequently keyed by another keyer-coder and compared. In addition, expert keyer-coders recoded all uncodable courses, all courses coded with "Other," and a 10 percent subsample of all other

courses. Meetings were held weekly to ensure consistent keying and coding across keyer-coders and to provide additional guidance.

2.2.3 Administrative Data Sources

A portion of the data for the field test was obtained from two ED 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:08, RTI was assigned a special designation code by CPS that allowed access to Free Application for Federal Student Aid (FAFSA) data. Under this procedure, FAFSA data were requested through a standard Institutional Student Information Record (ISIR) 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. NSLDS files also contained information for recipients of SMART Grants. 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, SMART Grant, and federal student loan files included both information for the year of interest and a complete federal grant or loan history for each student. The data transfer was secured through an NCES system that used the NCES member site and SSL technology.

Chapter 3.

Student Interview Data Collection Outcomes

This chapter reports the data collection outcomes of the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) field test. The response rates are reported first, including an overall summary of results, a discussion of interview response by mode of completion, and a discussion of locating and contacting results. The second section discusses the burden associated with conducting the 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 Student Interview Response Rates

This section presents overall results and response rates from the field test. Also discussed are response rates by key characteristics, such as interview completion mode and response status in previous rounds of the study, as well as locating and contacting results.

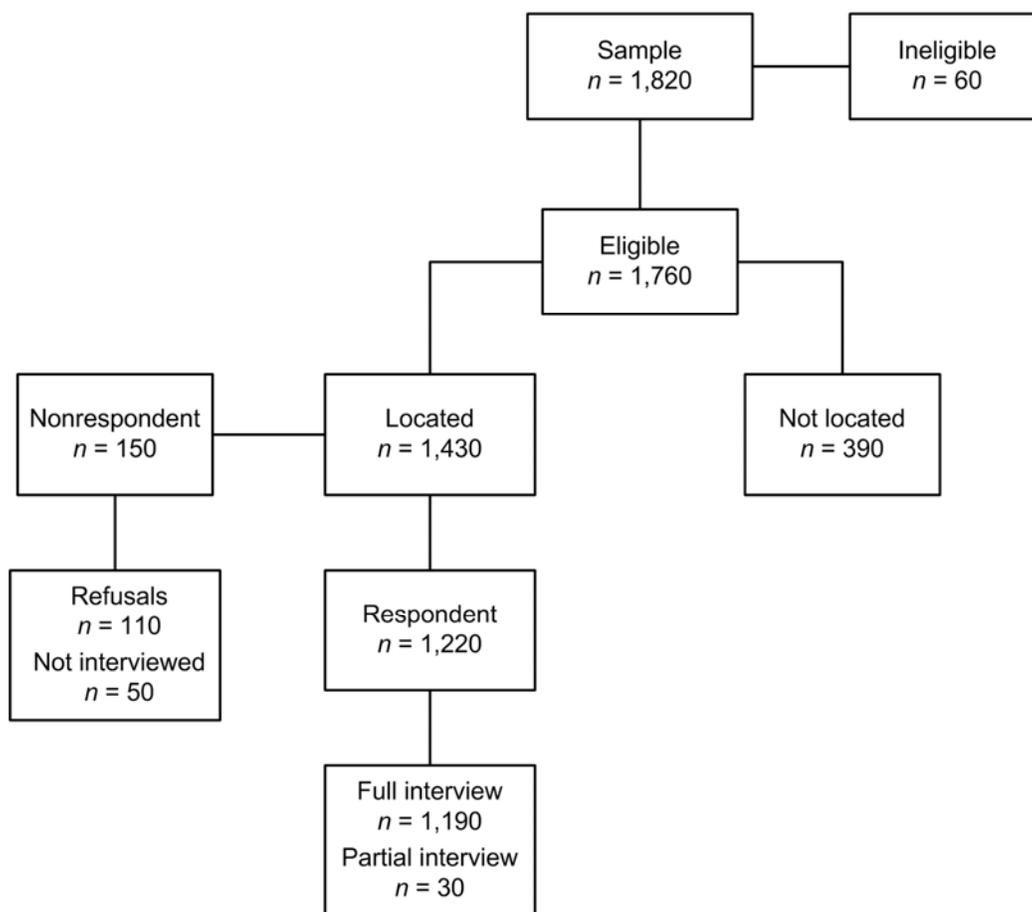
3.1.1 Overall Summary of Interview Results

Figure 6 represents the overall eligibility, locating and response rates for the field test data collection. Of the 1,820 sample members, about 1,760 (97 percent) were confirmed eligible for the study,¹¹ and 1,430 (79 percent) were located.¹² The overall response rate among the eligible sample was 69 percent. However, among the located eligible sample members, nearly 90 percent (1,220 sample members) completed the survey. About 150 sample members were located but either refused to participate, or did not complete an interview before data collection attempts ended. Of the sample of 1,820, about 390 were not located for B&B:08/09. Of the 1,220 interviews, only 30 were partial (completed at least through Section B – Undergraduate Education) and the vast majority were full completes.

¹¹ In the full-scale study, the eligibility status of interview nonrespondents will be modeled statistically. For the field test, eligibility is assumed for nonrespondents.

¹² Sample members were classified as located if the respondent had actually been contacted or status codes at the end of data collection indicated that good address or telephone information for the respondent had been obtained. Cases that were not successfully contacted were also considered located as long as the contact attempts did not cast doubt on the telephone or address information used, such as returned letters or disconnected phone numbers.

Figure 6. Overall locating and interviewing results: 2008



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

Results by NPSAS:08 field test response status. Locate and response rates for the field test by NPSAS:08 field test response status are shown in table 7. Approximately 87 percent of base-year respondents were located. Among located eligible base-year respondents, 93 percent completed the interview. Of base-year nonrespondents, 59 percent were located, and 75 percent of the located cases completed the interview.

Table 7. Locate and response rate, by NPSAS:08 field test response status: 2008

NPSAS:08 field test response status	Eligible sample	Located		Responding students		
		Number	Percent of total	Number	Percent of located	Percent of total
Total	1,760	1,370	78.0	1,220	88.8	69.3
NPSAS:08 field test respondent	1,200	1,050	87.0	970	92.9	80.9
NPSAS:08 field test nonrespondent	550	320	58.5	240	75.3	44.0

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) and 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

Results by institution sector. Locate and response rates for the field test varied by institution sector and are presented in table 8. Ninety percent of located eligible sample members who graduated from a public 4-year non-doctorate-granting institution and 89 percent of those who graduated from private not-for-profit 4-year non-doctorate-granting institutions during the base-year round completed the field test interview. Eighty-seven percent of located sample members from private not-for-profit 4-year doctorate-granting institutions and 63 percent of located sample members from private for-profit 2-year-or-more institutions during the base-year round completed the field test interview.

Table 8. Locate and response rate, by institution type: 2008

Type of institution	Eligible sample	Located		Responding students		
		Number	Percent of total	Number	Percent of located	Percent of total
Total	1,760	1,370	78.0	1,220	88.8	69.3
Public 4-year non-doctorate-granting	830	660	80.4	600	89.9	72.3
Private not-for-profit 4-year non-doctorate-granting	520	400	76.2	350	88.6	67.5
Private not-for-profit 4-year doctorate-granting	400	300	76.7	260	87.1	66.8
Private for-profit 2-year-or-more	20	10	50.0	10	62.5	31.3

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

Results of field interviews. A set of cases was purposefully selected for field interviewing to test procedures prior to full-scale implementation. In the B&B field test, field interviewers were hired in densely populated areas with high concentrations of sample members who had not yet responded or had been difficult to contact. Table 9 shows locate and response rates among the 140 cases selected for computer-assisted personal interviewing (CAPI), or field interviewing. Of the eligible cases selected, 56 percent were located, and 28 percent completed an interview with a field interviewer. However, not all interviews assigned to the field were conducted by the local field interviewers. In addition to the 28 percent of cases selected for field interviewing that completed the interview with a field interviewer, another 20 percent called the help desk and completed a telephone interview or did a self-administered interview. Overall, 48 percent of cases assigned to the field ultimately completed an interview either with a field interviewer, a telephone interviewer, or on the web.

CAPI response rates are provided by both NPSAS:08 field test response status and by institution type. Nearly sixty percent of base-year respondents completed an interview while 43 percent of base-year nonrespondents completed an interview. Based on the type of institution, response rates ranged from 53 percent for private not-for-profit 4-year non-doctorate-granting institutions to 9 percent for private for-profit 2-year-or-more institutions. Among located cases, however, the overall response rate was 85 percent, and response rates were above 85 percent except for all sectors except private for-profit 2-year-or-more institutions.

Table 9. Locate and response rates for field cases, by NPSAS:08 field test response status and institution type: 2008

NPSAS:08 field test response status and institution type	Cases selected for field	Located		Number Complete			Percent Complete			
		Number	Percent	Via CAPI	Via Web or CATI	All modes	Via CAPI	Via Web or CATI	All modes	Of located
Total	140	80	56.4	40	30	70	27.9	20.0	47.9	84.8
NPSAS:08 field test response status										
NPSAS:08 respondent	70	50	68.6	20	20	40	32.9	25.7	58.6	85.4
NPSAS:08 nonrespondent	70	30	44.3	20	10	30	22.9	14.3	42.9	83.9
Type of institution										
Public 4-year non-doctorate-granting	70	40	58.1	20	20	40	24.3	25.7	50.0	86.0
Private not-for-profit 4-year non-doctorate-granting	30	20	60.0	10	#	20	40.0	13.3	53.3	88.9
Private not-for-profit 4-year doctorate-granting	30	20	60.0	10	10	10	32.0	20.0	52.0	86.7
Private for-profit 2-year-or-more	10	#	27.3	#	#		9.1	#	9.1	33.3

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) and 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) and 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

Interview completeness. Table 10 presents the distribution of response rates by interview completion status and NPSAS:08 field test response status. Of the 970 field test respondents from the 2008 National Postsecondary Student Aid Study (NPSAS:08) who completed the B&B:08/09 field test interview, 98 percent completed the full B&B:08/09 field test interview. Of the 240 NPSAS:08 nonrespondents who completed the B&B:08/09 field test interview, 94 percent completed the full interview. Only 30 interviews were partially completed. Of the partial interviews, 20 were completed by base-year respondents, and 10 were completed by base-year nonrespondents.

Table 10. Interview completeness, by NPSAS:08 field test response status: 2008

B&B:08/09 FT response status	Total	NPSAS:08 respondents		NPSAS:08 nonrespondents	
		Number	Percent	Number	Percent
Total	1,220	970	100.0	240	100.0
Full interview	1,190	960	98.2	230	94.3
Partial interview	30	20	1.8	10	5.7

NOTE: Detail may not sum to totals because of rounding. FT = field test.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) and 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

3.1.2 Locating and Interviewing Outcomes

For the B&B:08/09 field test, tracing began in spring 2008 by updating address and other contact information collected during the NPSAS:08 field test interview. Several tracing resources were used, including the Central Processing System (CPS), which contains federal financial aid application information and databases from Telematch, Accurint, and the National Change of Address (NCOA) file. Table 11 shows the record match rate for each method of batch tracing employed. Match rates are based on the number of records either confirmed or updated with new information. The match rates for the B&B:08/09 field test ranged from 15 percent for CPS 2008–09 tracing to 32 percent for Telematch.

Table 11. Batch processing record match rates, by tracing source: 2008

Tracing source	Number of records sent	Number of records matched	Percent matched ^{1,2}
NCOA	1,820	450	25.0
CPS 2007–08	1,790	360	20.3
CPS 2008–09	1,800	260	14.6
Telematch	1,820	580	31.7
Accurint	210	20	8.1

¹ Match rate includes instances when sample member contact information was confirmed and when new information was provided.

² Percentage is based on the number of records sent for batch tracing within each row. Because records were sent to multiple tracing sources, record matches to multiple sources were possible.

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, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

Address update results. As part of the initial notification mailing to sample members and their parents, an address update form was included with each letter. Sample members also had the option to update locating information through the secure study website, which was indicated on the sample member letter. Table 12 presents the located and interview rates for those who returned some form of address update sheet. Of the sample members who provided updated address information, 97 percent were located, and 95 percent of those completed an interview.

Table 12. Interview completion rates, by address update reply: 2008

Type of address update	Provided update		Located		Interviewed	
	Number	Percent	Number	Percent ¹	Number	Percent ²
Total	420	100.0	410	97.4	400	94.5
Parent mailing	130	29.8	120	96.8	120	92.8
Sample member mailing	100	23.2	100	97.9	90	95.9
Website reply	200	47.0	190	97.5	190	94.9

¹ Percentage is based on the number of cases providing address updates within the row under consideration.

² Percentage is based on the number of located cases 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, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

Intensive tracing results. Locating and interview rates for cases sent to intensive tracing are shown in table 13. Of these cases, 31 percent were located, and 75 percent of those completed an interview.

Table 13. Interview completion rates for cases sent to intensive tracing, by tracing status: 2008

Intensive tracing status	Number	Percent
Sent to CCS	170	100.0
Located ¹	50	30.9
Interviewed ²	40	74.5

¹ Percentage is based on the number of cases sent to CCS.

² Percentage is based on the number of cases located.

NOTE: Detail may not sum to totals because of rounding. CCS = RTI's Call Center Services.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

3.1.3 Interview Outcomes, by Mode

B&B:08/09 offered three options for interview administration during the data collection period, July 10 through October 24, 2008. The early response period, during which self-administered interviews, and telephone interviews conducted on request by Help Desk staff, occurred during the first 4 weeks of data collection. At the end of the 4 weeks, computer-assisted telephone interviewing (CATI) began, during which telephone interviewers made outbound calls to obtain completed interviews. Computer-assisted personal interviewing (CAPI) began near the end of data collection when remaining cases were most difficult to locate or reach by telephone.

Table 14 presents interview completions, by mode of administration. Self-administered interviewing was the preferred method of interviewing ($\chi = 14.53, p < .0001$) with 73 percent of

completed interviews self-administered compared to 24 percent for CATI and 3 percent for CAPI.¹³ About two-thirds of self-administered respondents (65 percent) completed the survey during the early response period.

Table 14. Distribution of interview completions, by mode of administration: 2008

Mode of administration	Interview completions	Percent
All respondents	1,220	100.0
Self-administered	890	72.9
Interviewer-administered	330	27.1
CATI	290	88.2
CAPI	40	11.8

NOTE: Detail may not sum to totals because of rounding. CAPI = computer-assisted personal interviewing.

CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

3.2 Interview Burden

This section describes the time burden associated with responding to and conducting the field test interview. Interview completion times are discussed overall, by interview section, by mode of administration, and by particular respondent characteristics. Also presented are the number of hours worked by telephone interviewers and a summary of call counts.

3.2.1 Student Interview Completion Times

To ensure that the burden associated with completing the field test interview is kept to a minimum, interview timing is monitored closely. The amount of time it took respondents to complete the interview was examined, with special attention paid to different completion modes and interview paths. 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 needed 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 the web page was displayed on the screen. The second time stamp, the end timer, recorded the clock time when 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 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 includes 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) are excluded from the analysis.

¹³ Field interviewing was used on a small set of sample members for the field test to test procedures for the full-scale study.

Table 15 presents the average interview time for each section, both 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, Eligibility, Undergraduate Education, Postbaccalaureate Education/Training, Postbaccalaureate Employment, K-12 Teaching, and Student Background sections of the field test interview.

Table 15. Average time to complete field test interview, by interview section and mode of administration: 2008

Interview section	All respondents		Self-administered		Interviewer-administered	
	Number of cases	Average time (minutes)	Number of cases	Average time (minutes)	Number of cases	Average time (minutes)
Total interview	880	38.3	650	34.9	230	47.7
Front End	890	1.6	650	0.9	240	3.3
Eligibility	870	1.1	640	1.1	240	1.2
Undergraduate Education	860	9.9	630	9.3	230	11.5
Postbaccalaureate Education/Training	860	3.3	640	3.1	230	4.1
Postbaccalaureate Employment	860	9.0	630	8.3	220	10.8
K-12 Teaching	840	1.4	630	1.4	210	1.3
Student Background	860	5.2	630	4.9	220	6.1

NOTE: Interview times are presented only for completed interviews; partial interviews and multisession completions are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

On average, the B&B:08/09 field test instrument took 38 minutes to complete. Overall, self-administered interviews were significantly shorter (35 minutes) than interviewer-administered interviews (48 minutes [$t = 13.59, p < .0001$]). The amount of time spent 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 (29 minutes and 39 minutes, respectively [$t = 12.6, p < .0001$]). Conversely, interviewer-administered interviews had a shorter average transit time than self-administered interviews (5.1 minutes and 5.5 minutes, respectively [$t = 2.09, p = .0369$]).

The Eligibility section determined respondents' eligibility for inclusion in the B&B cohort, based on respondents' date of completion of a bachelor's degree from the NPSAS school. This section was administered to all respondents. The eligibility section took an average of 1 minute to complete.

The Undergraduate Education section collected information about all colleges, universities, or trade schools attended by the respondent *prior* to receiving a bachelor's degree from the NPSAS school, as well as information about the respondent's NPSAS school and any undergraduate financial aid information. Overall, the Undergraduate Education section took an average of 10 minutes to complete. However, the amount of time spent in this section varied, depending on how many schools the respondent reported attending. Table 16 presents the average interview times, by number of schools reported. For respondents who did not attend any schools other than the

NPSAS school, this section took about 7 minutes. Respondents who reported one additional school averaged about 11 minutes, and the average section time was 15 minutes for those who reported attending two or more additional schools ($F = 310.2, p < .0001$).

Table 16. Average time to complete field test interview, by number of schools reported in Undergraduate Education section: 2008

Number of other schools reported in Undergraduate Education section	Number of respondents	Average time (minutes)
Total	860	9.9
Zero	410	6.8
One	310	11.4
Two or more	150	15.2

NOTE: Interview times are presented only for completed interviews; partial interviews and multisession completions are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

The Postbaccalaureate Education/Training section collected information about any colleges, universities, or trade schools the respondent attended in the year following receipt of a bachelor's degree from the NPSAS school. The Postbaccalaureate Education/Training section took an average of 3 minutes to complete. As shown in table 17, respondents with more schools had longer times in this section (3 minutes for zero schools, 5 minutes for one school, and 7 minutes for two or more schools [$F = 312.4, p < .0001$]).

Table 17. Average time to complete field test interview, by number of schools reported in Postbaccalaureate Education/Training section: 2008

Number of other schools reported in Postbaccalaureate Education/Training section	Number of respondents	Average time (minutes)
Total	860	3.3
Zero	620	2.5
One	220	5.2
Two or more	30	6.6

NOTE: Interview times are presented only for completed interviews; partial interviews and multisession completions are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

The Postbaccalaureate Employment section focused on the job(s) held in the year after completing a bachelor's degree. This section collected information regarding current job duties, benefits and requirements, and periods of unemployment, if applicable. On average, the Postbaccalaureate Employment section took about 9 minutes to complete. Table 18 shows that respondents who were employed spent longer in the employment section (10 minutes) compared to those respondents who were not employed (3 minutes [$t = 43.6, p < .0001$]).

Table 18. Average time to complete field test interview, by employment status: 2008

Employment status	Number of respondents	Average time (minutes)
Total	860	9.0
Not employed	130	2.7
Employed	730	10.1

NOTE: Interview times are presented only for completed interviews; partial interviews and multisession completions are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

The K-12 Teaching section collected information about the respondent's experiences with or interest in teaching kindergarten through the 12th grade. The K-12 Teaching section took an average of 1 minute to complete. Table 19 shows respondents who have never been a teacher and are not planning or preparing to become a teacher took an average of 30 seconds to complete the section. Respondents who are current or former teachers, and those who are either considering or preparing for teaching, took 4 minutes ($t = 17.1, p < .0001$). The latter group was divided even further in table 20 between current teachers (7 minutes), former teachers (5 minutes), respondents preparing to become teachers (3 minutes), and respondents considering becoming teachers (2 minutes [$F = 76.2, p < .0001$]).

Table 19. Average time to complete field test interview, by teacher status: 2008

Teacher status	Number of respondents	Average time (minutes)
Total	840	1.4
Not a teacher and not planning or preparing to teach	630	0.5
Currently, formerly, preparing to, or considering teaching	210	4.0

NOTE: Interview times are presented only for completed interviews; partial interviews and multisession completions are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Table 20. Average time to complete field test interview, by teacher status: 2008

Teacher status	Number of respondents	Average time (minutes)
Total	210	4.0
Currently teaching	70	6.7
Formerly teaching	30	4.6
Preparing to teach	50	2.5
Considering teaching	60	1.7

NOTE: Interview times are presented only for completed interviews; partial interviews and multisession completions are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

The Background section collected demographic, financial, and some civic participation information about the respondent. It also contained items related to personal finance, number of dependents, parent education, disability status, citizenship status, and community service work. A majority of the 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 5 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 NCES and the Technical Review Panel (TRP) for revisions to the full-scale interview.

3.2.2 Telephone Interviewer Hours

The CATI component of data collection required considerable effort on the part of telephone interviewers and RTI Call Center Services (CCS) supervisory staff. Telephone interviewer hours for B&B:08/09 totaled about 1,370 hours, with an average of 6 hours spent per completed telephone interview, and an average of 0.9 hours per completed interview (across all modes).

Given the average telephone interview completion time of 48 minutes, the remaining time was spent in activities outside the actual interview, including prompting sample members to complete web interviews and responding to incoming calls. Much 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 balance of interviewer time was spent on case maintenance, such as opening a case and reviewing its call history, scheduling callbacks, providing comments, and updating cases' statuses.

3.2.3 Number of Calls and Call Screening

Table 21 presents the average number of telephone calls overall, by current and prior response status, by mode of administration, and by phase of data collection. Overall, an average of 11 calls was made per sample member. Significant differences in call counts were found between the response statuses for both the current and base-year studies. B&B:08/09 respondents were called, on average, 7 times, compared with an average of 20 calls to nonrespondents ($t = 23.65$, $p < .0001$). In the first follow-up interview, base-year respondents received 6 fewer calls than NPSAS:08 nonrespondents (9 and 15, respectively [$t = 8.88$, $p < .0001$]).

The number of calls placed to sample members also varied by the mode of administration. Cases that were assigned to the field required an average of 17 calls, compared with 8 calls for cases not assigned to the field ($t = 11.43$, $p < .0001$).

Table 21. Call counts, by interview status and completion mode: 2008

Interview status and completion mode	Number of cases	Number of calls	Average calls per case
Total sample members	1,820	20,050	11.0
By current-round response status			
B&B:08/09 respondent	1,220	7,920	6.5
B&B:08/09 nonrespondent	600	12,130	20.1
By prior-round response status			
NPSAS:08 respondent	1,220	11,240	9.2
NPSAS:08 nonrespondent	600	8,810	14.7
By administration mode			
Self-administration, with telephone follow-up	230	4,050	17.8
CATI	290	3,040	10.4
CAPI	40	840	21.4
By field assignment			
Assigned to field interviewing	140	2,185	17.0
Not assigned to field interviewing	1,680	11,869	7.5
By phase of data collection			
Production interviewing	150	570	3.9
Nonresponse conversion	330	6,390	19.3

NOTE: Detail may not sum to totals because of rounding. Call counts do not include experimental prompting calls.

CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing.

NPSAS = National Postsecondary Student Aid Survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Call counts varied significantly by phase of data collection. Sample members who completed an interview during the production interviewing phase were called approximately 4 times, while those who were called during the nonresponse conversion phase were called an average of 19 times ($t = -30.22, p < .0001$). As expected, sample members in the nonresponse conversion phase required more calls because they had not participated in the prior two phases. (During early data collection, help desk agents placed calls as needed to respond to sample member inquiries, such as password requests and technical assistance, and therefore have been removed from this comparison.)

As mentioned above, both B&B:08/09 nonrespondents and those sample members who completed an interview during the nonresponse conversion phase had high call counts. As in other survey studies, B&B sample members used various devices, such as answering machines, caller ID, call blocking, call filtering, and privacy managers to be selective about incoming calls. Outbound calls were made to about 1,070 cases (59 percent of the sample), and an answering machine was reached at least once for 90 percent of the cases called. B&B:08/09 respondents had an average of 11 answering machine events, compared with 15 for nonrespondents ($t = 8.18, p < .0001$). Sample members who had at least one answering machine event received an average of 20 calls. On average,

sample members who did not have an answering machine event were called 7 times ($t = -11.76, p < .0001$).

3.3 Results of Data Collection Experiments

Three experiments were conducted during the B&B:08/09 field test. These experiments assessed the following questions:

1. Would study materials sent via Priority Mail produce higher participation rates during the early response period than materials sent via regular mail?
2. Would a \$5 prepaid cash or check incentive (\$5 up front, followed by a promise of \$30 for NPSAS:08 interview respondents or \$50 for NPSAS:08 interview nonrespondents on interview completion) produce higher participation rates during the early response period than for those who were offered the promise of a \$35 or \$55 incentive on interview completion?
3. Would a \$20 production incentive (or \$40 for NPSAS:08 interview nonrespondents) produce higher participation rates during the production phase than no production incentive?

3.3.1 Analysis of Priority Mail

To test the impact of the visibility of mailout materials on participation rates,¹⁴ the field test sample was randomly assigned to two groups prior to the start of data collection: one group received the initial study materials via regular mail in a large envelope, and the other group received the same materials, also delivered in a large envelope, via Priority Mail.

Table 22 presents the results of the Priority Mail experiment. Overall, those who received the study materials via Priority Mail envelope had an early participation rate of 43 percent, compared with a participation rate of 41 percent for those who received their materials via regular mail. There was no statistically significant difference in the early participation rate between the two types of mailing materials.

Table 22. Early participation rates, by type of mailing: 2008

Type of initial mailing	Eligible sample	Participated	
		Number	Percent
All cases	1,820	760	41.6
Priority Mail	910	390	42.6
Regular Mail	910	370	40.8

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

¹⁴ Participation—rather than response rates—was measured as the outcome. The participation rate includes those cases that initiated the interview but that were determined to be ineligible. Ineligible cases were not counted as completes and thus are not represented in the response rates. However, it was the response to different data collection strategies that is of primary interest for these analyses. There was little difference in the numbers that participated and that completed (e.g., there were very few ineligibles).

3.3.2 Analysis of Prepaid Incentives

The effectiveness of a prepaid incentive was also examined in the field test. Prior to the start of data collection, the field test sample was randomly assigned to one of three groups: one group received \$5 prepaid cash with the promise of a \$30 check, one group received a \$5 prepaid check with the promise of a \$30 check, and a third group received only the promise of a \$35 check. Sample members had to complete the interview during the early response period to receive their promised checks. In addition, all NPSAS:08 interview nonrespondents were offered an additional \$20 to complete the interview during the early response period. That is, if they were assigned to the \$5 prepaid cash or check incentive group, they were offered a \$50 check on interview completion. If they were assigned to the nonprepaid group and completed the interview within the early response period, they were offered a \$55 check on interview completion.

Table 23 presents the results of the prepaid incentive experiment. Overall, the \$5 cash group had a significantly higher participation rate (49 percent) during the early response period than did either the \$5 check group (37 percent [$\chi = 3.54, p < .01$]) or the promised group (41 percent [$\chi = 2.81, p < .01$]). For NPSAS:08 interview respondents, the participation rates were also significantly higher for the \$5 cash incentive (61 percent) than for the \$5 check incentive (47 percent [$\chi = 3.30, p < .01$]) or the promised incentive (52 percent [$\chi = 2.49, p < .01$]). Participation rates followed this same trend for NPSAS:08 interview nonrespondents, but the differences were not significant.

Table 23. Early participation rates, by prepaid incentive status: 2008

Incentive	Overall			NPSAS interview respondents			NPSAS interview nonrespondents		
	Eligible	Participated	Percent	Eligible	Participated	Percent	Eligible	Participated	Percent
\$5 cash	450	220	48.5	310	190	60.5	150	40	23.6
\$5 check	460	170	36.9	310	140	47.2	150	20	16.0
Promised	910	370	40.5	610	320	51.8	300	50	17.7

NOTE: Detail may not sum to totals because of rounding. NPSAS = National Postsecondary Student Aid Survey.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Another result of interest is that the participation rate for those offered the \$5 prepaid check was actually lower than the participation rate for those not offered a prepaid incentive. Though the difference was not statistically significant, the result was not in the expected direction. This trend was observed for both NPSAS field test respondents and nonrespondents.

3.3.3 Analysis of Production Incentives

Prior results from other studies (e.g., the 2004/06 Beginning Postsecondary Students Longitudinal Study [BPS:04/06] field test) suggested that paying an incentive during the production interviewing phase of data collection does increase the likelihood that sample members will participate. The effect, however, was not robust. Consequently, the experiment was conducted again for the B&B:08/09 field test. Prior to data collection, the field test sample was randomly assigned to a production incentive group. As with the other incentives, base year nonrespondents were offered an additional \$20. NPSAS respondents were randomly assigned a \$20 production incentive or no incentive, while NPSAS nonrespondents were randomly assigned a \$40 production incentive or no incentive. Once the early response period ended, interviewers began contacting the remaining sample members to complete the interview over the telephone. Sample members were notified of

the production incentive, if one was assigned to them, by the interviewer or through an e-mail or letter.

Table 24 presents the results of the production incentive experiment. No significant differences were found between the \$0 and \$20 groups for NPSAS respondents or the \$0 and \$40 groups for NPSAS nonrespondents.

Table 24. Interview participation rates, by production incentive status: 2008

Type of production incentive	Eligible sample	Participated	
		Number	Percent
NPSAS interview respondents			
\$0	610	70	11.0
\$20	610	70	10.7
NPSAS interview nonrespondents			
\$0	300	20	7.1
\$40	300	20	7.4

NOTE: Detail may not sum to totals because of rounding. NPSAS = National Postsecondary Student Aid Survey.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Chapter 4.

Transcript Data Collection Outcomes

This chapter presents the results of the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) field test transcript data collection and keying and coding. Results of the transcript collection will be presented, including transcript receipt from institutions, student-level transcript rates, transcript review and quality control procedures, and evaluations of keying and coding procedures.

4.1 Institution Response Rates

Of 140 institutions in the transcript sample, 99 percent were determined to be eligible (i.e., they were confirmed as awarding baccalaureate degrees during the 2008 National Postsecondary Student Aid Study [NPSAS:08] field test academic year). Of these eligible institutions, 120 (87 percent) provided transcripts for the sampled students. Seventy percent of the institutions provided the data within 2 weeks of the requested due date.

Table 25 illustrates institution participation by institution type. Across the four institution types represented in the B&B:08/09 field test sample, participation ranged from 83 percent to 100 percent. The field test participation rates were somewhat limited by the data collection time period, which was abbreviated to allow sufficient time to prepare for full-scale data collection. There was less time available in the field test than there will be in the full-scale study to allow for institutions to respond and the time needed for prompting and follow-up efforts. The most common reasons cited by institutions for not participating included lacking the available staff to fulfill the request and the timing of the transcript request.

Table 25. Eligible institution participation, by institution type: 2008

Institution type	Eligible institutions	Institution-level participation ¹	
		Number	Percent
Total	140	120	87.1
Public			
4-year non-doctorate-granting	50	50	88.9
Private not-for-profit			
4-year doctorate-granting	20	20	83.3
4-year non-doctorate-granting	70	60	86.6
Private for-profit			
2-year-or-more	#	#	100.0

Rounds to zero.

¹ An institution was considered a participant if it provided a transcript for at least one student.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) and 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

Public 4-year doctorate-granting universities were not included in the NPSAS:08 field test because they were sampled for the full-scale NPSAS study; thus, none were included in the

B&B:08/09 field test. It is anticipated that, in the full-scale transcript collection, the electronic transmission methods will be used more frequently by public 4-year institutions due to larger sample sizes and greater programming capability and resources.

Table 26 presents the distribution of transmission methods selected by the institutions. Providing transcripts via secure fax was the choice of the majority of the institutions: approximately three-quarters of the institutions used the secure fax option. This was the most convenient option for most institutions that routinely generate and send out hard-copy transcripts. The next most common method was to upload transcripts via the institution website, accounting for about 12 percent of institutions. About 6 percent of institutions sent transcripts as encrypted attachments via e-mail. Federal Express and a secure file transfer protocol (FTP) server were used by less than 5 percent of institutions for each method.

Table 26. Institution transmission mode for transcript data: 2008

Transmission mode	Number of institutions	Percent of institutions
Total	120	100.0
Secure fax	90	73.8
NCES upload	20	12.3
E-mail	10	5.7
Federal Express	10	4.1
Secure FTP server	10	4.1

NOTE: Detail may not sum to totals because of rounding. FTP = file transfer protocol. NCES = National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) and 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

Transcripts were requested for each of the 1,820 sample members from the degree-granting institutions. Transcript data were received for 1,600 students (88 percent). Table 27 shows the transcript collection results and transcript eligibility at the student level. The transcript collection was scheduled for an abbreviated time period (3 months) to allow sufficient time to prepare for full-scale data collection. Thus student-level transcript response rates are expected to be higher in the full-scale study.

Table 27. Student-level transcript collection results: 2008

Student Sample	Number	Percent
Total	1,820	100.0
Transcript respondents	1,600	88.0
Transcript nonrespondents	220	12.0

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) and 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

4.2 Transcript Eligibility Rates

Once transcripts were received, they were reviewed for study eligibility to ensure that students had completed the requirements for the baccalaureate degree during the NPSAS:08 field test academic year (i.e., between July 1, 2006, and June 30, 2007). If eligibility could not be

determined from the transcripts, institutional contactors clarified eligibility with the institutions. Of the 1,600 students whose transcripts were collected, 210 (13 percent) were determined ineligible. The primary reason for student ineligibility was that the baccalaureate degree was not earned within the NPSAS:08 field test academic year. Other reasons for ineligibility included earning a degree other than a baccalaureate degree in the time frame or the student still being enrolled and not having yet earned a baccalaureate degree.

4.3 Transcript Keying and Coding Outcomes

Once transcripts had been collected and reviewed, 1,360 eligible students' transcripts were sent on to the next stage, keying and coding. Approximately 30 transcripts were not processed due to problems such as illegibility. The 1,360 transcripts were keyed and coded into a web-based keying and coding system (KCS). Keying involved entering student- and course-level information, including degree awarded, course-taking data, and test scores. The next step assigned majors and courses into the PETS coding system—a standardized code list that was developed from the 2000 Classification of Instructional Programs (CIP; <http://nces.ed.gov/pubs2002/cip2000/>) and Adelman's College Course Map (Adelman 1999).

Table 28 displays the results of course coding. Course coding resulted in coding of 60,030 courses (99 percent) to the code list developed for this effort. The remaining 810 courses on the transcripts could not be coded, primarily due to insufficient information (e.g., a transfer course on a transcript with a cryptic course name). Of the coded courses, 9,930 (17 percent) were coded using a “general” code, and 4,050 (7 percent) were coded using an “other” code in the code list. “General” codes were for courses that were undifferentiated, unspecified, generalized, and often introductory. “Other” codes were for courses that were specific and differentiated but did not conceptually belong with the codes available elsewhere in the series. The prevalence of “general” courses was expected because large numbers of students enroll in introductory- or general-level courses in a topic (e.g., freshman biology). Only 7 percent of the courses were coded as “other,” demonstrating that the great majority (93 percent) of courses were able to be coded in specialized codes corresponding to the course topic.

Table 28. Course coding results: 2008

Final coding status of transcript courses	Number	Percent
Total	60,840	100.0
Coded	60,030	98.7
6-digit category ¹	46,040	76.7
“General” code ¹	9,930	16.5
“Other” code ¹	4,050	6.8
Uncodable (illegible, not enough information)	810	1.3

¹ Percentage is based on total number of courses coded.

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

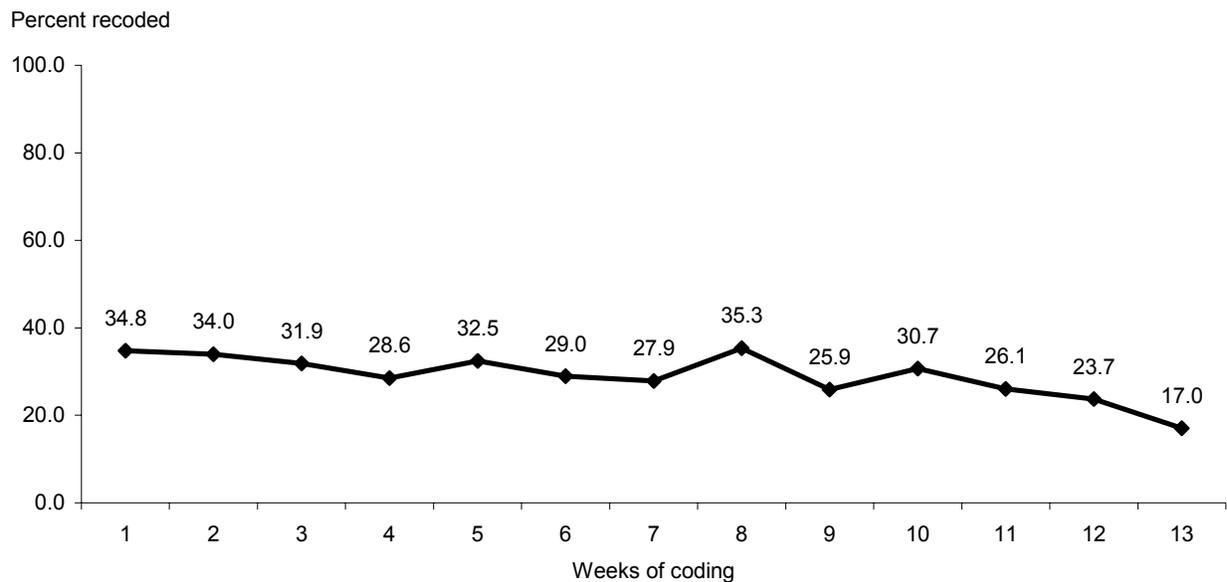
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) and 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

For 10 percent of the transcripts, the data that had been keyed were re-keyed by another keyer-coder. The results were then reviewed to ensure the accuracy of the keying efforts. Based on this review, supervisory staff provided feedback to the keyer-coders to improve the quality and

accuracy of the keying. Furthermore, expert coders reviewed a sample of the course coding and recoded courses, as needed. Feedback from this process was conveyed to the keyer-coders to ensure consistent coding across staff. Specifically, expert coders reviewed a random sample of 10 percent of the coded courses that were not coded using an “other” code. Additional review was conducted for all courses that could not be coded, courses coded using an “other” code, and courses marked by the keyer-coder as needing review. This resulted in the review of 17,010 courses overall and the recoding of 4,950 courses (29 percent).

Figure 7 presents the recode rates over time. The recode rate declined over the keying and coding period as feedback was provided to the keyer-coders and their performance subsequently improved. Noteworthy areas of coding improvement were seen in distinguishing the CIP area of engineering from engineering technologies/technicians and also distinguishing communication, journalism, related programs from communications technologies/technicians and support services. Coding of upper-level humanities courses also improved as keyer-coders gained experience coding courses with vague or whimsical terms in their course names or catalog descriptions.

Figure 7. Course recode rates over time: 2008



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) and 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

4.4 Evaluation of Transcript Keying and Coding

The many quality procedures incorporated into the keying and coding process were invaluable. Assigning staff to key and code by institution reduced the amount of time required to key and code and also maximized the accuracy of keying and coding. Keyer-coders became familiar with the institution’s transcript format and catalogs and thus were able to key and code the transcripts consistently within the institutions. The on-screen instructions and validations in the KCS from the field test are recommended for the full-scale study to reduce error and increase efficiency.

An average of approximately 2 hours was required for keying and coding a student’s transcript. The speed of keying and coding increased over the period. The time per transcript spiked

in the first week after training and came down across the following 2 weeks. As keyer-coders gained familiarity with the system, the data entry fields, and the code list, their speed improved.

There is a steep learning curve associated with the task of coding courses from transcripts. The following procedures were put in place to ensure that keying and coding staff had sufficient resources available to them, and these procedures are recommended for the full-scale study's keying and coding:

- substantial 5-day training on keying and coding procedures (see appendix D for the training agenda);
- on-site supervisors available to answer questions;
- weekly quality control meetings to ensure consistent keying and coding; and
- supplying feedback to the keyer-coders on their performance.

After keying and coding concluded, debriefings were held with the keyer-coders and expert coders. The coding system, keying procedures, and issues related to coding majors and courses were all discussed. The feedback provided will be incorporated into the full-scale study's procedures, system, and training materials. Examples of feedback include ways by which to streamline course entry in the KCS and which fields could use better on-screen instructions.

Improvements were made to keying and coding accuracy throughout the keying and coding period. Providing feedback to the keyer-coders on their performance facilitated these improvements. The recode rates for course coding decreased over time from 35 percent to 17 percent. It is likely that the rate would have continued to decrease as the keyer-coders became familiar with the subtleties of the taxonomy and how courses should be coded if the keying and coding period had lasted longer. The steady decline of the recode rates serves as evidence that the training was effective. The keyer-coders consistently applied the protocol in which they had been trained, and the feedback with which they were provided helped them to master the subtleties of coding those courses that were more difficult to code.

The code list used for coding courses worked very well. Ninety-nine percent of the courses were coded using the code list. This shows that the CIP, though developed for classifying instructional programs, can be refined and used successfully for course coding. In preparation for the full-scale study, the field test coding results will be evaluated in conjunction with a review of the 2010 CIP, and refinements will be made to the code list.

4.5 Transcript Data Files

The data files for the B&B:08/09 field test transcript component contain the data included on each transcript receipt that was entered via the KCS. The following files were produced at the end of the field test:

- *Student*. Contains student-level education information, such as high school graduation date, skills testing, undergraduate credits attempted and earned, and college grade point average. There is one record for each sample student.
- *Institution*. Contains data related to all postsecondary institutions attended by respondents. This is an institution-level file; there is one record for each unique institution that provided transcripts for the B&B sample.

- *Tests.* Contains student-level data about standardized tests (college and graduate admission examinations, subject-specific entrance examinations, etc.) taken by respondents, including test type, date taken, and score obtained. There is one record per student per test.
- *Degrees.* Contains student-level information about any postsecondary degrees and certificates (e.g., degree type, completion date) earned by respondents, as well as the field(s) of study. There is one record per student per degree.
- *Courses.* Contains student-level data about the courses reported on all transcripts. There is one record per unique course reported across all transcripts received. There is one record per student per course.

The process for data cleaning and editing for the field test transcript component involved several stages. The general steps in the data editing process included: replacing blank or missing data with a -9 for all variables in the datasets; inserting a -3 consistency code for the legitimate skips, where appropriate; and variable formatting. During the data cleaning process, detailed documentation was produced that describes item and response options for each delivered variable.

4.6 Conclusions

The institution participation rate for the transcript collection was 87 percent, resulting in receipt of transcripts for 88 percent of the student sample. The collection effort would have benefited from a longer data collection period so that ample prompting and follow-up with institutions could have occurred. The most common reasons provided by institutions for not participating included the lack of available staff to complete the request and the timing of the request. It is likely that many of these institutions could have participated if given a longer window for responding. The data collection period will be much longer in the full-scale study.

Transcripts were keyed and coded for 1,360 eligible students. The field test coding system included validations for data type, length, and range checks. All transcripts for an institution were keyed and coded by a single keyer-coder to increase both speed and accuracy resulting from familiarity with the institution's term and grading systems and transcript format. To ensure quality in the keying effort, 10 percent of transcripts were re-keyed. To evaluate the quality of course coding, expert coders reviewed 10 percent of all courses coded. The keyer-coder staff grasped the fundamentals from the training and then further benefited from ongoing feedback from expert coders. Agreement rates between keyer-coders and expert coders were tracked to enable individualized feedback and comparison between keyer-coders. Decreasing recode rates over time, individually and as a group, demonstrated the effectiveness of this approach.

The results of course coding illustrates the effectiveness of the hybrid course coder which combined the 2000 CIP with Adleman's College Course Map. Ninety-nine percent of the transcript courses were coded with the PETS Course Code developed for the field test transcript collection. The remaining one percent of transcript courses were typically uncodable due to unclear course titles or inadequate course descriptions rather than inadequacy of the course code. The field test PETS course code will be updated with the 2010 CIP prior to the full-scale study's keying and coding effort. The 2010 CIP includes code additions and deletions resulting from extensive analysis of instructional programs nationally. Incorporating the 2010 CIP in the PETS course code ensures the code will be based on the most current classification and improves comparability with other analyses using the 2010 CIP code.

Chapter 5.

File Preparation and Evaluation of Data Quality

This chapter includes summaries of the data quality evaluations conducted for the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) field test data collection. An analysis of quality control procedures, coding processes, help text usage, item-level nonresponse, and debriefing results is also presented. File preparation procedures are also discussed.

5.1 Student Interview Evaluation

5.1.1 Question Format Experiment

The B&B:08/09 field test used a subset of interview items to evaluate three different response formats: radio button, check-all, and open-ended with subsequent self-coding. Responses were compared across the formats to determine whether there were differences in administration time or data completeness. Five different questions from the field test interview were administered in one of the three response formats, randomly determined, to respondents to whom the item applied. The results of the format comparison were analyzed across the self- and interviewer-administered modes.

Examples of each of the three response formats are presented below. Figure 8 shows the radio button format, figure 9 presents the check-all format, and figures 10 and 11 display the open-ended format followed by a self-coding dropdown box. 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 that best described the text string be selected. The same set of response options was presented across the three item formats for each question.

Figure 8. Screen shot of radio button format: 2008

	Yes	No
Networking with friends, relatives, or acquaintances	<input type="radio"/>	<input type="radio"/>
Talking to faculty/staff	<input type="radio"/>	<input type="radio"/>
Attending recruiting fairs, professional meetings	<input type="radio"/>	<input type="radio"/>
Visiting unemployment office, employment commission posting/referral	<input type="radio"/>	<input type="radio"/>
Contacting employment agency/professional recruiter	<input type="radio"/>	<input type="radio"/>
Volunteering	<input checked="" type="radio"/>	<input type="radio"/>
Using school's placement office (referral, posted job notice)	<input type="radio"/>	<input type="radio"/>
Using internet to find job notices	<input type="radio"/>	<input type="radio"/>
Responding to newspaper/other print advertisements	<input type="radio"/>	<input type="radio"/>
Sending out resume/contacting employers directly	<input type="radio"/>	<input type="radio"/>
Other strategy not listed	<input type="radio"/>	<input type="radio"/>

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Figure 9. Screen shot of check-all format: 2008

(Please check all that apply.)

- Using internet to find job notices
- Sending out resume/contacting employers directly
- Contacting employment agency/professional recruiter
- Attending recruiting fairs, professional meetings
- Talking to faculty/staff
- Visiting unemployment office, employment commission posting/referral
- Using school's placement office (referral, posted job notice)
- Volunteering
- Networking with friends, relatives, or acquaintances
- Responding to newspaper/other print advertisements
- Other strategy not listed

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Figure 10. Screen shot of open-ended format with follow-up coding: 2008

The screenshot displays the top navigation bar with the B&B logo on the left and the IES logo on the right. Below the logos, the text reads "Baccalaureate and Beyond Longitudinal Study" and "NATIONAL CENTER FOR EDUCATION STATISTICS". A progress indicator shows "Sections Completed: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___" and "Progress in Section:" with a blue progress bar. The user's name "John Public methexp" and role "Post-BA Employment / RDSRCHD" are listed. The main question is "What job search strategies are you currently using to look for a job?" with a sub-instruction: "(Please enter one response in the box provided. For each additional response you wish to provide, click the 'Provide an additional response' button.)". A text input field contains the response "Networking through friends". Below the input field is a button labeled "Provide an additional response".

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

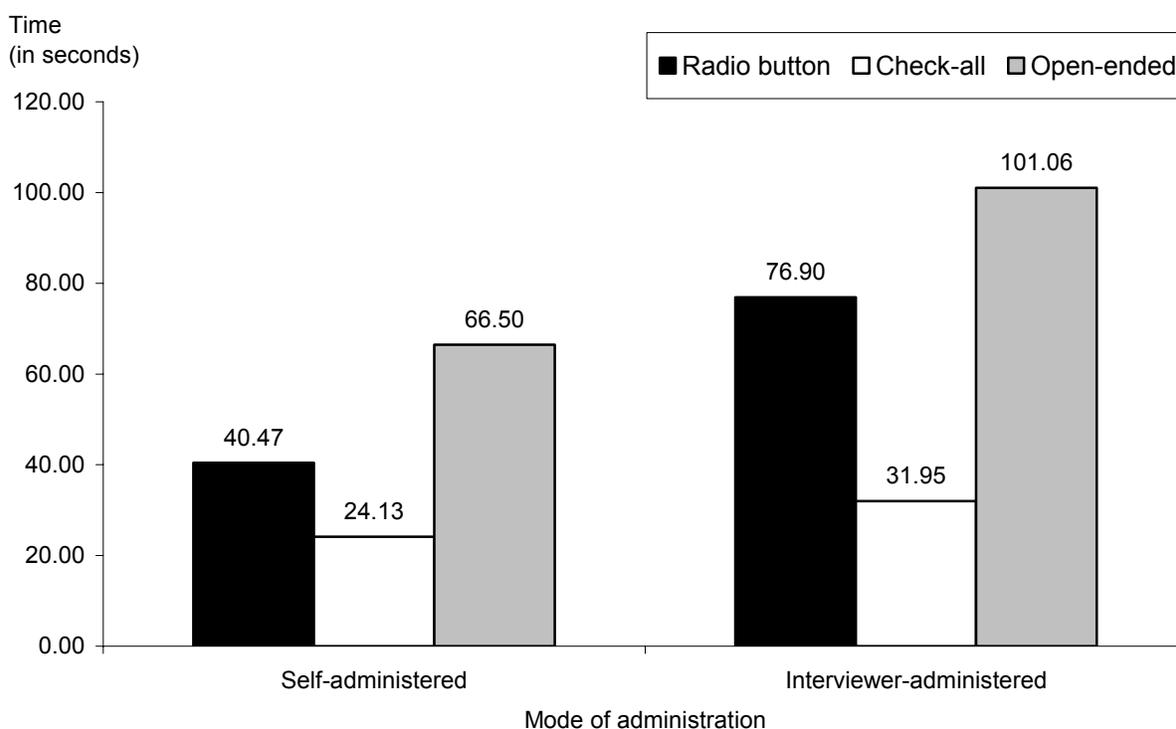
Figure 11. Screen shot of follow-up coding of open-ended responses: 2008

The screenshot shows the same top navigation bar as Figure 10. The main question is "How would you categorize the answer(s) you gave?" with a sub-instruction: "(Please match your response(s) provided below to a category from the drop down list.)". The response "Networking through friends" is displayed above a dropdown menu. The dropdown menu is open, showing a list of categories: "-Select one-", "-Select one-", "Using school's placement office (referral, posted job notice)", "Using internet to find job notices", "Responding to newspaper/other print advertisements", "Sending out resume/contacting employers directly", "Networking with friends, relatives, or acquaintances" (which is highlighted in blue), "Talking to faculty/staff", "Attending recruiting fairs, professional meetings", "Visiting unemployment office, employment commission posting/referral", "Contacting employment agency/professional recruiter", "Volunteering", and "Other strategy not listed". A "Help" and "Logout" link are visible in the bottom right corner of the form area.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Figure 12 shows the average time, in seconds, required to administer each of the three question formats across the self- and interviewer-administered modes. The differences in time to administer the three question formats were statistically significant, and the pattern of differences in the mean total time required to administer the questions was consistent across the five questions within each format. Items administered in the check-all format consistently averaged less time to administer than the radio button format, which required an explicit yes-or-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 check-all format. Also, as expected, mean times were consistently higher for interviewer-administered than for self-administered responses.

Figure 12. Mean total time required to administer experimental questions, by response format: 2008



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Table 29 shows the completeness of responses across formats for the five questions that were included in the question format experiment. The completeness of responses is examined by comparing the rate at which respondents selected an affirmative response to the response options for each question. Across all questions, 37 of the 52 possible response options presented in the radio button format were selected by significantly more respondents than when offered in the open-ended format. Thirty of the 52 possible response options were selected by more respondents when in the radio button format, compared with the check-all format. And 24 of the 52 potential response options were selected by significantly more respondents when in the check-all format than in the open-ended format.

Table 29. Completeness of data for experimental items, by question format: 2008

Question and item	Format					
	Radio button		Check-all		Open-ended	
	Number	Percent	Number	Percent	Number	Percent
Reason for multiple enrollment						
To finish school more quickly	40	57.0 ¹	30	34.9 ¹	30	41.8
To take easier classes at a different school	20	25.0 ²	20	18.6	10	8.9 ²
The other school offered a better class schedule	20	26.3 ²	20	20.9 ³	10	6.3 ^{2,3}
Preparing to transfer to or trying out another school	10	6.6	#	2.3	#	5.1
Trying out a program or major not available at your primary school	10	17.1	10	8.1	10	12.7
Participated in a consortium	10	9.2	#	3.5	#	5.1
Personal enrichment (took extra classes at another school not related to your program at your primary school)	20	23.7 ^{1,2}	10	9.3 ¹	10	6.3 ²
Financial reasons	20	22.4 ^{1,2}	10	10.5 ¹	#	5.1 ²
To earn an additional degree at another school	10	6.6	10	7.0	#	2.5
Other reason	30	34.2 ²	20	24.4	10	13.9 ²
Reason for postponed education						
Undergraduate debt	80	38.0 ^{1,2}	60	28.4 ^{1,3}	30	15.8 ^{2,3}
Couldn't get financial aid	10	6.5 ²	10	5.3 ³	#	1.1 ^{2,3}
Personal financial reasons	100	46.8 ²	80	38.0 ³	50	25.0 ^{2,3}
Raising children	40	17.1 ²	20	11.1	20	9.8 ²
Other family responsibilities/constraints	70	30.6 ^{1,2}	30	13.9 ^{1,3}	10	5.4 ^{2,3}
Failed to meet application deadline	10	3.7 ¹	#	0.5 ¹	#	1.1
Not admitted to school of choice	10	3.2	10	2.4	#	2.2
Want a break from school	150	67.6 ^{1,2}	90	44.7 ^{1,3}	30	13.6 ^{2,3}
Had good job opportunity	100	45.8 ^{1,2}	40	18.8 ^{1,3}	20	8.7 ^{2,3}
Military commitment	10	3.7	10	2.9	#	1.6
Career plans indefinite	80	35.6 ^{1,2}	30	14.9 ^{1,3}	10	3.3 ^{2,3}
Want/need work experience	130	58.8 ^{1,2}	100	47.6 ^{1,3}	40	23.4 ^{2,3}
Moving/relocating	50	23.1 ^{1,2}	30	13.0 ^{1,3}	#	1.1 ^{2,3}
Another reason not listed	10	4.2 ^{1,2}	20	10.1 ¹	20	12.0 ²
Job search strategies						
Using school's placement office (referral, posted job notice)	30	20.9 ²	20	13.1	10	7.3 ²
Using Internet to find job notices	130	87.8 ^{1,2}	110	78.1 ^{1,3}	80	62.9 ^{2,3}
Responding to newspaper/other print advertisements	80	56.1 ^{1,2}	60	41.6 ^{1,3}	10	11.3 ^{2,3}
Sending out resume/contacting employers directly	100	67.6 ^{1,2}	70	49.6 ^{1,3}	20	16.1 ^{2,3}
Networking with friends, relatives, or acquaintances	120	79.1 ^{1,2}	80	60.6 ^{1,3}	30	27.4 ^{2,3}
Talking to faculty/staff	50	32.4 ^{1,2}	30	19.0 ^{1,3}	#	3.2 ^{2,3}
Attending recruiting fairs, professional meetings	40	25.0 ^{1,2}	10	9.5 ^{1,3}	#	3.2 ^{2,3}

Question and item	Format					
	Radio button		Check-all		Open-ended	
	Number	Percent	Number	Percent	Number	Percent
Visiting unemployment office, employment commission posting/referral	30	16.9 ^{1,2}	10	7.3 ¹	#	2.4 ²
Contacting employment agency/professional recruiter	40	27.7 ^{1,2}	20	12.4 ^{1,3}	10	4.0 ^{2,3}
Volunteering	30	19.6 ^{1,2}	10	7.3 ^{1,3}	#	0.8 ^{2,3}
Other strategy not listed	10	7.4	10	10.2	10	4.0

See notes at end of table.

Table 29. Completeness of data for experimental items, by question format: 2008—Continued

Question and item	Format					
	Radio button		Check-all		Open-ended	
	Number	Percent	Number	Percent	Number	Percent
Reason for not applying for teaching position						
Not interested in teaching	10	14.6	10	11.1	10	18.8
Poor teaching conditions	10	14.6 ^{1,2}	#	2.2 ¹	#	0.0 ²
More money/prestige in other job	10	26.8 ^{1,2}	#	2.2 ¹	#	0.0 ²
Still have to complete additional requirements	40	87.8 ^{1,2}	30	60.0 ¹	10	43.8 ²
Already employed in other job	20	46.3 ^{1,2}	10	22.2 ¹	#	6.3 ²
Student teaching was discouraging	0	7.3	#	0.0	#	0.0
Jobs hard to get	10	12.2	#	8.9	#	3.1
Difficult application process	0	7.3	#	0.0	#	0.0
Another reason not listed	10	19.5	10	28.9	10	34.4
Volunteer reason						
It was a class requirement	10	5.7 ²	10	4.1 ³	#	0.6 ^{2,3}
It was encouraged by friends, family, faculty, or a mentor	80	47.2 ^{1,2}	50	31.1 ^{1,3}	30	19.5 ^{2,3}
It allowed you to express your concern or act on a sense of responsibility for others	100	65.4 ^{1,2}	70	50.0 ¹	70	42.1 ²
It was a way to meet new people or spend time with friends who share an interest in helping others	80	52.2 ^{1,2}	50	31.1 ^{1,3}	10	8.2 ^{2,3}
It was a way to feel needed	40	24.5 ^{1,2}	20	10.8 ^{1,3}	10	4.4 ^{2,3}
It was related to your college major	30	20.8 ^{1,2}	20	14.2	10	8.8 ²
It was a way to feel good about yourself	80	52.8 ^{1,2}	50	36.5 ^{1,3}	20	13.8 ^{2,3}
Another reason not listed	40	23.3	40	29.1 ³	20	15.1 ³

Rounds to zero.

¹ There is a significant difference between the radio button format and the check-all format ($p < .05$).

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

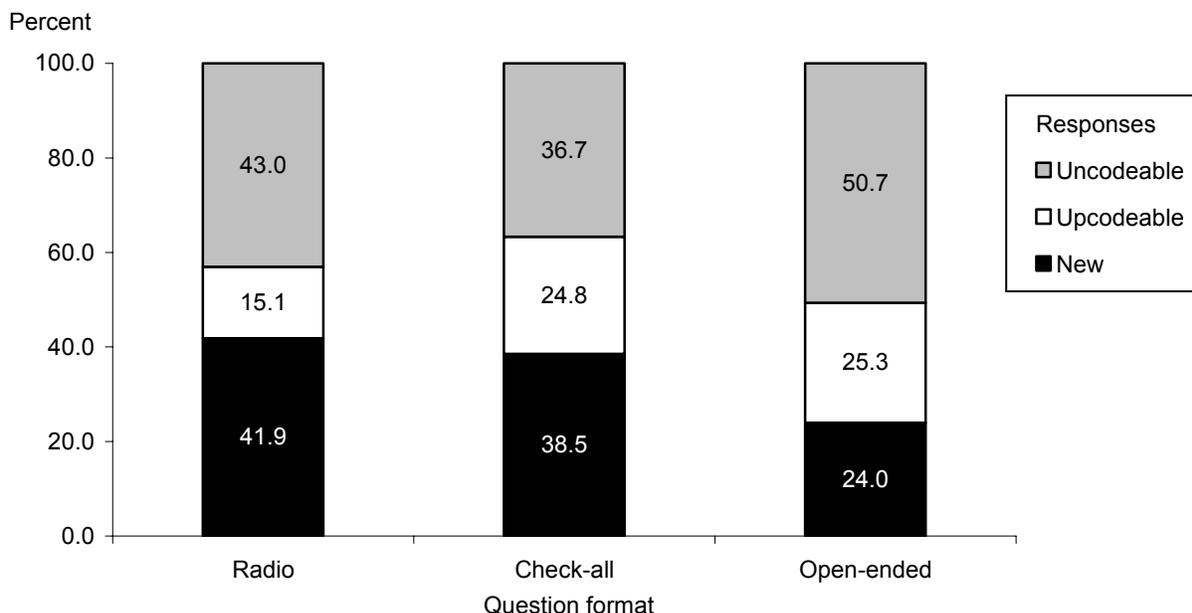
³ There is a significant difference between the check-all format and the open-ended format ($p < .05$).

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) 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 uncodable and, as a result, could neither be used as a new category nor upcoded. The results of the review are shown in figure 13.

Figure 13. Codability of “Other, specify” responses offered across question formats: 2008



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

The results show that the open-ended format had significantly fewer text strings in the “New” category than both radio format ($\chi = 2.41$ $p < .05$) and check-all format ($\chi = 2.13$ $p < .05$). That is, respondents were more likely to enter text strings that contributed new categories when in radio or check-all formats than in the open-ended format. No other significant differences were found between the formats.

This experiment was designed to determine if information was gained or lost in using a radio button, check-all, or open-ended question format. Previous research has shown that using the radio button yields the most complete data, but costs in terms of the burden on respondents (because they are answering separate yes-or-no questions, whether read by the respondent or by an interviewer) is time consuming (Cominole et al. 2009; Smyth et al. 2006). The present results confirmed that radio button formats do yield more data than either the check-all or the open-ended formats, but they also require more time than the most common alternate format, check-all 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 B&B data collection methodology, telephone and field interviewers would have read the questions as if in an open-ended format and 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 B&B:08/09 experiment evoked broader types of responses, there should have been more new categories added when compared with the other two formats.

5.1.2 Identifying Difficult Items: Help Text, Conversion Text, and Item Nonresponse

Help text analysis. The 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. Interviewers were trained and encouraged to use help text, as needed.

The number of times that respondents or interviewers 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.

For forms administered to at least 25 respondents, the overall mean rate of help text hits per screen was less than 1 percent. Table 30 presents the rates of help text access for the eight interview forms that were administered to 25 or more respondents and in which help text was accessed at an overall rate of 5 percent or more.

Table 30. Rates of help text access, by item: 2008

Variable name	Description	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
RETCTP01	Most recent teaching position	50	15.2	30	14.3	20	16.7
RECRTNAM	Name of teacher certification	130	14.9	90	3.3	40	40.5
RBMLTERA	Reason for multiple enrollment	70	10.0	50	1.9	20	35.3
REALLPOS	Teaching positions held	220	9.6	150	0.0	70	30.4
RESTED01	Teaching position starting/ending date	170	9.0	110	2.7	60	21.8
RFTAXTYP	Untaxed benefit type	70	9.0	50	0.0	20	30.0
RBLNDEF	Loan deferral reason	110	6.3	70	1.4	40	15.0
RDJBRESP	Job responsibilities	980	5.9	720	0.1	270	21.4

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, Baccalaureate and Beyond Longitudinal Study 2008/09 (B&B:08/09) Field Test.

The item “most recent teaching position” had the highest rate of help text access, at 15 percent. This item asked the respondent whether he or she served as a long-term substitute teacher,

itinerant teacher, support teacher, or elementary or secondary school teacher in his or her most recent position. Approximately 17 percent of interviewer-administered respondents who received this form accessed the help text, while 14 percent of self-administered respondents used the help text ($\chi = 0.22, p > .10$). There was no significant difference in the rate of help text access across modes for “most recent teaching position.” The “name of teacher certification” screen had a 15 percent rate of help text access overall. Interviewer-administered respondents accessed help text for this form at a rate of 41 percent, compared with the 3 percent access rate for self-administered respondents ($\chi = 5.61, p < .01$). The overall help text access rate for “reason for multiple enrollment” was 10 percent. Self-administered respondents accessed help text at a rate of 2 percent, while 35 percent of interviewer-administered respondents accessed help text for the item asking respondents why they decided to enroll at more than one school at the same time ($\chi = 4.00, p < .01$). For “teaching positions held,” which had an overall help text access rate of 10 percent, all of the help text access was in the interviewer-administered mode. Interviewer-administered respondents received help text 30 percent of the time ($\chi = 7.08, p < .01$).

The “teaching position starting/ending date” question had a 9 percent overall help text access rate. The help text access rate was 3 percent for self-administered respondents and 22 percent for interviewer-administered respondents ($\chi = 4.04, p < .01$). “Untaxed benefit type” also had a 9 percent overall help text access rate, and all of the help text usage for this form was in the interviewer-administered mode. In the interviewer-administered mode, the help text access rate was 30 percent ($\chi = 3.94, p < .01$). The question related to deferrals, “loan deferral reason,” had an overall rate of help text access of 6 percent. Interviewer-administered respondents were more likely to use the help text for this form than self-administered respondents (15 percent and 1 percent, respectively [$\chi = 2.83, p < .01$]). “Job responsibilities” also had an overall help text access rate of 6 percent. Only 1 of 717 self-administered respondents accessed help text for “job responsibilities,” for a self-administered access rate of zero percent. The interviewer-administered help text access rate was 21 percent ($\chi = 12.58, p < .01$).

Conversion text. To minimize nonresponse, particularly for critical items, conversion text was used to encourage a respondent to provide an answer. Originally, the conversion text was intended to mimic the response conversion attempted by an interviewer when a respondent refuses to answer a question. In the B&B:08/09 field test instrument, key items were identified to include conversion text. If left blank, these items were displayed again, usually with the addition of a “*don’t know*” option and additional text emphasizing the importance of the item. Overall, there was a greater-than-80-percent conversion rate for all items that had conversion text (table 31). Of items with more than 10 total cases, “occupation” had the highest conversion rate (95 percent); a minority of the converted respondents, 5 percent, answered *don’t know*.

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. The rate of conversion was significantly different by mode for one item, “monthly rent or mortgage payment amount” (RFMTGAMT). The RFMTGAMT conversion rate was 78 percent for self-administered respondents and 33 percent for interviewer-administered respondents ($\chi = 2.41, p < .01$).

Table 31. Use of conversion text to minimize nonresponse: 2008

Variable name	Description	Total				
		Number of cases	Number converted	Percent converted	Percent valid response	Percent don't know
RDOCC1	Occupation coder	40	40	95.1	94.9	†
	Monthly rent or mortgage payment					
RFMTGAMT	amount	30	20	65.6	76.2	23.8
RBUGOWE	Undergraduate loan amount owed	20	10	75.0	33.3	66.7
RDJSTAT	Currently working for pay	10	10	83.3	100.0	†
RECONSID	Currently considering teaching	10	10	71.4	100.0	†
RCPSTGRD	Post-bachelor's training or education	10	10	100.0	83.3	†
RBUGLN	Took out undergraduate loans	10	#	60.0	100.0	†
RDSEARCH	Looking for a job	10	#	60.0	100.0	†
Self-administered						
RDOCC1	Occupation coder	40	40	95.0	97.4	†
	Monthly rent or mortgage payment					
RFMTGAMT	amount	20	20	78.3	77.8	22.2
RBUGOWE	Undergraduate loan amount owed	10	10	85.7	50.0	50.0
RDJSTAT	Currently working for pay	10	10	87.5	100.0	†
RECONSID	Currently considering teaching	10	#	60.0	100.0	†
RCPSTGRD	Post-bachelor's training or education	10	10	100.0	83.3	†
RBUGLN	Took out undergraduate loans	#	#	66.7	100.0	†
RDSEARCH	Looking for a job	10	#	60.0	100.0	†
Interviewer-administered						
	Monthly rent or mortgage payment					
RFMTGAMT	amount	10	#	33.3	66.7	33.3
RBUGOWE	Undergraduate loan amount owed	10	10	66.7	16.7	83.3

† 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 who saw the conversion text.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study 2008/09 (B&B:08/09) Field Test.

Item nonresponse. The item-level nonresponse analysis presented here focuses on the rates of nonresponse to student interview items. Missing data for items in the field test student interview were associated with a number of factors: (1) a true refusal, (2) an unknown answer, (3) an inappropriate question for that respondent that the respondent could not answer, (4) confusion related to the question wording or response options, or (5) hesitation to provide a best guess

response.¹⁵ Overall, however, item-level nonresponse rates were relatively low; out of about 894 items administered to at least 25 respondents, only 54 had more than 5 percent missing data. These items are shown in tables 32–36 and are grouped by interview section. Item nonresponse rates were based on the number of interview respondents to whom the item was applicable and asked.

It is important to recognize which items, if any, are difficult for self-administered respondents to understand, because these respondents do not have the assistance of a trained interviewer while completing the interview. Therefore, in addition to the overall analysis, the item-level nonresponse is presented by mode of interview administration in tables 32–36. The items presented in tables 32–36 include 14 with rates of nonresponse that were significantly different by mode. Of the 14 items with significant differences by mode, only one item had a higher rate of nonresponse among interviewer-administered respondents.

Table 32 shows the nonresponse rates for the 24 items in the undergraduate education section with overall rates of nonresponse greater than 5 percent. The nonresponse rate is uniform across the item set “reason for multiple enrollment combined” because nonresponse occurred only if all response options in the set were left unanswered.¹⁶ At 14 percent, “reason for multiple enrollment combined” had the highest rate of nonresponse in this section.

Significant differences in nonresponse rates by administration mode occurred for three items related to “original major at NPSAS” (National Postsecondary Student Aid Study) and three items related to “final major at NPSAS.” Overall rates of nonresponse for the “original major at NPSAS” string, general code, and specific code were 9 percent, 10 percent, and 13 percent, respectively. Self-administered respondents had higher nonresponse rates for the “original major at NPSAS” string than interviewer-administered respondents (12 percent and zero percent, respectively [$\chi^2 = 3.36, p < .01$]). Self-administered respondents had a nonresponse rate of 14 percent for the “original major at NPSAS” general code, compared with the interviewer-administered nonresponse rate of zero percent ($\chi^2 = 3.71, p < .01$). The “original major at NPSAS” specific code nonresponse rate for self-administered respondents was 17 percent, while the nonresponse rate for interviewer-administered respondents was zero percent ($\chi^2 = 3.85, p < .01$). Overall nonresponse rates for the “final major at NPSAS” string, general code, and specific code were 9 percent, 8 percent, and 9 percent, respectively. Self-administered respondents had a significantly higher rate of item nonresponse for the “final major at NPSAS” string than interviewer-administered respondents (12 percent and zero percent, respectively [$\chi^2 = 6.13, p < .01$]). For the “final major at NPSAS” general code, self-administered respondents had a nonresponse rate of 11 percent, and interviewer-administered respondents had a nonresponse rate of zero percent ($\chi^2 = 6.04, p < .01$). The “final major at NPSAS” specific code nonresponse rate was 13 percent for self-administered respondents and zero percent for interviewer-administered respondents ($\chi^2 = 6.40, p < .01$).

¹⁵ Some questions allowed only one response (e.g., *yes* or *no*), so for these questions only one response option was necessary for recording the answer. Other questions allowed multiple responses (e.g., check-all questions), so for these questions each response option was recorded separately, into an individual item. Consequently, for single-response questions, the response and item were identical; for multiple-response questions, each response option was associated with a unique item.

¹⁶ 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 32. B&B:08/09 interview item nonresponse, undergraduate education: 2008

Item	Item description	Overall		Self-administered		Interviewer-administered	
		Number administered to	Percent missing	Number administered to	Percent missing	Number administered to	Percent missing
RBTWSP01	Reason attended 2-year pre-bachelor's school 1: Other, specify	120	6.8	70	9.5	40	2.3
RBTWSP02	Reason attended 2-year pre-bachelor's school 2: Other, specify	50	5.9	30	6.5	20	5.0
RBSCH03	Other pre-bachelor's school 3: Name	70	8.7	50	12.0	20	0.0
RBEMY03	Date last enrolled at pre-bachelor's school 3	60	6.3	40	9.1	20	0.0
RBENST03	Pre-bachelor's school 3: Enrollment intensity	70	8.7	50	12.0	20	0.0
RBORGMAJ	Original major at NPSAS: String	310	8.5	220	11.9	90	0.0
RBOMJGEN	Original major at NPSAS: General code	310	10.1	220	14.2	90	0.0
RBOMJSPE	Original major at NPSAS: Specific code	310	12.7	220	17.4	90	1.1
RBNPMAJ	Final major at NPSAS: String	1,190	8.6	870	11.6	320	0.3
RBNPMGEN	Final major at NPSAS: General code	1,190	8.4	870	11.3	320	0.3
RBNPMSPE	Final major at NPSAS: Specific code	1,190	9.3	870	12.5	320	0.3
RBNPTRN	Transfer or multiple enrollment	670	5.2	500	5.0	180	5.7
RBLNFRG	Participated in loan forgiveness program	580	9.2	450	10.3	130	5.4
RBMLTA	Reason for multiple enrollment combined: Finish more quickly	270	14.0	200	14.1	70	13.7
RBMLTB	Reason for multiple enrollment combined: Easier classes	270	14.0	200	14.1	70	13.7
RBMLTC	Reason for multiple enrollment combined: Better class schedule	270	14.0	200	14.1	70	13.7
RBMLTD	Reason for multiple enrollment combined: Prepare to transfer	270	14.0	200	14.1	70	13.7
RBMLTE	Reason for multiple enrollment combined: Try out major/program	270	14.0	200	14.1	70	13.7
RBMLTF	Reason for multiple enrollment combined: Participate in consortium	270	14.0	200	14.1	70	13.7
RBMLTG	Reason for multiple enrollment combined: Personal enrichment	270	14.0	200	14.1	70	13.7
RBMLTH	Reason for multiple enrollment combined: Financial reason	270	14.0	200	14.1	70	13.7
RBMLTI	Reason for multiple enrollment combined: Earn additional degree	270	14.0	200	14.1	70	13.7
RBMLTJ	Reason for multiple enrollment combined: Other	270	14.0	200	14.1	70	13.7
RBLNINSP	Undergraduate loan debt influenced employment: Other, specify	100	6.2	60	7.0	40	5.0

NOTE: Detail may not sum to totals because of rounding. This table includes only items that were administered to at least 50 respondents. NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study 2008/09 (B&B:08/09) Field Test.

The nonresponse rates for the 10 items in the Postbaccalaureate Education/Training section with overall rates of nonresponse greater than 5 percent are in table 33. The highest nonresponse rate in this section was for “expected tuition reimbursement,” which had an overall rate of 29 percent; the radio option *don’t know* accounted for nearly all of the percentage of the overall nonresponse rate (99 percent), while other nonresponse accounted for about 1 percent. Self-administered respondents had greater rates of nonresponse for “expected tuition reimbursement” than interviewer-administered respondents (37 percent and 10 percent, respectively [$\chi = 9.95$, $p < .01$]).

Table 33. Interview item nonresponse, Postbaccalaureate Education/Training: 2008

Item	Item description	Overall		Self-administered		Interviewer-administered	
		Number administered to	Percent missing	Number administered to	Percent missing	Number administered to	Percent missing
RCMAJ01	Postbaccalaureate school 1: primary major: String	350	8.2	260	10.5	100	2.1
RCMGEN01	Postbaccalaureate school 1: primary major: General code	310	7.4	230	9.6	80	1.2
RCMSPE01	Postbaccalaureate school 1: primary major: Specific code	310	8.0	230	10.0	80	2.4
RCMAJ02	Postbaccalaureate school 2: primary major: String	60	18.8	50	21.2	10	8.3
RCMAJINT	Intended major: String	570	25.0	410	32.7	160	5.1
RCINTGEN	Intended major: General code	570	7.6	410	8.4	160	5.7
RCINTSPE	Intended major: Specific code	570	9.7	410	11.3	160	5.7
RCENSTIN	Intended enrollment intensity	600	25.0	430	30.3	170	11.4
RCFTREMP	Expect tuition reimbursement	600	29.4	430	37.1	170	9.6
RCDELS01	Postponing continued education combined 1: Other, specify	50	13.0	30	14.3	30	11.5

NOTE: Detail may not sum to totals because of rounding. This table includes only items that were administered to at least 50 respondents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study 2008/09 (B&B:08/09) Field Test.

Approximately 8 percent of respondents did not provide a response for the “Postbaccalaureate school 1: Primary major” string. Self-administered respondents were less likely to provide a response (11 percent nonresponse) than interviewer-administered respondents (2 percent nonresponse [$\chi = 4.03$, $p < .01$]). The “Postbaccalaureate school 1: Primary major” general and specific codes, which had overall nonresponse rates of 7 percent and 8 percent, respectively, had significant differences by mode, as well. The “Postbaccalaureate school 1: Primary major” general code had a self-administered nonresponse rate of 10 percent and an interviewer-administered nonresponse rate of 1 percent ($\chi = 4.05$, $p < .01$). The specific code of the same item had a 10 percent self-administered nonresponse rate and a 2 percent interviewer-administered nonresponse rate ($\chi = 3.47$, $p < .01$).

The self-administered nonresponse rate was also higher for the “intended major” string, which had a self-administered nonresponse rate of about 33 percent, compared with the interviewer-administered nonresponse rate of 5 percent ($\chi = 10.40$, $p < .01$). For “intended enrollment

intensity,” which had a 25 percent overall rate of nonresponse, the nonresponse rate among self-administered respondents was 30 percent, while the nonresponse rate among interviewer-administered respondents was 11 percent ($\chi = 7.16, p < .01$). The radio option “have not decided yet” accounted for the majority of the overall “intended enrollment intensity” nonresponse rate (97 percent); other nonresponse accounted for 3 percent.

Table 34 displays the nonresponse rates for the 12 items in the Postbaccalaureate Employment section with overall rates of nonresponse greater than 5 percent. With 34 percent nonresponse, the “occupation: detailed code” has the highest overall rate of nonresponse for the Postbaccalaureate Employment section. Approximately 16 percent of respondents overall did not provide a response for “job duties.” Of self-administered respondents, 20 percent did not provide “job duties,” compared with 3 percent of interviewer-administered respondents ($\chi = 6.89, p < .01$). The “occupation: general code,” “occupation: specific code,” and “occupation: detailed code” had overall nonresponse rates of 33 percent, 33 percent, and 34 percent, respectively. For the “occupation: general code,” the nonresponse rate for self-administered respondents was 42 percent, and the nonresponse rate for interviewer-administered respondents was 9 percent ($\chi = 9.93, p < .01$). Similarly, the “occupation: specific code” had a self-administered nonresponse rate of 42 percent and an interviewer-administered nonresponse rate of 9 percent ($\chi = 9.85, p < .01$). Self-administered respondents were also less likely to provide “occupation: detailed code” information (42 percent) than interviewer-administered respondents (10 percent [$\chi = 9.53, p < .01$]). Self-administered respondents were less likely to provide responses for “looking for work July 2008” (9 percent) than interviewer-administered respondents (3 percent [$\chi = 3.16, p < .01$]).

Table 34. Interview item nonresponse, Postbaccalaureate Employment: 2008

Item	Item description	Overall		Self-administered		Interviewer-administered	
		Number administered to	Percent missing	Number administered to	Percent missing	Number administered to	Percent missing
RDJBDY	Job duties	1,020	15.6	740	20.3	270	2.6
RDOCC2	Occupation: General code	1,020	32.7	740	41.5	270	8.5
RDOCC3	Occupation: Specific code	1,020	33.4	740	42.2	270	9.2
RDOCC6	Occupation: Detailed code	1,020	33.7	740	42.2	270	10.3
RDSRHT01	Job search strategies 1: Text box	130	5.5	90	7.5	30	0.0
RDSRHD01	Job search strategies 1: Self-coded dropdowns	130	5.5	90	7.5	30	0.0
RDJBLS2	Job search location 2	160	12.3	140	14.1	30	3.6
RDJBLS3	Job search location 3	110	18.9	90	20.9	20	6.7
RDJBLS4	Job search location 4	70	27.0	60	30.6	10	8.3
RDJBLS5	Job search location 5	60	33.3	50	38.0	10	10.0
RDLK8JL	Looking for work July 2008	590	6.1	310	9.2	280	2.9
RDLK8SP	Looking for work September 2008	150	6.5	80	8.6	70	4.1

NOTE: Detail may not sum to totals because of rounding. This table includes only items that were administered to at least 50 respondents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study 2008/09 (B&B:08/09) Field Test.

Table 35 presents nonresponse rates for the three teaching items with overall rates of nonresponse greater than 5 percent. The highest overall rate of nonresponse was for “name of

teacher certification,” which had a nonresponse rate of 9 percent. There was no significant difference in the rate of item nonresponse across modes for the K–12 Teaching section.

Table 35. Interview item nonresponse, teaching: 2008

Item	Item description	Overall		Self-administered		Interviewer-administered	
		Number administered to	Percent missing	Number administered to	Percent missing	Number administered to	Percent missing
RECRTNAM	Name of teacher certification	130	9.0	90	6.5	40	14.3
	Teaching position 1: Academic year						
RESINC01	base salary	170	7.8	110	6.3	60	10.9
	Plans for education-related job: Other, specify						
REMVOTH		70	8.3	50	12.0	20	0.0

NOTE: Detail may not sum to totals because of rounding. This table includes only items that were administered to at least 50 respondents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study 2008/09 (B&B:08/09) Field Test.

The five items in the Student Background section with overall nonresponse rates greater than 5 percent are in table 36. The “income in 2007: estimate” item had the highest rate of overall nonresponse in the Student Background section, with about 19 percent. The “don’t know” radio button accounted for about one-half of the overall nonresponse for “income in 2007: estimate” (52 percent), while other nonresponse accounted for the other 48 percent. For the item “income in 2007,” approximately 13 percent of interviewer-administered respondents did not provide an answer, compared with approximately 8 percent of self-administered respondents ($\chi^2 = 2.40, p < .01$). Of the 14 items with significant differences by mode, only “income in 2007” had a higher rate of nonresponse for interviewer-administered respondents than self-administered respondents.

Table 36. B&B:08/09 interview item nonresponse, Student Background: 2008

Item	Item description	Overall		Self-administered		Interviewer-administered	
		Number administered to	Percent missing	Number administered to	Percent missing	Number administered to	Percent missing
	Reason moved away from high school:						
RFHOSPE	Other, specify	60	5.3	40	7.7	20	0.0
RFINCOM	Income in 2007	1,180	9.3	870	8.1	320	12.7
RFINEST	Income in 2007: Estimate	110	19.1	70	21.4	40	15.0
RFINCSP	Spouse's income in 2007	300	5.4	220	4.5	70	8.1
RFSCHS01	Volunteer reason combined 1: Other, specify	120	13.0	80	16.7	30	3.2

NOTE: Detail may not sum to totals because of rounding. This table includes only items that were administered to at least 50 respondents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study 2008/09 (B&B:08/09) Field Test.

To help minimize nonresponse and mode differences in the full-scale study, items with high nonresponse rates will be reviewed for clear wording and help text to assist respondents as they answer the items. For the full-scale study, training also will be evaluated to ensure that interviewers are sufficiently trained in methods to reduce the rates of missing data.

5.1.3 Reliability Reinterview

An important element of data quality in survey research is the reliability of self-reported responses to interview questions. A reliability reinterview was administered to a subsample of respondents to evaluate the reliability of self-reported data collected in the B&B:08/09 field test interview. 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 in order to make any needed revisions to items for the full-scale interview.

Response rates. A subsample of about 310 B&B:08/09 sample members who completed the interview was randomly selected. 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.¹⁷

A summary of the reinterview sample is presented in table 37. Response rates shown are overall and by completion mode. Overall, 71 percent of those selected completed the reliability reinterview. The response rate for those selected to participate in the reliability reinterview via self-administration was 70 percent; for those selected to do a telephone reinterview, the response rate was 73 percent. This difference was not statistically significant ($z = 0.58$).

Table 37. Reliability reinterview response, by completion mode: 2007

Completion mode	Number selected for the reinterview	Participated in reinterview	
		Number	Percent
Total	310	220	71.2
Self-administered	140	100	69.7
Interviewer-administered	160	120	72.6

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Results. The items selected for the B&B:08/09 reliability reinterview included those that were new to the B&B survey and items that warrant further monitoring. For each item evaluated, the number of cases, percentage agreement between the initial interview and reinterview, and relational statistic are shown. Reliability statistics are presented overall and by administration mode. Mode differences were tested for statistical significance and noted where relationships were found.

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.

The relational statistics provided help to quantify the strength of association between the two variables being compared, where 1.00 indicates a perfect correlation (i.e., an exact match

¹⁷ In a very few cases (fewer than five) the reinterview was not completed in the same mode as the original interview. This was allowed when the sample member selected for the reinterview wished to participate but could not use the same administration mode (e.g., if Internet access was no longer available).

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* or *no*). Kendall's tau- b (τ_b) estimated the relationship between items with ordered categories (e.g., not at all, occasionally, and frequently). Lastly, the Pearson product-moment correlation coefficient (r) was used for variables yielding interval or ratio responses (e.g., income).

The Undergraduate Education section gathered information about all colleges, universities, or trade schools attended by the respondent before his or her receipt of the bachelor's degree from the NPSAS school, as well as information about the respondent's NPSAS school and any undergraduate financial aid information. Results are shown in table 38. Four items asked about enrollment at the NPSAS school, and agreement ranged from 86 percent to 93 percent. The three undergraduate loan items in table 38 show a high percentage of agreement as well (83 percent to 97 percent).

Finally, two questions shown in table 38 asked about satisfaction with the undergraduate major and school choice. Agreement for these two items was 94 percent for "satisfaction with undergraduate major choice" and 85 percent for "cost/time of education worth career options/earnings." For the section as a whole, the percentage of agreement was high, ranging from 83 percent to 97 percent. Eight of the nine items had a relational statistic greater than 0.5.

The Postbaccalaureate Education/Training section contained questions about enrollment in any colleges, universities, or trade schools that the respondent had attended since he or she had received the bachelor's degree from the NPSAS school and about the intended field of study. Table 38 shows that the percentage of agreement for these two items was 94 percent and 82 percent, both with a relational statistic of .9.

The next section focused on Postbaccalaureate Employment. Two questions were included in the reinterview about employment since the respondent's receipt of the bachelor's degree from the NPSAS school: one about the number of jobs applied for to obtain the current job and the other about whether the respondent had been employed in the previous 12 months. As shown in table 38, the percentage of agreement for these two items was 93 percent and 83 percent, and the relational statistics were .7 and .5, respectively.

The Teaching section gathered information about the respondent's experiences with or interest in teaching at the kindergarten through the 12th-grade level. Reliability results for these items are shown in table 38. The item that asked if the respondent taught since graduating from the NPSAS school had 98 percent agreement, with a relational statistic of .9. Among those who had taught and been certified, the type of teacher certification had 77 percent agreement and a relational statistic of .9.

Certified teachers were asked about the content area of their certification, and results are presented in table 38. Multiple responses were allowed, and percentage agreement ranged from 68 percent (for secondary education certification) to 100 percent. Six of the content areas had percentage agreement of 100 percent. The relational statistic for these items varied from -.1 to 1.0.

The reinterview also included questions regarding background characteristics. In table 38, the seven items regarding the reason that the respondent moved away from the NPSAS school had a percentage agreement between 82 percent and 97 percent, and the relational statistics ranged from .4 to .9.

Reliability results for the items regarding household composition are shown in table 38. This item set had a high percentage agreement from 92 percent to 97 percent, and the relational statistics

were between .4 and .8. Table 38 presents results for the income items: respondent's income, spouse's employment status, and spouse's income. The income items were very reliable, with 93 percent to 98 percent agreement, with relational statistics from .6 to .9.

Two questions were asked about volunteering. In table 38 the number of interview hours volunteered was consistent with the number of reinterview hours volunteered, with 89 percent agreement. Interviewer-administered respondents were more likely to report consistently that the volunteering event was a one-time event (98 percent agreement) than self-administered respondents (73 percent [$\chi = 3.3, p < .01$]). The consistency of the answers about the benefits received from volunteering ranged from 70 percent to 93 percent agreement. Four benefits received from volunteering had less than 80 percent agreement: "Addition to resume" had 70 percent agreement; "new way of looking at life" had 75 percent agreement; both "become a compassionate person" and "develop real-world knowledge/skills" had 76 percent agreement.

Table 38. 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
Undergraduate Education: enrollment										
RBOTHSCH	Attended other colleges before completing bachelor's at NPSAS	140	92.7	0.83 ³	60	93.4	0.85 ³	80	92.1	0.82 ³
RBNPCONT	Continuously enrolled at NPSAS for bachelor's degree	220	87.6	0.50 ⁶	100	84.9	0.42 ⁶	120	89.8	0.57 ^{3,5,6}
RBNPMJCH	Ever formally changed major at NPSAS	220	91.7	0.82 ⁴	100	87.8	0.73 ⁴	120	95.0	0.92 ⁴
RBNPMGEN	Final major at NPSAS: General code	210	86.3	0.84 ³	90	83.9	0.88 ³	120	88.2	0.89 ³
Undergraduate Education: loans										
RBUGLAM	Amount borrowed in undergraduate loans	140	96.5	0.92 ⁴	70	96.9	0.93 ⁴	80	96.2	0.90 ⁴
RBUGPRIV	Amount borrowed in private undergraduate loans	40	86.8	0.37 ⁴	10	91.7	0.46 ⁴	30	84.6	0.35 ⁴
RBUGPRDK	Amount borrowed in private undergraduate loans: Don't know	60	82.5	0.56 ⁶	30	80.0	0.61 ^{3,6}	30	84.4	0.24 ⁶
Undergraduate Education: satisfaction										
RBMAJCHO	Satisfaction with undergraduate major choice	220	93.6	0.73 ^{3,4}	100	93.9	0.81 ³	120	93.3	0.56 ^{3,4}
RBCOBEN	Cost/time of education worth career options/earnings	220	84.7	0.62 ^{3,4}	100	81.6	0.61 ³	120	87.2	0.61 ^{3,4}
Postbaccalaureate Education/Training										
RCPSTGRD	Enrolled in any school for Postbaccalaureate education	220	94.0	0.88 ³	100	97.0	0.94 ³	120	91.6	0.83 ³
RCINTGEN	Intended major: General code	90	82.0	0.88 ³	40	81.0	0.88 ³	50	83.0	0.93 ³
Postbaccalaureate Employment										
RNUMAPP	Number of jobs applied for current job	180	93.4	0.71 ⁴	80	93.8	0.73 ⁴	100	91.1	0.68 ⁴

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
RDWRK12M	Employed during the last 12 months	40	83.3	0.48 ^{3,5}	20	89.5	0.68 ^{3,5}	20	76.5	0.23 ^{3,5}
K-12 Teaching										
REEVRTCH	Taught since graduating from NPSAS	190	98.4	0.87 ^{3,4}	90	97.8	0.85 ^{3,4}	100	99.0	0.91 ^{3,4}
RECRTTYP	Type of teacher certification	30	76.9	0.85 ³	10	77.8	† ³	20	76.5	0.88 ³

See notes at end of table.

Table 38. 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
K-12 Teaching: certification content area										
RECGENA	Content area certification: Elementary education	30	84.0	0.62 ^{3,4}	10	66.7	0.35 ^{3,6}	20	93.8	0.79 ^{3,4}
RECGENB	Content area certification: Secondary education	30	68.0	0.26 ⁶	10	66.7	0.35 ^{3,6}	20	68.8	0.09 ⁶
RECSPCED	Content area certification: Special education	30	100.0	† ³	10	100.0	† ³	20	100.0	† ³
RECART	Content area certification: Arts and music	30	100.0	1.00 ³	10	100.0	1.00 ³	20	100.0	1.00 ³
RECENGL	Content area certification: English and language arts	30	96.0	0.87 ³	10	100.0	1.00 ³	20	93.8	0.83 ³
RECESL	Content area certification: English as a second language	30	100.0	† ³	10	100.0	† ³	20	100.0	† ³
RECFLNG	Content area certification: Foreign languages	30	100.0	1.00 ³	10	100.0	1.00 ³	20	100.0	† ³
RECHELTH	Content area certification: Health/physical education	30	96.0	0.89 ³	10	88.9	0.76 ³	20	100.0	1.00 ³
RECMATH	Content area certification: Math and computer science	30	100.0	1.00 ³	10	100.0	1.00 ³	20	100.0	1.00 ³
RECSCIEN	Content area certification: Natural sciences	30	88.0	-0.06 ⁶	10	88.9	† ³	20	87.5	0.07 ⁶
RECSOSCI	Content area certification: Social sciences	30	88.0	0.60 ⁶	10	100.0	1.00 ³	20	81.3	0.46 ⁶
RECVOCTC	Content area certification: Vocational/career/technical education	30	96.0	† ³	10	88.9	† ³	20	100.0	† ³
REMISC	Content area certification: Miscellaneous	30	100.0	1.00 ³	10	100.0	† ³	20	100.0	1.00 ³
RECOTHER	Content area certification: Other	30	92.0	† ³	10	100.0	† ³	20	87.5	† ³

Student Background: reason moved away

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
RFCWORK	Reason moved away from NPSAS: Work-related reasons	120	82.2	0.64 ³	50	80.7	0.62 ³	70	83.3	0.66 ³
RFCADEDU	Reason moved away from NPSAS: Pursue additional education	120	96.6	0.92 ³	50	100.0	1.00 ³	70	93.9	0.86 ³
RFCNRFAM	Reason moved away from NPSAS: Closer to family/friends	120	93.2	0.82 ³	50	96.2	0.91 ³	70	90.9	0.73 ^{3,4}
RFCFRFAM	Reason moved away from NPSAS: Farther from family/friends	120	96.6	0.50 ^{3,4}	50	94.2	0.61 ^{3,4}	70	98.5	† ³

See notes at end of table.

Table 38. 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
Student Background: reason moved away—Continued										
RFCPERSL	Reason moved away from NPSAS: Personal reasons	120	82.2	0.36 ^{3,4,6}	50	84.6	0.57 ^{4,6}	70	80.3	0.03 ^{3,4,6}
RFCAREA	Reason moved away from NPSAS: Live in a new area	120	83.9	0.38 ^{3,4,6}	50	82.7	0.51 ^{4,6}	70	84.9	0.10 ^{3,4,6}
RFCORSN	Reason moved away from NPSAS: Other	120	85.6	0.46 ^{3,4,6}	50	88.5	0.50 ^{4,6}	70	83.3	0.43 ^{3,4,6}
Student Background: household composition										
RFALONE	Household composition: Live alone	220	93.6	0.82 ³	100	92.0	0.76 ^{3,5}	120	94.9	0.87 ^{3,5}
RFSPODP	Household composition: Live with spouse or domestic partner	220	93.5	0.84 ³	100	95.0	0.86 ³	120	92.4	0.82 ³
RFDPNTS	Household composition: Live with children/dependents	220	94.0	0.74 ^{3,4}	100	96.0	0.78 ^{3,4}	120	92.4	0.72 ^{3,4}
RFPARIL	Household composition: Live with parents or in-laws	220	94.9	0.85 ³	100	96.0	0.89 ³	120	94.1	0.82 ³
RFSIBOR	Household composition: Live with siblings or other relatives	220	96.8	0.70 ^{3,4}	100	99.0	0.81 ³	120	94.9	0.68 ^{3,4}
RFROOM	Household composition: Live with roommate(s)	220	92.2	0.76 ^{3,4}	100	89.9	0.75 ^{3,4}	120	94.1	0.75 ^{3,4}
RFHOTH	Household composition: Other	220	97.2	0.40 ^{3,4,6}	100	98.0	0.57 ^{4,6}	120	96.6	0.32 ^{3,4,6}
Student Background: income										
RFINCOM	Income in 2007	190	95.8	0.90 ⁴	90	98.8	0.93 ⁴	110	93.3	0.86 ^{3,4,5}
RFSEMP	Spouse employed in 2007	40	93.0	0.63 ^{3,5}	20	94.4	0.79 ^{3,5}	30	92.0	0.46 ⁶
RFINCSP	Spouse's income in 2007	40	97.6	0.94 ⁴	20	100.0	0.95 ⁴	20	95.8	0.94 ⁴
Student Background: volunteering										

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
RFVLHRS	Number of hours volunteered per month	70	89.0	0.58 ^{4,6} _{3,5}	30	84.9	0.68 ⁴ ₃	40	92.5	0.49 ^{4,6}
RFVLONE	One-time volunteer event	90	84.6	0.16 ⁶	50	72.9	0.09 ^{5,6}	40	97.7	† ^{3,6}
RFRTCAR	Volunteer benefits: Helped career	90	81.6	0.62 ³	40	81.8	0.62 ³	40	81.4	0.63 ³
RFRTREAL	Volunteer benefits: Develop real-world knowledge/skills	90	76.1	0.46 ^{3,6} _{3,6}	50	75.6	0.48 ^{3,6}	40	76.7	0.44 ^{3,6}
RFRTRES	Volunteer benefits: Addition to resume	90	70.1	0.41 ⁶	40	75.0	0.51 ^{3,6}	40	65.1	0.32 ^{3,6}
RFRTMAJ	Volunteer benefits: Clarified choice of major	90	80.5	0.42 ⁶ _{3,5}	40	84.1	0.49 ^{5,6} ₃	40	76.7	0.39 ⁶ _{3,5}
RFRTCOM	Volunteer benefits: Become a compassionate person	90	76.1	0.39 ⁶ _{3,5}	50	73.3	0.41 ^{5,6} ₃	40	79.1	0.34 ⁶ _{3,5}

See notes at end of table.

Table 38. 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
Student Background: volunteering—Continued										
RFRTSOC	Volunteer benefits: Awareness of social issues	90	79.5	0.50 ^{3,5}	50	75.6	0.50 ^{3,5}	40	83.7	0.50 ^{3,5}
RFRTPER	Volunteer benefits: New way of looking at life	90	75.3	0.52 ³	50	76.1	0.57 ³	40	74.4	0.49 ^{3,6}
RFRTVARY	Volunteer benefits: Work with variety of people	90	82.0	0.42 ⁶ _{3,5}	50	82.6	0.45 ^{5,6} ₃	40	81.4	0.39 ⁶ _{3,5}
RFRTSAT	Volunteer benefits: Sense of satisfaction	90	93.3	0.21 ⁶	50	89.1	0.23 ^{5,6}	40	97.7	† ^{3,6}

† Not applicable.

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 This percentage reflects an exact match of the paired responses.

³ Cramer's V is the relational statistic used for items with discrete, unordered response categories.

⁴ Kendall's tau-b is the relational statistic used for items with ordered categories.

⁵ Pearson's product-moment correlation coefficient r is the relational statistic used for variables yielding interval or ratio responses.

⁶ This 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.

NOTE: Detail may not sum to totals because of rounding. NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Overall, results of the reinterview analysis indicate that the survey yields data of high quality, with consistently reliable results. With one exception, reliability did not differ by administration mode. The majority of items (51 out of 57) had a percentage agreement of 80 percent or higher.

5.1.4 Interviewer Delivery and Data Entry Error Rates

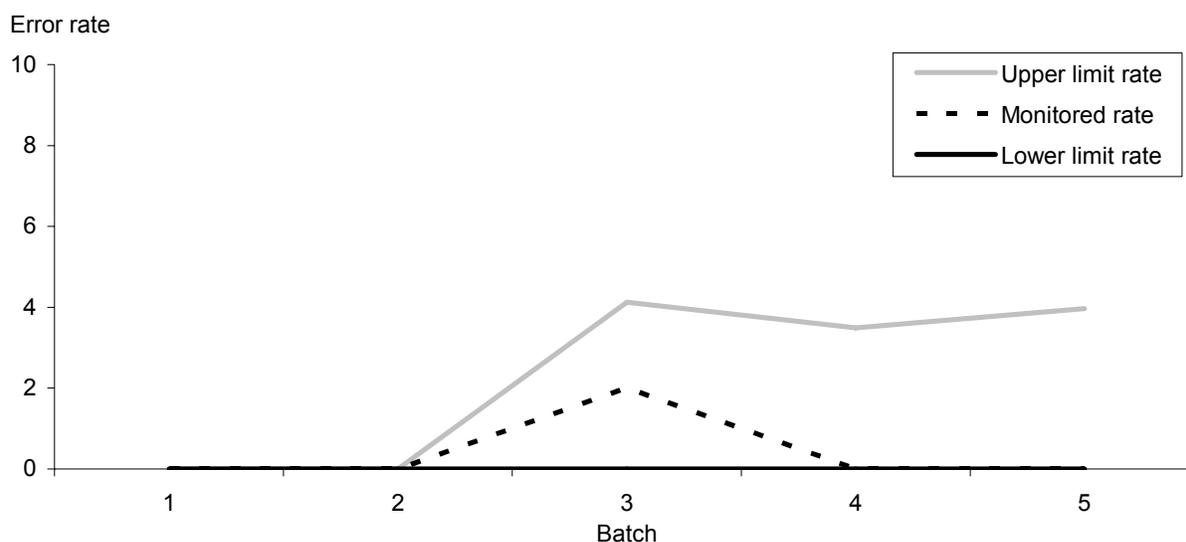
Regular monitoring of computer-assisted telephone interviewing (CATI) data collection improves interviewing and enhances data quality. Monitoring throughout the B&B:08/09 field test helped to meet these important quality objectives:

- 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.

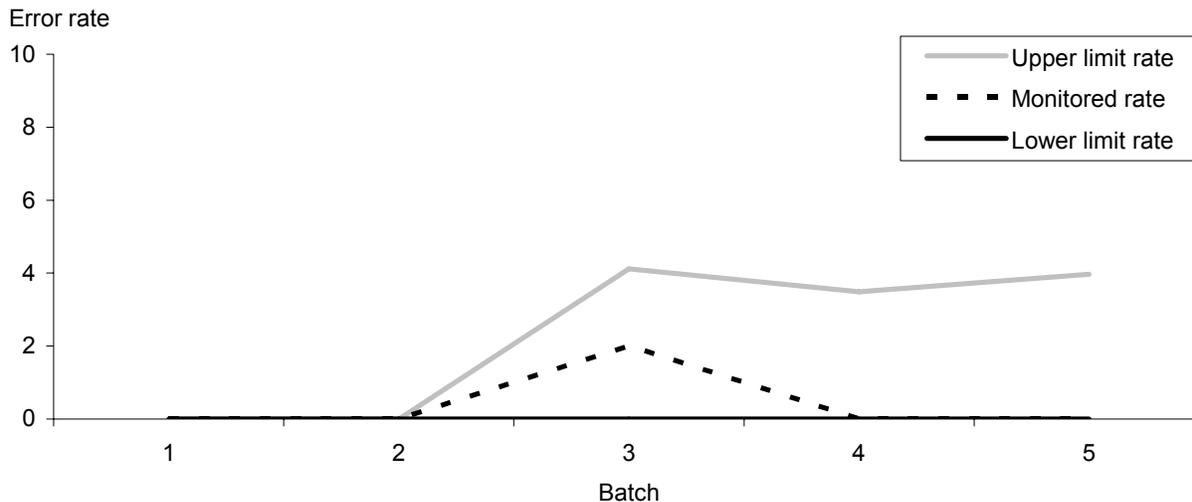
Specially trained monitors simultaneously listened to and viewed CATI data collection using remote monitoring telephones and computer equipment. This system allowed monitors to observe live interviews without disturbing the interviewer or respondent. Monitors listened to up to 20 questions during an ongoing interview and evaluated both question delivery and data entry. To guarantee an accurate reflection of data collection activities, monitors conducted their evaluations throughout all of the CATI data collection, including day, evening, and weekend shifts.

Daily, weekly, and cumulative question delivery and data entry outcomes were measured and displayed on the Integrated Management System (IMS). During CATI data collection, 231 items were monitored. Of these items, call center staff observed only two errors (one question delivery error and one keying error), yielding very low error rates overall. Figures 14 and 15 illustrate the question delivery and data entry errors, respectively. Results are shown in batches of 50 monitoring observations.

Figure 14. Question delivery error rate, by batch: 2008



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Figure 15. Data entry error rate, by batch: 2008

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

5.1.5 Help Desk

As described in chapter 2, a help desk was available to assist respondents in completing the self-administered web interview. Help desk agents (HDAs) were trained to answer calls received from the help desk hotline, as well as to conduct telephone interviews, as needed. HDAs also assisted sample members with questions about the interview and provided technical assistance to sample members who experienced problems while completing the self-administered web interview. HDAs also responded to voice-mail messages left by respondents when the call center was closed or when HDAs were otherwise busy.

A web-based software program was developed to record each help desk incident that occurred during data collection. For each incident, HDAs confirmed contact information for the sample member and recorded the type of problem, a description of the problem and resolution, and incident status (pending or resolved).

Table 39 provides a summary of help desk incidents encountered during B&B:08/09 data collection. HDAs assisted 93 sample members (5 percent of the sample) with 102 total incidents. Calls from sample members requesting their study ID, password, or both were the most common type of help desk incident (69 percent). The second most common type of call was for miscellaneous issues (9 percent). Further, 7 percent were outbound calls placed to sample members when they requested to be contacted via the study website. Inquiries regarding questionnaire content accounted for 2 percent of help desk incidents, while incidents involving “Program error call-in,” “Questions about the study,” and “Routing/skip problems” each accounted for 1 percent of help desk incidents.

Table 39. Help desk requests, by type of incident reported: 2008

Type of incident reported	Number of requests	Percent of requests
Total	102	100.0
Study ID/password	70	68.6
Website down/unavailable	5	4.9
Program error call-in	1	1.0
Questionnaire content	2	2.0
Questions about the study	1	1.0
Routing/skip problems	1	1.0
Pop-up blocker issues	6	5.9
Website contact requests	7	6.9
Other problems, not classifiable	9	8.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

Quality Circle (QC) meetings were critical to ensuring that project staff, call center and field supervisory staff, and telephone and field 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 survey instrument, questionnaire design, and interview cooperation tactics; motivating the group toward the goals of the study; and acquiring feedback on data collection issues. Weekly QC meetings for telephone staff were held at the call center, while the QC meeting for the field staff was held as a conference call. For interviewing staff unable to attend the meetings, notes were distributed by interviewer supervisory staff. A summary of issues addressed in the meetings is outlined below:

- clarification of questions and item responses;
- interviewer submission of problem sheets;
- importance of providing detailed case comments;
- help desk operations;
- data security protocols;
- methods of gaining cooperation from sample members and gatekeepers (e.g., parents and roommates); and
- general morale boosting and reinforcement of positive interviewing techniques.

Throughout the duration of 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, when it 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 through which staff learned to recognize and manage the different problems that they would encounter.

Eligibility criteria. Because of the considerable complexity of the eligibility criteria, interviewers were reminded to allow eligibility determination to be made by the programmed instrument.

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 B&B:08/09 data collection. For example, obtaining new contact information from parents (for sample members no longer living at home) was a focal point for many discussions. Interviewers shared tips for overcoming parent concerns and found ways to benefit and learn from others' experiences.

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

Interviewer debriefings. At the conclusion of the B&B:08/09 field test, project staff held debriefing meetings with the telephone and field interviewers to learn more about the field test experience. Interviewer debriefings focused on what worked well and what could be improved with respect to the following:

- help desk and interviewer training sessions;
- tracing and locating strategies;
- avoiding and converting reluctant respondents and refusal cases;
- interview administration, including questions and coding systems that were difficult for the respondents to answer or the interviewers to code; and
- use of incentives and mailouts.

A summary of the telephone and field interviewer debriefing meetings was prepared and will be considered when planning B&B:08/09 full-scale data collection in 2009.

5.1.6 Student Evaluation of Interview

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 B&B full-scale study. Respondents were informed that the additional questions were optional. Table 40 displays the response rates to the opinions section, by mode of administration. Computer-assisted personal interviewing (CAPI) respondents are excluded from this analysis because the opinions section had not been administered to them. Nearly all Web and CATI respondents completed this optional section.

Table 40. Opinions response rates for student interview respondents, by mode of administration: 2008

Mode of administration	Total interview respondents	Completed debriefing questionnaire	
		Number	Percent
Total respondents	1,150	1,140	99.6
Self-administered	870	870	99.8
Interviewer-administered	280	280	99.3

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Baccalaureate and Beyond Longitudinal Study (B&B:08) Field Test.

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 41 shows the percentage of respondents who cited technical difficulties in completing the self-administered web interview.

Table 41. Problems reported by self-administered debriefing respondents: 2008

Problem	Number	Percent
Accessing the survey because of a pop-up blocker	160	17.9
Connecting to the B&B website or survey	40	4.2
Entering your answers to the survey questions	30	3.0
Moving backward or forward through the survey	20	1.7
Restarting the survey after already completing some of the survey questions	10	1.2
Accessing additional information through the use of the "Help" features	#	0.3
Some other difficulty	30	3.0
None of the above	560	64.2

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Baccalaureate and Beyond Longitudinal Study (B&B:08) Field Test

Respondents were asked how the B&B:08/09 field test instrument performed in terms of speed compared with other online surveys. The majority of self-administered respondents reported that the B&B interview performed the same as (51 percent) or faster than (13 percent) other online surveys. Ten percent reported that the B&B 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. Over one-quarter (28 percent) of interviewer-administered respondents reported that they had attempted to complete the self-administered interview at some point during data collection. Table 42 presents the reasons interviewer-administered respondents provided for choosing to complete the B&B interview over the telephone rather than on their own over the Internet. Convenience and computer access issues were cited as the most common reasons for doing a telephone interview. Almost one-half (49 percent) of interviewer-administered respondents

provided an open-ended response that was categorized as “Other.” Problems with the login ID/password comprised 30 percent of these other reasons.

Table 42. Reasons for completing the interview via telephone versus the Web: 2008

Problem	Number	Percent
Telephone interview was more convenient	70	25.5
No access to a computer	20	8.0
Could not connect to the B&B website or survey	10	4.7
Encountered error in Web survey	10	3.3
Prefer not to use computers	#	1.5
Had trouble accessing the survey on the Web because of a pop-up blocker	#	0.7
Website was too confusing	#	0.7
Interview took too long on the website	#	0.4
Other	140	49.1

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Baccalaureate and Beyond Longitudinal Study (B&B:08) Field Test.

5.1.7 Online Coding and Editing

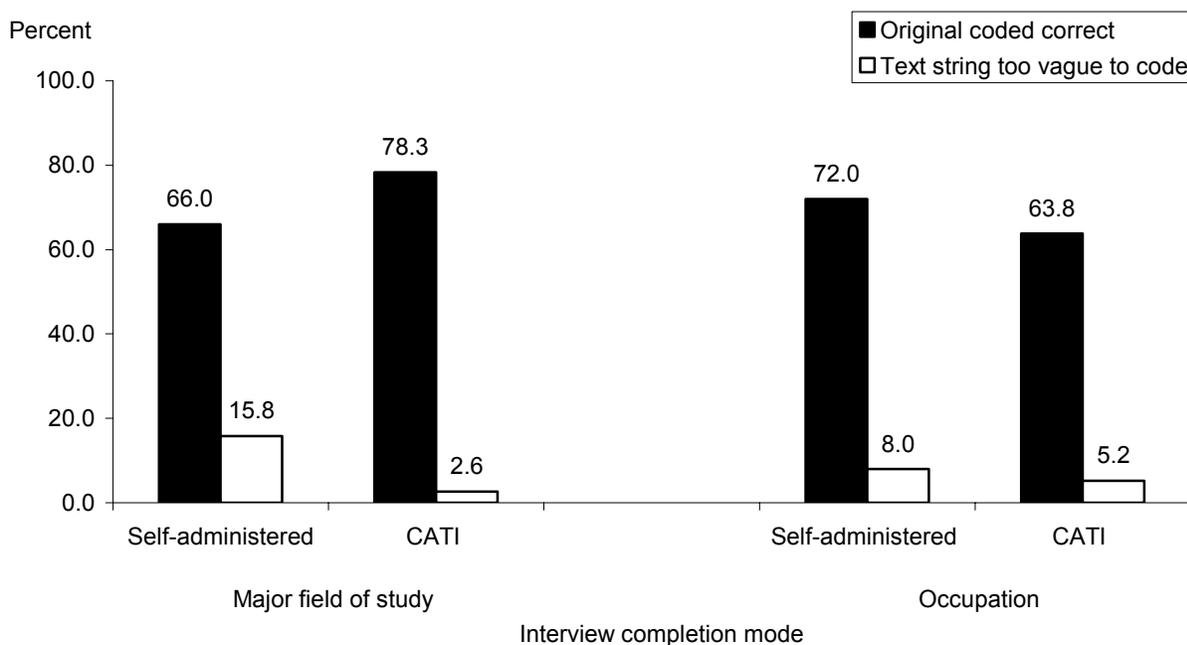
Coding systems used to categorize students’ institution, major, occupation, and employer’s industry were standardized into predetermined categories (see section 2.2.1.1 for a discussion of the B&B:08/09 coding systems). Coding system results were evaluated as described below.

5.1.7.1 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 dropdown boxes containing general areas and, as applicable, secondary areas of study. As shown in figure 16, self-administered respondents coded their major correctly 66 percent of the time, while interviewer-administered respondents correctly coded their major 78 percent of the time ($\chi^2 = 2.77, p < .01$). While 3 percent of the interviewer-administered text strings were too vague to code accurately, 16 percent of self-administered respondents’ text strings were too vague to code accurately ($\chi^2 = 4.21, p < .01$).

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 dropdown boxes containing general areas, secondary areas, and a detailed occupation classification. Self-administered respondents were no more likely to have a text string that was too vague to code accurately (8 percent) than were interviewer-administered respondents (5 percent [$\chi^2 = 0.67, p > .10$]).

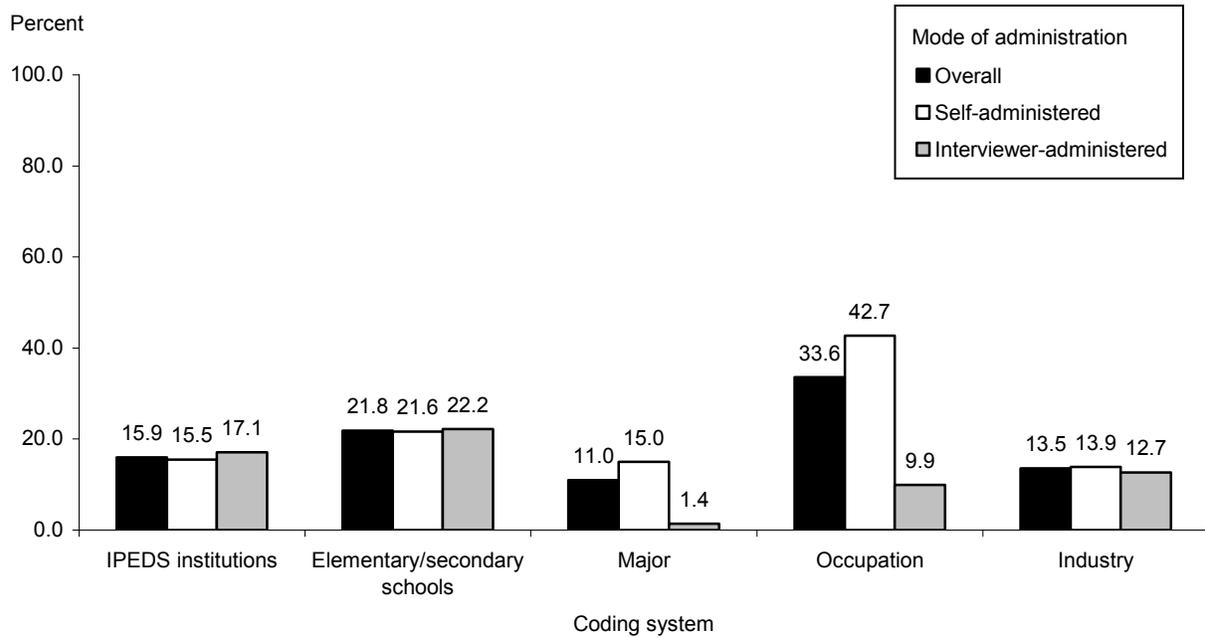
Figure 16. Summary of recode results, by completion mode: 2008

NOTE: CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

5.1.7.2 Upcoding

In addition to evaluating the accuracy of coding performed during the interview, project staff *upcoded* the text strings that were not coded in the instrument; that is, strings that were entered but not coded into a category during an interview were subsequently reviewed and coded by project staff. Approximately 16 percent of all postsecondary institutions that were entered into the coder required upcoding. The upcoding rate for self-administered interviews (15 percent) was not different than that for interviewer-administered interviews (17 percent [$\chi^2 = 0.73, p > .10$]). Almost 22 percent of all elementary and secondary schools entered into the coder needed upcoding. The upcoding rate for self-administered interviews was equal to interviewer-administered interviews (22 percent [$\chi^2 = 0.11, p > .10$]). Of the 11 percent of majors or fields of study that needed upcoding, there was a statistical difference between self-administered (15 percent) and interviewer-administered interviews (1 percent [$\chi^2 = 8.31, p < .01$]). Roughly 33 percent of the occupations needed upcoding. Again, the upcoding rate for self-administered interviews (43 percent) was far higher than for interviewer-administered interviews (10 percent [$\chi^2 = 9.93, p < .01$]). Nearly 14 percent of industries needed upcoding. The upcoding rate for self-administered interviews (14 percent) was not different than for interviewer-administered interviews (13 percent [$\chi^2 = 0.46, p > .10$]). Results of the upcoding process are shown in figure 17.

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

NOTE: IPEDS = Integrated Postsecondary Education Data System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

5.1.8 Post-Data-Collection Editing

The B&B:08/09 field test data were edited using procedures developed and implemented for previous studies sponsored by NCES, including the base-year study, NPSAS:08. These procedures were tested again during the B&B:08/09 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 just skipped the item entirely. Table 43 lists the set of consistency codes used to assist analysts in understanding the nature of missing data associated with B&B data elements.

Table 43. 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, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) 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 B&B:08/09 field test data files involved a multistage process that consisted of the following steps:

- Step 1.** Blank or missing data were replaced with -9 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 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, such as YYYYMM) and standardization of time units, for items that collected amounts 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 is not currently repaying any education loans, then the monthly payment on education loans is coded to \$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 self-administered interview respondents could skip over most items without providing

an answer, -9s did remain a valid value, especially for sensitive items, such as those asking for income information.

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 E.

5.1.9 Question-Level Edits

The self-administered web-based student instrument included edit checks to ensure that the 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.
- 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 automatically unchecked the “None of the above” option.
- If a respondent clicked an “Other” box and did not type a response into the “Other, specify” text box, a pop-up box reminded the respondent to enter text.
- Consistency checks were used for cross-item comparisons. For example, in the undergraduate education section, when asked, “In what month and year were you last enrolled at [NPSAS institution] for your bachelor's degree?” if the response was a date earlier than the date first enrolled at the NPSAS institution, then the respondent was prompted to verify their response.

5.2 Student Interview Data Files

The field test data files for B&B:08/09 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 1,270 respondents. Topics include undergraduate education, Postbaccalaureate education, Postbaccalaureate employment, teaching experiences, and the respondent’s background.
- **Central Processing System (CPS) 2007–08 data file.** Contains data received for the approximately 370 sample members who matched to the 2007–08 federal aid application files.
- **CPS 2008–09 data file.** Contains data received from CPS for the approximately 260 sample members who matched to the 2008–09 federal aid application files.
- **National Student Loan Data System (NSLDS) file.** Contains raw loan-level data for the nearly 1,330 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 Grant data file.** Contains raw grant-level data received from NSLDS for the approximately 790 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.
- **National Science and Mathematics to Retain Talent (SMART) Grant data file.** Contains raw grant-level data received from NSLDS for the 20 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.

5.3 B&B Eligibility Evaluation

As described in section 2.1.2, the base-year NPSAS field test sample included about 600 interview nonrespondents who were either classified as potential bachelor’s recipients in the student institutional records obtained through computer-assisted data entry (CADE) or were identified as such according to the initial classification by the NPSAS sample institution at the time of student sampling (prior to base-year data collection). All NPSAS nonrespondents who were potential bachelor’s recipients were included in the B&B field test sample to help determine the stratification and sampling rates for the full-scale nonrespondent subsample.

Table 44 shows the distribution of the B&B field test sample, by base-year status and transcript status. About 81 percent of those confirmed to be eligible in the NPSAS interview had a transcript that confirms eligibility; 7 percent were not eligible, based on transcripts; and 12 percent did not have a transcript. Table 45 shows the distribution of the B&B field test sample by base-year status and interview outcome. About 80 percent of those confirmed to be eligible in the NPSAS interview had a completed interview; 2 percent were not eligible, based on the interview; and 18 percent did not complete the interview. Table 46 presents the final status of the B&B:08 field test sample across sources.

Table 44. Distribution of the B&B field test sample, by NPSAS:08 status and transcript status: 2008

NPSAS:08 status	Transcript status					
	Eligible		Ineligible		No transcript	
	Number	Percent	Number	Percent	Number	Percent
Interview	990	81.1	80	6.6	150	12.3
Noninterview						
Study respondent, B&B eligible in CADE	300	74.2	60	13.5	50	12.3
Study respondent, B&B eligible on enrollment list	50	28.9	100	60.4	20	10.7
Study nonrespondent, B&B eligible in CADE	10	100	#	#	#	#
Study nonrespondent, B&B eligible on enrollment list	10	46.2	10	46.2	#	7.7

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. CADE = computer-assisted data entry. NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Table 45. Distribution of the B&B field test sample, by NPSAS:08 status and interview outcome: 2008

NPSAS:08 status	Interview outcome					
	Respondent		Nonrespondent		Ineligible	
	Number	Percent	Number	Percent	Number	Percent
Interview	970	79.8	220	18.1	30	2.1
Noninterview						
Study respondent, B&B eligible in CADE	200	48.2	190	47.4	20	4.4
Study respondent, B&B eligible on enrollment list	40	24.5	90	57.2	30	18.2
Study nonrespondent, B&B eligible in CADE	#	28.6	10	71.4	#	#
Study nonrespondent, B&B eligible on enrollment list	10	26.9	10	50	10	23.1

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. CADE = computer-assisted data entry. NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

Table 46. Final B&B:08 field test eligible sample: 2008

Eligible sample	Number	Percent
Field test starting sample	1,820	100.0
Eligible respondents	1,530	83.9
Interview and transcript respondents	1,010	55.4
Interview respondents	140	7.9
Transcript respondents	380	20.6
Ineligible respondents	230	12.5
Nonrespondents	60	3.5

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

5.4 Conclusions

This chapter presented summaries of the data quality evaluations for the B&B:08/09 field test data collection. Analysis of the quality of data collected included item reliability and nonresponse, as well as evaluations of quality control procedures, coding processes, help text usage, and debriefing results. File preparation procedures and file structures were also discussed.

Results of the field test evaluations indicate that the instruments, systems, and procedures used for field test data collections were successful. The low percentage of help text hits, the successful administration of conversion text, and low item nonresponse rates suggest that the interview captures 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 interviewer debriefings, quality assurance monitoring, CATI monitoring, and range and consistency checks.

Chapter 6.

Recommendations for the Full-scale Study

The purpose of the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) field test was to evaluate procedures and inform planning for the full-scale study. Chapters 3, 4, and 5 of this report documented key field test outcomes and evaluation results. Overall, essential aspects of the field test data collection were conducted successfully, while some results warranted procedural or substantive modifications to the full-scale study design. Recommended changes are summarized in this chapter, particularly those changes whose purpose was to improve the efficiency of data collection and reduce burden on study participants.

6.1 B&B:08/09 Full-scale Sample

The B&B:08/09 sample will consist of all students, identified as part of the 2007-08 National Postsecondary Student Aid Study (NPSAS:08), who completed requirements for the bachelor's degree at any time between July 1, 2007, and June 30, 2008. Eligibility for the B&B:08 full-scale cohort will be based primarily on information obtained from each student's transcript. Lacking a transcript, eligibility will be based on responses provided during the NPSAS:08 student interview. Without either the transcript or the interview, eligibility will be based on each student's institutional record, obtained through NPSAS:08 computer-assisted data entry (CADE) or the enrollment list provided by the NPSAS institution at the time of student sampling. The recommendation for the full-scale sample design is to evaluate eligibility based on transcripts prior to selecting and fielding the sample for the follow-up cohort.

In order to have full population coverage of the B&B sample, a subsample of 500 of the NPSAS:08 interview nonrespondents who were either confirmed to be degree candidates in CADE or were listed by the NPSAS sample institution as bachelor's degree candidates will be selected. The selection of the full-scale subsample will be informed by all available information to ensure the highest possible eligibility rate among those selected for the subsample. The transcript data from the baccalaureate-degree-granting institution will be available in time to be a resource for eligibility determination for subsample selection. Another data source, the National Student Clearinghouse (NSC) is a central repository for postsecondary enrollment, degree, and certificate records of participating postsecondary institutions for the 2007–2008 academic year. The NSC will be used to identify potential sample members who received a baccalaureate degree. Additional data, such as loan and grant history data from NSLDS will be reviewed to increase the rate of eligibility among the nonrespondent subsample.

Table 47 displays the expected eligibility and response rates for the full-scale sample, by base-year interview response status. Members of the cohort who are identified from the transcripts as being eligible are then sent to data collection if they were NPSAS:08 interview respondents, or they are eligible for subsampling if they were NPSAS:08 interview nonrespondents. The expected sample sizes for the full-scale study are based on the B&B:08/09 field test results and will be updated prior to sample selection, based on transcript results to date.

Table 47. Expected eligibility and response rates, by NPSAS:08 field test response status: 2008

Base-year response status	B&B:08 cohort from NPSAS:08	Sample available for B&B:09 student DC ¹	Expected response rate	Expected interview yield
Total	23,050	17,310	0.86	14,720
NPSAS:08 interview respondents	18,010	16,810	0.87	14,470
NPSAS:08 interview nonrespondents	5,040	500	0.51	250

¹ Members of the cohort who are identified from transcripts as being eligible are then sent to data collection if they were a 2008 National Postsecondary Student Aid Study (NPSAS:08) interview respondent, or they are eligible for subsampling if they were a NPSAS:08 interview nonrespondent.

NOTE: Detail may not sum to totals because of rounding. DC = data collection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

6.2 Locating and Contacting Sample Members

The field test included an experiment that involved contacting sample members. The experiment compared the use of Priority Mail to sending initial mailing materials with First Class Mail. Based on the results presented in chapter 3, Priority Mail did not significantly improve early response rates during the B&B field test; therefore, 9" x 11" First-Class Mail envelopes will be used to announce the start of full-scale data collection.

The 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 using e-mails, postcards, fliers, regular envelopes, Priority Mail, and Federal Express. The full-scale study will also use text messaging as a means of notifying those sample members who have given permission for us to do so about the study.

6.3 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 either \$5 cash or a \$5 check and promised them an additional \$30 on completion of the interview during the early response phase. The remaining sample members were promised the entire \$35 on completion of the interview. After careful consideration and review of the field test results, the use of a \$5 prepaid cash incentive, with a \$30 incentive promised on completing the interview, is recommended for the early response period in the full-scale study.

In addition, an experiment to assess the benefit of a \$20 incentive for completing the interview during the production phase of data collection was conducted during the field test. The results of the experiment do not support offering the \$20 production incentive during the production phase of data collection. However, sample members that directly refuse to participate in the study, that cannot be located, or that fail to complete a telephone interview within 10 attempts by CCS staff will proceed to the nonresponse phase of data collection. A promised \$35 incentive will be offered to sample members that complete the interview during the nonresponse phase of data collection.

Finally, B&B:08/09 will include a computer-assisted personal interviewing (CAPI) component for full-scale data collection. The CAPI component will include up to 50 field

interviewers (FIs) that will be hired throughout the country in areas that have the largest concentration of sampled cases. These experienced FIs will be trained on all project procedures needed to administer the B&B interview and will be responsible for using field tracing techniques to locate and attempt to interview any cases assigned to them in their geographical area. This additional tracing source and mode of data collection will help to maximize response rates during B&B:08/09 full-scale data collection.

6.1 Instrumentation

The B&B:08/09 field test conducted an experiment testing three different question formats: radio button, check-all, and open-ended. The results showed 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 check-all and radio formats will be determined on a question-by-question basis.

The 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.

6.2 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. In particular, more interview practice will be incorporated, especially with coding systems. Additionally, recorded interviews from the field test (that have been stripped of all identifying information) will be used to provide real examples of positive interviewing techniques.

6.3 Transcripts

Planned modifications for the full-scale transcript collection involve enhancing and expanding the options for transcript transmission. In the full-scale collection, faxes will be received and stored electronically on a secure server. An additional transmission option that will be available to participating institutions is eSCRIP-SAFE™. Institutions can send data to the eSCRIP-SAFE™ server by secure internet connection where they can be downloaded only by a designated user. Furthermore, the full-scale transcript collection will accommodate institutional systems by establishing a contact person at the system level who may provide data for sampled students from all institutions within the system.

Additional improvements will focus on making refinements to the keying and coding system to enhance its usability and reduce the time required to key and code transcripts. Finally, the course code list will be expanded to include new codes available from a draft of the 2010 Classification of Instructional Programs.

Evaluations of quality in the full-scale transcript collection will focus on improved systems to quantify results regarding re-keying and recoding.

6.4 Conclusion

The purpose of the B&B:08/09 field test was to test fully all data collection procedures in preparation for the full-scale study. This report details the design and results of data collections for both transcripts and interviews. Major topics discussed for both collections included methods to encourage participation, eligibility and response rates, and evaluations of data quality. The systems developed to support the transcript collection and the interview data collections were effective. Also evaluated were the training procedures implemented for interviewers and keying-coding staff. The full-scale study will require a relatively small number of modifications that were informed by the evaluations conducted in the field test study.

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Appendix A

Technical Review Panel

Technical Review Panel

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Appendix B Data Elements

Field Test Student Interview B-3
Field Test Transcript Collection B-13

Field Test Student Interview

B&B data elements (follow-up survey)	Applies to	Purpose/issues
B&B eligibility		
Confirm received bachelor's degree or completed requirements between July 1, 2007 and June 30, 2008?	All	Eligibility confirmation
Date received bachelor's (month and year)	All	Eligibility confirmation
Undergraduate enrollment history		
Institution granting the degree (confirm NPSAS or add code on-line)	All	Path/time to degree
Previous educational attainment prior to bachelor's (previous certificate, associate's, bachelor's, other)	All	
Age when first began postsecondary education	All	
Term and year first began undergraduate education	All	
Undergraduate enrollment at other institutions between high school and bachelor's degree (y/n)	All	
Names of other colleges attended (on-line coding) (up to 6)	Attended multiple	
Terms/years attended other colleges	Attended multiple	
Attendance status and class level each term at other colleges	Attended multiple	
Received a certificate or associate's degree at other colleges (y/n)	Attended multiple	
Credits attempted to transfer/were accepted from other colleges (none/some/all)	Attended multiple	
Overlapping enrollment (multiple institutions at same time) (y/n)	Attended multiple	
Purpose of overlapping enrollment (transfer/additional courses/additional degree/financial/other)	Overlapping enrollment	
Reasons for attending a 2-year college (financial/academic/ personal/location/other)	Attended 2-year	
Reasons for transferring (financial/academic /personal/location/other)	Transfers	
Reasons for enrollment gaps (financial/academic/personal /other)	Stopouts	
Original major	All	
Number of times changed major	All	
Performance		
Withdrew from any course because failing (y/n)	All	
Repeated any course to improve grade (y/n)	All	
Received any incompletes (y/n)	All	
Ever on academic probation (y/n)	All	
Graduated with honors (y/n)	All	

B&B data elements (follow-up survey)	Applies to	Purpose/issues
SMART grants		
Received Pell grant after July 2006 (y/n)	All	
Received SMART grant 3 rd /4 th years (y/n)	All	
Chose or changed major to qualify for SMART grant	SMART recipients	
Major change from what to what	Changed major	
Reason not eligible in 4 th year (no Pell/not full time/not qualifying major/didn't earn 3.0 GPA)	Received SMART 3 rd year/not 4 th	
Undergraduate student loan debt		Debt and finances
Confirm total amount borrowed in student loans (from NPSAS)	All	
Currently repaying student loans (y/n)	Borrowers	
Amount of monthly payments	Repaying	
Parents helping to repay the loans (y/n)	Repaying	
Reasons not repaying (repaid all; not required to repay; can't afford)	Borrowers not repaying	
Deferment reason	Borrowers not repaying	
Participation in loan forgiveness program	Borrowers	
Has the debt influenced career plans (very much/somewhat/not at all)	Borrowers	
Consider the student loan debt a worthwhile investment (very much/somewhat/not at all/don't know)	Borrowers	
Assessment of education		
To what extent was cost in time and money outweighed by benefits brought in terms of work and pay? (very much/somewhat/not at all/don't know)	All	
Would make same choices again in institution and course of study (yes/no/maybe/don't know)	All	
Current status (at time of interview)		Labor market outcomes
Working for pay at a full-time or part-time job		
Taking courses toward a graduate or professional degree or postbaccalaureate certificate		
Taking courses toward an undergraduate degree or certificate		
Taking other courses, not for a formal award		
Serving in an internship or training program		
Serving on active duty in the armed forces		
Keeping house (full-time homemaker)		
Holding a job but on temporary layoff from work or waiting to report to work		
Looking for work		
Traveling		
Volunteering (Peace Corps, VISTA)		

B&B data elements (follow-up survey)	Applies to	Purpose/issues
Graduate or professional school preparation/enrollment		Graduate school
Enrolled since earning bachelor's degree (y/n)	All	
Name of institution attending (on-line coding)	Enrolled	
Degree program/field of study (on-line coding)	Enrolled	
Attendance status (mostly FT, mostly PT/mixed)	Enrolled	
Reasons for enrolling:	Enrolled	
-To gain further education before beginning a career		
-To prepare for graduate school or further education		
-To change your academic or occupational field		
-To gain further skills or knowledge in your academic or occupational field		
-For licensure or certification		
-To increase opportunities for promotion, advancement, or higher salary		
-Required or expected by employer		
-For leisure or personal interest		
Reason for choosing this institution (reputation/faculty/location/financial aid/can go part-time/other)	Enrolled	
Reason for choosing this program (academic/financial/personal/other)	Enrolled	
When completed/expect to complete program	Enrolled	
Number of hours worked per week while enrolled	Enrolled/completed	
Consider yourself primarily an employee or student	Enrolled/working	
Receiving any employer aid to support graduate education (y/n)	Enrolled/working	
Plans for future enrollment in degree/certificate program		Graduate school
Expect to pursue a higher degree/certificate (y/n)	Not enrolled	
Type of degree/field of study expected	Expect more education	
When expect to start (coming year/next year/2 years/5 years/more than 5 years)	Expect more education	
Taken GRE or other graduate/first professional entrance exam (y/n)	Expect more education	
Reasons for delay (financial, academic/personal)	Expect more education	
Reasons not going to continue education (no interest/academic/job/financial/personal)	STEM majors only	
Other Coursetaking (nondegree)		
Taken/taking formal courses (credit or noncredit) other than those taken while enrolled in a degree or certificate program (y/n)	All	
Reasons for taking courses (see graduate enrollment above for list of reasons)	Taken/taking courses	
Any of school-related costs paid by employer (y/n)	Taken/taking courses	

B&B data elements (follow-up survey)	Applies to	Purpose/issues
Employment at time of interview		Labor market outcomes
Employed as an elementary/secondary school teacher (y/n) (if yes, skip to teacher section)	Employed	
Date began job		
Employed full-time or part-time		
Prefer to have a full-time job (y/n)	Employed PT	
Number of jobs held at same time as focus job	Employed	
Number of jobs held since graduation		
Type of occupation (on-line coding)		
Type of duties (specify)		
Type of industry (on-line coding)		
Type of firm (for-profit/non-profit/government/self-employed)		
Size of the company (number of employees)		
Salary (indicate per time period)		
Average number of hours per week worked		
Self-employed		
Future plans for self-employment (y/n)		
Reasons for self-employment	Future plans for self-employment	
College degree required to obtain this job (y/n)	Employed	
Related to undergraduate major (closely/somewhat/not at all)		
Job part of career path (y/n)		
Type of non-career job	Not on career path	
Flexibility of job (very flexible/somewhat flexible/not flexible)	Employed	
Could do this job without flexibility	Flexible job	
Able to telecommute (y/n/does not make sense)	Employed	
Frequency of telecommuting	Telecommuters	
Job satisfaction	Employed	Labor market outcomes
Pay and fringe benefits		
Importance and challenge		
Opportunity for advancement		
Opportunity to use training and education		
Job security		
Opportunity for further training and education		
The job as a whole		
Benefits	Employed	Labor market outcomes
Medical insurance		
Dental, optical, or other health insurance		
Life insurance		
Retirement benefits, such as a 401(k)/ 403(b)		
Stock options		

B&B data elements (follow-up survey)	Applies to	Purpose/issues
<ul style="list-style-type: none"> Flexible spending accounts Employee discounts Childcare facility or subsidy Transit subsidy Fitness facility or subsidy Employee assistance (counseling/legal) None of the above 		
<p>Responsibilities</p> <ul style="list-style-type: none"> Supervise work of others (y/n) Participate in hiring/firing decisions (y/n) Participate in setting salary rates (y/n) Level of autonomy (y/n) 	Employed	Labor market outcomes
<p>Reasons for part-time work</p> <ul style="list-style-type: none"> Full-time unavailable None of the employees worked a full-time schedule Family responsibilities Attended school while working No need or desire to work full-time Pursuing other interests or hobbies Health problems prohibited full-time work Other 	Part-time	
<p>Job search</p> <ul style="list-style-type: none"> Looking for work Job search strategies Method for finding job Which job search activity led to job Number of jobs applied to before current job Location of job search 	<ul style="list-style-type: none"> all Looking for work Employed Employed or looking for work 	
<p>Employment status by month</p> <ul style="list-style-type: none"> July 1 (working/looking for work) August 1 (working/looking for work) September 1 (working/looking for work) October 1 (working/looking for work) November 1 (working/looking for work) December 1 (working/looking for work) January 1 (working/looking for work) February 1 (working/looking for work) March 1 (working/looking for work) April 1 (working/looking for work) May 1 (working/looking for work) June 1 (working/looking for work) 		

B&B data elements (follow-up survey)	Applies to	Purpose/issues
Work-related training		
Any work-related training such as workshops or seminars (not college courses) (y/n)	Employed	
Areas of training (management or supervisor/training in occupational field/general professional training, such as speaking, writing, computer software skills/other)	Had training	
Reasons for training (facilitate change in occupational field/gain skills or knowledge in current occupational field/licensure or certification/increase opportunities for advancement or salary increases/learn skills for recently acquired position/required or expected by employer)	Had training	
Most important reason (select one of above)	Had training	
Current demographics		Background information for analyses of debt/teaching/ other employment
Citizenship status (citizen, permanent resident, other)		
Current state of legal residence	All	
Live more than 50 miles from NPSAS institution	All	
Live more than 50 miles from where attended high school (y/n)	All	
Reasons live more than 50 miles from where attended high school (work/school/location preference/family/other personal)	All	
Reasons live more than 50 miles from where graduated from college (work/school/location preference/family/other personal)		
Household composition (live alone/spouse or partner/parents or in-laws/siblings/other relatives/roommate)	All	
Marital status (never married/married/separated/divorced/partner)	All	
Date of last change in status	All	
Number of dependent children	All	
Ages of dependent children	Have children	
Spouse/partner employed	Have spouse/part.	
Spouse/partner enrolled in college or graduate school	Have spouse/part.	
Spouse/partner's job income this calendar year	Have spouse/part.	
Spouse/partner's highest level of education	Have spouse/part.	
Amount spouse/partner has borrowed in student loans	Have spouse/part.	
Amount of spouse/partner's monthly student loan payments	Spouse/partner borrowed	

B&B data elements (follow-up survey)	Applies to	Purpose/issues
Assets and debt		Debt and finances
Own home or rent	All	
Monthly mortgage/rent amount	All	
Other type of housing (parents/military/job includes/religious/other)	No mortgage/rent payment	
Own any motor vehicles (y/n)	All	
Monthly auto payments	Vehicle owners	
Civic and volunteer activity		
Registered to vote in U.S. (y/n)	All	
Voted in last presidential election (y/n)	All	
Military status (veteran, active, reserves, none)	All	
Perform any community service/volunteer work in last year (y/n)	All	
Types of service (work with kids/church/tutor/health-related/ neighborhood improvement/fundraising/homeless shelter/other) and time commitment	All	
Identifying prospective teacher pipeline members		Screen for K–12 teaching pipeline
Ever taught at K-12 level in a school setting (y/n)	All	Route to teaching experiences section
Have prepared or are preparing to teach (y/n)	All who hadn't taught	Route to certification and preparation section
Currently considering teaching (y/n)	All who hadn't taught or prepared	Route to application section or out of teaching section
Teaching experiences		
Types of teaching positions held (regular, short-term substitute, long-term substitute, teacher's aide, support, itinerant, student teacher) Check all that apply.	All who had taught	Identify K-12 teachers (those who had regular, long-term substitute, support, or itinerant positions in a public or private K-12 school)
For types held, month/year when first taught in each type of positions		Teaching career paths
Held substitute or teacher's aide position to get permanent K-12 job (y/n)	Taught only in short-term substitute or teacher's aide positions	Identify transition jobs into teaching.
Participated in teacher internship program (y/n)	K-12 teachers	Teaching career paths
How well did your student teaching or internship experience prepare you for teaching?	K-12 teachers	Teacher education/training, teaching career paths
How well did your education courses in college prepare you for teaching?	K-12 teachers	Teacher education/training, teaching career paths
How well did your academic courses in college prepare you for teaching?	K-12 teachers	Teacher education/training, teaching career paths
How many K-12 teaching jobs (not including teacher's aide, short-term substitute, or student teaching jobs) have you held?	K-12 teachers	Teaching career paths

B&B data elements (follow-up survey)	Applies to	Purpose/issues
For each K-12 teaching job (not including teacher's aide, short-term substitute, or student teaching jobs):	K-12 teachers	Teaching career paths
Type of teaching job (regular, long-term substitute, support, itinerant)		
Start and end date		
Number of schools at which taught in this job		
School(s) where taught (CCD/PSS coder)		
Sector and level of school	If school not in coder	
Whether participated in a formal induction program (first job only)		
Grades taught		
Subject areas taught		
Taught any college prep, AB/IB, honors, bilingual/ESL, gifted, or remedial classes (check all that apply)		
Whether prepared to teach all subjects taught		
Whether taught full or part-time		
Academic year base salary		
Why did you leave that job? (Open-ended in FT)		
In your first teaching job, how well prepared were you to	K-12 teachers who had left a teaching job	
Integrate educational technology into the curriculum	K-12 teachers	Teaching career paths
Manage classroom discipline		
In your first teaching job, did someone in your school or district help you with	K-12 teachers	Teaching career paths
Student discipline		
Instructional methods		
Curriculum		
Working with parents and the community		
Using/analyzing student achievement information		
Satisfaction with aspects of teaching (most recent job only)	K-12 teachers	Teaching career paths
Student motivation to learn		
School learning environment		
Student discipline and behavior		
Class size		
Support from parents		
Support from administration		
Opportunities for professional advancement		
Relationship with colleagues and supervisors		
How long do you plan to continue teaching?	Currently teaching	Teaching career paths
Do you plan to return to teaching? (y/n)	Taught but no longer teaching	Teaching career paths

B&B data elements (follow-up survey)	Applies to	Purpose/issues
Certification and preparation		
Ever certified to teach at the K-12 level? (Do not include emergency certificates or waivers.) (y/n)	Prepared to teach	Teacher education/training, teaching career paths
Currently certified to teach in any of grades K-12 in any state? (y/n)	Ever certified	
Date first certified (month, year)	Ever certified	
Field(s) in which certified	Ever certified	
Certified through an alternative certification program? (y/n)	Ever certified	
Type of alternative certification program	Certified by alternate route	
Completed or completing student teaching or teacher practicum (y/n)	Prepared but never certified	
Taken or taking courses towards certification (y/n)	Prepared but never certified	
Teaching job applications		
Applied for teaching jobs since completing degree (y/n)	Not taught, but had prepared or were currently considering	Teaching career paths
Received any offers? (y/n)	Applied	
Rejected all offers?	Received an offer	
Reasons for not taking offered teaching job(s) (check all that apply)	Rejected offers	
Received offer after another job was accepted		
Pay was not adequate		
Job offer too far from home		
Job offer in dangerous/difficult school		
Offer not in area for which I was qualified		
Another job offered more interesting/challenging work		
Poor teaching conditions		
Already in another job		
Received better offer		
Reasons did not apply for teaching position (check all that apply)	Did not apply	
Not interested in teaching		
Needed more education		
Had coursework but not ready to apply		
Jobs hard to get		
Student teaching was discouraging		
More money/prestige in other job		
Wanted other occupation		
Hadn't taken/couldn't pass required test or not yet certified		
Poor teaching conditions		
Application process too difficult		

B&B data elements (follow-up survey)	Applies to	Purpose/issues
Have you had any non-teaching jobs in elementary or secondary education? (principal, assistant principal, program administrator, curriculum coordinator, department head, school psychologist/counselor/advisor, coach, library media specialist/librarian, support staff (e.g., secretary), other) (y/n for each)	Taught, prepared, or were currently considering	Teaching career paths
Do you have any plans to move into or continue in a non-teaching job in elementary or secondary education? (principal, assistant principal, program administrator, curriculum coordinator, department head, school psychologist/counselor/advisor, coach, library media specialist/librarian, support staff (e.g., secretary), other) (y/n for each)	Taught, prepared, or were currently considering	Teaching career paths
Why did you major in teacher education?	Teacher education majors who said no to screeners 1 and 3 and had neither applied nor taught since graduation	Open-ended for FT
How do you plan to use your degree in teacher education?	Teacher education majors who said no to screeners 1 and 3 and had neither applied nor taught since graduation	Open-ended for FT
Other		
Aware of state or federal loan forgiveness program (y/n)	All who taught, prepared, or are currently considering	Loan forgiveness programs
Did loan forgiveness lead to preparing for teaching (y/n)	All who taught or prepared	
Taking advantage of loan forgiveness now (y/n)	All who taught	
Locating information	All	Tracing for next follow-up

Field Test Transcript Collection

Data element
Calendar and term system
GPA scale, associated quality points, and grading system
Baccalaureates awarded each term
Minimum number of credit hours/courses for full-time status
Study ID
Student name and former names
Address
High school graduation date
Dates of enrollment at NPSAS institution
Course withdrawals
State basic skills tests taken and scores
Undergraduate cumulative summary: credits attempted, earned, grade point average, grade points
Transfer credits: transfer credits attempted, accepted, credits for GPA
Institution name, address, and IPEDS ID
Term name, start and end dates
Transfer school name, address, and IPEDS ID
Date first enrolled
Honors earned, including dean's, president's, chancellor's lists and terms
Academic probation and dismissals
Standardized exams taken, dates, scores
Degree awarding institution and IPEDS ID
Degree name
Type of degree awarded
Date of degree award
Major and associated CIP Code
Secondary major or minor and associated CIP code(s)
Concentration
Course name, number, and CIP code
Repeated course
Grade received
Grade category
Grade points earned by course
Potential credits
Credits earned
Credits counted toward GPA
Type of course
Special credits (e.g., AP, IB, CLEP) earned
Special courses (e.g., orientation, laboratory, independent study)

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Student Interviews

Initial Contact Parent Letter

February 24, 2010

«Cpfname» «Cpmname» «Cplname»
«CpAddr1»
«CpAddr2»
«CpCity», «CpState» «CpZip» «CpZip4»

Study ID: «caseid»
«panelinfo»

Dear «Cpfname» «Cplname»:

Students who graduated from their postsecondary institution during the 2006–07 school year were selected to participate in the Baccalaureate and Beyond Longitudinal Study (B&B), sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education’s Institute of Education Sciences. Data collected from B&B will help educators, researchers, and policymakers at the local, state, and national levels better understand how earning bachelor’s degrees affects the lives of students and their transitions to the workforce. The enclosed brochure provides a brief description of B&B, findings from the 2001 B&B 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 the summer of 2008 to ask questions about their recent graduation and subsequent 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. Each person selected represents many others; therefore, it is extremely important that we be able to contact each person. **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 B&B 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 B&B study, please visit <https://surveys.nces.ed.gov/bb/>. You may also call the RTI project director, Dr. Jennifer Wine, at 1-877-225-8470 (toll-free).

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

Enclosure

Address Update Sheet-Parent

Baccalaureate and Beyond 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» «addr1» «addr2» «city», «state» «zip» «zip4» («area») «phone» «panelinfo»	Name: _____ Address: _____ _____ Home phone: () _____ Work phone: () _____ _____ 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.

Address Update Sample Member

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/bb/> and refer to your Study ID **«caseid»**.*

«fname» «mname» «lname» «suffix» «addr1» «addr2» «city», «state» «zip» «zip4» («area») «phone» «panelinfo»	Name: _____ Address: _____ _____ Home phone: () _____ Work phone: () _____ _____ 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-Respondent

February 24, 2010

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

Study ID: «caseid»
 «panelinfo»

Dear «fname» «lname»:

Last year, you participated in the National Postsecondary Student Aid Study (NPSAS) 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. This summer we will be contacting you to conduct a follow-up interview to NPSAS called the Baccalaureate and Beyond Longitudinal Study (B&B). Data collected from B&B will help educators, researchers, and policymakers at the local, state, and national levels better understand how earning bachelor's degrees affect the lives of students and their transitions to the workforce.

When B&B data collection begins in July, 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/bb/> and entering the Study ID provided below.

The B&B study is being conducted by RTI International. The enclosed brochure provides a brief description of B&B, findings from the 2001 B&B study, and confidentiality procedures. To find out more about this B&B interview, you can visit the study's website. If you have additional questions or concerns about the study, please call the RTI project director, Dr. Jennifer Wine, at 1-877-225-8470 (toll-free).

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

Go to: https://surveys.nces.ed.gov/bb/ Your Study ID: «caseid»

Initial Contact Letter – Nonrespondent

February 24, 2010

«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 Baccalaureate and Beyond Longitudinal Study (B&B), 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 graduated from postsecondary institutions during the 2006–07 academic year. Data collected from B&B will help educators, researchers, and policymakers at the local, state, and national levels better understand how earning bachelor's degrees affect the lives of students and their transitions to the workforce.

When the B&B data collection begins in July, 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/bb/> and entering the Study ID provided below.

The B&B study is being conducted by RTI International. The enclosed brochure provides a brief description of B&B, findings from the 2001 B&B study, and confidentiality procedures. To find out more about this B&B interview, you can visit the study's website. If you have additional questions or concerns about the study, please call the RTI project director, Dr. Jennifer Wine, at 1-877-225-8470 (toll-free).

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

Go to: https://surveys.nces.ed.gov/bb/ Your Study ID: «caseid»

Enclosure

Announcement Prepaid Letter

February 24, 2010

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

Study ID: «caseid»
 «panelinfo»

Dear «fname» «lname»:

Interviews for the next Baccalaureate Study (B&B) are now being conducted. The interview will terminate. Enclosed you will find a \$5 <insert bill/check fill> as a token of our appreciation for completing the B&B interview. **If you complete your B&B interview by «date», 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/bb/> 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»m

Also included is a brochure with a brief description of B&B, findings from the 2001 B&B 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, have problems completing your interview online, or prefer to complete the interview over the telephone, simply call the **B&B Help Desk toll-free at 1-877-262-4440.**

If you have any questions or concerns about the study itself, please contact me, Dr. Jennifer Wine, toll-free, at 1-877-225-8470 (e-mail: jennifer@rti.org), or the NCES Project Officer, Ms. Kristin Perry at 202-502-7428 (e-mail: kristin.perry@ed.gov).

Thank you in advance for making B&B a success.

Sincerely,



Jennifer S. Wine, Ph.D.
 B&B Project Director
 Education Studies Division
 RTI International



Kristin Perry
 NCES Project Officer
 National Center for Education Statistics
 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 Baccalaureate and Beyond 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 1850-0729, 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 Ms. Kristin Perry, National Center for Education Statistics, 1990 K Street NW, Washington, DC 20006.

Announcement Promise Letter

February 24, 2010

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

Study ID: «caseid»
 «panelinfo»

Dear «fname» «lname»:

Interviews for the next Baccalaureate and Beyond Longitudinal Study (B&B) are now being conducted. The interview will take about 25 minutes to complete. If you complete your B&B interview by «date», **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/bb/> 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»

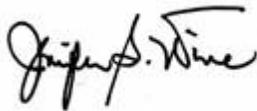
Password = «password»m

Enclosed you will find a brochure with a brief description of B&B, findings from the 2001 B&B 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, have problems completing your interview online, or prefer to complete the interview over the telephone, simply call the **B&B Help Desk toll-free at 1-877-262-4440.**

If you have any questions or concerns about the study itself, please contact me, Dr. Jennifer Wine, toll-free, at 1-877-225-8470 (e-mail: jennifer@rti.org), or the NCES Project Officer, Ms. Kristin Perry at 202-502-7428 (e-mail: kristin.perry@ed.gov).

Thank you in advance for making B&B a success.

Sincerely,



Jennifer S. Wine, Ph.D.
 B&B Project Director
 Education Studies Division
 RTI International



Kristin Perry
 NCES Project Officer
 National Center for Education Statistics
 U.S. Department of Education

Enclosure

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Announcement Parent Letter – Nonrespondent

February 24, 2010

«Cpfname» «Cpmname» «Cplname»
 «CAddr1»
 «CAddr2»
 «CCity», «CState» «CZip» «CZip4»

Study ID: «caseid»
 «panelinfo»

Dear «Cpfname» «Cplname»:

«fname» «lname» has been selected to participate in the Baccalaureate and Beyond Longitudinal Study (B&B), which is being conducted by RTI International for the National Center for Education Statistics (NCES) in the U.S. Department of Education’s Institute of Education Sciences. You can help make this study a success by encouraging «pronoun2» to complete the B&B interview by **«date»**. **If «pronoun1» completes the interview by «date», «pronoun1» will receive \$«IncAmt» as a token of our appreciation.**

Data collected from B&B will help educators, researchers, and policymakers better understand how earning bachelor’s degrees affect the lives of students and their transitions to the workforce. The interview covers topics such as «fname»’s experience in the workforce, earnings and expenses, participation in civic activities, and personal and professional goals.

Enclosed you will find a brochure that provides an overview of B&B, findings from the 2001 B&B 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 B&B Project Director, Dr. Jennifer Wine, toll-free, at 1-877-225-8470 (e-mail: jennifer@rti.org) or the NCES Project Officer, Ms. Kristin Perry, at 202-502-7428 (e-mail: kristin.perry@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

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 Baccalaureate and Beyond 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 1850-0729, 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 Ms. Kristin Perry, National Center for Education Statistics, 1990 K Street NW, Washington, DC 20006.

Announcement Parent Letter – Respondent

February 24, 2010

«Cpfname» «Cpmname» «Cplname»
«CAddr1»
«CAddr2»
«CCity», «CState» «CZip» «CZip4»

Study ID: «caseid»
«panelinfo»

Dear «Cpfname» «Cplname»:

Last year, «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 data collection for a follow-up interview with «pronoun2» called the Baccalaureate and Beyond Longitudinal Study (B&B). You can help make the study a success by encouraging «pronoun2» to complete the B&B interview by «date». **If «pronoun1» completes the interview by «date», «pronoun1» will receive \$«IncAmt» as a token of our appreciation.**

Data collected from B&B will help educators, researchers, and policymakers better understand how earning bachelor’s degrees affect the lives of students and their transitions to the workforce. The interview covers topics such as «fname»’s experience in the workforce, earnings and expenses, participation in civic activities, and personal and professional goals.

Enclosed you will find a brochure that provides an overview of B&B, findings from the 2001 B&B 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 B&B Project Director, Dr. Jennifer Wine, toll-free, at 1-877-225-8470 (e-mail: jennifer@rti.org) or the NCES Project Officer, Kristin Perry, at 202-502-7428 (e-mail: kristin.perry@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

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 Baccalaureate and Beyond 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 1850-0729, 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 Ms. Kristin Perry, National Center for Education Statistics, 1990 K Street NW, Washington, DC 20006.

Thank You/Reminder Postcard



*Baccalaureate
and Beyond
Longitudinal
Study*

PO Box 12194
Research Triangle Park, NC 27709-2194
RTI Project #0209777.600.236

ADDRESS SERVICE REQUESTED

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

12345678/



*Baccalaureate
and Beyond
Longitudinal
Study*

Recently, we sent you information on how to complete the interview for the Baccalaureate and Beyond Longitudinal Study (B&B). RTI International 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 «date», 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/bb/>.

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 B&B Help Desk at 1-877-262-4440.

Thank you.

Refusal Letter

February 24, 2010

«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 Baccalaureate and Beyond Longitudinal Study (B&B). 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 at the local, state, and national levels better understand how earning a bachelor's degree affects the lives of students and their transitions to the workforce. The interview itself covers topics such as your experience in the workforce, earnings and expenses, participation in civic activities, and personal and professional goals.

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.

Please call us at **1-877-262-4440** 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/b&b/>.

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,



Jennifer S. Wine, Ph.D.
B&B Project Director
Education Studies Division
RTI International



Kristin Perry
NCES Project Officer
National Center for Education Statistics
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 1850-0729, 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: Kristen Perry, National Center for Education Statistics, 1990 K Street NW, Washington, DC 20006.

Reminder Flyer

The Baccalaureate and Beyond
Longitudinal Study (B&B)

«pretty_name»

What has happened in your
life since you graduated
from college?



Follow these 2 steps to be paid \$«incamt»
for only 25 minutes of your time:

1. Go to the secure website at <https://surveys.nces.ed.gov/bb/>
2. Enter your ID and password... study id: «caseid»
password: «password»n

Or call 1-877-262-4440 to complete the survey with
a professionally trained interviewer.

ies NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences

Final Contact Promise

February 24, 2010

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

Study ID: «caseid»
 «panelinfo»

Dear «fname» «lname»:

You may be wondering why we have been trying to contact you in recent weeks. We would like you to complete a follow-up interview for the National Center for Education Statistics (NCES) in the U.S. Department of Education’s Institute of Education Sciences. The Baccalaureate and Beyond Longitudinal Study (B&B) collects information on how earning a bachelor’s degree affects the lives of students and their transitions to the workforce. The interview itself covers topics such as your experience in the workforce, earnings and expenses, participation in civic activities, and personal and professional goals.

Data collection for B&B ends on «**date**». If you complete the interview by then, **you will receive a \$«IncAmt» as a token of our appreciation**. The interview takes approximately 25 minutes to complete.

To complete the interview by telephone with a professional interviewer, call the **B&B Help Desk toll-free at 1-877-262-4440**. If you wish to complete the interview yourself on the Web, simply log on to our secure website at <https://surveys.nces.ed.gov/b&b/> 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»

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 any questions or concerns about the study itself, please contact the B&B Project Director, Dr. Jennifer Wine, toll-free at 1-877-225-8470 (e-mail: jennifer@rti.org), or contact me at 202-502-7428 (e-mail: kristin.perry@ed.gov).

Thank you in advance for your participation in this important study. Your cooperation is greatly appreciated and needed to make this study a success.

Sincerely,

Kristin Perry
 NCES Project Officer
 National Center for Education Statistics
 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 1850-0729, 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: Ms. Kristin Perry, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Final Contact Prepaid

February 24, 2010

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

Study ID: «caseid»
 «panelinfo»

Dear «fname» «lname»:

You may be wondering why we have been trying to contact you in recent weeks. We would like you to complete a follow-up interview for the National Center for Education Statistics (NCES) in the U.S. Department of Education’s Institute of Education Sciences. The Baccalaureate and Beyond Longitudinal Study (B&B) collects information on how earning a bachelor’s degree affects the lives of students and their transitions to the workforce. The interview itself covers topics such as your experience in the workforce, earnings and expenses, participation in civic activities, and personal and professional goals.

Data collection for B&B ends on **«date»**. If you complete the interview by then, in addition to the \$5 you should have already received, **you will receive a \$«IncAmt» check as a token of our appreciation**. The interview takes approximately 25 minutes to complete.

To complete the interview by telephone with a professional interviewer, call the **B&B Help Desk toll-free at 1-877-262-4440**. If you wish to complete the interview on the Web, simply log on to our secure website at <https://surveys.nces.ed.gov/b&b/> 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»

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 any questions or concerns about the study itself, please contact the B&B Project Director, Dr. Jennifer Wine, toll-free at 1-877-225-8470 (e-mail: jennifer@rti.org), or contact me at 202-502-7428 (e-mail: kristin.perry@ed.gov).

Thank you in advance for your participation in this important study. Your cooperation is greatly appreciated and needed to make this study a success.

Sincerely,

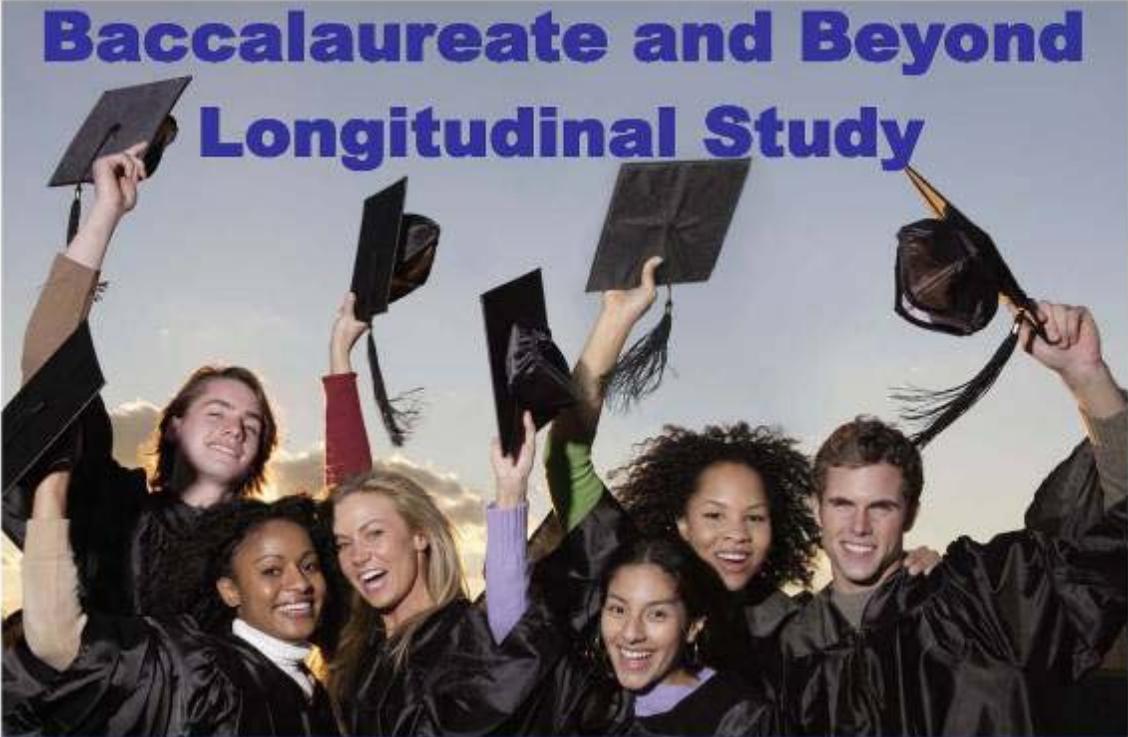
Kristin Perry
 NCES Project Officer
 National Center for Education Statistics
 U.S. Department of Education

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 1850-0729, 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: Kristin Perry, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Final Postcard



Baccalaureate and Beyond Longitudinal Study

«fname», complete a 25 minute questionnaire and get
\$«incent» for your time

Data collection is winding down for the Baccalaureate and Beyond Longitudinal Study (B&B), which is being conducted by RTI International for the U.S. Department of Education's National Center for Education Statistics. By completing this questionnaire, you will make an important contribution to research that will help understand the educational and career paths of recent college graduates in the first year after receiving a bachelor's degree. If you complete your B&B questionnaire soon, you will receive a \$«incent» check as a token of our appreciation.

To complete the questionnaire over our secure website, log on to <https://surveys.nces.ed.gov/bb/> using the Study ID and password provided:

Study ID = «caseid»
Password = «password»u

Please enter upper/lower case letters as they appear. If you are using a pop-up blocker you will need to temporarily disable it to access the questionnaire.

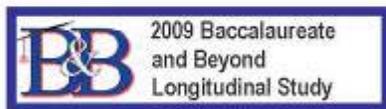
To complete the **telephone questionnaire** with a professional interviewer, or for help completing the web questionnaire please call **1-877-262-4440**.

Your responses may 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. Participation in this study is voluntary and will not affect any aid or benefits you receive. If you have questions or problems completing the questionnaire, please call the B&B Help Desk at 1-877-262-4440 or e-mail at bb@rti.org.

Thank you in advance for making B&B a success.

B&B «panelmb»

Study ID «caseid»



PO Box 12194
Research Triangle Park, NC 27709-2194
RTI Project #0209777.600.236

ADDRESS SERVICE REQUESTED

«Pretty_name»
«Addr1»
«Addr2»
«City», «state» «zip»

Final Flyer

Baccalaureate and Beyond Longitudinal Study



«fname» «lname»,
complete a 25 minute survey
by **October 24, 2008** and get
\$«incent» for your time

To complete the **web survey** over our secure website, log on to
<https://surveys.nces.ed.gov/bb/>
 Your Study ID = «caseid»
 Your Password = «password»v

OR... to complete the **telephone survey** with a professional interviewer, or for help completing
the web survey please call **1-877-262-4440**.

Data collection for the Baccalaureate and Beyond Longitudinal Study (B&B), which is being conducted by RTI International for the U.S. Department of Education's National Center for Education Statistics, is coming to a close. If you complete your B&B survey by **October 24, 2008**, you will receive a \$«incent» check as a token of our appreciation.

To access the survey online, logon to our secure website at <https://surveys.nces.ed.gov/bb/> using the Study ID and password provided above. Please enter upper/lower case letters as they appear. If you are using a pop-up blocker you will need to temporarily disable it to access the survey.



Thank you in advance for making B&B a success.

B&B «panelinfo»

Study ID «caseid»

Thank You Letter

February 24, 2010

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city_state» «zip»

Study ID: «caseid»
«panelinfo»

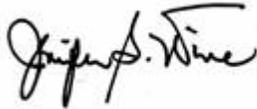
Dear «fname» «lname»:

On behalf of the National Center for Education Statistics (NCES) and the staff of the Baccalaureate and Beyond Longitudinal Study (B&B), we would like to thank you for completing your B&B 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 us directly at 1-877-225-8470 (toll-free) if you need additional information or assistance.

Sincerely,



Jennifer S. Wine, Ph.D.
B&B Project Director
Education Studies Division
RTI International



Kristin Perry
NCES Project Officer
National Center for Education Statistics
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 Baccalaureate and Beyond 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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Reinterview Letter/Email for CATI Completes

«date»

«fname» «mname» «lname» «suffix»

Study ID: «caseid»

«addr1»

«panelinfo»

«addr2»

«city», «state» «zip»

Dear «fname» «lname»:

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

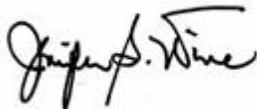
At the end of your interview, you were randomly selected for participation in a quality control interview. The purpose of this second interview, which takes about five to seven minutes, is to determine how well our questions collect reliable information. To complete the telephone interview, call **1-877-262-4440** by **October 24, 2008** and provide our interviewer with the Study ID number listed below.

Study ID = «caseid»

If you have any questions or need assistance, you can visit our web site at <https://surveys.nces.ed.gov/bb/>, you can call us toll-free at 1-877-262-4440, or you can e-mail us at bbemail@rti.org.

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

Sincerely,



Jennifer S. Wine, Ph.D.
B&B Project Director
Education Studies Division
RTI International



Kristin Perry
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Reinterview Letter/Email for Web Completes

«date»

«fname» «mname» «lname» «suffix»

Study ID: «caseid»

«addr1»

«panelinfo»

«addr2»

«city», «state» «zip»

Dear «fname» «lname»:

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

At the end of your interview, you were randomly selected for participation in a quality control interview. The purpose of this second interview, which takes about five to seven minutes, is to determine how well our questions collect reliable information. To complete it, log in to our secure website at <https://surveys.nces.ed.gov/bb/> by **October 24, 2008** using the Study ID and password provided below:

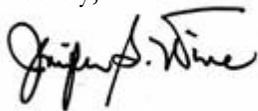
Study ID = «caseid»

Password = «password»

If you have any questions or need assistance, you can visit our web site at <https://surveys.nces.ed.gov/bb/>, you can call us toll-free at 1-877-262-4440, or you can e-mail us at bbemail@rti.org.

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

Sincerely,



Jennifer S. Wine, Ph.D.
B&B Project Director
Education Studies Division
RTI International



Kristin Perry
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Reinterview Letter/Email for Web Completes

February 24, 2010

«fname» «mname» «lname» «suffix»

Study ID: «caseid»

«addr1»

«panelinfo»

«addr2»

«city», «state» «zip»

Dear «fname» «lname»:

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

At the end of your interview, you were randomly selected for participation in a quality control interview. The purpose of this second interview, which takes about five to seven minutes, is to determine how well our questions collect reliable information. To complete it, log in to our secure website at <https://surveys.nces.ed.gov/bb/> by **October 24, 2008** using the Study ID and password provided below:

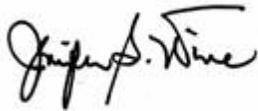
Study ID = «caseid»

Password = «password»

If you have any questions or need assistance, you can visit our web site at <https://surveys.nces.ed.gov/bb/>, you can call us toll-free at 1-877-262-4440, or you can e-mail us at bbemail@rti.org.

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

Sincerely,



Jennifer S. Wine, Ph.D.
B&B Project Director
Education Studies Division
RTI International



Kristin Perry
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Reinterview Web Reminder Flyer



Quality Control Reinterview

«name»

Thank you for completing your recent interview for the Baccalaureate and Beyond Longitudinal Study (B&B). If you complete your reinterview by

November 24, 2008,

we will send you a check for

\$20

as a token of our appreciation.

Please visit our secure website at

<https://surveys.nces.ed.gov/bb>

and enter your ID and Password to log in.

Study ID: «caseid»

Password: «password»

Thank you for participating!

For more information,
call the B&B Help Desk at 1-877-262-4440.

Reinterview CATI Reminder Flyer



Quality Control Reinterview

«name»

Thank you for completing your recent interview for the Baccalaureate and Beyond Longitudinal Study (B&B). If you complete your reinterview by

November 24, 2008,

we will send you a check for

\$20

as a token of our appreciation.

Please call the B&B Help Desk at

1-877-262-4440

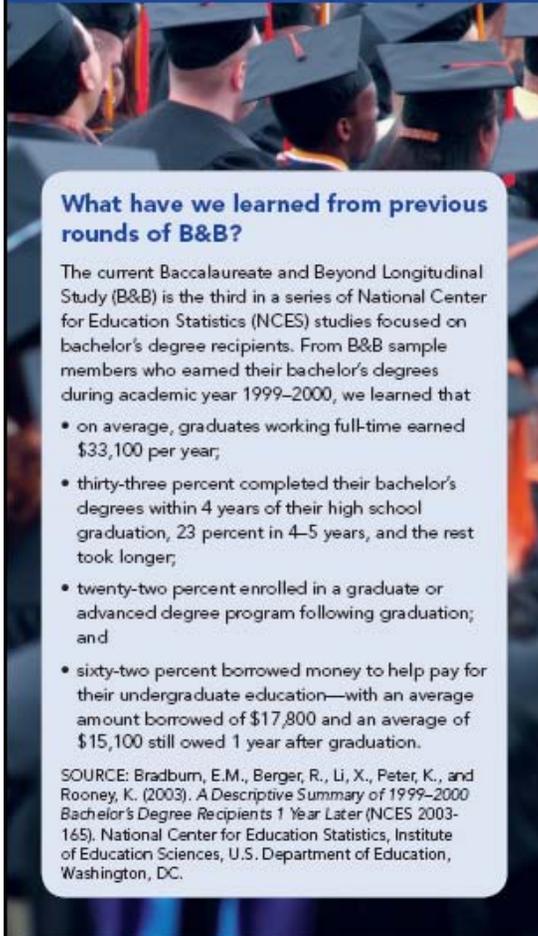
with your Study ID: «caseid».

Thank you for participating!

Brochure

What have you been doing since you earned your bachelor's degree?

The Baccalaureate and Beyond Longitudinal Study wants to know!



What have we learned from previous rounds of B&B?

The current Baccalaureate and Beyond Longitudinal Study (B&B) is the third in a series of National Center for Education Statistics (NCES) studies focused on bachelor's degree recipients. From B&B sample members who earned their bachelor's degrees during academic year 1999–2000, we learned that

- on average, graduates working full-time earned \$33,100 per year;
- thirty-three percent completed their bachelor's degrees within 4 years of their high school graduation, 23 percent in 4–5 years, and the rest took longer;
- twenty-two percent enrolled in a graduate or advanced degree program following graduation; and
- sixty-two percent borrowed money to help pay for their undergraduate education—with an average amount borrowed of \$17,800 and an average of \$15,100 still owed 1 year after graduation.

SOURCE: Bradburn, E.M., Berger, R., Li, X., Peter, K., and Rooney, K. (2003). *A Descriptive Summary of 1999–2000 Bachelor's Degree Recipients 1 Year Later* (NCES 2003-165). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.

Where can I get more information about B&B?

For more information on participating, visit the study's website at <https://surveys.nces.ed.gov/bb/>.

To make an appointment to complete the interview by telephone, or for assistance in completing the web interview, call 1-877-262-4440 (toll-free).

You may also contact us by

E-mail: bbemail@rti.org
Fax: 919-541-7014

If you have questions or concerns, you may contact the following:

Dr. Jennifer Wine
B&B Project Director (RTI)
1-877-225-8470 (toll-free)
jennifer@rti.org

Ms. Kristin Perry
B&B Project Officer (NCES)
1-202-502-7428
kristin.perry@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 11881.



National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

B&B BACCALAUREATE AND BEYOND LONGITUDINAL STUDY



ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences



What is B&B?

The Baccalaureate and Beyond Longitudinal Study (B&B) will survey more than 23,000 graduates, selected from approximately 1,100 U.S. colleges and universities, to find out about their experiences in the early years since earning a bachelor's degree.

The survey will collect information from graduates about their experience in the workforce, their experience in and future plans for graduate and other education, and their personal and professional goals.

Your participation is critical to the success of the study!

How was I chosen to participate?

In 2007, you were selected to participate in the National Postsecondary Student Aid Study (NPSAS), which is designed to help better understand how students and their families pay for college. NPSAS participants who completed requirements for their bachelor's degrees during the 2006–07 academic year are also being invited to participate in B&B.

When will the study be conducted?

Beginning in the summer of 2008, students who completed requirements for their bachelor's degrees during the 2006–07 academic year will be contacted to complete B&B online. Students who do not complete the online interview within 4 weeks will be contacted by a professionally trained interviewer and asked to complete the interview over the telephone. B&B participants will be interviewed for the final follow-up in 2011.

How do I participate?

You may complete the B&B interview in one of two ways:

1. **Online.** Go to the study website at <https://surveys.nces.ed.gov/bb/>. Then, simply enter your Study ID and password and select log-in.

If you need assistance, call the B&B Help Desk at 1-877-262-4440 (toll-free) or contact us via e-mail at bbemail@rti.org.

2. **By telephone.** If you prefer to complete the B&B interview by telephone, call the B&B Help Desk at 1-877-262-4440 (toll-free) to speak with a professionally trained interviewer.

How long will it take?

On average, the interview lasts about 25 minutes. Web interview time will vary depending on your internet connection speed.

Are there any benefits or risks?

Your participation in B&B will help ensure the success of the study and help policymakers and educators better understand the experiences of recent bachelor's degree recipients. 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.

How can I get a copy of the results?

Publications from previous studies are available free of charge on the B&B website at <http://www.nces.ed.gov/surveys/b&b/>. Results from the current study are scheduled to be released in fall 2011 and will be posted on the B&B website as soon as they are available.

Why should I participate?

Data collected from B&B participants will help educators, researchers, and policymakers better understand how earning a bachelor's degree affects the lives of students and their transitions to the workforce. The study provides information that helps

- improve access to education;
- design financial aid packages that better meet the needs of students; and
- assess the outcomes of postsecondary education.

Although participation in this study is voluntary, there is no substitute for your responses.

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.

Confidentiality procedures are reviewed and approved by RTI's Institutional Review Board in the Office of Research Protection. Your answers are secured behind firewalls and are encrypted during internet transmission using Secure Socket Layer (SSL) protocol. 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.

Who is conducting the study?

B&B 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. B&B is authorized by the Education Sciences Reform Act of 2002 (Public Law 107-279).

RTI International is a trade name of Research Triangle Institute.

Transcript Collection

Letter from NCES to Institutional Research Offices and Registrars on NCES Letterhead

<date>

Dear Institutional Research Staff, Registrars and Officials:

«entity_name» has been selected to participate in the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09). The study collects information on students' education and employment following award of their bachelor's degrees, including those students choosing elementary and secondary teaching as careers. Students in the study were identified as being eligible for receiving bachelor's degrees based upon their responses to the 2008 National Postsecondary Student Aid Study (NPSAS). As part of the B&B:08/09 study, these students will be interviewed again, focusing on their experiences in the first year since graduation. Publications from previous B&B studies are available on the National Center for Education Statistics website: <http://nces.ed.gov/surveys/b&b/>.

As part of the B&B:08/09 study, the U.S. Department of Education is requesting undergraduate transcripts for all B&B sample members for your institution as well as for any other institutions the students may have attended. Transcript data, in conjunction with data from student interviews and databases, such as the National Student Loan Data System (NSLDS), result in a dataset that can link graduates' undergraduate academic experiences to their subsequent career paths, employment history, and graduate/professional study. We are requesting that the transcript data be submitted electronically, preferably in EDI or XML format. Many options are available to you for providing transcript data. These options and instructions are included in this package.

Transcript data will be collected under the provisions of the *Family Educational Rights and Privacy Act* (FERPA) that allow the release of student records to the Secretary of Education or his/her agent without prior written consent from students. The purposes of the study and the manner in which the transcript data will be acquired comply fully with FERPA requirements. We have included in this package the relevant passages of the legislation that authorize the transcript data collection.

Let me assure you that the most stringent measures are in place to safeguard the confidentiality of participants and that individually identifying information will be protected from disclosure by federal statute (*42 U.S. Code 24, 308d*).

The National Center for Education Statistics (NCES), U.S. Department of Education, has contracted with RTI International (RTI) to conduct B&B:08/09. Your cooperation with RTI in this important study is greatly appreciated. For further information or questions, please contact the RTI project director, Dr. Jennifer Wine, at (919) 541-6807 or jennifer@rti.org. You may also contact the NCES Project Officer, Kristin Perry, at (202) 502-7428.

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics

Letter from Project Staff to Institutional Research Offices and Registrars and Other Officials

{date}

{contact_salute} {contact_fname} {contact_lname}
 {inst_name}
 {inst_addr1}
 {inst_addr2}
 {inst_city}, {inst_st} {inst_zip}

Dear {contact_salute} {contact_lname}:

As indicated in the enclosed letter from Mark Schneider, Commissioner of the U. S. Department of Education's National Center for Education Statistics, RTI International is currently conducting the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09). Authorized by federal law (P.L. 103-382), the B&B data will provide researchers, educators, and policymakers with critical information about the role that an undergraduate education plays in the short- and long-term outcomes of bachelor's degree recipients. I am writing to request transcripts for {sch_num} B&B:08/09 sample member{s} who attended your institution during the {year} academic year. To facilitate our coding of your institution's transcripts, it would be helpful to also receive a mapping of your institution's degree programs and courses to the Classification of Instructional Programs: 2000 Edition, if such a mapping exists.

Included with this package are detailed instructions for preparing and transmitting transcript data to RTI. A list of students for whom transcripts are requested is posted, with their student ID numbers and dates of birth, at the secure study website listed in the box below. To gain access to the site, you will need to log in using the username and password printed at the bottom of this letter. Also available at the website are instructions for obtaining reimbursement for the requested transcripts, should your institution require it. We would appreciate receiving the requested transcript data on or before [DUE DATE]. Please do not hesitate to call me if you feel you need to have a later delivery date.

Thank you for your cooperation and timely attention to this matter. Please feel free to contact me for additional information. You can reach me by telephone at (919) 541-6870 or e-mail me at jennifer@rti.org.

Sincerely,

Jennifer Wine, Ph.D.
 B&B:08/09 Project Director

Please visit the study website for more information:

<https://surveys.nces.ed.gov/bbschool/>

To log in, enter the IPEDS UNITID below as your username
 and enter the password below.

Your IPEDS UNITID: «entity_id»

Your password: «password»

AACRAO Endorsement Letter

American Association of Collegiate Registrars and Admissions Officers



One Dupont Circle, NW, Suite 520 / Washington, DC 20036-1135
(202) 293-9161 Main / (202) 872-8857 Fax
www.aacrao.org

Dear Colleague:

I am writing to ask for your assistance with the 2008/09 Baccalaureate and Beyond (B&B) Longitudinal Study that RTI International is conducting for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. The enclosed materials describe the uses of the data to be collected during this important study.

One key component of B&B is the collection of postsecondary transcripts for sampled students. These transcript data will be combined with data from student interviews, other institution records, and extant databases to provide a total picture of recent college graduates, their choices as undergraduates, and their experiences as they transition into graduate education and employment.

Transcript data are being collected under the provisions of the Family Educational Rights and Privacy Act (FERPA) that allow the release of student records to the Secretary of Education or his/her agent without prior written consent from students. Both the purposes of the study and the manner in which the transcript data will be acquired comply fully with FERPA requirements.

Your cooperation and assistance in providing transcripts to RTI in a timely manner will be greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads 'Jerome H. Sullivan'.

Jerome H. Sullivan
Executive Director

B&B:08/09 Endorsements from Associations and Organizations

American Association of Collegiate Registrars and Admissions Officers

American Association of State Colleges and Universities

American Council on Education

Association for Institutional Research

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Hispanic Association of Colleges and Universities

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities and Land-Grant Colleges

State Higher Education Executive Officers

The Carnegie Foundation for the Advancement of Teaching

The Council of Independent Colleges

The United Negro College Fund

Instructions for Preparing and Transmitting Transcript Data

This document provides instructions for you to use while preparing and transmitting the transcript data for the students at your institution who have been selected to participate in the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09). To find out more about the study, visit the study's secure website at <https://surveys.nces.ed.gov/bbschool/>. Log in using the username and password printed at the bottom of the letter you received with these instructions. You will need your username and password each time you log in to the web site.

Whose transcript data are requested?

B&B:08/09 selected its sample from the 2008 National Postsecondary Student Aid Study (NPSAS:08), sampling from those students who earned or were likely to earn their baccalaureate degree during the 2006-2007 academic year. The secure study website contains the names, student ID numbers, and dates of birth for the B&B:08/09 sample students.

To see the list of sampled students for your institution, please go to the secure study website referenced above.

Does the transcript data collection comply with FERPA?

The B&B:08/09 postsecondary transcript collection complies with all provisions of the *Family Educational Rights and Privacy Act* (FERPA), allowing the release of student information to RTI without the express permission of the student. FERPA regulations stipulate that all disclosures be reported in the student record, with an indication of who received the information and their legitimate interests in the information. For schools without electronic student record systems, we have enclosed a *Disclosure Notice* which may also be printed from the study website. These notices fulfill the requirements of 34 CFR 99.32(a) pursuant to the *Family Educational Rights and Privacy Act* (20 U.S.C. 1232g). Electronic student record systems will require the insertion of a similar statement.

How can my institution be reimbursed for the transcripts provided?

If your institution requires reimbursement for transmitting transcript data, please refer to the Detailed Instructions for Providing Transcript Data page on the study website. Complete the form available on that page and be sure to include the address to which reimbursement should be sent. RTI will reimburse your institution's expenses upon receipt of the transcript data.

Whom should I contact for questions or problems?

Please do not hesitate to contact the B&B Help Desk at RTI if you have any questions or problems with this request, the transmission of transcript data, or your reimbursement. The help desk may be called toll-free at 1-877-256-8029 or contacted via e-mail at BBtranscripts@rti.org.

What should I do BEFORE sending any transcripts?

Prior to sending transcript data, please complete the Institution Information and Transcript Data Transmission pages available on the study website.

Institution Information page: At this page, you will need to provide or, if already available, confirm selected information about your institution.

Transcript Data Transmission page: Each student's name will be listed on the transmission page. Please check the box next to each student whose transcript you are sending and select the mode of submission. If you are unable to provide a transcript for some reason, please enter the reason in the space provided. For example, reasons might be: "No record that student ever attended" or "Transcript cannot be located." Please print it and retain a copy of your completed transmission page for your records. You must complete the Transcript Data Transmission webpage, prior to sending transcript data, so that we may verify receipt of all transcript data submitted.

How do I transmit transcripts to RTI?

A number of options are available for transmitting transcripts to RTI. Each is described below.

Uploading to the Secure Study Website: Uploading electronic transcript data directly to the secure study website, preferably in XML or EDI format, is the preferred method for sending transcript data to RTI. If your transcript data are not in one of these formats, we ask that you or a programmer from your institution convert them to a format that we can process using the file specifications available on the study website. However, if you are unable to reformat the transcript data to match the file specifications, we will accept them in their existing format.

Sending Transcript Data as an Encrypted Attachment by Electronic Mail: If you choose to use electronic mail (e-mail) to submit student transcript data, the attachment containing the data will need to be encrypted, such as using SecureZIP (select the option Use FIPS 140 Mode), to ensure they are transmitted securely. SecureZIP can be downloaded free of charge from the website: <http://www.securezip.com>. Detailed instructions for downloading and using SecureZIP can be found on the B&B website at <https://surveys.nces.ed.gov/bbschool/>. If you would like to use encryption software other than SecureZIP, we ask that you first contact the Help Desk to ensure that the software you plan to use complies with our security standards.

Once the attachment is encrypted, please send the e-mail to BBtranscripts@rti.org. In the body of your e-mail message containing the transcript data, please tell us how many attachments you are sending and what they are so we may verify that we received everything. If you need assistance with this process, please contact our Help Desk toll-free at 1-877-256-8029 or via e-mail at BBtranscripts@rti.org.

Sending Transcript Data by Secure File Transfer Protocol (FTPS): If you wish to submit transcript data using our FTPS site, please contact John Doherty at RTI to obtain the FTPS site location and your username and password. Mr. Doherty may be reached by telephone at (919) 541-7120 or e-mail at doherty@rti.org. Additional instructions on how to perform the data transfer via FTPS may be found on the B&B study website. After you have successfully uploaded your files to the FTPS server, please send an e-mail to doherty@rti.org with the names of the files and their structure.

Faxing Hard Copy Transcripts: If your institution is unable to provide the transcript data electronically via any of the methods previously mentioned, you may fax transcripts toll-free to our secure fax machine at 1-866-354-7066. First, you need to fax the Student Transcript Fax Test Page included in this packet with your name, telephone number, and fax number to ensure that the transfer is working correctly. We will then contact you to confirm that we successfully received the test page. At that point, you may send the completed Student Transcript Fax Transmittal Sheet along with the transcripts to the same number.

What is the Classification of Instructional Programs (CIP) mapping this is requested for transcript coding?

Once transcript data are received, the individual courses and degree programs reported in the transcript will be coded using a common classification system, the Classification of Instructional Programs (CIP): 2000 Edition. Receiving a mapping already defined for your institution will greatly facilitate the coding effort. The mapping can be transmitted to RTI by uploading it to the secure study website: <https://surveys.nces.ed.gov/bbschool/>, or sending it via e-mail to BBtranscripts@rti.org.

Why are you also collecting course catalogs?

We are also collecting course catalogs from institutions to use when coding transcript courses to the Classification of Instructional Programs: 2000 Edition. We have already collected the majority of the catalogs via online resources. If we need a course catalog from your institution, there will be a Catalog Transmittal Sheet immediately following this document in your packet. It will include a list of the catalogs requested and instructions for sending them to RTI. If you do not find a Catalog Transmittal Sheet in this packet, then none is needed from your institution at this time.

How can I indicate that I am done submitting data?

When you have submitted all available data to RTI, select “Indicate you are done submitting data” from the B&B Transcripts Main Menu on the study website and click the button available on that screen. That will alert us to examine the data you provided.

How else may I contact RTI?

If you wish to send non-confidential correspondence to RTI, please use RTI's address below. **Do not send hard copy transcripts to this address.**

Tiffany Mattox
B&B:08/09 Transcripts
RTI International
PO Box 12194
Research Triangle Park, NC 27709

Catalog Transmittal Sheet

0209777.600.510

IPEDS ID#: «School_ID»

Name of Sender: _____

Date: _____

Telephone number: _____

In order to properly code the transcript data we will receive for your graduates, we need to obtain a copy of your institution's course catalogs, bulletins, or other materials that describe the course offerings for each academic year listed below.

<cat_yr_needed> <level>

<cat_yr_needed> <level>

<cat_yr_needed> <level>

<cat_yr_needed> <level>

Instructions:

If the catalog(s) exist electronically, please send an e-mail to BBtranscripts@rti.org and either direct us to the catalog(s) online or send the catalog(s) as an attachment. If you need to send hard copy catalogs, please place check marks in the appropriate columns below to indicate the types of course catalogs you are sending for each year. Please do not send catalogs for which "not needed" appears. Please keep a copy of this completed sheet for your records and send the original to RTI with the catalogs using the FedEx materials provided.

Academic Year	Type of catalog provided <i>(please place checks or comments as appropriate)</i>			
	Institution-wide/ general	Undergraduate	Graduate	Other school/program <i>(please specify)</i>
2003-2004			N/A	
2004-2005			N/A	
2005-2006				
2006-2007				
Other year (please describe)				

Student Transcript Fax Test Page

0209777.600.510

IPEDS ID#: «School_ID»

Name of Sender: _____

Date: _____

Telephone number: _____

Fax number: _____

Instructions:

Please fax this document to 1-866-354-7066 as a test page.

We will contact you to confirm that we received your fax. Once you have our confirmation, please fax the completed Student Transcript Fax Transmittal Sheet that you received in your packet and your students' transcripts to the same number.

****WARNING: This transmission contains confidential information. Please exercise appropriate security. ****

Student Transcript Fax Transmittal Sheet

0209777.600.510

IPEDS ID#: «School_ID»

Name of Sender: _____

Date: _____

Telephone number: _____

Fax number: _____

Number of sampled students: «school_name»

Number of students whose transcripts you are sending: _____

Number of transcripts you are sending (there could be multiple per student): _____

Instructions:

Be sure that you have faxed the Student Transcript Fax Test Page and been contacted to confirm its receipt before sending this page or the transcripts.

If a student transferred to your institution from another institution, please also send copies of any transcripts that you have from other institutions (unless that information is already included on the transcript from your institution).

Once you have filled out the top of this document, please fax it and student transcripts to 1-866-354-7066.

FERPA Excerpts

Family Educational Rights and Privacy Act Regulations

34 CFR Part 99

Subpart A—General

Section

- 99.1 To which education agencies or institutions do these regulations apply?
- 99.2 What is the purpose of these regulations?
- 99.3 What definitions apply to these regulations?
- 99.4 What are the rights of parents?
- 99.5 What are the rights of students?
- 99.7 What must an educational agency or institution include in its annual notification?
- 99.8 What provisions apply to records of a law enforcement unit?

Subpart B—What Are the Rights of Inspection and Review of Education Records?

Section

- 99.10 What rights exist for a parent or eligible student to inspect and review education records?
- 99.11 May an educational agency or institution charge a fee for copies of education records?
- 99.12 What limitations exist on the right to inspect and review records?

Subpart C – What Are the Procedures for Amending Education Records?

Section

- 99.20 How can a parent or eligible student request amendment of the student's education records?
- 99.21 Under what conditions does a parent or eligible student have the right to a hearing?
- 99.22 What minimum requirements exist for the conduct of a hearing?

Subpart D—May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

Section

- 99.30 Under what conditions is prior consent required to disclose information?
- 99.31 Under what conditions is prior consent not required to disclose information?
- 99.32 What recordkeeping requirements exist concerning requests and disclosures?
- 99.33 What limitation apply to the redisclosure of information?
- 99.34 What conditions apply to disclosure of

information to other education agencies or institutions?

99.35 What conditions apply to disclosure of information for Federal or State program purposes?

99.36 What conditions apply to disclosure of information in health and safety emergencies?

99.37 What conditions apply to disclosing directory information?

99.38 What conditions apply to disclosure of information as permitted by State statute adopted after November 19, 1974 concerning the juvenile justice system?

99.39 What definitions apply to the nonconsensual disclosure of records by postsecondary educational institutions in connection with disciplinary proceedings concerning crimes of violence or non-forcible sex offenses?

Subpart E – What are the Enforcement Procedures?

Section

99.60 What functions has the Secretary delegated to the Office and to the Office of Administrative Law Judges?

99.61 What responsibility does an educational agency or institution have concerning conflict with State or local laws?

99.62 What information must an educational agency or institution submit to the Office?

99.63 Where are complaints filed?

99.64 What is the complaint procedure?

99.65 What is the content of the notice of complaint issued by the Office?

99.66 What are the responsibilities of the Office in the enforcement process?

99.67 How does the Secretary enforce decisions?

AUTHORITY: 20 U.S.C. 1232g unless otherwise noted.

PART 99 – FAMILY EDUCATIONAL RIGHTS AND PRIVACY

The authority citation for part continues to read as follows:

AUTHORITY: 20 U.S.C. 1232g, unless otherwise noted.

Subpart A—General

§ 99.1 To which educational agencies or institutions do these regulations apply?

(a) Except as otherwise noted in § 99.10, this part applies to an educational agency or institution to which funds have been made available under any program administered by the Secretary, if—

(1) The educational institution provides educational services or instruction, or both, to students; or

(2) The educational agency is authorized to direct and control public elementary secondary, or postsecondary educational institutions.

(b) This part does not apply to an educational agency or institution solely because students attending that agency or institution receive non-monetary benefits under a program referenced in paragraph (a) of this section, if no funds under that program are made available to the agency or institution.

on the contested information in the record or stating why he or she disagrees with the decision of the agency or institution, or both.

(c) If an educational agency or institution places a statement in the education records of a student under paragraph (b)(2) of this section, the agency or institution shall:

(1) Maintain the statement with the contested part of the record for as long as the record is maintained; and

(2) Disclose the statement whenever it discloses the portion of the record to which the statement relates.

(Authority: 20 U.S.C 1232g(a)(2))

§99.22 *What minimum requirements exist for the conduct of a hearing?*

The hearing require by § 99.21 must meet, at a minimum, the following requirements:

(a) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.

(b) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.

(c) the hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.

(d) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence relevant of the issues raised under § 99.21. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

(e) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.

(f) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

(Authority: 20 U.S.C 1232g(a)(2))

Subpart D—May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

§ 99.30 *Under what conditions is prior consent required to disclose information?*

(a) The parent or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records, except as provided in § 99.31.

(b) The written consent must:

(1) Specify the records that may be disclosed;

(2) State the purpose of the disclosure; and

(3) Identify the party or class of parties to whom the disclosure may be made.

(c) When a disclosure is made under paragraph

(a) of this section:

(1) If a parent or eligible student so requests, the educational agency or institution shall provide him or her with a copy of the records disclosed; and

(2) If the parent of a student who is not an

eligible student to requests, the agency or institution shall provide the student with a copy of the records disclosed.

(Authority: 20 U.S.C 1232g (b)(1) and (b)(2)(A))

§ 99.31 Under what conditions is prior consent not required to disclose information?

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by § 99.30 if the disclosure meets one or more of the following conditions:

(1) The disclosure is to other school officials, including teachers, within the agency or institution who the agency or institution has determined to have legitimate educational interests.

(2) The disclosure is, subject to the requirements of § 99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll.

(3) The disclosure is, subject to the requirements of § 99.35, to authorized representatives of—

(i) The comptroller General of the United States;

(ii) The Attorney General of the United States;

(iii) The Secretary; or

(iv) State and local educational authorities.

(4)(i) The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(A) Determine eligibility for the aid;

(B) Determine the amount of the aid;

(C) Determine the conditions for the aid; or

(D) Enforce the terms and conditions of the aid.

(ii) As used in paragraph (a)(4)(i) of this section, “financial aid” means a payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual’s attendance at an educational agency or institution.

(Authority: 20 U.S.C 1232g(b)(1)(D))

(5)(i) The disclosure is to State and local official or authorities to whom this information is specifically—

(A) Allowed to be reported or disclosed pursuant to a State statute adopted before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the system’s ability to effectively serve the student whose records are released; or

(B) Allowed to be reported or disclosed pursuant to a State statute adopted after November 19, 1974, subject to the requirements of § 99.38.

(ii) Paragraph (a)(5)(1) of this section does not prevent a State from further limiting number or type of State or local officials to whom disclosure may be made under that paragraph.

(6)(i) The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to:

(A) Develop, validate, or administer predictive tests;

(B) Administer student aid programs; or

(C) Improve instruction.

(iii) The agency or institution may disclose information under paragraph (a)(6)(i) of this

section if:

(A) The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization; and

(B) The information is destroyed when no longer needed for the purposes for which the study was conducted.

(iii) If this Office determines that a third party outside the educational agency or institution to whom information is disclosed under this paragraph (a)(6) violates paragraph (a)(6)(ii)(B) of this section, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

(iv) For the purposes of paragraph (a)(6) of this section, the term “organization” includes, but is not limited to, Federal, State, and local agencies, and independent organizations.

(7) The disclosure is to accrediting organization to carry out their accrediting functions.

(8) The disclosure is to parents, as defined in § 99.3, of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986.

(9)(i) The disclosure is to comply with a judicial order or lawfully issued subpoena.

(ii) The educational agency or institution may disclose information under paragraph (a)(9)(i) of this section only if the agency or institution makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with—

(A) A Federal grand jury subpoena and the court has order that the existence or the contents of the subpoena or the information furnished in response of the subpoena not be

disclosed; or

(B) Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in the response to the subpoena not be disclosed.

(iii)(A) If an educational agency or institution initiates legal action against a parent or student, the educational agency or institution may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the educational agency or institution to proceed with the legal action as plaintiff.

(B) If a parent or eligible student initiates legal action against an educational agency or institution, the educational agency or institution may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the educational agency or institution to defend itself.

(10) The disclosure is in connection with a health or safety emergency, under the conditions described in § 99.36.

(11) The disclosure is information the educational agency or institution has designated as “directory information,” under the condition described in § 99.37.

(12) The disclosure is to the parent of a student who is not an eligible student or to the student.

(13) The disclosure, subject to the requirements in § 99.39, is to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. the disclosure may only include the final results of the disciplinary proceeding conducted by the institution of postsecondary education with respect to that alleged crime or offense. The institution may disclose the final results of the disciplinary proceeding, regardless of whether the institution concluded a violation was committed.

(14)(i) The disclosure, subject to the requirements in § 99.39, is in connection with a disciplinary proceeding at an institution of postsecondary education. The institution must not disclose the final results of the disciplinary proceeding unless it determines that—

(A) The student is an alleged perpetrator of a crime of violence or non-forcible sex offense: and

(B) With respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies.

(ii) The institution may not disclose the name of any other student, including a victim or witness, without the prior written consent of the other student.

(iii) This section applies only to the disciplinary proceedings in which the final results were reached on or after October 7, 1998.

(15)(i) The disclosure is to a parent of a student at an institution of postsecondary education regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if—

(A) The institution determines that the student has committed a disciplinary violation with respect to that use or possession; and

(B) The student is under the age of 21 at the time of the disclosure to the parent.

(iii) Paragraph (a)(15) of this section does not supersede any provision of State law that prohibits an institution of postsecondary education from disclosing information.

(b) Paragraph (a) of this section does not forbid an educational agency or institution from disclosing, nor does it require an educational agency or institution to disclose, personally identifiable information from the education records of a student to any parties under paragraphs (a)(1) through (11), (13), (14), and

(15) of this section.

(Authority: 20 U.S.C 1232g(a)(5)(A), (b)(1), (b)(2)(B), (b)(6), (h) and (i))

§ 99.32 What recordkeeping requirements exist concerning requests and disclosures?

(a)(1) An educational agency or institution shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student.

(2) The agency or institution shall maintain the record with the education records of the student as long as the records are maintained.

(3) For each request or disclosure the record must include:

(i) The parties who have requested or received personally identifiable information from the education records; and

(ii) The legitimate interests the parties had in requesting or obtaining the information.

(b) If an educational agency or institution discloses personally identifiable information from an education record with the understanding authorized under § 99.33(b), the record of the disclosure required under this section must include:

(1) The names of the additional parties to which the receiving party may disclose the information on behalf of the educational agency or institution; and

(2) The legitimate interests under § 99.31 which each of the additional parties has in requesting or obtaining the information.

(c) The following parties may inspect the record relating to each student:

(1) The parent or eligible student.

(2) The school official or his or her assistants who are responsible for the custody of the records.

(3) Those parties authorized in § 99.31(a)(1) and (3) for the purposes of auditing the recordkeeping procedures of the educational agency or institution.

(d) Paragraph (a) of this section does not apply if the request was from, or the disclosure was to:

(1) The parent or eligible student;

(2) A school official under § 99.31 (a)(1);

(3) A party with written consent from the parent or eligible student;

(4) A party seeking directory information; or

(5) A party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

(Approved by the Office of Management and Budget under control number 1880-0508)

(Authority: 20 U.S.C 1232g(b)(1) and (b)(4)(A))

§ 99.33 What limitations apply to the redisclosure of information?

(a)(1) An educational agency of institution may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student.

(2) The officers, employees, and agents of a party that receives information under paragraph (a)(1) of this section may use the

information, but only for the purposes for which the disclosure was made.

(b) Paragraph (a) of this section does not prevent an educational agency or institution from disclosing personally identifiable information with the understanding that the party receiving the information may make further disclosure of the information on behalf of the educational agency or institution if:

(1) The disclosures meet the requirements of § 99.31; and

(2) The educational agency or institution has complied with the requirements of § 99.32(b).

(c) Paragraph (a) of this section does not apply to disclosures made to parents of dependent students under § 99.31(a)(8), to disclosures made pursuant to court orders, lawfully issued subpoenas, or litigation under § 99.31(a)(9), to disclosures of directory information under § 99.31(a)(11), to disclosures made to a parent or student under § 99.31(a) (12), to disclosures made in connection with a disciplinary proceedings under § 99.31(a) (14), or to disclosures made to parents under § 99.31(a)(15).

(d) Excerpt for disclosures under § 99.31(a) (9), (11) and (12), and educational agency or institution shall inform a party to whom disclosure is made of the requirements of this section.

(e) If this Office determines that a third party improperly rediscloses personally identifiable information from education records in violation of § 99.33(a) of this section, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

(Authority: 20 U.S.C 1232g(b)(4)(B))

§ 99.34 What conditions apply to disclosure of information to other educational agencies or institutions?

(a) An educational agency or institution that discloses an education record under § 99.31(a)(2) shall:

(1) Make a reasonable attempt to notify the parent or eligible student at the last known address of the parent or eligible student, unless:

(i) The disclosure is initiated by the parent or eligible student; or

(ii) The annual notification of the agency or institution under § 99.7 includes a notice that the agency or institution forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll:

(2) Give the parent or eligible student, upon request, a copy of the record that was disclosed; and

(3) Give the parent or eligible student, upon request, an opportunity for a hearing under Subpart C.

(b) An educational agency or institution may disclose an education record of a student in attendance to another educational agency or institution if:

(1) The student is enrolled in or receives services from the other agency or institution; and

(2) The disclosure meets the requirements of paragraph (a) of this section.

(Authority: 20 U.S.C 1232g(b)(1)(B))

§ 99.35 What conditions apply to disclosure of information for Federal or State program purposes?

(a) The officials listed in § 99.31(a)(3) may have access to education records in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs.

(b) Information that is collected under paragraph (a) of this section must:

(1) Be protected in a manner that does not permit personal identification of individuals by anyone except the officials referred to in paragraph (a) of this section; and

(2) Be destroyed when no longer needed for the purposes listed in paragraph (a) of this section.

(c) Paragraph (b) of this section does not apply if:

(1) The parent or eligible student has given written consent for the disclosure under § 99.30; or

(2) The collection of personally identifiable information is specifically authorized by Federal law.

(Authority: 20 U.S.C 1232g(b)(3))

§ 99.36 What conditions apply to disclosure of information in health and safety emergencies?

(a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) Nothing in the Act or this part shall prevent an educational agency or institution from—

(1) Including in the education records of a student appropriate information

Disclosure Notice

The transcript data for this student have been provided to RTI International, a not-for-profit research organization and agent for the National Center for Education Statistics, U.S. Department of Education. This disclosure statement fulfills the requirements of 34 CFR 99.32(a) pursuant to the *Family Educational Rights and Privacy Act* (FERPA) (20 U.S.C. 1232g).

The transcript data were requested for the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09), a longitudinal study of students who have completed a baccalaureate degree. Data from these records will be combined with others into statistical summaries and tables and may not be used in identifiable form for any purpose unless otherwise compelled by law (Education Sciences Reform Act of 2002, Section 183).

The collection of information in this study is authorized by Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382 and continued under the auspices of the Education Sciences Reform Act of 2002, Public Law 107-279. Participation is voluntary. Information will be protected from disclosure by federal statute (20 USC 9003a-9007, as amended).

OMB # 1850-0729

Expiration Date: 02/28/2011

Appendix D

Training Materials

B&B Telephone Interview Training

July 7, 2008 6–10pm

6:00–6:10	Introductions/Confidentiality forms
6:10–6:25	Study Overview
6:25–6:40	FAQ Introduction
6:40–7:45	QxQs with special focus on additional B&B coders
7:45–8:00	Break
8:00–8:45	Paired Mocks
8:45–9:00	FAQ Review
9:00–9:55	Certifications
9:55–10:00	Wrap-up Questions

B&B:08/09
FIELD INTERVIEWER TRAINING AGENDA
September 29 – October 3, 2008
Schedule subject to change.

Monday, September 29, 2008 (Travel Day)

Arrive and check in at hotel

Registration / Meet and Greet 5:00-7:00 PM

Dinner 7:00 PM

Tuesday, September 30, 2008

Arrive for Training 8:00-8:30 AM

Welcome and Introductions

Overview of Training Session/FI Responsibilities

Introduction to B&B:08/09

B&B Instrument Overview

Demonstration Mock Interview

Break

Overview of Experimental Forms

Interviewer Instructions

Introduction to Coders

QxQ Review Part 1

Short Break

QxQ Review Part 2 & Discussion

LUNCH

Notarize affidavits

Introduction to the IBM Thinkpad Laptop

Open-Ended Coding Practice

Break

Round Robin Mock #1

FAQ Review

B&B:08/09 Case Management System

Wrap Up/Questions

Meet for Dinner 6:00 PM

Wednesday, October 1, 2008

Arrive for Training 8:00-8:30 AM

Recap of Tuesday/Questions

Tracing Techniques I

BREAK

Tracing Techniques II

FAQs

BREAK

Case Assignment Folders

Paired Mock 1

LUNCH 12:40-1:40 PM

Explaining the Study; Obtaining Participation

Transmission of Completed Cases

BREAK
 Contacting/Locating/Interviewing Practice
 (Paired Mock 2)
 Outlook e-mail practice session
 Quality Control Measures
 Additional Review/FAQ Review
 Evening Study Hall (as needed)/Dinner 5:30-7:30 PM

Thursday, October 2, 2008

Arrive for training 8:00-8:30 AM
 Recap of Wednesday / Questions
 CMS Review Session
 Open-Ended Coding Practice
 BREAK
 Certification Mocks
 Transmission of Completed Cases
 Troubleshooting PC Issues
 LUNCH 12:30-1:30 PM
 Headway: Production, Time and Expense Reports
 BREAK
 Goals and Reporting Requirements
 Assignments and FS/FI Conference Schedule
 Post-Training Expectations
 Question and Answer Session
 Guests leaving Thursday take shuttle to airport
 Meet for Dinner 6:00 PM

Friday, October 3, 2008 (Travel Day)

Remaining guests check out of hotel by 12:00 PM
 Arrange to take hotel shuttle to airport

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Agenda for Keying and Coding Staff

Training Objective

Prepare trainees for keying and coding B&B transcripts with a minimum of 95% accuracy.

Day 1 - Overview

- *Introduce materials – transcripts, application, catalogs, codes.*
- *Identify transcript elements*
- *Review job responsibilities, expectations, procedures, logistics.*
- *Provide background information about transcripts and transcript studies.*

Day 2 – Getting Started: Transcripts & Keying

- *Review transcript elements*
- *Relate transcripts to keying process*
- *Practice using the application*

Day 3 – Expect the Unexpected: Keying & Coding

- *Introduce coding*
- *Develop convergent opinions on coding interpretations*
- *Practice keying & coding to achieve a 95% success rate*

Day 4 – Continuous Improvement: Getting it Right

- *Practice keying and coding during Practicum*
- *Achieve a 95% success rate for all trainees*

Day 5 – Continuous Improvement: Practice

- *Supervised Practice*

Appendix E Facsimile

ZRID*Identification number*

Identification number

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

COMPDATE*Date interview completed*

Date interview completed

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

COMPMODE*Interview completion mode*

Interview completion mode

0 = Web

1 = CATI

3 = CAPI, in-person

4 = CAPI, by phone

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

SUMSTAT*Interview completion status*

Interview completion status

290 = Partial student interview

295 = Complete student interview

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RAELIG*NPSAS enrollment in the 2006-2007 school year*

Were you enrolled at [NPSAS] at any time between July 1, 2006 and June 30, 2007?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RALASTMY*Last date of NPSAS enrollment prior to July 1 2007*

Prior to July 1, 2007, when were you last enrolled at [NPSAS]?

Applies to: Respondents who were not enrolled at NPSAS between July 1, 2006 and June 30, 2007, but who had attended NPSAS at some point.

Sources: B&B:08/09 field test student interview

RADEGREE*Type of degree at NPSAS*

What degree or certificate were you working on during your last term of enrollment at [NPSAS] in the 2006-2007 school year (July 1, 2006 - June 30, 2007)? (We will ask you about any more recent enrollment at [NPSAS] later in the survey.)

1 = 4-year bachelor's degree

2 = 5-year bachelor's degree

3 = Associate's degree

4 = Undergraduate certificate or diploma

5 = Undergraduate, not enrolled in a degree program

6 = Post-baccalaureate certificate

7 = Master's degree

8 = Post-master's certificate

9 = Professional degree

10 = Doctoral degree

11 = Graduate, not enrolled in degree program

12 = Multiple degrees during the 2006-2007 school year

Applies to: Respondents who were enrolled at NPSAS between July 1, 2006 and June 30, 2007.

Sources: B&B:08/09 field test student interview

RAMULTDG*Working on a bachelor's degree at NPSAS*

Were you working on a bachelor's degree at [NPSAS] at anytime during the 2006-07 school year?

0 = No

1 = Yes

Applies to: Respondents who were enrolled at NPSAS between July 1, 2006 and June 30, 2007 and were working on multiple degrees.

Sources: B&B:08/09 field test student interview

RAREQ*Completed bachelor's degree requirements*

Did you complete the requirements for a bachelor's degree while you were enrolled at [NPSAS] during the 2006-2007 school year (July 1, 2006 - June 30, 2007)?

The date when you completed your requirements and the date when you were awarded your degree may be different.

0 = No

1 = Yes

Applies to: Respondents who were working on a bachelor's degree at NPSAS during the 2006-2007 school year.

Sources: B&B:08/09 field test student interview

RAWHEN*Date completed bachelor's degree requirements*

When did you complete requirements for your bachelor's degree from [NPSAS]?

1 = Prior to June 30, 2006

2 = Between July 1, 2006 and June 30, 2007

3 = After July 1, 2007

4 = Did not complete bachelor's degree requirements

*Applies to: Respondents who were working on a bachelor's degree at**NPSAS during the 2006-2007 school year, but did not complete their bachelor's in the 2006-2007 school year.*

Sources: B&B:08/09 field test student interview

RAAWRDMY

Date awarded bachelor's degree

In what month and year were you awarded your bachelor's degree from [NPSAS]?

Applies to: Respondents who completed their bachelor's degree in the 2006-2007 school year.

Sources: B&B:08/09 field test student interview

RBFSTMY

Date first attended any college

In what month and year did you first attend a college, university, or trade school after completing your high school requirements?

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBNFST

NPSAS first school attended after high school

Was [NPSAS] the first college, university, or trade school you enrolled in after completing your high school requirements?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBOTHSCH

Attended other colleges before completing bachelor's at NPSAS Other than [NPSAS], did you attend any other colleges, universities, or trade schools between the time you graduated from high school and the time you graduated with your bachelor's degree from [NPSAS]?

Please include summer enrollment and any other classes you have taken that earned college credit.

0 = No

1 = Yes

Applies to: Respondents whose first school was NPSAS.

Sources: B&B:08/09 field test student interview

RBSCH01

Other pre-bachelor's school 1: name

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list.

Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

At what other school have you had enrollment between the time you graduated from high school and the time you graduated from [NPSAS], and in what city and state

is it located? You will have an opportunity to tell me about all schools later.

Please bear with me while I code this.

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBIPED01

Other pre-bachelor's school 1: IPEDS

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list.

Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

At what other school have you had enrollment between the time you graduated from high school and the time you graduated from [NPSAS], and in what city and state is it located? You will have an opportunity to tell me about all schools later.

Please bear with me while I code this.

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBCT01

Other pre-bachelor's school 1: city

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list. Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

At what other school have you had enrollment between the time you graduated from high school and the time you graduated from [NPSAS], and in what city and state is it located? You will have an opportunity to tell me about all schools later.

Please bear with me while I code this.

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBST01

Other pre-bachelor's school 1: state

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list. Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

At what other school have you had enrollment between the time you graduated from high school and the time you graduated from [NPSAS], and in what city and state is it located? You will have an opportunity to tell me about all schools later.

Please bear with me while I code this.

1 = Alabama	10 = Florida
2 = Alaska	11 = Georgia
3 = Arizona	12 = Hawaii
4 = Arkansas	13 = Idaho
5 = California	14 = Illinois
6 = Colorado	15 = Indiana
7 = Connecticut	16 = Iowa
8 = Delaware	17 = Kansas
9 = District of Columbia	18 = Kentucky

19 = Louisiana	42 = South Dakota
20 = Maine	43 = Tennessee
21 = Maryland	44 = Texas
22 = Massachusetts	45 = Utah
23 = Michigan	46 = Vermont
24 = Minnesota	47 = Virginia
25 = Mississippi	48 = Washington
26 = Missouri	49 = West Virginia
27 = Montana	50 = Wisconsin
28 = Nebraska	51 = Wyoming
29 = Nevada	52 = Puerto Rico
30 = New Hampshire	53 = Canada
31 = New Jersey	54 = American Samoa
32 = New Mexico	55 = Guam
33 = New York	56 = Fed State Micronesia
34 = North Carolina	57 = Marshall Islands
35 = North Dakota	58 = Northern Mariana Isl
36 = Ohio	59 = Palau
37 = Oklahoma	60 = U.S. Virgin Islands
38 = Oregon	61 = American Military
39 = Pennsylvania	62 = Mexico
40 = Rhode Island	63 = Foreign country
41 = South Carolina	(other than Mexico and
	Canada)

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBLEVL01

Other pre-bachelor's school 1: level

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list. Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

At what other school have you had enrollment between the time you graduated from high school and the time you graduated from [NPSAS], and in what city and state is it located? You will have an opportunity to tell me about all schools later.

Please bear with me while I code this.

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

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBCTRL01

Other pre-bachelor's school 1: control

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list. Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

At what other school have you had enrollment between the time you graduated from high school and the time you graduated from [NPSAS], and in what city and state is it located? You will have an opportunity to tell me about all schools later.

Please bear with me while I code this.

1 = Public

2 = Private not-for-profit

3 = Private for-profit

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBBMY01

Date first enrolled at pre-bachelor's school 1

In what month and year were you first enrolled at [RBSCH01-07]?

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBEMY01

Date last enrolled at pre-bachelor's school 1

[If RBBMY01 ne -9]

From your beginning enrollment date of [RBBMY01] in what month and year were you last enrolled at [RBSCH01]?

If you are still enrolled at [RBSCH01] indicate the current month and year.

[else]

From your beginning enrollment date, in what month and year were you last enrolled at [RBSCH01]? If you are still enrolled at [RBSCH01], indicate the current month and year.

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBCONT01

Continuously enrolled at pre-bachelor's school 1

[If RBBMY01 ne -9 and RBEMY01 ne -9]

Between [RBBMY01] and [RBEMY01], were you continuously enrolled at [RBSCH01]?

If your enrollment at [RBSCH01] was broken up by a period of more than four months, indicate no.

[else]

Were you continuously enrolled at [RBSCH01]?

If your enrollment at [RBSCH01] was broken up by a period of more than four months, indicate no.

0 = No

1 = Yes

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBSTSC01, RBSTAC01, RBSTTO01, RBSTMI01, RBSTWK01, RBSTFI01, RBSTFM01, RBSTPR01, RBSTOT01, and RBSTSP01

Pre-bachelor's school 1 stopout reason

Why did you decide to take a break from [RBSCH01]?

0 = No

1 = Yes

RBSTSC01 - Wanted to enroll at a different school (including for study abroad)

RBSTAC01 - Academic problems

RBSTTO01 - Needed time off from studying

RBSTMI01 - Conflicts with job/military

RBSTWK01 - Needed to work for financial reasons

RBSTFI01 - Other financial reasons

RBSTFM01 - Change in family status (such as marriage or divorce, baby, death in family)

RBSTPR01 - Personal reasons

RBSTOT01 - Other reason not listed

RBSTSP01 - Other specify

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBODEG01

Pre-bachelor's school 1: degree program

What degree or certificate were you working on, or what type of enrollment did you have during your most recent term at [RBSCH01]? (If you were working on more than one degree or certificate at [RBSCH01], please select the one at the highest level.)

1 = Undergraduate, not enrolled in a degree program

2 = Undergraduate certificate or diploma

3 = Associate's degree

4 = 4-year bachelor's degree program

5 = 5-year bachelor's degree program

6 = Post-baccalaureate certificate

7 = Master's degree

8 = Post-master's certificate

9 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine)

10 = Doctoral degree

11 = Graduate, not enrolled in a degree program

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBERN01

Pre-bachelor's school 1: received degree

Did you complete your program of study and receive your [RBODEG01] from [RBSCH01]?

0 = No

1 = Yes

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree and were enrolled in a degree program.

Sources: B&B:08/09 field test student interview

RBDGMY01

Pre-bachelor's school 1: date awarded degree

In what month and year was your [RBODEG01] awarded by [RBSCH01]?

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree and completed a degree.

Sources: B&B:08/09 field test student interview

RBUGYR01

Pre-bachelor's school 1: year or level

Based on credits completed, what was your year or level during your most recent term of enrollment at [RBSCH01] for your [RBODEG01]?

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

7 = Graduate

Applies to: Respondents who were working on an undergraduate certificate/diploma, associate's or bachelor's degree, but had not completed the degree and were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBENST01

Pre-bachelor's school 1: enrollment intensity

For the period of time of your enrollment at [RBSCH01] for your [RBODEG01], were you mainly a full-time or part-time student, or an equal mix of both?

1 = Full-time student

2 = Part-time student

3 = Equal mix of full-time and part-time

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBTWOF01, RBTWFI01, RBTWAC01, RBTWLO01, RBTWPR01, RBTWOT01, and RBTWSP01

Reason attended 2-year pre-bachelor's school 1

What were your reasons for deciding to attend [RBSCH01]?

0 = No

1 = Yes

RBTWOF01 - Preferred academic offerings of [RBSCH01] to that of a four-year college

RBTWFI01 - [RBSCH01] was cheaper than a four-year college

RBTWAC01 - Not academically prepared for a four-year college

RBTWLO01 - Convenience of the location of [RBSCH01]

RBTWPR01 - Personal reasons

RBTWOT01 - Other reason

RBTWSP01 - Other specify

Applies to: Respondents who were enrolled in at least one 2-year school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBOTSC01

Enrolled at other pre-bachelor's school 2

Have you enrolled at any other schools besides [RBSCH01] between high school and the time you graduated from [NPSAS]? Please include summer enrollment and any other classes you may have taken for credit.

0 = No

1 = Yes

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBNPDEG

Earned associate's degree or undergraduate certificate at NPSAS

Before earning your bachelor's degree at [NPSAS], did you earn any associate's degrees and/or any undergraduate certificates or diplomas at [NPSAS]?

0 = No

1 = Yes, associate's degree(s)

2 = Yes, undergraduate certificate(s) or diploma(s)

3 = Yes, both associate's degree(s) and undergraduate certificate(s) or diploma(s)

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBNPBMYP

Date first enrolled at NPSAS for bachelor's degree

In what month and year were you first enrolled at [NPSAS] for your bachelor's degree?

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBNPEMY

Date last enrolled at NPSAS for bachelor's degree

[If RBNFST = 1 and RBFSTMY ne -9]

From your beginning enrollment date of [RBFSTMY], in what month and year were you last enrolled at [NPSAS] for your bachelor's degree?

[else if RBNFST ne 1 and RBFSTMY ne -9]

From your beginning enrollment date of [RBNPBMYP], in what month and year were you last enrolled at [NPSAS] for your bachelor's degree?

[else]

In what month and year were you last enrolled at [NPSAS] for your bachelor's degree?

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBNPCONT

Continuously enrolled at NPSAS for bachelor's degree

[If RBNFST = 1 and RBFSTMY ne -9 and RBNPEMY ne -9]

Between [RBFSTMY] and [RBNPEMY] were you continuously enrolled at [NPSAS] for your bachelor's

degree? If you had a break in your enrollment at [NPSAS] that lasted more than four months, answer no. [else if RBNFST ne 1 and RBFSTMY ne -9 and RBNPEMY ne -9]

Between [RBNPBMYP] and [RBNPEMY], were you continuously enrolled at [NPSAS] for your bachelor's degree? If you had a break in your enrollment at [NPSAS] that lasted more than four months, answer no. [else]

Were you continuously enrolled at [NPSAS] for your bachelor's degree?

If you had a break in your enrollment at [NPSAS] that lasted more than four months, answer no.

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBNPSTSC, RBNPSTAC, RBNPSTTO, RBNPSTMI, RBNPSTWK, RBNPSTFI, RBNPSTDI, RBNPSTPR, RBNPSTOT, and RBNPSTSP

Reason for stopout from NPSAS

Why did you decide to take a break from [NPSAS]?

0 = No

1 = Yes

RBNPSTSC - Wanted to enroll at a different school (including for study abroad)

RBNPSTAC - Academic problems

RBNPSTTO - Needed time off from studying

RBNPSTMI - Conflicts with job/military

RBNPSTWK - Needed to work for financial reasons

RBNPSTFI - Other financial reasons

RBNPSTDI - Change in family status (such as marriage or divorce, baby, death in family)

RBNPSTPR - Personal reasons

RBNPSTOT - Other reason not listed

RBNPSTSP - Other specify

Applies to: Respondents who were not continuously enrolled at NPSAS for their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBNPMJCH

Ever formally changed major at NPSAS

After you first declared your major at [NPSAS], how many times did you formally change it?

0 = Never

1 = One time

2 = More than one time

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBORGMA

Original major at NPSAS: string

What was your original declared major at [NPSAS] for your bachelor's degree? (Please enter your original declared major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

Applies to: Respondents who formally changed their major at NPSAS.

Sources: B&B:08/09 field test student interview

RBOMJGEN

Original major at NPSAS: general code

What was your original declared major at [NPSAS] for your bachelor's degree? (Please enter your original declared major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

The 2000 Classification of Instructional Programs (CIP) was used to code these data. See

<http://nces.ed.gov/pubs2002/cip2000/> for more information on the 2000 CIP.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sci/gen studies/humanities
- 25 = Library science
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 28 = Reserve officer training (jrotc/rotc)
- 29 = Military technologies
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving

50 = Visual and performing arts

51 = Health/related clinical sciences

52 = Business/management/marketing/related

54 = History

60 = Residency programs

Applies to: Respondents who formally changed their major at NPSAS.

Sources: B&B:08/09 field test student interview

RBOMJSPE

Original major at NPSAS: specific code

What was your original declared major at [NPSAS] for your bachelor's degree? (Please enter your original declared major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

The 2000 Classification of Instructional Programs (CIP) was used to code these data. See

<http://nces.ed.gov/pubs2002/cip2000/> for more information on the 2000 CIP.

Note: The following frequency listing shows all valid responses to RBOMJSPE.

- 01.0101 = Agricultural business/management general
- 01.0601 = Applied horticulture/operations, general
- 03.0103 = Environmental studies
- 03.0104 = Environmental science
- 03.0205 = Water/wetland/marine resource management
- 03.0501 = Forestry, general
- 03.9999 = Natural resources/conservation, other
- 09.0102 = Mass communication/media studies
- 09.0199 = Communication and media studies, other
- 09.0401 = Journalism
- 09.0402 = Broadcast journalism
- 09.0901 = Organizational communication, general
- 09.0904 = Political communication
- 09.0999 = PR/advertising/communication, other
- 10.0203 = Recording arts technology/technician
- 10.0299 = Audiovisual communication tech, other
- 10.0301 = Graphic communications, general
- 11.0101 = Computer/information sciences, general
- 11.0199 = Computer/information sciences, other
- 11.0701 = Computer science
- 11.1003 = Computer/information systems security
- 13.0101 = Education, general
- 13.0408 = Elementary/middle school admin/principal
- 13.1001 = Special education and teaching, general
- 13.1003 = Education/teaching, hearing impairments
- 13.1202 = Elementary education and teaching
- 13.1205 = Secondary education and teaching
- 13.1206 = Teacher education, multiple levels
- 13.1210 = Early childhood education and teaching
- 13.1302 = Art teacher education
- 13.1303 = Business teacher education
- 13.1305 = English/language arts teacher education
- 13.1311 = Mathematics teacher education
- 13.1312 = Music teacher education
- 13.1314 = Physical education teaching and coaching

13.1318 = Social studies teacher education
 13.1322 = Biology teacher education
 13.1328 = History teacher education
 13.1330 = Spanish language teacher education
 14.0101 = Engineering, general
 14.0201 = Aerospace/aero/astronautical engineering
 14.0899 = Civil engineering, other
 14.1901 = Mechanical engineering
 15.0613 = Manufacturing technology/technician
 22.0001 = Pre-law studies
 22.0302 = Legal assistant/paralegal
 23.0101 = English language and literature, general
 23.0401 = English composition
 23.0501 = Creative writing
 24.0101 = Liberal arts and science/liberal studies
 24.0102 = General studies
 24.0199 = Liberal arts/general/humanities, other
 25.0101 = Library science/librarianship
 26.0101 = Biology/biological sciences, general
 26.0102 = Biomedical sciences, general
 26.0202 = Biochemistry
 26.0204 = Molecular biology
 26.0806 = Human/medical genetics
 26.0908 = Exercise physiology
 26.1302 = Marine biology/biological oceanography
 27.0101 = Mathematics, general
 27.0301 = Applied mathematics
 30.9999 = Multi-/interdisciplinary studies, other
 38.0201 = Religion/religious studies
 39.0501 = Religious/sacred music
 39.9999 = Theology and religious vocations, other
 40.0101 = Physical sciences
 40.0404 = Meteorology
 40.0501 = Chemistry, general
 40.0601 = Geology/earth science, general
 40.0801 = Physics, general
 41.9999 = Science technologies/technicians, other
 42.0101 = Psychology, general
 42.0201 = Clinical psychology
 42.0601 = Counseling psychology
 42.2601 = Forensic psychology
 43.0103 = Criminal justice/law enforcement admin
 43.0107 = Criminal justice/police science
 43.0111 = Criminalistics and criminal science
 44.0701 = Social work
 45.0101 = Social sciences, general
 45.0601 = Economics, general
 45.0701 = Geography
 45.0901 = International relations and affairs
 45.1001 = Political science and gov, general
 45.1002 = American government/politics, US
 45.1101 = Sociology
 50.0101 = Visual and performing arts, general
 50.0401 = Design and visual communications, gen
 50.0407 = Fashion/apparel design
 50.0408 = Interior design
 50.0409 = Graphic design

50.0501 = Drama and dramatics/theatre arts, gen
 50.0602 = Cinematography and film/video production
 50.0605 = Photography
 50.0701 = Art/art studies, general
 50.0702 = Fine/studio arts, general
 50.0708 = Painting
 50.0901 = Music, general
 50.0903 = Music performance, general
 51.0000 = Health services/science/allied health
 51.0806 = Physical therapist assistant
 51.0913 = Athletic training/trainer
 51.1102 = Pre-medicine/pre-medical studies
 51.1103 = Pre-pharmacy studies
 51.1104 = Pre-veterinary studies
 51.1105 = Pre-nursing studies
 51.1601 = Nursing/registered nurse
 51.2099 = Pharmacy, pharm sciences, and adm, other
 51.2306 = Occupational therapy/therapist
 51.2308 = Physical therapy/therapist
 51.3199 = Dietetics/clinical nutrition serv other
 52.0101 = Business/commerce, general
 52.0201 = Business admin/management, general
 52.0301 = Accounting
 52.0305 = Accounting and business/management
 52.0501 = Business/corporate communications
 52.0601 = Business/managerial economics
 52.0703 = Small business administration/management
 52.1101 = International business/trade/commerce
 52.1401 = Marketing/marketing management, general
 52.9999 = Bus/mngmnt/market/rel support serv other
 54.0101 = History, general
Applies to: Respondents who formally changed their major at NPSAS.
 Sources: B&B:08/09 field test student interview

RBNPMAJ

Final major at NPSAS: string

What was your [if RBNPMJCH > 0] final] major for your bachelor's degree? (Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBNPMGEN

Final major at NPSAS: general code

What was your [if RBNPM]CH > 0} final] major for your bachelor's degree? (Please enter your major in the box provided and then click the Search for Major button.

A list of categories that match your entry will be displayed.)

The 2000 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/pubs2002/cip2000/> for more information on the 2000 CIP.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sci/gen studies/humanities
- 25 = Library science
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 28 = Reserve officer training (jrotc/rotc)
- 29 = Military technologies
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 54 = History
- 60 = Residency programs

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBNPMSPE

Final major at NPSAS: specific code

[If RBNPM]CH > 0]

What was your final major at [NPSAS] for your bachelor's degree?

(Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

[else]

What was your major at [NPSAS] for your bachelor's degree?

(Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

The 2000 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/pubs2002/cip2000/> for more information on the 2000 CIP.

Note: The following frequency listing shows all valid responses to RBNPMSPE.

- 01.0000 = Agriculture, general
- 01.0102 = Agribusiness/agricultural business ops
- 01.0601 = Applied horticulture/operations, general
- 01.0607 = Turf and turfgrass management
- 01.0901 = Animal sciences, general
- 03.0101 = Natural resources/conservation, general
- 03.0103 = Environmental studies
- 03.0104 = Environmental science
- 03.0206 = Land use planning/management/development
- 03.0501 = Forestry, general
- 03.0601 = Wildlife and wildland science/management
- 04.0201 = Architecture
- 04.0301 = City/urban, community/regional planning
- 05.0102 = American studies/civilization
- 05.0103 = Asian studies/civilization
- 05.0107 = Latin American studies
- 05.0199 = Area studies, other
- 09.0101 = Communication studies/speech/rhetoric
- 09.0102 = Mass communication/media studies
- 09.0199 = Communication and media studies, other
- 09.0401 = Journalism
- 09.0402 = Broadcast journalism
- 09.0701 = Radio and television
- 09.0799 = Radio/tv/digital communication, other
- 09.0901 = Organizational communication, general
- 09.0999 = PR/advertising/communication, other
- 09.1001 = Publishing
- 09.9999 = Communication/journalism/related, other
- 10.0202 = Radio/television broadcasting technology
- 10.0203 = Recording arts technology/technician
- 10.0301 = Graphic communications, general
- 10.0303 = Prepress/desktop publish/digital design
- 10.0304 = Animation/graphics/special effects
- 10.9999 = Communication technology/support, other
- 11.0101 = Computer/information sciences, general
- 11.0103 = Information technology
- 11.0199 = Computer/information sciences, other

11.0201 = Computer programming/programmer, general	22.0001 = Pre-law studies
11.0701 = Computer science	23.0101 = English language and literature, general
11.0801 = Web page/digital/multimedia/info design	23.0401 = English composition
11.1002 = System/networking/lan/wan management	23.0501 = Creative writing
11.1099 = Computer/info tech service admin, other	23.9999 = English lang/literature/letters, other
13.0101 = Education, general	24.0101 = Liberal arts and science/liberal studies
13.0201 = Bilingual and multilingual education	24.0102 = General studies
13.0401 = Educational leadership/admin, general	24.0103 = Humanities/humanistic studies
13.0411 = Superintendency/educational system admin	24.0199 = Liberal arts/general/humanities, other
13.1001 = Special education and teaching, general	26.0101 = Biology/biological sciences, general
13.1006 = Education/teaching, mental retardation	26.0202 = Biochemistry
13.1015 = Education, early childhood special educ	26.0203 = Biophysics
13.1202 = Elementary education and teaching	26.0205 = Molecular biochemistry
13.1203 = Jr high/intermediate/middle school educ	26.0210 = Biochemistry/biophysics/molecular bio
13.1205 = Secondary education and teaching	26.0299 = Biochem/biophysics/molecular bio, other
13.1206 = Teacher education, multiple levels	26.0301 = Botany/plant biology
13.1210 = Early childhood education and teaching	26.0701 = Zoology/animal biology
13.1302 = Art teacher education	26.0708 = Animal behavior and ethology
13.1303 = Business teacher education	26.0709 = Wildlife biology
13.1305 = English/language arts teacher education	26.0908 = Exercise physiology
13.1308 = Family/consumer science teacher educ	26.1302 = Marine biology/biological oceanography
13.1311 = Mathematics teacher education	26.1305 = Environmental biology
13.1312 = Music teacher education	26.1307 = Conservation biology
13.1314 = Physical education teaching and coaching	26.9999 = Biological/biomedical sciences, other
13.1317 = Social science teacher education	27.0101 = Mathematics, general
13.1328 = History teacher education	27.0199 = Mathematics, other
13.1330 = Spanish language teacher education	27.0301 = Applied mathematics
13.1331 = Speech teacher education	30.0501 = Peace studies and conflict resolution
14.0101 = Engineering, general	30.0801 = Mathematics and computer science
14.0201 = Aerospace/aero/astronautical engineering	30.1101 = Gerontology
14.0601 = Ceramic sciences and engineering	30.1701 = Behavioral sciences
14.0801 = Civil engineering, general	30.1801 = Natural sciences
14.0803 = Structural engineering	30.2001 = International/global studies
14.0899 = Civil engineering, other	30.2401 = Neuroscience
14.0901 = Computer engineering, general	30.9999 = Multi-/interdisciplinary studies, other
14.0903 = Computer software engineering	31.0101 = Parks, recreation and leisure studies
14.1001 = Electrical communications engineering	31.0301 = Park/recreation/leisure facilities mngmt
14.1901 = Mechanical engineering	31.0501 = Health and physical education, general
14.2201 = Naval architecture/marine engineering	31.0504 = Sport and fitness administration/mngmt
14.2401 = Ocean engineering	31.0505 = Kinesiology and exercise science
15.0201 = Civil engineering technology/technician	31.0599 = Health/physical education/fitness, other
15.0305 = Telecommunications technology/technician	31.9999 = Parks/recreation/leisure/fitness, other
15.0612 = Industrial technology/technician	38.0101 = Philosophy
15.0613 = Manufacturing technology/technician	38.0199 = Philosophy, other
15.0805 = Mechanical engineering/mechanical tech	38.0201 = Religion/religious studies
16.0501 = German language and literature	38.0299 = Religion/religious studies, other
16.0901 = French language and literature	39.0201 = Bible/biblical studies
16.0905 = Spanish language and literature	39.0401 = Religious education
16.1299 = Classics/classical lang/lit/ling, other	39.0501 = Religious/sacred music
16.1502 = Finnish/related lang/lit/linguistics	39.0602 = Divinity/ministry (bd, mdiv)
19.0000 = Work and family studies	39.0701 = Pastoral studies/counseling
19.0101 = Family/consumer sciences/human sci, gen	39.0702 = Youth ministry
19.0299 = Family/consumer/human sciences, other	39.0799 = Pastoral counsel/specialized ministries
19.0701 = Human development/family studies general	39.9999 = Theology and religious vocations, other
19.0706 = Child development	40.0404 = Meteorology
19.0707 = Family and community services	40.0499 = Atmospheric sciences/meteorology, other
22.0000 = Legal studies, general	40.0501 = Chemistry, general

40.0601 = Geology/earth science, general	50.0908 = Voice and opera
40.0801 = Physics, general	50.0910 = Jazz/jazz studies
40.9999 = Physical sciences, other	50.0911 = Violin/guitar/other stringed instruments
41.9999 = Science technologies/technicians, other	50.0999 = Music, other
42.0101 = Psychology, general	50.9999 = Visual and performing arts, other
42.0201 = Clinical psychology	51.0000 = Health services/science/allied health
42.0401 = Community psychology	51.0201 = Communication disorders, general
42.0601 = Counseling psychology	51.0203 = Speech-language pathology/pathologist
42.0701 = Developmental and child psychology	51.0299 = Communication disorders sciences, other
42.0901 = Industrial and organizational psychology	51.0701 = Health/health care admin/management
42.1601 = Social psychology	51.0806 = Physical therapist assistant
42.2601 = Forensic psychology	51.0911 = Radiologic technician/radiographer
42.9999 = Psychology, other	51.0913 = Athletic training/trainer
43.0103 = Criminal justice/law enforcement admin	51.1005 = Clinical lab science/medical technician
43.0199 = Corrections and criminal justice, other	51.1010 = Cytogenetics/clinical genetics tech
44.0401 = Public administration	51.1101 = Pre-dentistry studies
44.0701 = Social work	51.1599 = Mental/social health serv, allied prof
45.0101 = Social sciences, general	51.1601 = Nursing/registered nurse
45.0201 = Anthropology	51.1603 = Adult health nurse/nursing
45.0401 = Criminology	51.1607 = Nurse midwife/nursing midwifery
45.0601 = Economics, general	51.1608 = Nursing science (ms, phd)
45.0605 = International economics	51.1609 = Pediatric nurse/nursing
45.0701 = Geography	51.2211 = Health services administration
45.0901 = International relations and affairs	51.2399 = Rehab and therapeutic professions, other
45.1001 = Political science and gov, general	51.3101 = Dietetics/dietitian (rd)
45.1002 = American government/politics, US	51.9999 = Health prof/related clinical sci other
45.1099 = Political science and government, other	52.0101 = Business/commerce, general
45.1101 = Sociology	52.0201 = Business admin/management, general
45.9999 = Social sciences, other	52.0204 = Office management and supervision
49.0399 = Marine transportation, other	52.0205 = Operations management and supervision
50.0101 = Visual and performing arts, general	52.0206 = Non-profit/public/org management
50.0201 = Craft design, folk art and artisanry	52.0299 = Business admin/management/ops, other
50.0301 = Dance, general	52.0301 = Accounting
50.0401 = Design and visual communications, gen	52.0304 = Accounting and finance
50.0408 = Interior design	52.0305 = Accounting and business/management
50.0409 = Graphic design	52.0499 = Bus ops suppt/secretarial service, other
50.0499 = Design and applied arts, other	52.0501 = Business/corporate communications
50.0501 = Drama and dramatics/theatre arts, gen	52.0601 = Business/managerial economics
50.0504 = Playwriting and screenwriting	52.0701 = Entrepreneurship/entrepreneurial studies
50.0506 = Acting	52.0799 = Entrepreneurial/small bus ops, other
50.0508 = Theatre/theatre arts management	52.0801 = Finance, general
50.0599 = Dramatic/theatre arts/stagecraft, other	52.0899 = Finance/financial mngmnt service other
50.0601 = Film/cinema studies	52.0901 = Hospitality admin/management, general
50.0602 = Cinematography and film/video production	52.0903 = Tourism and travel services management
50.0605 = Photography	52.1001 = Human resource mngmn admin, general
50.0699 = Film/video and photographic arts, other	52.1101 = International business/trade/commerce
50.0701 = Art/art studies, general	52.1201 = Management information systems, general
50.0702 = Fine/studio arts, general	52.1401 = Marketing/marketing management, general
50.0703 = Art history, criticism and conservation	52.1499 = Marketing, other
50.0706 = Intermedia/multimedia	52.1902 = Fashion merchandising
50.0708 = Painting	52.1908 = Bus/personal/financial serv marketing op
50.0709 = Sculpture	52.9999 = Bus/mngmnt/market/rel support serv other
50.0712 = Fiber, textile and weaving arts	54.0101 = History, general
50.0799 = Fine arts and art studies, other	54.0102 = American history, United States
50.0901 = Music, general	54.0103 = European history
50.0903 = Music performance, general	<i>Applies to: All respondents.</i>
50.0904 = Music theory and composition	Sources: B&B:08/09 field test student interview

RBEXPWD, RBEXPRP, RBEXPIN, RBEXPAP, and RBEXPGH

Academic experiences at NPSAS

While enrolled at [NPSAS] for your bachelor's degree did you...

0 = No

1 = Yes

RBEXPWD - Withdraw from a course because you were failing it?

RBEXPRP - Repeat a course to earn a higher grade?

RBEXPIN - Receive an incomplete grade in a course?

RBEXPAP - Get placed on academic probation?

RBEXPGH - Graduate with any type of academic honors?

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBNPTRN

Transfer or multiple enrollment

You have indicated that you attended schools other than [NPSAS] before your graduation from [NPSAS] with your bachelor's degree.

Did you transfer between schools, enroll at more than one school at the same time, or both transfer between schools and enroll at more than one school at the same time?

1 = Transfer between schools

2 = Enroll at more than one school at the same time (including summer school at another school)

3 = Both transfer between schools and enroll at more than one school at the same time

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBNPCRD

Attempted to transfer credits

Did you attempt to transfer any credits between schools?

0 = No

1 = Yes

Applies to: Respondents who were enrolled in at least one school other than NPSAS between high school and graduation from NPSAS with their bachelor's degree.

Sources: B&B:08/09 field test student interview

RBNPACC

Transfer credits accepted

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

0 = None

1 = Some

2 = All

Applies to: Respondents who attempted to transfer credits between schools.

Sources: B&B:08/09 field test student interview

RBNPTRWK, RBNPTRRP, RBNPTRFD, RBNPTRAC, RBNPTRTN, RBNPTRDG, RBNPTRLO, RBNPTRPR, RBNPTROT, and RBNPTRSP

Reasons for transferring

Why did you transfer between schools?

0 = No

1 = Yes

RBNPTRWK - Transfer school offered desired program/coursework

RBNPTRRP - Reputation of the transfer school or the reputation of a particular program or the faculty at the transfer school

RBNPTRFD - Transfer school was more affordable than the school from where you transferred

RBNPTRAC - Had academic problems at school before

RBNPTRTN - Wanted to return to the transfer school

RBNPTRDG - To earn a degree/certificate at the transfer school

RBNPTRLO - Preferred the location of the transfer school

RBNPTRPR - Personal/family reasons

RBNPTROT - Other reason

RBNPTRSP - Other specify

Applies to: Respondents who transferred between schools.

Sources: B&B:08/09 field test student interview

RBMAASP, RBMAEZ, RBMASC, RBMATR, RBMAMJ, RBMACT, RBMAPR, RBMAFI, RBMADG, RBMAOT, and RBMLTSPE

Reason for multiple enrollment radio

Why did you decide to enroll at more than one school at the same time?

0 = No

1 = Yes

RBMAASP - To finish school more quickly

RBMAEZ - To take easier classes at a different school

RBMASC - The other school offered a better class schedule

RBMATR - Preparing to transfer to or trying out another school

RBMAMJ - Trying out a program or major not available at your primary school

RBMACT - Participated in a consortium

RBMAPR - Personal enrichment (took extra classes at another school not related to your program at your primary school)

RBMAFI - Financial reasons

RBMADG - To earn an additional degree at another school

RBMAOT - Other reason

RBMLTSPE - Other specify

Applies to: Respondents who enrolled at more than one school at the same time and were administered the Yes/No version of this form.

Sources: B&B:08/09 field test student interview

RBMLTSO, RBMLTEZ, RBMLTSC, RBMLTTR, RBMLTMJ, RBMLTCT, RBMLTPR, RBMLTFI, RBMLTDG, RBMLTOT, and RBMLTOSP

Reason for multiple enrollment checkbox

Why did you decide to enroll at more than one school at the same time?

0 = No

1 = Yes

RBMLTSO - To finish school more quickly

RBMLTEZ - To take easier classes at a different school

RBMLTSC - The other school offered a better class schedule

RBMLTTR - Preparing to transfer to or trying out another school

RBMLTMJ - Trying out a program or major not available at your primary school

RBMLTCT - Participated in a consortium

RBMLTPR - Personal enrichment (took extra classes at another school not related to your program at your primary school)

RBMLTFI - Financial reasons

RBMLTDG - To earn an additional degree at another school

RBMLTOT - Other reason

RBMLTOSP - Other specify

Applies to: Respondents who enrolled at more than one school at the same time and were administered the checkbox version of this form.

Sources: B&B:08/09 field test student interview

RBMERT01-03

Multiple enrollment reason 1-3: textbox string

Why did you decide to enroll at more than one school at the same time? (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 enrolled at more than one school at the same time and were administered the textbox/dropdown version of this form.

Sources: B&B:08/09 field test student interview

RBMERD01

Multiple enrollment reason 1: drop down

[If COMPMODE = 0]

How would you categorize the answer(s) you gave? (Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RBMERT01]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response.

1 = To finish school more quickly

2 = To take easier classes at a different school

3 = The other school offered a better class schedule

4 = Preparing to transfer to or trying out another school

5 = Trying out a program or major not available at your primary school

6 = Participated in a consortium

7 = Personal enrichment (took extra classes at another school not related to your program at your primary school)

8 = Financial reasons

9 = To earn an additional degree at another school

10 = Other reason

Applies to: Respondents who enrolled at more than one school at the same time and were administered the textbox/dropdown version of this form and provided at least 1 response.

Sources: B&B:08/09 field test student interview

RBMERD02

Multiple enrollment reason 2: drop down

[If COMPMODE = 0]

How would you categorize the answer(s) you gave? (Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RBMERT02]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response.

1 = To finish school more quickly

2 = Take easier classes at different school

3 = Other school offered better schedule

4 = Preparing to transfer to another school

5 = Trying out a program/major not available

6 = Participated in a consortium

7 = Personal enrichment

8 = Financial reasons

9 = Earn additional degree at another school

10 = Other reason

Applies to: Respondents who enrolled at more than one school at the same time and were administered the textbox/dropdown version of this form and provided at least 2 responses.

Sources: B&B:08/09 field test student interview

RBMERD03

Multiple enrollment reason 3: drop down

[If COMPMODE = 0]

How would you categorize the answer(s) you gave?
(Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RBMERD03]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response.

- 1 = To finish school more quickly
- 2 = Take easier classes at different school
- 3 = Other school offered better schedule
- 4 = Preparing to transfer to another school
- 5 = Trying out a program/major not available
- 6 = Participated in a consortium
- 7 = Personal enrichment
- 8 = Financial reasons
- 9 = Earn additional degree at another school
- 10 = Other reason

Applies to: Respondents who enrolled at more than one school at the same time and were administered the textbox/dropdown version of this form and provided at least 3 responses.

Sources: B&B:08/09 field test student interview

RBMLTA-RBMLTJ,RBMLTS01

Reason for multiple enrollment combined

Why did you decide to enroll at more than one school at the same time?

0 = No

1 = Yes

- RBMLTA - To finish school more quickly
- RBMLTB - To take easier classes at a different school
- RBMLTC - The other school offered a better class schedule
- RBMLTD - Preparing to transfer to or trying out another school
- RBMLTE - Trying out a program or major not available at your primary school
- RBMLTF - Participated in a consortium
- RBMLTG - Personal enrichment (took extra classes at another school not related to your program at your primary school)
- RBMLTH - Financial reasons
- RBMLTI - To earn an additional degree at another school
- RBMLTJ - Other reason
- RBMLTS01 - Other specify

Applies to: Respondents who enrolled at more than one school at the same time.

Sources: B&B:08/09 field test student interview

RBPELL

Received Pell grant in the 2006-2007 school year

Did you receive a Pell grant for the 2006-2007 school year?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBSMTYR

Received SMART grant

Did you receive a SMART grant?

0 = No

1 = Yes, during junior (3rd) year only

2 = Yes, during senior (4th) year only

3 = Yes, during both junior (3rd) and senior (4th) years

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBSMTCG

Chose or changed major for SMART grant eligibility

Did you choose a major or change your major in order to qualify for a SMART grant?

0 = No

1 = Yes

Applies to: Respondents who received a SMART grant.

Sources: B&B:08/09 field test student interview

RBSMTNPL, RBSMTNFT, RBSMTNQM, and RBSMTGPA

No SMART grant in senior year

Why did you not receive a SMART grant in your senior (4th) year?

0 = No

1 = Yes

RBSMTNPL - You were not eligible for a PELL grant your senior year

RBSMTNFT - You were not full-time your senior year

RBSMTNQM - You did not have a qualifying SMART major your senior year

RBSMTGPA - You did not earn at least a 3.0 GPA going into your senior year

Applies to: Respondents who received a SMART grant in their junior year only.

Sources: B&B:08/09 field test student interview

RBUGLN

Undergraduate loans

Other than money you may have borrowed from family or friends, did you take out any type of education loans to help pay for your undergraduate education?

Other than money you may have borrowed from family or friends, did you take out any type of education loans to help pay for your undergraduate education?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBLNFED, RBLNPRI, RBLNELSE, and RBLNSPE*Loan type*

What type of loans did you borrow to help pay for your undergraduate education?

0 = No

1 = Yes

RBLNFED - Federal loans, such as Stafford or Perkins loans

RBLNPRI - Private loans, such as Sallie Mae Signature, CitiAssist, and EXCEL loans

RBLNELSE - Other types of loans

RBLNSPE - Other specify

Applies to: Respondents who took out undergraduate loans.

Sources: B&B:08/09 field test student interview

RBUGLAM*Amount borrowed in undergraduate loans*

How much did you borrow in student loans for your entire undergraduate education? Please do not include any money borrowed from family or friends. (If you are unsure of the amount, please provide your best estimate.)

Applies to: Respondents who took out undergraduate loans.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RBUGPRIV*Amount borrowed in private undergraduate loans*

Of the [if RBUGLAM > 0] \$[RBUGLAM] [else] amount] you borrowed for your undergraduate education, how much money did you borrow through private student loans?

Applies to: Respondents who had private loans.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RBUGPRDK*Amount borrowed in private undergraduate loans: don't know*

Of the [if RBUGLAM > 0] \$[RBUGLAM] [else] amount] you borrowed for your undergraduate education, how much money did you borrow through private student loans?

Don't know

0 = No

1 = Yes

Applies to: Respondents who had private loans.

Sources: B&B:08/09 field test student interview

RBUGOWE*Amount owed for undergraduate loans*

How much of the [if RBUGLAM > 0] \$[RBUGLAM] [else] amount that you borrowed] in total undergraduate loans do you still owe?

Applies to: Respondents who took out undergraduate loans.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RBUGDK*Amount owed for undergraduate loans: don't know*

How much of the [if RBUGLAM > 0] \$[RBUGLAM] [else] amount that you borrowed] in total undergraduate loans do you still owe?

0 = No

1 = Yes

Applies to: Respondents who took out undergraduate loans.

Sources: B&B:08/09 field test student interview

RBRPYST*Currently repaying undergraduate loans*

Are you currently repaying any educational loans for your undergraduate education? If you are married and your spouse is paying your loans for you, indicate yes. If someone other than a spouse is paying your loans for you, indicate no.

0 = No

1 = Yes

Applies to: Respondents who owed money on their undergraduate loans.

Sources: B&B:08/09 field test student interview

RBRPYAMT*Monthly undergraduate loan payment*

How much do you pay each month for your undergraduate education loans?

Applies to: Respondents who owed money on their undergraduate loans and knew the amount.

Note: Responses have been rounded to the nearest integer.

Recode note: If RBRPYST = 0 then RBRPYAMT = 0

Sources: B&B:08/09 field test student interview

RBRPYDK*Monthly undergraduate loan payment: don't know*

How much do you pay each month for your undergraduate education loans?

Don't know

0 = No

1 = Yes

Applies to: Respondents who were repaying their undergraduate loans.

Sources: B&B:08/09 field test student interview

RBPRHELP

Family helping repay undergraduate loans

Are your parents or any other family or friends helping you to repay your undergraduate education loans? If only your spouse is helping you to repay your undergraduate loans, indicate no.

0 = No

1 = Yes

Applies to: Respondents who were repaying their undergraduate loans.

Sources: B&B:08/09 field test student interview

RBPRDEC

Both parents deceased

Are your parents or any other family or friends helping you to repay your undergraduate education loans? If only your spouse is helping you to repay your undergraduate loans, indicate no.

Please check here if both your parents are deceased

0 = No

1 = Yes

Applies to: Respondents who were repaying their undergraduate loans.

Sources: B&B:08/09 field test student interview

RBNTPAY

Reason not currently repaying undergraduate loans

Why are you not currently repaying your undergraduate loans?

1 = You are participating in a loan forgiveness program

2 = Loans are in forbearance

3 = Loans have been cancelled by the lender

4 = Loans are in an 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 = Someone else is paying or paid back your loans for you

8 = Loans are in deferment

9 = Have already paid them off

10 = Other reason not listed

Applies to: Respondents who were not currently repaying their undergraduate loans.

Sources: B&B:08/09 field test student interview

RBLNENR, RBLNPRO, RBLNUNA, RBLNECO, RBLNSER, RBLNMIL, and RBLNOTH

Loan deferral reason

For which of the following reasons have you been able to defer repayment of your student loans?

0 = No

1 = Yes

RBLNENR - Enrolled at least half-time in a postsecondary school

RBLNPRO - Study in an approved graduate fellowship program or in an approved rehabilitation training program for the disabled

RBLNUNA - Unable to find full-time employment

RBLNECO - Experiencing economic hardship (includes Peace Corps Service)

RBLNSER - Participate in a teaching or other service deferment program

RBLNMIL - On active military duty

RBLNOTH - Other reason not listed

Applies to: Respondents whose undergraduate loans were in deferment.

Sources: B&B:08/09 field test student interview

RBLNFRG

Participated in loan forgiveness program

[If RBUGOWE = 0]

Did you participate in a loan forgiveness program?

[else]

Are you participating in a loan forgiveness program?

0 = No

1 = Yes

Applies to: Respondents who were currently repaying their undergraduate loans.

Sources: B&B:08/09 field test student interview

RBLNINFL

Undergraduate loan debt influenced employment plans

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 took out undergraduate loans.

Sources: B&B:08/09 field test student interview

**RBLNINJB, RBLNINWK, RBLNINHR,
RBLNINPY, RBLNINST, RBLNINMR,
RBLNINOT, and RBLNINSP***Undergraduate loan debt influenced employment*

In what ways has your undergraduate student loan debt influenced your employment plans and decisions?

0 = No

1 = Yes

RBLNINJB - Took less desirable job

RBLNINWK - Had to go to work sooner than originally planned

RBLNINHR - Had to work more hours than desired

RBLNINPY - Had to look for higher paying job

RBLNINST - Took job outside field of study or training to cover the monthly student loan payment

RBLNINMR - Had to work more than one job at the same time

RBLNINOT - Other reason not listed

RBLNINSP - Other specify

Applies to: Respondents whose undergraduate loan debt influenced their employment plans.

Sources: B&B:08/09 field test student interview

RBLNWRTH*Undergraduate loan debt a worthwhile investment*

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 undergraduate loans.

Sources: B&B:08/09 field test student interview

RBINCHO*Satisfaction with quality of education from NPSAS*

Are you satisfied with the quality of the undergraduate education you received at [NPSAS]?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBMAJCHO*Satisfaction with undergraduate major choice*

[If RBNPMA] ne -9]

Are you satisfied with your choice of [RBNPMA] as your undergraduate major or course of study?

[else]

Are you satisfied with your choice of undergraduate major or course of study?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RBCOBEN*Cost/time of education worth career options/earnings*

Do you think your career options and earnings potential are worth the amount of time you spent and the financial cost of your undergraduate education?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RCPSTGRD*Enrolled in any school for post-bachelor's education*

Now we'd like to ask you some questions about any additional education or training you've had since earning your bachelor's degree from [NPSAS]. Since completing that degree, have you enrolled in any school for more education? If you have been accepted to a school and will be enrolled in the 2008-2009 school year, indicate yes.

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RCSCH01*Post-bachelor's school 1: name*

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list.

Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

What is the name of that school, and in what city and state is it located?

Please bear with me as I code this - it should just take a second.

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCIPED01

Post-bachelor's school 1: IPEDS

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list. Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

What is the name of that school, and in what city and state is it located?

Please bear with me as I code this - it should just take a second.

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCCT01

Post-bachelor's school 1: city

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list. Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

What is the name of that school, and in what city and state is it located?

Please bear with me as I code this - it should just take a second.

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCST01

Post-bachelor's school 1: state

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list.

Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

What is the name of that school, and in what city and state is it located?

Please bear with me as I code this - it should just take a second.

- | | |
|--------------------------|--------------------|
| 1 = Alabama | 14 = Illinois |
| 2 = Alaska | 15 = Indiana |
| 3 = Arizona | 16 = Iowa |
| 4 = Arkansas | 17 = Kansas |
| 5 = California | 18 = Kentucky |
| 6 = Colorado | 19 = Louisiana |
| 7 = Connecticut | 20 = Maine |
| 8 = Delaware | 21 = Maryland |
| 9 = District of Columbia | 22 = Massachusetts |
| 10 = Florida | 23 = Michigan |
| 11 = Georgia | 24 = Minnesota |
| 12 = Hawaii | 25 = Mississippi |
| 13 = Idaho | 26 = Missouri |

- | | |
|---------------------|---|
| 27 = Montana | 47 = Virginia |
| 28 = Nebraska | 48 = Washington |
| 29 = Nevada | 49 = West Virginia |
| 30 = New Hampshire | 50 = Wisconsin |
| 31 = New Jersey | 51 = Wyoming |
| 32 = New Mexico | 52 = Puerto Rico |
| 33 = New York | 53 = Canada |
| 34 = North Carolina | 54 = American Samoa |
| 35 = North Dakota | 55 = Guam |
| 36 = Ohio | 56 = Fed State Micronesia |
| 37 = Oklahoma | 57 = Marshall Islands |
| 38 = Oregon | 58 = Northern Mariana Isl |
| 39 = Pennsylvania | 59 = Palau |
| 40 = Rhode Island | 60 = U.S. Virgin Islands |
| 41 = South Carolina | 61 = American Military |
| 42 = South Dakota | 62 = Mexico |
| 43 = Tennessee | 63 = Foreign country
(other than Mexico and
Canada) |
| 44 = Texas | |
| 45 = Utah | |
| 46 = Vermont | |

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCLEVL01*Post-bachelor's school 1: level*

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list.

Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

What is the name of that school, and in what city and state is it located?

Please bear with me as I code this - it should just take a second.

1 = 4-year

2 = 2-year

3 = Less-than-2-year

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCCTRL01*Post-bachelor's school 1: control*

[If COMPMODE = 0]

What is the name of that school? To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. If your school is outside the US and its territories, select Foreign Country from the state list and click Search for School.

2. Click on the name of your school in the resulting list.

Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[else]

What is the name of that school, and in what city and state is it located?

Please bear with me as I code this - it should just take a second.

1 = Public

2 = Private not-for-profit

3 = Private for-profit

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCCREN01*Post-bachelor's school 1: current enrollment*

Are you currently enrolled at [RCSCH01]?

0 = No

1 = Yes

2 = I have been accepted to [RCSCH01] and will be enrolled in the 2008-2009 school year.

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

TSLCREN1*Post-bachelor's school 1: current enrollment status*

TSLCREN1 is an internal variable indicating enrollment at [RCSCH01]

TSLCREN1 = RCCREN01

0 = Not currently enrolled

1 = Currently enrolled

2 = Future enrollment

3 = Past enrollment, additional program

4 = Current enrollment, additional program

5 = Future enrollment, additional program

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCETYP01*Post-bachelor's school 1: enrollment type*

[If TSLCREN1 = 5]

Will you be enrolled at [RCSCH01] primarily to earn another degree or certificate, or will you just be taking classes?

[else if TSLCREN1 = 4]

Are you enrolled at [RCSCH01] primarily to earn another degree or certificate, or are you just taking classes?

[else if TSLCREN1 = 3]

Were you enrolled at [RCSCH01] primarily to earn another degree or certificate, or were you just taking classes?

[else if TSLCREN1 = 2]

At [RCSCH01], will you be primarily enrolled to earn a degree or certificate, or will you just be taking classes?

[else if TSLCREN1 = 1]

At [RCSCH01], are you primarily enrolled to earn a degree or certificate, or are you just taking classes?

[else]

At [RCSCH01], 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 noncredit classes

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCDEG01

Post-bachelor's school 1: degree type

[If TSLCREN1 = 5]

What other degree or certificate will you be working on at [RCSCH01]?

[else if TSLCREN1 = 4]

What other degree or certificate are you working on at [RCSCH01]?

[else if TSLCREN1 = 3]

What other degree or certificate were you working on at [RCSCH01]?

If you were co-enrolled at [RCSCH01] and another institution, indicate only the degree or certificate you were, or would have been, awarded from [RCSCH01].

[else if TSLCREN1 = 2]

What degree or certificate will you be working on at [RCSCH01]?

If you will be working on more than one degree or certificate at the same time at [RCSCH01], you can select only one now. You will have an opportunity to tell us about other degrees and certificates at [RCSCH01] later.

If you will be co-enrolled at [RCSCH01] and another institution, you must indicate only the degree or certificate you will be awarded from [RCSCH01].

[else if TSLCREN1 = 1]

What degree or certificate are you working on at [RCSCH01]?

If you are working on more than one degree or certificate at the same time at [RCSCH01], you can select only one now. You will have an opportunity to tell us about other degrees and certificates at [RCSCH01] later. If you are co-enrolled at [RCSCH01] and another institution, you must indicate only the degree or certificate you will be awarded from [RCSCH01].

[else]

What degree or certificate were you working on at [RCSCH01]? If you were working on more than one degree or certificate at the same time at [RCSCH01], you can select only one now. You will have an opportunity to tell us about other degrees and certificates at [RCSCH01] later. If you were co-enrolled at [RCSCH01] and another institution, you must indicate only the degree or certificate you were or would have been awarded from [RCSCH01].

- 1 = Undergraduate certificate
- 2 = Associate's degree (AS, AA, etc.)
- 3 = Second bachelor's degree (BA, BS, BFA, etc.)
- 4 = Post-baccalaureate certificate
- 5 = Master's degree (MA, MS, MBA, MFA, MDiv, MAT, etc.)
- 6 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine)
- 7 = Doctoral degree (PhD, EdD, DBA, etc.)
- 8 = Post-master's certificate

Applies to: Respondents enrolled in a degree program since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCMSTR01

Post-bachelor's school 1: type of master's degree

[If TSLCREN1 in (2 5)]

What type of master's degree will you be working on at [RCSCH01]?

[else if TSLCREN1 in (1 4)]

What type of master's degree are you working on at [RCSCH01]?

[else]

What type of master's degree were you working on at [RCSCH01]?

1 = MBA - business administration

2 = MS - science

3 = MA - arts

4 = MEd - education

5 = MPA - public administration

6 = MLS - library science

7 = MPH - public health

8 = MFA - fine arts

9 = MAA - applied arts

10 = MAT - teaching

11 = MDiv - divinity

12 = MSW - social work

13 = Landscape architecture

14 = Professional management

15 = Master of accounting

16 = Other master's

Applies to: Respondents enrolled in a master's degree program since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCPHD01

Post-bachelor's school 1: type of doctoral degree

[If TSLCREN1 in (2 5)]

What type of doctoral degree will you be working on at [RCSCH01]?

[else if TSLCREN1 in (1 4)]

What type of doctoral degree are you working on at [RCSCH01]?

[else]

What type of doctoral degree were you working on at [RCSCH01]?

1 = PhD

6 = DFA - fine arts

2 = EdD - education

7 = DPA - public

3 = THD - theology

administration

4 = DBA - business

8 = DSC/SCD - science

administration

9 = PsyD - psychology

5 = DEng - engineering

10 = Other doctoral

degree not listed

Applies to: Respondents enrolled in a doctoral program since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCPROF01

Post-bachelor's school 1: type of professional degree

[If TSLCREN1 in (2 5)]

What type of professional degree will you be working on at [RCSCH01]?

[else if TSLCREN1 in (1 4)]

What type of professional degree are you working on at [RCSCH01]?

[else]

What type of professional degree were you working on at [RCSCH01]?

1 = Ministry or divinity
(MDiv/DMin/MHL/BD/ordination)

2 = Law (JD/LLB)

3 = Medicine (MD)

4 = Osteopathic medicine (DO)

5 = Dentistry (DDS/DMD)

6 = Chiropractic (DC/DCM)

7 = Pharmacy (Pharm.D)

8 = Optometry (OD)

9 = Podiatry (DPM/DP/Pod.D)

10 = Veterinary medicine (DVM)

Applies to: Respondents enrolled in a professional degree program since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCMAJ01

Post-bachelor's school 1: primary major: string

[If TSLCREN1 in (2 5)]

What will be your primary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your primary major or field of study in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

[else if TSLCREN1 in (1 4)]

What is your primary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your primary major or field of study in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

[else]

What was your primary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your primary major or field of study in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

Applies to: Respondents who attended at least one other school since completing their bachelor's degree, except for those working on a professional degree.

Recode note: If RCETYP01 in (2 3) then RCMAJ01 = 'Not in a degree program'

Sources: B&B:08/09 field test student interview

RCMGEN01

Post-bachelor's school 1: primary major: general code

[If TSLCREN1 in (2 5)]

What will be your primary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your primary major or field of study in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

[else if TSLCREN1 in (1 4)]

What is your primary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your primary major or field of study in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

[else]

What was your primary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your primary major or field of study in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

The 2000 Classification of Instructional Programs (CIP)

was used to code these data. See

<http://nces.ed.gov/pubs2002/cip2000/> for more

information on the 2000 CIP.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sci/gen studies/humanities
- 25 = Library science
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 28 = Reserve officer training (jrotc/rotc)
- 29 = Military technologies
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production

49 = Transportation and materials moving
 50 = Visual and performing arts
 51 = Health/related clinical sciences
 52 = Business/management/marketing/related
 54 = History
 60 = Residency programs
 98 = Not in a degree program
Applies to: Respondents who attended at least one other school since completing their bachelor's degree, except for those working on a professional degree.
 Recode note: If RCETYP01 in (2 3) then RCMGEN01 = 98
 Sources: B&B:08/09 field test student interview

RCMSPE01

Post-bachelor's school 1: primary major: specific code
 [If TSLCREN1 in (2 5)]
 What will be your primary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your primary major or field of study in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)
 [else if TSLCREN1 in (1 4)]
 What is your primary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your primary major or field of study in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)
 [else]
 What was your primary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your primary major or field of study in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)
 The 2000 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/pubs2002/cip2000/> for more information on the 2000 CIP.
 Note: The following frequency listing shows all valid responses to RCMSPE01.
 01.0103 = Agricultural economics
 03.0601 = Wildlife and wildland science/management
 04.0201 = Architecture
 05.0103 = Asian studies/civilization
 05.0299 = Ethnic/minority/gender studies, other
 09.0101 = Communication studies/speech/rhetoric
 11.0103 = Information technology
 11.0701 = Computer science
 11.1004 = Web/multimedia management and webmaster
 11.1099 = Computer/info tech service admin, other
 12.0413 = Cosmetology/barber/style/nail instructor
 12.0504 = Restaurant/culinary/catering management
 13.0101 = Education, general
 13.0301 = Curriculum and instruction
 13.0401 = Educational leadership/admin, general
 13.0501 = Educational/instructional media design
 13.1001 = Special education and teaching, general

13.1011 = Education, specific learning disability
 13.1015 = Education, early childhood special educ
 13.1099 = Special education and teaching, other
 13.1101 = Counselor/guidance education/counseling
 13.1102 = College student counseling/services
 13.1202 = Elementary education and teaching
 13.1203 = Jr high/intermediate/middle school educ
 13.1205 = Secondary education and teaching
 13.1210 = Early childhood education and teaching
 13.1302 = Art teacher education
 13.1305 = English/language arts teacher education
 13.1307 = Health teacher education
 13.1311 = Mathematics teacher education
 13.1312 = Music teacher education
 13.1314 = Physical education teaching and coaching
 13.1315 = Reading teacher education
 13.1318 = Social studies teacher education
 13.1328 = History teacher education
 13.1330 = Spanish language teacher education
 13.1399 = Teacher development, specific, other
 13.1502 = Adult literacy tutor/instructor
 13.9999 = Education, other
 14.0601 = Ceramic sciences and engineering
 14.0801 = Civil engineering, general
 14.1001 = Electrical communications engineering
 14.1401 = Environmental/health engineering
 14.1901 = Mechanical engineering
 14.3501 = Industrial engineering
 14.9999 = Engineering, other
 15.1001 = Construction engineering technology
 15.1501 = Engineering/industrial management
 16.0901 = French language and literature
 16.0905 = Spanish language and literature
 19.0707 = Family and community services
 23.0101 = English language and literature, general
 23.0501 = Creative writing
 25.9999 = Library science, other
 26.0101 = Biology/biological sciences, general
 26.0102 = Biomedical sciences, general
 26.0204 = Molecular biology
 26.0901 = Physiology, general
 26.0906 = Neurobiology and neurophysiology
 26.0908 = Exercise physiology
 26.1301 = Ecology
 27.0101 = Mathematics, general
 30.1202 = Cultural resource mngmt/policy analysis
 30.1401 = Museology/museum studies
 30.1901 = Nutrition sciences
 30.2401 = Neuroscience
 30.9999 = Multi-/interdisciplinary studies, other
 31.0504 = Sport and fitness administration/mngmt
 31.0505 = Kinesiology and exercise science
 39.0201 = Bible/biblical studies
 39.0401 = Religious education
 39.0601 = Theology/theological studies
 39.0602 = Divinity/ministry (bd, mdiv)
 39.0604 = Pre-theology/pre-ministerial studies

39.0605 = Rabbinical studies (mhl/rav)
 39.0799 = Pastoral counsel/specialized ministries
 39.9999 = Theology and religious vocations, other
 40.0503 = Inorganic chemistry
 40.0504 = Organic chemistry
 40.0506 = Physical and theoretical chemistry
 40.0601 = Geology/earth science, general
 40.0804 = Elementary particle physics
 41.9999 = Science technologies/technicians, other
 42.0101 = Psychology, general
 42.0201 = Clinical psychology
 42.0601 = Counseling psychology
 42.1701 = School psychology
 42.2601 = Forensic psychology
 43.0103 = Criminal justice/law enforcement admin
 43.0104 = Criminal justice/safety studies
 43.0107 = Criminal justice/police science
 44.0401 = Public administration
 44.0501 = Public policy analysis
 44.0701 = Social work
 45.0101 = Social sciences, general
 45.0901 = International relations and affairs
 45.1001 = Political science and gov, general
 45.1099 = Political science and government, other
 45.9999 = Social sciences, other
 50.0409 = Graphic design
 50.0506 = Acting
 50.0601 = Film/cinema studies
 50.0605 = Photography
 50.0702 = Fine/studio arts, general
 50.0704 = Arts management
 50.0708 = Painting
 50.0901 = Music, general
 50.0903 = Music performance, general
 50.0904 = Music theory and composition
 50.0911 = Violin/guitar/other stringed instruments
 50.9999 = Visual and performing arts, other
 51.0000 = Health services/science/allied health
 51.0203 = Speech-language pathology/pathologist
 51.0299 = Communication disorders sciences, other
 51.0602 = Dental hygiene/hygienist
 51.0701 = Health/health care admin/management
 51.0711 = Medical/health mngmt/clinic specialist
 51.0806 = Physical therapist assistant
 51.0812 = Respiratory therapy technician/assistant
 51.1102 = Pre-medicine/pre-medical studies
 51.1311 = Medical nutrition
 51.1501 = Substance abuse/addiction counseling
 51.1503 = Clinical/medical social work
 51.1505 = Marriage and family therapy/counseling
 51.1508 = Mental health counseling/counselor
 51.1601 = Nursing/registered nurse
 51.1602 = Nursing administration (msn, ms, phd)
 51.1603 = Adult health nurse/nursing
 51.1604 = Nurse anesthetist
 51.1605 = Family practice nurse/nurse practitioner
 51.1608 = Nursing science (ms, phd)

51.1613 = Licensed practical/vocational nurse
 51.1699 = Nursing, other
 51.2201 = Public health, general (mph, dph)
 51.2205 = Health/medical physics
 51.2301 = Art therapy/therapist
 51.2306 = Occupational therapy/therapist
 51.2308 = Physical therapy/therapist
 51.3102 = Clinical nutrition/nutritionist
 52.0201 = Business admin/management, general
 52.0206 = Non-profit/public/org management
 52.0299 = Business admin/management/ops, other
 52.0301 = Accounting
 52.0305 = Accounting and business/management
 52.0801 = Finance, general
 52.0899 = Finance/financial mngmnt service other
 52.1001 = Human resource mngmn admin, general
 52.1002 = Labor and industrial relations
 52.1099 = Human resources mngmnt/services, other
 52.1299 = Management info systems/services, other
 52.1401 = Marketing/marketing management, general
 52.1501 = Real estate
 52.9999 = Bus/mngmnt/market/rel support serv other
 54.0101 = History, general
 54.0102 = American history, United States
 60.0215 = Diagnostic radiology
 98 = Not in a degree program

Applies to: Respondents who attended at least one other school since completing their bachelor's degree, except for those working on a professional degree.

Recode note: If RCETYP01 in (2 3) then RCMSPE01 = 98

Sources: B&B:08/09 field test student interview

RCDMAJ01

Post-bachelor's school 1: double major

Have you formally declared a double major for your [RCDEG01] at [RCSCH01] ?

0 = No

1 = Yes

Applies to: Respondents enrolled in a second bachelor's degree program.

Sources: B&B:08/09 field test student interview

RCMAJ201

Post-bachelor's school 1: secondary major: string

[If TSLCREN1 in (2 5)]

What will be your secondary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

[else if TSLCREN1 in (1 4)]

What is your secondary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

[else]

What was your secondary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

Applies to: Respondents enrolled in a second bachelor's degree program and declared a double major.

Recode note: If RCETYP01 in (2 3) then RCMAJ201 = 'Not in a degree program'

Sources: B&B:08/09 field test student interview

RC2GEN01

Post-bachelor's school 1: secondary major: general code

[If TSLCREN1 in (2 5)]

What will be your secondary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

[else if TSLCREN1 in (1 4)]

What is your secondary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

[else]

What was your secondary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.) The 2000 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/pubs2002/cip2000/> for more information on the 2000 CIP.

- 1 = Agriculture/operations/related sciences
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- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services

- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sci/gen studies/humanities
- 25 = Library science
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 28 = Reserve officer training (jrotc/rotc)
- 29 = Military technologies
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 54 = History
- 60 = Residency programs
- 98 = Not in a degree program

Applies to: Respondents enrolled in a second bachelor's degree program and declared a double major.

Recode note: If RCETYP01 in (2 3) then RC2GEN01 = 98

Sources: B&B:08/09 field test student interview

RC2SPE01

Post-bachelor's school 1: secondary major: specific code

[If TSLCREN1 in (2 5)]

What will be your secondary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

[else if TSLCREN1 in (1 4)]

What is your secondary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

[else]

What was your secondary major or field of study for your [RCDEG01] at [RCSCH01]? (Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.) The 2000 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/pubs2002/cip2000/> for more information on the 2000 CIP.

Note: The following frequency listing shows all valid responses to RC2SPE01.

13.1203 = Jr high/intermediate/middle school educ
98 = Not in a degree program

Applies to: Respondents enrolled in a second bachelor's degree program and declared a double major.

Recode note: If RCETYP01 in (2 3) then RC2SPE01 = 98

Sources: B&B:08/09 field test student interview

RCENST01

Post-bachelor's school 1: enrollment intensity

[If TSLCREN1 in (2 5)]

For the period of time you will be enrolled at [RCSCH01] for your [RCDEG01], will you be mainly a full-time or part-time student, or an equal mix of both?

[else if TSLCREN1 in (1 4)]

For the period of time you have been enrolled at [RCSCH01] for your [RCDEG01], 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 [RCSCH01] for your [RCDEG01], were you mainly a full-time or part-time student, or an equal mix of both?

1 = Full-time

2 = Part-time

3 = Equal mix of full-time and part-time

Applies to: Respondents enrolled in a degree program since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCERN01

Post-bachelor's school 1: received degree

Have you completed your program of study and received your

[RCDEG01] from [RCSCH01]?

0 = No

1 = Yes

Applies to: Respondents enrolled in a degree program since completing their bachelor's degree, but not currently enrolled.

Sources: B&B:08/09 field test student interview

RCEXMY01

Post-bachelor's school 1: date degree expected

In what month and year do you expect to receive your [RCDEG01] from [RCSCH01]?

Applies to: Respondents who were currently looking for a job and were administered the checkbox version of this form.

Sources: B&B:08/09 field test student interview

RCEXNC01

Post-bachelor's school 1: degree not expected

In what month and year do you expect to receive your [RCDEG01] from [RCSCH01]?

Do not expect to complete degree at [RCSCH01]

0 = No

1 = Yes

Applies to: Respondents enrolled in a degree program since completing their bachelor's degree, but have not completed the degree.

Sources: B&B:08/09 field test student interview

RCDGMY01

Post-bachelor's school 1: date degree awarded

In what month and year was your [RCDEG01] awarded by [RCSCH01]?

Applies to: Respondents who completed a degree since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

**RCRCAR01, RCRGRD01, RCRCHG01,
RCRSKL01, RCRLIC01, RCROPP01,
RCRREQ01, RCRPER01, RCRSOT01, and
RCROSP01**

Reason pursuing post-bachelor's education 1

Why did you decide to pursue your [RCDEG01] after earning your bachelor's degree from [NPSAS]?

0 = No

1 = Yes

RCRCAR01 - To gain further education before beginning a career

RCRGRD01 - To prepare for additional education

RCRCHG01 - To change your academic or occupational field

RCRSKL01 - To gain further skills or knowledge in your academic or occupational field

RCRLIC01 - For licensure or certification

RCROPP01 - To increase opportunities for promotion, advancement, or higher salary

RCRREQ01 - Required or expected by employer

RCRPER01 - For leisure or personal interest

RCRSOT01 - Other reason not listed

RCROSP01 - Other specify

Applies to: Respondents enrolled in a degree program since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

**RCRREP01, RCRRPR01, RCRST01,
RCRFAC01, RCRLOC01, RCROLY01,
RCRFIN01, RCRPRT01, RCROTH01, and
RCRSPE01**

Reason for choosing [RCSCH01]

Why did you choose to enroll at [RCSCH01] for your [RCDEG01]?

0 = No

1 = Yes

RCRREP01 - Reputation of the institution

RCRRPR01 - Reputation of the program

RCRCST01 - Costs (tuition, living expenses) were affordable

RCRFAC01 - Reputation of the faculty

RCRLOC01 - Location of the institution

RCROLY01 - Only program of its kind

RCRFIN01 - Financial aid package offered

RCRPRT01 - Opportunity to enroll part-time

RCROTH01 - Other

RCRSPE01 - Other specify

Applies to: Respondents enrolled in a degree program since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

**RCRSCR01, RCRSGR01, RCRSAC01,
RCRSSK01, RCRSLI01, RCRSOP01, RCRSRQ01,
RCRSLE01, RCRSOH01, and RCRHSP01**

Reason for courses at [RCSCH01]

Why did you decide to take individual courses for credit at [RCSCH01] after earning your bachelor's degree from [NPSAS]?

0 = No

1 = Yes

RCRSCR01 - To gain further education before beginning a career

RCRSGR01 - To prepare for graduate school or further education

RCRSAC01 - To change your academic or occupational field

RCRSSK01 - To gain further skills or knowledge in your academic or occupational field

RCRSLI01 - For licensure or certification

RCRSOP01 - To increase opportunities for promotion, advancement, or higher salary

RCRSRQ01 - Required or expected by employer

RCRSLE01 - For leisure or personal interest

RCRSOH01 - Other reason not listed

RCRHSP01 - Other specify

Applies to: Respondents who took classes for credit since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

**RCR2FR01, RCR2GR01, RCR2AC01, RCR2SK01,
RCR2LI01, RCR2OP01, RCR2RQ01, RCR2LE01,
RCR2OT01, and RCR2SP01**

Reason for noncredit courses at [RCSCH01]

Why did you decide to take noncredit courses at [RCSCH01] after earning your bachelor's degree from [NPSAS]?

0 = No

1 = Yes

RCR2FR01 - To gain further education before beginning a career

RCR2GR01 - To prepare for graduate school or further education

RCR2AC01 - To change your academic or occupational field

RCR2SK01 - To gain further skills or knowledge in your academic or occupational field

RCR2LI01 - For licensure or certification

RCR2OP01 - To increase opportunities for promotion, advancement, or higher salary

RCR2RQ01 - Required or expected by employer

RCR2LE01 - For leisure or personal interest

RCR2OT01 - Other reason not listed

RCR2SP01 - Other specify

Applies to: Respondents who took noncredit classes since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCOTH01

Enrolled at [RCSCH01] for any other degrees/certificates/coursework

Have you earned or been enrolled at [RCSCH01] for any additional degrees, certificates, or coursework since earning your bachelor's degree? Indicate yes only if the enrollment was for degrees or certificates or coursework about which you have not yet told us.

0 = No

1 = Yes, currently enrolled in an additional degree/certificate program or coursework at [RCSCH01]

2 = Yes, will be enrolled in an additional degree/certificate program or coursework at [RCSCH01] in the 2008-2009 school year

3 = Yes, was enrolled in a different degree/certificate program or coursework at [RCSCH01] since earning bachelor's degree

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCENR01

Enrolled at other schools besides [RCSCH01]

Have you enrolled at any other schools besides [RCSCH01] since earning your bachelor's degree at [NPSAS]?

0 = No

1 = Yes

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree and were not enrolled at that same school for an additional degree.

Sources: B&B:08/09 field test student interview

TCURENR

Current enrollment

TCURENR is an internal variable that calculates current enrollment status at any post-bachelor's school.

If TSLCREN1 = 1 or TSLCREN2 = 1 or TSLCREN3 = 1 or TSLCREN4 = 1 or

TSLCREN5 = 1 or TSLCREN6 = 1 or TSLCREN7 = 1 or TSLCREN8 = 1 or

TSLCREN9 = 1 then TCURENR = 1

else TCURENR = 0

0 = Not currently enrolled

1 = Currently enrolled

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RCFINSLO, RCFINBLO, RCFINGR, RCFINFEL, RCFINTA, RCFINRA, RCFINOVA, RCFINETR, RCFINPL, RCFINOTH, RCFINSPE, RCFINNON, and RCFINDK

Post-bachelor's financial aid type

What types of financial aid have you received to help pay for your additional education since earning your bachelor's degree from [NPSAS]?

0 = No

1 = Yes

RCFINSLO - Federal student loan

RCFINBLO - Private education or bank loan

RCFINGR - Grant or scholarship

RCFINFEL - Fellowship

RCFINTA - Teaching assistantship

RCFINRA - Research assistantship

RCFINOGA - Other graduate assistantship

RCFINETR - Tuition assistance from your employer

RCFINPL - Personal loan or gift from your family or other individual

RCFINOTH - Other

RCFINSPE - Other specify

RCFINNON - Did not receive financial aid

RCFINDK - Don't know

Applies to: Respondents who enrolled in at least one school for post-bachelor's education or training since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCFUTENR

Pursue additional degree/certificate

Do you expect to pursue another degree or certificate in the future?

0 = No

1 = Yes

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree.

Sources: B&B:08/09 field test student interview

RCNOINT, RCNOACD, RCNOCAR, RCNOFIN, RCNOPER, RCNOTH, and RCNOSPE

Reasons not pursuing additional degree/certificate

What are your reasons for deciding not to pursue an additional degree or certificate since earning your bachelor's degree from [NPSAS]?

0 = No

1 = Yes

RCNOINT - No interest in further education

RCNOACD - Tired of school/do not like school

RCNOCAR - Further education not required for career goals

RCNOFIN - Financial reasons

RCNOPER - Personal reasons (not financial)

RCNOTH - Other

RCNOSPE - Other specify

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and did not expect to pursue additional degrees.

Sources: B&B:08/09 field test student interview

RCBEGGRD

Expected enrollment date range for additional degree/certificate

Do you expect to be enrolled for an additional degree or certificate...

- 1 = In the coming year (in the 2008-2009 academic year)?
- 2 = In the next two years (2009-2010 academic year)?
- 3 = In three to five years (2010-2013)?
- 4 = In more than five years?

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue additional degrees.

Sources: B&B:08/09 field test student interview

RCGRE

Took graduate or professional entrance exam

Have you taken the GRE or another graduate or professional entrance exam?

- 0 = No
- 1 = Yes

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue additional degrees.

Sources: B&B:08/09 field test student interview

RCFTRDEG

Degree/certificate intend to pursue

Which degree or certificate do you intend to pursue? If you intend to pursue more than one, indicate the degree or certificate at the highest level.

- 1 = Undergraduate certificate
- 2 = Associate's degree (AA, AS, etc.)
- 3 = Second bachelor's degree (BA, BS, BFA, etc.)
- 4 = Post-baccalaureate certificate
- 5 = Master's degree (MA, MS, MBA, MFA, MDIV, MAT, etc.)
- 6 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine)
- 7 = Doctoral degree (PhD, ED.D, DBA, etc.)
- 8 = Post-master's certificate

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue additional degrees.

Sources: B&B:08/09 field test student interview

RCMSTINT

Type of master's degree intend to pursue

What type of master's degree do you wish to pursue?

- 1 = MBA - business administration
- 2 = MS - science
- 3 = M.ED - education
- 4 = M.ED - education
- 5 = MPA - public administration
- 6 = MLS - library science
- 7 = MPH - public health

- 8 = MFA - fine arts
- 9 = MAA - applied arts
- 10 = MAT - teaching
- 11 = M.DIV - divinity
- 12 = MSW - social work
- 13 = Landscape architecture
- 14 = Professional management
- 15 = Master of accounting
- 16 = Other master's

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue a master's degree.

Sources: B&B:08/09 field test student interview

RCPHDINT

Type of doctoral degree intend to pursue

What type of doctoral degree do you wish to pursue?

- 1 = PHD
- 2 = ED.D - education
- 3 = THD - theology
- 4 = DBA - business administration
- 5 = D.ENG - engineering
- 6 = DFA - fine arts
- 7 = DPA - public administration
- 8 = DSC/SCD - science
- 9 = PSYD - psychology
- 10 = Other doctoral degree not listed

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue a doctoral program.

Sources: B&B:08/09 field test student interview

RCPRINT

Type of professional degree intend to pursue

What type of professional degree do you wish to pursue?

- 1 = Ministry or divinity
(MDiv/DMin/MHL/BD/ordination)
- 2 = Law (JD/LLB)
- 3 = Medicine (MD)
- 4 = Osteopathic medicine (DO)
- 5 = Dentistry (DDS/DMD)
- 6 = Chiropractic (DC/DCM)
- 7 = Pharmacy (Pharm.D)
- 8 = Optometry (OD)
- 9 = Podiatry (DPM/DP/Pod.D)
- 10 = Veterinary medicine (DVM)

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue a professional program.

Sources: B&B:08/09 field test student interview

RCMAJINT*Intended major: string*

[If COMPMODE = 0]

Please enter your intended major or field of study in the box provided and then click the Search for Major button.

A list of categories that match your entry will be displayed.

[else]

What is your intended major or field of study?

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree except for a professional degree program.

Sources: B&B:08/09 field test student interview

RCINTGEN*Intended major: general code*

[If COMPMODE = 0]

Please enter your intended major or field of study in the box provided and then click the Search for Major button.

A list of categories that match your entry will be displayed.

[else]

What is your intended major or field of study?

The 2000 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/pubs2002/cip2000/> for more information on the 2000 CIP.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sci/gen studies/humanities
- 25 = Library science
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 28 = Reserve officer training (jrotc/rotc)
- 29 = Military technologies
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service

- 45 = Social sciences
 - 46 = Construction trades
 - 47 = Mechanic/repair technologies/technicians
 - 48 = Precision production
 - 49 = Transportation and materials moving
 - 50 = Visual and performing arts
 - 51 = Health/related clinical sciences
 - 52 = Business/management/marketing/related
 - 54 = History
 - 60 = Residency programs
- Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree except for a professional degree program.*
- Sources: B&B:08/09 field test student interview

RCINTSPE*Intended major: specific code*

Please enter your intended major or field of study in the box provided and then click the Search for Major button.

A list of categories that match your entry will be displayed.

The 2000 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/pubs2002/cip2000/> for more information on the 2000 CIP.

Note: The following frequency listing shows all valid responses to RCINTSPE.

- 03.0101 = Natural resources/conservation, general
- 03.0103 = Environmental studies
- 03.0104 = Environmental science
- 03.0206 = Land use planning/management/development
- 03.0301 = Fishing/fisheries science and management
- 03.0501 = Forestry, general
- 03.0506 = Forest/forest resources management
- 03.0601 = Wildlife and wildland science/management
- 03.9999 = Natural resources/conservation, other
- 04.0201 = Architecture
- 04.0301 = City/urban, community/regional planning
- 05.0107 = Latin American studies
- 09.0101 = Communication studies/speech/rhetoric
- 09.0102 = Mass communication/media studies
- 09.0401 = Journalism
- 09.0402 = Broadcast journalism
- 09.0404 = Photojournalism
- 09.0702 = Digital communication/media/multimedia
- 09.0799 = Radio/tv/digital communication, other
- 09.0902 = Public relations/image management
- 09.0904 = Political communication
- 09.0999 = PR/advertising/communication, other
- 10.0105 = Communications technology/technician
- 10.0304 = Animation/graphics/special effects
- 11.0103 = Information technology
- 11.0199 = Computer/information sciences, other
- 11.0701 = Computer science
- 11.1002 = System/networking/lan/wan management
- 11.1099 = Computer/info tech service admin, other
- 12.0401 = Cosmetology/cosmetologist, general

12.0500 = Cooking/related culinary arts, general	23.0801 = English literature, British/Commonwealth
13.0101 = Education, general	23.1101 = Technical and business writing
13.0201 = Bilingual and multilingual education	23.9999 = English lang/literature/letters, other
13.0401 = Educational leadership/admin, general	24.0101 = Liberal arts and science/liberal studies
13.0402 = Administration of special education	26.0101 = Biology/biological sciences, general
13.0406 = Higher education/higher education admin	26.0210 = Biochemistry/biophysics/molecular bio
13.0408 = Elementary/middle school admin/principal	26.0403 = Anatomy
13.0411 = Superintendency/educational system admin	26.0709 = Wildlife biology
13.0499 = Educational admin/supervision, other	26.0802 = Molecular genetics
13.0901 = Social/philosophical foundations of educ	26.1201 = Biotechnology
13.1001 = Special education and teaching, general	26.1302 = Marine biology/biological oceanography
13.1004 = Education/teaching of gifted/talented	26.1304 = Aquatic biology/limnology
13.1005 = Education, emotional disturbances	26.1307 = Conservation biology
13.1013 = Education, autism	27.0301 = Applied mathematics
13.1099 = Special education and teaching, other	27.0599 = Statistics, other
13.1101 = Counselor/guidance education/counseling	29.0101 = Military technologies
13.1202 = Elementary education and teaching	30.1401 = Museology/museum studies
13.1203 = Jr high/intermediate/middle school educ	30.2001 = International/global studies
13.1205 = Secondary education and teaching	30.2101 = Holocaust and related studies
13.1210 = Early childhood education and teaching	30.9999 = Multi-/interdisciplinary studies, other
13.1302 = Art teacher education	31.0504 = Sport and fitness administration/mngmt
13.1303 = Business teacher education	31.0505 = Kinesiology and exercise science
13.1305 = English/language arts teacher education	31.0599 = Health/physical education/fitness, other
13.1307 = Health teacher education	38.0101 = Philosophy
13.1309 = Technology/industrial arts teacher educ	38.0203 = Christian studies
13.1311 = Mathematics teacher education	39.0201 = Bible/biblical studies
13.1312 = Music teacher education	39.0401 = Religious education
13.1314 = Physical education teaching and coaching	39.0601 = Theology/theological studies
13.1315 = Reading teacher education	39.0602 = Divinity/ministry (bd, mdiv)
13.1316 = Science teacher education	39.0701 = Pastoral studies/counseling
13.1318 = Social studies teacher education	39.9999 = Theology and religious vocations, other
13.1328 = History teacher education	40.0501 = Chemistry, general
13.1330 = Spanish language teacher education	40.0607 = Oceanography, chemical and physical
13.1335 = Psychology teacher education	41.0101 = Biology technician/biotechnology labtech
14.0101 = Engineering, general	41.9999 = Science technologies/technicians, other
14.0201 = Aerospace/aero/astronautical engineering	42.0101 = Psychology, general
14.0801 = Civil engineering, general	42.0201 = Clinical psychology
14.0803 = Structural engineering	42.0401 = Community psychology
14.0804 = Transportation and highway engineering	42.0601 = Counseling psychology
14.1001 = Electrical communications engineering	42.0701 = Developmental and child psychology
14.1901 = Mechanical engineering	42.0801 = Experimental psychology
14.2501 = Petroleum engineering	42.0901 = Industrial and organizational psychology
14.3501 = Industrial engineering	42.1601 = Social psychology
15.0405 = Robotics technology/technician	42.1701 = School psychology
15.0506 = Water quality/treatment/recycling tech	42.2001 = Clinical child psychology
15.0507 = Environmental engineering technology	42.2101 = Environmental psychology
16.0102 = Linguistics	42.2301 = Health/medical psychology
16.0905 = Spanish language and literature	42.2601 = Forensic psychology
16.1601 = American sign language (ASL)	42.9999 = Psychology, other
19.0101 = Family/consumer sciences/human sci, gen	43.0103 = Criminal justice/law enforcement admin
19.0201 = Business family/consumer sci/human sci	43.0107 = Criminal justice/police science
19.0299 = Family/consumer/human sciences, other	43.0199 = Corrections and criminal justice, other
22.0101 = Law (LLB, JD)	44.0000 = Human services, general
22.0302 = Legal assistant/paralegal	44.0401 = Public administration
23.0101 = English language and literature, general	44.0701 = Social work
23.0401 = English composition	44.0702 = Youth services/administration
23.0501 = Creative writing	45.0201 = Anthropology

- 45.0401 = Criminology
 45.0604 = Economic/international development
 45.0901 = International relations and affairs
 45.1001 = Political science and gov, general
 45.1099 = Political science and government, other
 45.1101 = Sociology
 45.9999 = Social sciences, other
 50.0101 = Visual and performing arts, general
 50.0301 = Dance, general
 50.0408 = Interior design
 50.0409 = Graphic design
 50.0508 = Theatre/theatre arts management
 50.0601 = Film/cinema studies
 50.0602 = Cinematography and film/video production
 50.0605 = Photography
 50.0699 = Film/video and photographic arts, other
 50.0701 = Art/art studies, general
 50.0702 = Fine/studio arts, general
 50.0708 = Painting
 50.0709 = Sculpture
 50.0903 = Music performance, general
 50.0904 = Music theory and composition
 50.0908 = Voice and opera
 51.0203 = Speech-language pathology/pathologist
 51.0701 = Health/health care admin/management
 51.0710 = Medical office assistant/specialist
 51.0799 = Health and medical admin services, other
 51.0806 = Physical therapist assistant
 51.0811 = Pathology/pathologist assistant
 51.0912 = Physician assistant
 51.0913 = Athletic training/trainer
 51.1004 = Clinical/medical laboratory technician
 51.1010 = Cytogenetics/clinical genetics tech
 51.1505 = Marriage and family therapy/counseling
 51.1601 = Nursing/registered nurse
 51.1602 = Nursing administration (msn, ms, phd)
 51.1603 = Adult health nurse/nursing
 51.1604 = Nurse anesthetist
 51.1605 = Family practice nurse/nurse practitioner
 51.1606 = Maternal/child health/neonatal nurse
 51.1608 = Nursing science (ms, phd)
 51.1609 = Pediatric nurse/nursing
 51.1611 = Public health/community nurse/nursing
 51.1612 = Perioperative room surgical nursing
 51.1614 = Nursing asst/aide and patient care asst
 51.1616 = Clinical nurse specialist
 51.1699 = Nursing, other
 51.2001 = Pharmacy
 51.2201 = Public health, general (mph, dph)
 51.2210 = International health/public health
 51.2301 = Art therapy/therapist
 51.2306 = Occupational therapy/therapist
 51.2308 = Physical therapy/therapist
 51.2401 = Veterinary medicine (dvm)
 51.3199 = Dietetics/clinical nutrition serv other
 51.3501 = Massage therapy/therapeutic massage
 51.9999 = Health prof/related clinical sci other
- 52.0101 = Business/commerce, general
 52.0201 = Business admin/management, general
 52.0203 = Logistics and materials management
 52.0204 = Office management and supervision
 52.0209 = Transportation/transportation management
 52.0299 = Business admin/management/ops, other
 52.0301 = Accounting
 52.0304 = Accounting and finance
 52.0305 = Accounting and business/management
 52.0409 = Parts/warehousing/inventory mngmnt ops
 52.0501 = Business/corporate communications
 52.0601 = Business/managerial economics
 52.0703 = Small business administration/management
 52.0801 = Finance, general
 52.0899 = Finance/financial mngmnt service other
 52.0903 = Tourism and travel services management
 52.1001 = Human resource mngmn admin, general
 52.1101 = International business/trade/commerce
 52.1201 = Management information systems, general
 52.1401 = Marketing/marketing management, general
 52.1402 = Marketing research
 52.1499 = Marketing, other
 52.1501 = Real estate
 52.1701 = Insurance
 52.1801 = Sales/distribution/marketing ops general
 52.2001 = Construction management
 52.9999 = Bus/mngmnt/market/rel support serv other
 54.0101 = History, general
 54.0105 = Public/applied history/archival admin
 60.0215 = Diagnostic radiology
 60.0252 = Physical and rehabilitation medicine
 60.0261 = Sports medicine
- Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree except for a professional degree program.*
 Sources: B&B:08/09 field test student interview

RCENSTIN*Intended enrollment intensity*

When you go back to school, do you expect to be enrolled full-time or part-time?

1 = Full-time

2 = Part-time

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue additional degrees.

Sources: B&B:08/09 field test student interview

RCFTREMP

Expect tuition reimbursement

When you go back to school, do you expect to receive tuition reimbursement or some other tuition assistance from either your current employer or a future employer?

0 = No

1 = Yes

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue additional degrees.

Sources: B&B:08/09 field test student interview

RCADEBT, RCAAID, RCAFIN, RCACHILD, RCAFAM, RCAAAPP, RCASCH, RCABRK, RCAJOB, RCAMILT, RCACAR, RCAWRK, RCAMOV, RCAOTH, and RCASPE

Postponing continued education radio

Which of the following were reasons why you decided to postpone your continued education?

0 = No

1 = Yes

- RCADEBT - Undergraduate debt
- RCAAID - Couldn't get financial aid
- RCAFIN - Personal financial reasons
- RCACHILD - Raising children
- RCAFAM - Other family responsibilities/constraints
- RCAAAPP - Failed to meet application deadline
- RCASCH - Not admitted to school of choice
- RCABRK - Want a break from school
- RCAJOB - Had good job opportunity
- RCAMILT - Military commitment
- RCACAR - Career plans indefinite
- RCAWRK - Want/need work experience
- RCAMOV - Moving/relocating
- RCAOTH - Another reason not listed
- RCASPE - Other specify

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue additional degrees and were administered Yes/No version of this form.

Sources: B&B:08/09 field test student interview

RCDEBT, RCDELAID, RCDELFIN, RCDELCH, RCDEFAM, RCDELAPP, RCDELSCH, RCDELBR, RCDELJOB, RCDELMIL, RCDELCAR, RCDELWRK, RCDELMOV, RCDELOTH, and RCDELSPE

Postponing continued education checkbox

Why did you decide to postpone your continued education?

0 = No

1 = Yes

- RCDEBT - Undergraduate debt
- RCDELAID - Couldn't get financial aid
- RCDELFIN - Personal financial reasons
- RCDELCH - Raising children
- RCDEFAM - Other family responsibilities/constraints

- RCDELAPP - Failed to meet application deadline
- RCDELSCH - Not admitted to school of choice
- RCDELBR - Want a break from school
- RCDELJOB - Had good job opportunity
- RCDELMIL - Military commitment
- RCDELCAR - Career plans indefinite
- RCDELWRK - Want/need work experience
- RCDELMOV - Moving/relocating
- RCDELOTH - Another reason not listed
- RCDELSPE - Other specify

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue additional degrees and were administered checkbox version of this form.

Sources: B&B:08/09 field test student interview

RCDLYT01-03

Postponing continued education reason 1-3: textbox

Why did you decide to postpone your continued education?

(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 not enrolled in a degree program since completing their bachelor's degree and expected to pursue additional degrees and were administered the textbox/dropdown version of this form.

Sources: B&B:08/09 field test student interview

RCDLYD01

Postponing continued education reason 1: self-coded drop downs

[If COMPMODE = 0]

How would you categorize the answer(s) you gave?

(Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RCDLYT01]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response.

- 1 = Undergraduate debt
- 2 = Couldn't get financial aid
- 3 = Personal financial reasons
- 4 = Raising children
- 5 = Other family responsibilities/constraints
- 6 = Failed to meet application deadline
- 7 = Not admitted to school of choice
- 8 = Want a break from school
- 9 = Had good job opportunity
- 10 = Military commitment
- 11 = Career plans indefinite
- 12 = Want/need work experience
- 13 = Moving/relocating
- 14 = Another reason not listed

Applies to: Respondents who had no enrollment in a post-bachelor's degree program, but who indicated planning to be enrolled in one, and who were routed to receive the textbox/dropdown version of this form and provided at least 1 response.

Sources: B&B:08/09 field test student interview

RCDLYD02

Postponing continued education reason 2: self-coded drop downs

[If COMPMODE = 0]

How would you categorize the answer(s) you gave?
(Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RCDLYT02]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response.

- 1 = Undergraduate debt
- 2 = Couldn't get financial aid
- 3 = Personal financial reasons
- 4 = Raising children
- 5 = Other family responsibility/constraints
- 6 = Failed to meet application deadline
- 7 = Not admitted to school of choice
- 8 = Want a break from school
- 9 = Had good job opportunity
- 10 = Military commitment
- 11 = Career plans indefinite
- 12 = Want/need work experience
- 13 = Moving/relocating
- 14 = Another reason not listed

Applies to: Respondents who had no enrollment in a post-bachelor's degree program, but who indicated planning to be enrolled in one, and who were routed to receive the textbox/dropdown version of this form and provided at least 2 responses.

Sources: B&B:08/09 field test student interview

RCDLYD03

Postponing continued education reason 3: self-coded drop downs

[If COMPMODE = 0]

How would you categorize the answer(s) you gave?
(Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RCDLYT03]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response.

- 1 = Undergraduate debt
- 2 = Couldn't get financial aid
- 3 = Personal financial reasons
- 4 = Raising children
- 5 = Other family responsibility/constraints
- 6 = Failed to meet application deadline
- 7 = Not admitted to school of choice
- 8 = Want a break from school
- 9 = Had good job opportunity
- 10 = Military commitment
- 11 = Career plans indefinite
- 12 = Want/need work experience
- 13 = Moving/relocating
- 14 = Another reason not listed

Applies to: Respondents who had no enrollment in a post-bachelor's degree program, but who indicated planning to be enrolled in one, and who were routed to receive the textbox/dropdown version of this form and provided at least 3 responses.

Sources: B&B:08/09 field test student interview

RCDELA-RCDELN

Postponing continued education combined

Which of the following were reasons why you decided to postpone your continued education?

0 = No

1 = Yes

RCDELA - Undergraduate debt

RCDELB - Couldn't get financial aid

RCDELC - Personal financial reasons

RCDELD - Raising children

RCDELE - Other family responsibilities/constraints

RCDELF - Failed to meet application deadline

RCDELG - Not admitted to school of choice

RCDELH - Want a break from school

RCDELI - Had good job opportunity

RCDELJ - Military commitment

RCDELK - Career plans indefinite

RCDELL - Want/need work experience

RCDELM - Moving/relocating

RCDELN - Another reason not listed

Applies: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue additional degrees.

Sources: B&B:08/09 field test student interview

RCDELS01

Postponing continued education combined 1: other specify

Which of the following were reasons why you decided to postpone your continued education?

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue additional degrees.

Sources: B&B:08/09 field test student interview

RCDELS02

Postponing continued education combined 2: other specify

Which of the following were reasons why you decided to postpone your continued education?

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree and expected to pursue additional degrees.

Sources: B&B:08/09 field test student interview

RDJSTAT

Currently working for pay

[If TCURENR = 1]

Are you currently working for pay? Since you are also a student, please indicate yes if you are employed in any capacity while enrolled including assistantships and part-time or full-time jobs.

[else]

Are you currently working for pay?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RDEMPTRV, RDEMPVOL, RDEMPHM, RDEMPDIS, and RDEMPTMP

Reason not working for pay

Are you currently...

0 = No

1 = Yes

RDEMPTRV - Traveling (trip longer than two weeks)?

RDEMPVOL - Volunteering (Peace Corps, VISTA, etc.)?

RDEMPHM - A full-time homemaker?

RDEMPDIS - Disabled?

RDEMPTMP - Holding a job but waiting to report to work or on temporary leave or layoff from work?

Applies to: Respondents who were not currently working for pay.

Sources: B&B:08/09 field test student interview

RDNUMJOB

Number of jobs for pay currently

How many jobs for pay do you have right now?

Observed range: 1 - 5

Applies to: All respondents.

Note: Responses have been rounded to the nearest integer.

Recode note: If RDJSTAT = 0 then RDNUMJOB = 0

Sources: B&B:08/09 field test student interview

RDWRKS

Enrolled: Primarily student or employee while enrolled

Since you are enrolled as a student and also working, indicate whether you are primarily...

1 = A student working to meet expenses

2 = An employee who decided to enroll in school

Applies to: Respondents who were currently working for pay and currently enrolled.

Sources: B&B:08/09 field test student interview

RDWRKHRS

Enrolled: Hours worked weekly while enrolled

About how many hours per week do you work while enrolled?

Applies to: Respondents who were currently working for pay, currently enrolled and were primarily a student working to meet expenses.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RDCURTCH

Currently K-12 teacher

Are you currently employed in a public, private, or parochial school as a...

1 = Regular elementary/secondary teacher, itinerant teacher, long-term substitute teacher, or support teacher for grades K-12

2 = Short-term substitute teacher or teacher's aide for grades K-12

3 = None of the above

Applies to: Respondents who were currently working for pay.

Sources: B&B:08/09 field test student interview

RDJBTL

Job title

[If COMPMODE = 0 and RDNUMJOB > 1]

Since you have more than one job, please refer to the job at which you work the most hours when answering the next few questions. 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.

[else if COMPMODE = 0 and RDNUMJOB <= 1]

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.

[else if COMPMODE = 1 and RDNUMJOB > 1]

Since you have more than one job, please refer to the job at which you work the most hours when answering the next few questions. What is your job title and what do you do in your job? Please bear with me while I code this.

[else]

What is your job title and what do you do in your job? Please bear with me while I code this.

Applies to: Respondents who were currently working for pay.

Sources: B&B:08/09 field test student interview

RDJBDY*Job duties*

[If COMPMODE = 0 and RDNUMJOB > 1]

Since you have more than one job, please refer to the job at which you work the most hours when answering the next few questions. 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.

[else if COMPMODE = 0 and RDNUMJOB <= 1]

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.

[else if COMPMODE = 1 and RDNUMJOB > 1]

Since you have more than one job, please refer to the job at which you work the most hours when answering the next few questions. What is your job title and what do you do in your job? Please bear with me while I code this.

[else]

What is your job title and what do you do in your job? Please bear with me while I code this.

Applies to: Respondents who were currently working for pay.

Sources: B&B:08/09 field test student interview

RDOCC2*Occupation: general code*

[If COMPMODE = 0 and RDNUMJOB > 1]

Since you have more than one job, please refer to the job at which you work the most hours when answering the next few questions. 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.

[else if COMPMODE = 0 and RDNUMJOB <= 1]

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.

[else if COMPMODE = 1 and RDNUMJOB > 1]

Since you have more than one job, please refer to the job at which you work the most hours when answering the next few questions. What is your job title and what do you do in your job? Please bear with me while I code this.

[else]

What is your job title and what do you do in your job? Please bear with me while I code this.

1 = {Continuous}

11 = Management occupations

13 = Business/financial operation occupations

15 = Computer and mathematical occupations

17 = Architecture and engineering occupations

19 = Life, physical, soc science occupations

21 = Community/social services occupations

23 = Legal occupations

25 = Education, training, library occupations

27 = Arts, design, entertainment, sports, media occp

29 = Healthcare practitioners/technical occp

31 = Healthcare support occupations

33 = Protective service occupations

35 = Food prep/serving related occupations

37 = Bldg/grounds cleaning/maintenance occp

39 = Personal care and service occupations

41 = Sales and related occupations

43 = Office/administrative support occupation

45 = Farming, fishing, forestry occupations

47 = Construction and extraction occupations

49 = Installation, maintenance, repair occpnt

51 = Production occupations

53 = Transportation/material moving occpntns

55 = Military specific occupations

Applies to: Respondents who were currently working for pay.

Sources: B&B:08/09 field test student interview

RDOCC3*Occupation: specific code*

[If COMPMODE = 0 and RDNUMJOB > 1]

Since you have more than one job, please refer to the job at which you work the most hours when answering the next few questions. 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.

[else if COMPMODE = 0 and RDNUMJOB <= 1]

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.

[else if COMPMODE = 1 and RDNUMJOB > 1]

Since you have more than one job, please refer to the job at which you work the most hours when answering the next few questions. What is your job title and what do you do in your job? Please bear with me while I code this.

[else]

What is your job title and what do you do in your job? Please bear with me while I code this.

1 = {Continuous}

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 currently working for pay.
 Sources: B&B:08/09 field test student interview

RDOCC6

Occupation: detailed code

[If COMPMODE = 0 and RDNUMJOB > 1]

Since you have more than one job, please refer to the job at which you work the most hours when answering the next few questions. 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.

[else if COMPMODE = 0 and RDNUMJOB <= 1]

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.

[else if COMPMODE = 1 and RDNUMJOB > 1]

Since you have more than one job, please refer to the job at which you work the most hours when answering the next few questions. What is your job title and what do you do in your job? Please bear with me while I code this.

[else]

What is your job title and what do you do in your job? Please bear with me while I code this.

1 = {continuous}

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	151031 = Computer software engineer, applications
113041 = Compensation and benefits managers	151032 = Computer software engineer, systems
113042 = Training and development managers	151041 = Computer support specialists
113049 = Human resources managers, all other	151051 = Computer systems analysts
113051 = Industrial production managers	151061 = Database administrators
113061 = Purchasing managers	151071 = Network/computer systems administrator
113071 = Transportation, storage, etc manager	151081 = Network system/data analyst
119011 = Farm/ranch/other agricultural managers	151099 = Computer specialists, all other
119012 = Farmers and ranchers	152011 = Actuaries
119021 = Construction managers	152021 = Mathematicians
119031 = Edu administrator/preschool/child care	152031 = Operations research analysts
119032 = Edu administrator, elementary/secondary	152041 = Statisticians
119033 = Edu administrator, postsecondary	152091 = Mathematical technicians
119039 = Edu administrator, all other	152099 = Mathematical scientists, all other
119041 = Engineering managers	171011 = Architects, except landscape and naval
119051 = Food service managers	171012 = Landscape architects
119061 = Funeral directors	171021 = Cartographers and photogrammetrists
119071 = Gaming managers	171022 = Surveyors
119081 = Lodging managers	172011 = Aerospace engineer
119111 = Medical and health services managers	172021 = Agricultural engineer
119121 = Natural sciences managers	172031 = Biomedical engineer
119131 = Postmasters and mail superintendents	172041 = Chemical engineer
119141 = Property, real estate, etc managers	172051 = Civil engineer
119151 = Social and community service managers	172061 = Computer hardware engineer
119199 = Managers, all other	172071 = Electrical engineer
131011 = Agent/business manager of artists, etc	172072 = Electronics engineer, except computer
131021 = Purchasing agent/buyer, farm products	172081 = Environmental engineer
131022 = Wholesale/retail buyer, except farm	172111 = Health/safety engineer, except mining
131023 = Purchasing agent, except wholesale, etc	172112 = Industrial engineer
131031 = Claims adjuster, examiner, investigator	172121 = Marine engineer and naval architect
131032 = Insurance appraisers, auto damage	172131 = Materials engineer
131041 = Compliance officer, except ag, etc	172141 = Mechanical engineer
131051 = Cost estimators	172151 = Geological engineer, including mining
131061 = Emergency management specialists	172161 = Nuclear engineer
131071 = Employment, recruitment, etc specialist	172171 = Petroleum engineer
131072 = Compensation, benefits, etc specialist	172199 = Engineer, all other
131073 = Training and development specialists	173011 = Architectural and civil drafter
131079 = Hr, training, etc specialists, all other	173012 = Electrical and electronics drafter
131081 = Logisticians	173013 = Mechanical drafter
131111 = Management analysts	173019 = Drafter, all other
131121 = Meeting and convention planners	173021 = Aerospace engineer/ops technician
131199 = Business ops specialists, all other	173022 = Civil engineering technician
132011 = Accountants and auditors	173023 = Electrical engineering technician
132021 = Appraisers and assessors of real estate	173024 = Electro-mechanical technician
132031 = Budget analysts	173025 = Environmental engineering technician
132041 = Credit analysts	173026 = Industrial engineering technician
132051 = Financial analysts	173027 = Mechanical engineering technician
132052 = Personal financial advisors	173029 = Engineering tech, other (except drafter)
132053 = Insurance underwriters	173031 = Surveying and mapping technician
132061 = Financial examiners	191011 = Animal scientists
132071 = Loan counselors	191012 = Food scientists and technologists
132072 = Loan officers	191013 = Soil and plant scientists
132081 = Tax examiner, collector, revenue agent	191021 = Biochemists and biophysicists
132082 = Tax preparers	191022 = Microbiologists
132099 = Financial specialists, all other	191023 = Zoologists and wildlife biologists
151011 = Computer and info scientist, research	191029 = Biological scientists, all other
151021 = Computer programmers	191031 = Conservation scientists

191032 = Foresters	232011 = Paralegals and legal assistants
191041 = Epidemiologists	232091 = Court reporters
191042 = Medical scientist, except epidemiologist	232092 = Law clerks
191099 = Life scientists, all other	232093 = Title examiner, abstractor, and searcher
192011 = Astronomers	232099 = Legal support workers, all other
192012 = Physicists	251011 = Business, postsecondary
192021 = Atmospheric and space scientists	251021 = Computer science, postsecondary
192031 = Chemists	251022 = Mathematical science, postsecondary
192032 = Materials scientists	251031 = Architecture, postsecondary
192041 = Environmental scientist, includes health	251032 = Engineering teachers, postsecondary
192042 = Geoscientist, except hydrologist, etc	251041 = Agricultural science, postsecondary
192043 = Hydrologists	251042 = Biological science, postsecondary
192099 = Physical scientists, all other	251043 = Forestry/conservation sci, postsecondary
193011 = Economists	251051 = Atmospheric, etc science, postsecondary
193021 = Market research analysts	251052 = Chemistry, postsecondary
193022 = Survey researchers	251053 = Environmental science, postsecondary
193031 = Clinical/counseling/school psychologist	251054 = Physics, postsecondary
193032 = Industrial-organizational psychologists	251061 = Anthropology/archeology, postsecondary
193039 = Psychologists, all other	251062 = Area/ethnic/cultural, postsecondary
193041 = Sociologists	251063 = Economics, postsecondary
193051 = Urban and regional planners	251064 = Geography, postsecondary
193091 = Anthropologists and archeologists	251065 = Political science, postsecondary
193092 = Geographers	251066 = Psychology, postsecondary
193093 = Historians	251067 = Sociology, postsecondary
193094 = Political scientists	251069 = Social science, postsecondary, all other
193099 = Social scientist and related, other	251071 = Health specialties, postsecondary
194011 = Agricultural and food science technician	251072 = Nurse instructor/teacher, postsecondary
194021 = Biological technician	251081 = Education, postsecondary
194031 = Chemical technician	251082 = Library science, postsecondary
194041 = Geological and petroleum technician	251111 = Criminal justice, etc, postsecondary
194051 = Nuclear technician	251112 = Law, postsecondary
194061 = Social science research assistant	251113 = Social work, postsecondary
194091 = Enviro sci/protection tech, and health	251121 = Art, drama, and music, postsecondary
194092 = Forensic science technician	251122 = Communications, postsecondary
194093 = Forest and conservation technician	251123 = English lang/literature, postsecondary
194099 = Life, physical, etc technician, other	251124 = Foreign lang/literature, postsecondary
211011 = Substance abuse/behavioral counselor	251125 = History, postsecondary
211012 = Edu, vocational, and school counselor	251126 = Philosophy and religion, postsecondary
211013 = Marriage and family therapists	251191 = Graduate teaching assistants
211014 = Mental health counselors	251192 = Home economics, postsecondary
211015 = Rehabilitation counselors	251193 = Recreation/fitness, postsecondary
211019 = Counselors, all other	251194 = Vocational education, postsecondary
211021 = Child, family, and school social workers	251199 = All other, postsecondary
211022 = Medical and public health social workers	252011 = Preschool teacher, except special ed
211023 = Mental health/substance social worker	252012 = Kindergarten teacher, except special ed
211029 = Social workers, all other	252021 = Elementary teacher, except special ed
211091 = Health educators	252022 = Middle teacher, except special/voc
211092 = Probation officer/correctional treatment	252023 = Vocational ed teacher, middle
211093 = Social and human service assistants	252031 = Secondary teacher, except special/voc ed
211099 = Community/social specialist, other	252032 = Voc ed teacher, secondary
212011 = Clergy	252041 = Special ed teacher, pre-k/k/elementary
212021 = Director, religious activities, and edu	252042 = Special ed teacher, middle
212099 = Religious workers, all other	252043 = Special ed teacher, secondary
231011 = Lawyers	253011 = Adult literacy/remedial ed/ged teacher
231021 = Administrative law judge, etc	253021 = Self-enrichment education teacher
231022 = Arbitrators, mediators, and conciliators	253099 = Teachers and instructors, all other
231023 = Judge, magistrate judge, magistrate	254011 = Archivists

254012 = Curators	291041 = Optometrists
254013 = Museum technicians and conservators	291051 = Pharmacists
254021 = Librarians	291061 = Anesthesiologists
254031 = Library technicians	291062 = Family and general practitioners
259011 = Audio-visual collections specialists	291063 = Internists, general
259021 = Farm and home management advisors	291064 = Obstetricians and gynecologists
259031 = Instructional coordinators	291065 = Pediatricians, general
259041 = Teacher assistants	291066 = Psychiatrists
259099 = Ed/training/library worker, all other	291067 = Surgeons
271011 = Art directors	291069 = Physicians and surgeons, all other
271012 = Craft artists	291071 = Physician assistants
271013 = Fine artist, including painter, etc	291081 = Podiatrists
271014 = Multi-media artists and animators	291111 = Registered nurses
271019 = Artists and related workers, all other	291121 = Audiologists
271021 = Commercial and industrial designers	291122 = Occupational therapists
271022 = Fashion designers	291123 = Physical therapists
271023 = Floral designers	291124 = Radiation therapists
271024 = Graphic designers	291125 = Recreational therapists
271025 = Interior designers	291126 = Respiratory therapists
271026 = Merchandise displayer/window trimmer	291127 = Speech-language pathologists
271027 = Set and exhibit designers	291129 = Therapists, all other
271029 = Designers, all other	291131 = Veterinarians
272011 = Actors	291199 = Health diagnosing practitioner, other
272012 = Producers and directors	292011 = Medical/clinical laboratory technologist
272021 = Athletes and sports competitors	292012 = Medical/clinical laboratory technician
272022 = Coaches and scouts	292021 = Dental hygienists
272023 = Umpire/referee/other sports official	292031 = Cardiovascular technologist/technician
272031 = Dancers	292032 = Diagnostic medical sonographers
272032 = Choreographers	292033 = Nuclear medicine technologists
272041 = Music directors and composers	292034 = Radiologic technologists and technicians
272042 = Musicians and singers	292041 = Emergency medical technician/paramedic
272099 = Entertainer/performer, sports, other	292051 = Dietetic technicians
273011 = Radio and television announcers	292052 = Pharmacy technicians
273012 = Public address system/other announcer	292053 = Psychiatric technicians
273021 = Broadcast news analysts	292054 = Respiratory therapy technicians
273022 = Reporters and correspondents	292055 = Surgical technologists
273031 = Public relations specialists	292056 = Veterinary technologists and technicians
273041 = Editors	292061 = Licensed practical/vocational nurse
273042 = Technical writers	292071 = Medical records/health info technician
273043 = Writers and authors	292081 = Opticians, dispensing
273091 = Interpreters and translators	292091 = Orthotists and prosthetists
273099 = Media/communication worker, all other	292099 = Health technologist/technician, other
274011 = Audio and video equipment technicians	299011 = Occupational health/safety specialist
274012 = Broadcast technicians	299012 = Occupational health/safety technician
274013 = Radio operators	299091 = Athletic trainers
274014 = Sound engineering technicians	299099 = Healthcare practitioner/technical, other
274021 = Photographers	311011 = Home health aides
274031 = Camera operator/tv/video/motion picture	311012 = Nursing aides, orderlies, and attendants
274032 = Film and video editors	311013 = Psychiatric aides
274099 = Media/communication equipment, all other	312011 = Occupational therapist assistants
291011 = Chiropractors	312012 = Occupational therapist aides
291021 = Dentists, general	312021 = Physical therapist assistants
291022 = Oral and maxillofacial surgeons	312022 = Physical therapist aides
291023 = Orthodontists	319011 = Massage therapists
291024 = Prosthodontists	319091 = Dental assistants
291029 = Dentists, all other specialists	319092 = Medical assistants
291031 = Dietitians and nutritionists	319093 = Medical equipment preparers

319094 = Medical transcriptionists	393012 = Gaming and sports book writer/runner
319095 = Pharmacy aides	393019 = Gaming service workers, all other
319096 = Veterinary assistant/lab animal care	393021 = Motion picture projectionists
319099 = Healthcare support workers, all other	393031 = Usher, lobby attendant, and ticket taker
331011 = First-line manager, correctional officer	393091 = Amusement and recreation attendants
331012 = First-line manager, police/detectives	393092 = Costume attendants
331021 = First-line manager, fire fighting, etc	393093 = Locker/coat/dressing room attendant
331099 = First-line manager, protective, other	393099 = Entertainment attendant, related, other
332011 = Fire fighters	394011 = Embalmers
332021 = Fire inspectors and investigators	394021 = Funeral attendants
332022 = Forest fire/prevention specialist	395011 = Barbers
333011 = Bailiffs	395012 = Hairdresser, hairstylist, cosmetologist
333012 = Correctional officers and jailers	395091 = Makeup artist, theatrical/performance
333021 = Detectives and criminal investigators	395092 = Manicurists and pedicurists
333031 = Fish and game wardens	395093 = Shampoos
333041 = Parking enforcement workers	395094 = Skin care specialists
333051 = Police and sheriff patrol officers	396011 = Baggage porters and bellhops
333052 = Transit and railroad police	396012 = Concierges
339011 = Animal control workers	396021 = Tour guides and escorts
339021 = Private detectives and investigators	396022 = Travel guides
339031 = Gaming surveillance officer/investigator	396031 = Flight attendants
339032 = Security guards	396032 = Transportation attendant, not flight att
339091 = Crossing guards	399011 = Child care workers
339092 = Lifeguard/ski patrol/other service	399021 = Personal and home care aides
339099 = Protective service workers, all other	399031 = Fitness trainer and aerobics instructor
351011 = Chefs and head cooks	399032 = Recreation workers
351012 = First-line manager, food prep/serving	399041 = Residential advisors
352011 = Cooks, fast food	399099 = Personal care/service worker, all other
352012 = Cooks, institution and cafeteria	411011 = First-line manager, retail sales
352013 = Cooks, private household	411012 = First-line manager, non-retail sales
352014 = Cooks, restaurant	412011 = Cashiers
352015 = Cooks, short order	412012 = Gaming change persons and booth cashiers
352019 = Cooks, all other	412021 = Counter and rental clerks
352021 = Food preparation workers	412022 = Parts salespersons
353011 = Bartenders	412031 = Retail salespersons
353021 = Food prep/serving, includes fast food	413011 = Advertising sales agents
353022 = Counter attendant, cafeteria, etc	413021 = Insurance sales agents
353031 = Waiters and waitresses	413031 = Securities, commodities, etc agent
353041 = Food servers, nonrestaurant	413041 = Travel agents
359011 = Dining room/cafeteria attendant, etc	413099 = Sales representative, services, other
359021 = Dishwashers	414011 = Sales rep, wholesale, technical
359031 = Host/hostess, restaurant, etc	414012 = Sales rep, wholesale, except technical
359099 = Food prep/serving related, other	419011 = Demonstrators and product promoters
371011 = First-line manager, housekeeping/janitor	419012 = Models
371012 = First-line manager, landscaping, etc	419021 = Real estate brokers
372011 = Janitor/cleaner, except maid/housekeeper	419022 = Real estate sales agents
372012 = Maid/housekeeper	419031 = Sales engineers
372019 = Building cleaning workers, all other	419041 = Telemarketers
372021 = Pest control workers	419091 = Door-to-door sales, etc, related
373011 = Chief exec, landscaping/groundskeeping	419099 = Sales and related workers, all other
373013 = Legislator, tree trimmer and pruner	431011 = First-line manager, office/admin support
391011 = Marketing managers, gaming supervisor	432011 = Switchboard operator, includes answering
391012 = Sales managers, slot key persons	432021 = Telephone operators
391021 = First-line supervisors, personal service	432099 = Communications equipment operator, other
392011 = Admin services manager, animal trainer	433011 = Bill and account collectors
392021 = Nonfarm animal caretakers	433021 = Billing/posting clerk/machine operator
393011 = Gaming dealers	433031 = Bookkeeping/accounting/auditing clerk

433041 = Gaming cage workers	453011 = Fishers and related fishing workers
433051 = Payroll and timekeeping clerks	453021 = Hunters and trappers
433061 = Procurement clerks	454011 = Forest and conservation workers
433071 = Tellers	454021 = Fallers
434011 = Brokerage clerks	454022 = Logging equipment operators
434021 = Correspondence clerks	454023 = Log graders and scalers
434031 = Court, municipal, and license clerks	454029 = Logging workers, all other
434041 = Credit authorizers, checkers, and clerks	471011 = First-line manager, construction, etc
434051 = Customer service representatives	472011 = Boilermakers
434061 = Eligibility interviewer, govt program	472021 = Brickmasons and blockmasons
434071 = File clerks	472022 = Stonemasons
434081 = Hotel, motel, and resort desk clerks	472031 = Carpenters
434111 = Interviewer, except eligibility/loan	472041 = Carpet installers
434121 = Library assistants, clerical	472042 = Floor layer, except carpet, wood, tiles
434131 = Loan interviewers and clerks	472043 = Floor sanders and finishers
434141 = New accounts clerks	472044 = Tile and marble setters
434151 = Order clerks	472051 = Cement masons and concrete finishers
434161 = Hr assistant, except payroll/timekeeping	472053 = Terrazzo workers and finishers
434171 = Receptionists and information clerks	472061 = Construction laborers
434181 = Reservation/transportation ticket agent	472071 = Paving, etc equipment operator
434199 = Information and record clerks, all other	472072 = Pile-driver operators
435011 = Cargo and freight agents	472073 = Operating engineer, other operator
435021 = Couriers and messengers	472081 = Drywall and ceiling tile installers
435031 = Police, fire, and ambulance dispatchers	472082 = Tapers
435032 = Dispatcher, except police/fire/ambulance	472111 = Electricians
435041 = Meter readers, utilities	472121 = Glaziers
435051 = Postal service clerks	472131 = Insulation worker, floor/ceiling/wall
435052 = Postal service mail carriers	472132 = Insulation workers, mechanical
435053 = Postal mail sorter, processor, etc	472141 = Painters, construction and maintenance
435061 = Production, planning, expediting clerk	472142 = Paperhangers
435071 = Shipping, receiving, and traffic clerks	472151 = Pipelayers
435081 = Stock clerks and order fillers	472152 = Plumbers, pipefitters, and steamfitters
435111 = Weigher, measurer, etc, recordkeeping	472161 = Plasterers and stucco masons
436011 = Executive secretary/admin assistant	472171 = Reinforcing iron and rebar workers
436012 = Legal secretaries	472181 = Roofers
436013 = Medical secretaries	472211 = Sheet metal workers
436014 = Secretary, except legal/medical/exec	472221 = Structural iron and steel workers
439011 = Computer operators	473011 = Helper, brickmason, blockmason, etc
439021 = Data entry keyers	473012 = Helpers--carpenters
439022 = Word processors and typists	473013 = Helpers--electricians
439031 = Desktop publishers	473014 = Helper, painter, paperhanger, etc
439041 = Insurance claims/policy processing clerk	473015 = Helper, pipelayer, plumber, etc
439051 = Mail clerk/machine op, except postal	473016 = Helpers--roofers
439061 = Office clerks, general	473019 = Helpers, construction trades, all other
439071 = Office machine op, except computer	474011 = Construction and building inspectors
439081 = Proofreaders and copy markers	474021 = Elevator installers and repairers
439111 = Statistical assistants	474031 = Fence erectors
439199 = Office and administrative support, other	474041 = Hazardous materials removal workers
451011 = First-line manager, farming, etc	474051 = Highway maintenance workers
451012 = Farm labor contractors	474061 = Rail-track laying/maintenance operator
452011 = Agricultural inspectors	474071 = Septic tank servicer/sewer pipe cleaner
452021 = Animal breeders	474091 = Segmental pavers
452041 = Grader/sorter, agricultural products	474099 = Construction, related workers, other
452091 = Agricultural equipment operators	475011 = Derrick operators, oil and gas
452092 = Farmworker/laborer: crop, nursery, etc	475012 = Rotary drill operators, oil and gas
452093 = Farmworkers, farm and ranch animals	475013 = Service unit operator, oil/gas/mining
452099 = Agricultural workers, all other	475021 = Earth drillers, except oil and gas

475031 = Explosives worker, etc	499097 = Signal and track switch repairers
475041 = Continuous mining machine operators	499098 = Helper, installation/maintenance/repair
475042 = Mine cutting/channeling machine operator	499099 = Installation/maintenance/repair, other
475049 = Mining machine operators, all other	511011 = First-line manager, production/operating
475051 = Rock splitters, quarry	512011 = Aircraft structure, etc assembler
475061 = Roof bolters, mining	512021 = Coil winders, tapers, and finishers
475071 = Roustabouts, oil and gas	512022 = Electrical equipment assembler
475081 = Helpers--extraction workers	512023 = Electromechanical equipment assemblers
475099 = Extraction workers, all other	512031 = Engine and other machine assemblers
491011 = First-line manager, mechanic, etc	512041 = Structural metal fabricators and fitters
492011 = Computer, etc machine repairer	512091 = Fiberglass laminators and fabricators
492021 = Radio mechanics	512092 = Team assemblers
492022 = Telecommunication installer, except line	512093 = Timing device assembler, adjuster, etc
492091 = Avionics technicians	512099 = Assemblers and fabricators, all other
492092 = Electric motor/power tool/other repairer	513011 = Bakers
492093 = Electrical installer, transportation	513021 = Butchers and meat cutters
492094 = Electrical repairer, commercial, etc	513022 = Meat, poultry, and fish cutter/trimmer
492095 = Electrical repairer, powerhouse, etc	513023 = Slaughterers and meat packers
492096 = Electronic installer/repairer, vehicles	513091 = Food/tobacco roast, etc machine operator
492097 = Home entertainment installer/repairer	513092 = Food batchmakers
492098 = Security/fire alarm systems installer	513093 = Food cooking machine operator
493011 = Aircraft mechanic/service technician	514011 = Comp-control machine op, metal/plastic
493021 = Automotive body and related repairers	514012 = Numeric tool/process control programmer
493022 = Automotive glass installer/repairer	514021 = Extruding machine setter, metal/plastic
493023 = Automotive service technician/mechanic	514022 = Forging machine setter, metal/plastic
493031 = Bus/truck mechanic, diesel specialist	514023 = Rolling machine setter, metal/plastic
493041 = Farm equipment mechanics	514031 = Cutting, etc machine setter, metal/plastic
493042 = Mobile equipment mechanic, except engine	514032 = Drilling machine setter, metal/plastic
493043 = Rail car repairers	514033 = Grinding machine setter, metal/plastic
493051 = Motorboat mechanic	514034 = Lathe machine tool setter, metal/plastic
493052 = Motorcycle mechanic	514035 = Milling machine setter, metal/plastic
493053 = Outdoor power equipment/other mechanic	514041 = Machinists
493091 = Bicycle repairer	514051 = Metal-refining furnace operator/tender
493092 = Recreational vehicle service technician	514052 = Pourers and casters, metal
493093 = Tire repairers and changer	514061 = Model makers, metal and plastic
499011 = Mechanical door repairer	514062 = Patternmakers, metal and plastic
499012 = Control installer, except mechanical	514071 = Foundry mold and coremakers
499021 = Heat/air conditioning/fridge mechanic	514072 = Molding machine setter, metal/plastic
499031 = Home appliance repairer	514081 = Multiple machine setter, metal/plastic
499041 = Industrial machinery mechanics	514111 = Tool and die makers
499042 = Maintenance and repair workers, general	514121 = Welders, cutters, solderers, and brazers
499043 = Maintenance workers, machinery	514122 = Welding, etc machine setter
499044 = Millwrights	514191 = Heat treating setter, metal/plastic
499045 = Refractory material repairer, not brick	514192 = Lay-out workers, metal and plastic
499051 = Electrical power-line installer	514193 = Plating machine setter, metal/plastic
499052 = Telecommunications line installer	514194 = Tool grinders, filers, and sharpeners
499061 = Camera/photographic equipment repairer	514199 = Metal/plastic workers, all other
499062 = Medical equipment repairer	515011 = Bindery workers
499063 = Musical instrument repairers and tuners	515012 = Bookbinders
499064 = Watch repairers	515021 = Job printers
499069 = Precision instrument repairer, other	515022 = Prepress technicians and workers
499091 = Coin/vending/amusement machine servicer	515023 = Printing machine operators
499092 = Commercial divers	516011 = Laundry and dry-cleaning workers
499093 = Fabric menders, except garment	516021 = Presser/textile/garment/related material
499094 = Locksmiths and safe repairers	516031 = Sewing machine operators
499095 = Building/mobile home installer	516041 = Shoe and leather workers and repairers
499096 = Riggers	516042 = Shoe machine operators and tenders

516051 = Sewers, hand	531021 = First-line manager, helpers, etc
516052 = Tailors, dressmakers, and custom sewers	531031 = First-line manager, material-moving
516061 = Textile bleaching/dyeing operator	532011 = Airline pilot, copilot, flight engineer
516062 = Textile cutting machine setter	532012 = Commercial pilots
516063 = Textile knitting/weaving machine setter	532021 = Air traffic controllers
516064 = Textile winding, etc machine setter	532022 = Airfield operations specialists
516091 = Extruding machine setter, synthetic, etc	533011 = Ambulance driver/attendant, except emt
516092 = Fabric and apparel patternmakers	533021 = Bus drivers, transit and intercity
516093 = Upholsterers	533022 = Bus drivers, school
516099 = Textile/apparel/furnishings, all other	533031 = Driver/sales workers
517011 = Cabinetmakers and bench carpenters	533032 = Truck drivers, heavy and tractor-trailer
517021 = Furniture finishers	533033 = Truck driver, light/delivery services
517031 = Model makers, wood	533041 = Taxi drivers and chauffeurs
517032 = Patternmakers, wood	533099 = Motor vehicle operators, all other
517041 = Sawing machine setter, wood	534011 = Locomotive engineers
517042 = Woodwork machine setter, except sawing	534012 = Locomotive firers
517099 = Woodworkers, all other	534013 = Rail yard engineer/dinkey op/hostler
518011 = Nuclear power reactor operators	534021 = Railroad brake/signal/switch operator
518012 = Power distributors and dispatchers	534031 = Railroad conductors and yardmasters
518013 = Power plant operators	534041 = Subway and streetcar operators
518021 = Stationary engineer and boiler operator	534099 = Rail transportation workers, all other
518031 = Water/liquid waste treatment plant op	535011 = Sailors and marine oilers
518091 = Chemical plant and system op	535021 = Captain/mate/pilot of water vessels
518092 = Gas plant operators	535022 = Motorboat operators
518093 = Petroleum system/refinery op, gauger	535031 = Ship engineers
518099 = Plant and system operators, all other	536011 = Bridge and lock tenders
519011 = Chemical equipment operators and tenders	536021 = Parking lot attendants
519012 = Separating, etc machine setter	536031 = Service station attendants
519021 = Crushing, etc machine setter	536041 = Traffic technicians
519022 = Grinding and polishing workers, hand	536051 = Transportation inspectors
519023 = Mixing/blending machine setter	536099 = Transportation workers, all other
519031 = Cutters and trimmers, hand	537011 = Conveyor operators and tenders
519032 = Cutting/slicing machine setter	537021 = Crane and tower operators
519041 = Extruding, etc machine setter	537031 = Dredge operators
519051 = Furnace, etc operator	537032 = Excavating/loading dragline operator
519061 = Inspector/tester/sorter/sampler/weigher	537033 = Loading machine/underground mining
519071 = Jeweler/precious stone/metal workers	537041 = Hoist and winch operators
519081 = Dental laboratory technicians	537051 = Industrial truck and tractor operators
519082 = Medical appliance technicians	537061 = Cleaners of vehicles and equipment
519083 = Ophthalmic laboratory technicians	537062 = Laborer, etc, hand
519111 = Packaging/filling machine operator	537063 = Machine feeders and offbearers
519121 = Coating/painting/spraying machine setter	537064 = Packers and packagers, hand
519122 = Painters, transportation equipment	537071 = Gas compressor/gas pump station operator
519123 = Painting/coating/decorating worker	537072 = Pump operators, except wellhead pumpers
519131 = Photographic process workers	537073 = Wellhead pumpers
519132 = Photographic processing machine operator	537081 = Refuse/recyclable material collector
519141 = Semiconductor processors	537111 = Shuttle car operators
519191 = Cementing/gluing machine operator	537121 = Tank car, truck, and ship loaders
519192 = Cleaning, etc equipment operator	537199 = Material moving workers, all other
519193 = Cooling/freezing equipment operator	551011 = Air crew officers
519194 = Etchers and engravers	551012 = Aircraft launch and recovery officers
519195 = Molder, etc, except metal/plastic	551013 = Armored assault vehicle officers
519196 = Paper goods machine setter	551014 = Artillery and missile officers
519197 = Tire builders	551015 = Command and control center officers
519198 = Helpers--production workers	551016 = Infantry officers
519199 = Production workers, all other	551017 = Special forces officers
531011 = Aircraft cargo handling supervisors	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 currently working for pay.
 Sources: B&B:08/09 field test student interview

RDEMPYTP

Type of employer

Job Title: [RD]BTL]

In your job, do you work for...

- 1 = The school where you are currently enrolled
- 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 = Self-employed
- 7 = None of the above

Applies to: Respondents who were currently working for pay and not currently employed as a regular elementary/secondary teacher, itinerant teacher, long-term substitute teacher, or support teacher for grades K-12.

Sources: B&B:08/09 field test student interview

RDSLFSBO, RDSLFOPP, RDSLFWON, RDSLFSCH, RDSLFCRE, RDSLFAGR, RDSLFOOTH, and RDSLFSPE

Reason for self-employed

What are your reasons for being self-employed?

- 0 = No
- 1 = Yes

RDSLFSBO - Small business owner

RDSLFOPP - Limited/lack of opportunity in labor market

RDSLFWON - Want to be own boss

RDSLFSCH - Flexible schedule

RDSLFCRE - Freedom to express creativity

RDSLFAGR - Work in agriculture, forestry, fishing, or hunting industries (e.g. farmer)

RDSLFOOTH - Other reason not listed

RDSLFSPE - Other specify

Applies to: Respondents who were self-employed and not currently employed as a regular elementary/secondary teacher, itinerant teacher, long-term substitute teacher, or support teacher for grades K-12.

Sources: B&B:08/09 field test student interview

RDIND

Industry: string

Job title: [RD]BTL]

[If RDEMPYTP = 6]

What is your primary business or industry?

[else]

What is your employer's primary business or industry?

Applies to: Respondents who were currently working for pay and not currently employed as a regular elementary/secondary teacher, itinerant teacher, long-term substitute teacher, or support teacher for grades K-12.

Recode note: 1) If RDEMPYTP = 5 then RDIND =

'Military' 2) If RDEMPYTP = 4 then RDIND =

'Government'

Sources: B&B:08/09 field test student interview

RDINDCD

Industry: code

Job title: [RD]BTL]

[If COMPMODE = 0 and RDEMPYTP = 6]

Occupation: Industry: 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.

[else if RDEMPYTP ne 6]

Occupation: Industry: 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.

[If COMPMODE = 1 and RDEMPYTP = 6]

Occupation: Industry: Please bear with me while I code this... (From the list below, please select the category which best describes the respondent's industry or business area. As you click on a selection, examples of the industry will be displayed in the box.)

[else]

Occupation: Industry: Please bear with me while I code this... (From the list below, please select the category which best describes the respondent's employer's 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 = Info/communication/data processing

52 = Finance and insurance

53 = Real estate and rental and leasing

54 = Professional, scientific, technical srvc

55 = Management of companies and enterprises

61 = Education/education services

62 = Health care and social assistance

71 = Arts, entertainment, and recreation
 72 = Hotel/motel/accommodations, food services
 81 = All other services
 92 = Public administration
 561 = Administrative and support services
 562 = Waste management/environmental remediation
 811 = Personal care services
 812 = Automotive repair and maintenance
Applies to: Respondents who were currently working for pay and not currently employed as a regular elementary/secondary teacher, itinerant teacher, long-term substitute teacher, or support teacher for grades K-12.

Recode note: 1) If RDEMPYTP = 5 then RDINDCD = 92
 2) If RDEMPYTP = 4 then RDINDCD = 92

Sources: B&B:08/09 field test student interview

RDCOSIZE

Size of company

Job title: [RDJBTL]

How many employees would you estimate work for your company or organization?

employee(s)

Applies to: Respondents who were currently working for pay, but not currently employed as a regular elementary/secondary teacher, itinerant teacher, long-term substitute teacher, or support teacher for grades K-12 or working for the government or military.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RDEMPMY

Date began job

Job title: [RDJBTL]

[If RDEMPYTP = 6]

When did you first become self-employed?

[else]

When did you first start your job?

Applies to: Respondents who were currently working for pay and not currently employed as a regular elementary/secondary teacher, itinerant teacher, long-term substitute teacher, or support teacher for grades K-12.

Sources: B&B:08/09 field test student interview

RDOSRCA-RDOSRCK, RDOSRCSP

Found current job

Job title: [RDJBTL]

What activities did you use to find your current job?

0 = No

1 = Yes

RDOSRCA - Used school's placement office (referral, posted job notice)

RDOSRCB - Used internet to find job notice

RDOSRCC - Responded to newspaper/other print advertisement

RDOSRCD - Sent out resume/contacted employers directly

RDOSRCE - Networked with friends, relatives, or acquaintances

RDOSRCF - Talked to faculty/staff

RDOSRCG - Attended recruiting fairs, professional meetings

RDOSRCH - Visited unemployment office, employment commission posting/referral

RDOSRCI - Contacted employment agency/professional recruiter

RDOSRCJ - Volunteered

RDOSRCK - Found job in another way

RDOSRCSP - Other specify

Applies to: Respondents who were currently working for pay and not self-employed.

Sources: B&B:08/09 field test student interview

RDBSTSRH

Main job search activity that led to current job

Job title: [RDJBTL]

Which one job search activity do you believe led to your current job?

1 = Used school's placement office (referral, posted job notice)

2 = Used internet to find job notice

3 = Responded to newspaper/other print advertisement

4 = Sent out resume/contacted employers directly

5 = Networked with friends, relatives, or acquaintances

6 = Talked to faculty/staff

7 = Attended recruiting fairs, professional meetings

8 = Visited Unemployment office, employment commission posting/referral

9 = Contacted Employment agency/professional recruiter

10 = Volunteered

11 = Other

Applies to: Respondents who were currently working for pay, not self-employed, and used more than one job search method to find their current job.

Sources: B&B:08/09 field test student interview

RDDNUMAPP

Number of jobs applied for current job

Job title: [RDJBTL]

[If RDEMPYTP = 6]

How many other jobs did you apply for before you became self-employed?

[else]

How many other jobs did you apply for before you started your job? job(s)

Applies to: Respondents who were currently working for pay.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RDEMPRT

Employed full-time or part-time

Job title: [RDJBTL]

[If RDEMPRTYP = 6]

Are you self-employed full-time or part-time?

[else]

Are you employed full-time or part-time?

0 = Not currently working for pay

1 = Full-time

2 = Part-time

Applies to: All respondents.

Recode note: If RDJSTAT = 0 then RDEMPRT = 0

Sources: B&B:08/09 field test student interview

RDPREFT

Prefer full-time

Job title: [RDJBTL]

[If RDEMPRTYP = 6]

Would you prefer to be self-employed full-time?

[else if TCURENR = 1]

Would you prefer to work full-time even though you are currently enrolled in school?

[else]

Would you prefer to work full-time?

0 = No

1 = Yes

Applies to: Respondents who were currently working for pay part-time.

Sources: B&B:08/09 field test student interview

RDPTFUNA, RDPTNEWF, RDPTFAMR, RDPTSCHL, RDPTHOBB, RDPTEAL, RDPTDESR, RDPTOTHR, and RDPTSPE

Reason part-time

Job title: [RDJBTL]

Why are you only working at this job part-time?

0 = No

1 = Yes

RDPTFUNA - Full-time unavailable

RDPTNEWF - None of the employees work a full-time schedule

RDPTFAMR - Family responsibilities

RDPTSCHL - Attending school while working

RDPTHOBB - Pursuing other interests or hobbies

RDPTEAL - Health problems prohibit full-time work

RDPTDESR - No need or desire to work full-time

RDPTOTHR - Other

RDPTSPE - Other specify

Applies to: Respondents who were currently working for pay part-time.

Sources: B&B:08/09 field test student interview

RDCURHRS

Hours worked weekly

Job title: [RDJBTL]

On average, how many hours do you work per week in your job? hour(s)

Applies to: Respondents who were currently working for pay and provided an amount for hours worked per week, except those who were primarily a student working to meet expenses.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RDCURDK

Hours worked weekly: don't know

Job title: [RDJBTL]

On average, how many hours do you work per week in your job?

Don't Know

0 = No

1 = Yes

Applies to: Respondents who were currently working for pay and did not provided an amount for hours worked per week, except those who were primarily a student working to meet expenses.

Sources: B&B:08/09 field test student interview

RDERNAMT

Amount earned from job

Job title: [RDJBTL]

How much do you earn from your job?

Applies to: Respondents who were currently working for pay and not currently employed as a regular elementary/secondary teacher, itinerant teacher, long-term substitute teacher, or support teacher for grades K-12.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RDEARNT

Time frame for earnings

Job title: [RDJBTL]

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 currently working for pay and not currently employed as a regular elementary/secondary teacher, itinerant teacher, long-term substitute teacher, or support teacher for grades K-12.

Sources: B&B:08/09 field test student interview

RDEMPMI, RDEMPDI, RDEMPLI, RDEMPRB, RDEMPSO, RDEMPFS, RDEMPED, RDEMPCF, RDEMPEA, RDEMPTR, and RDEMPOTH*Employer benefits*

Job title: [RDJBTL]

Which of the following benefits does your current employer offer you?

0 = No

1 = Yes

RDEMPMI - Medical insurance

RDEMPDI - Other health insurance, such as dental or optical

RDEMPLI - Life insurance

RDEMPRB - Retirement or other financial benefits, such as a 401(k)/403(b)

RDEMPSO - Stock options

RDEMPFS - Flexible spending accounts

RDEMPED - Employee discounts

RDEMPCF - Other employee facilities or subsidies, such as for childcare, transit, or fitness

RDEMPEA - Employee assistance program (counseling/legal)

RDEMPTR - Tuition reimbursement

RDEMPOTH - Another benefit not listed

Applies to: Respondents who were currently working for pay and not self-employed.

Sources: B&B:08/09 field test student interview

RDJBRESA-RDJBRESB*Job responsibilities*

Job title: [RDJBTL]

In your job, do you...

0 = No

1 = Yes

RDJBRESA - Supervise work of others?

RDJBRESB - Participate in hiring/firing decisions?

RDJBRESB - Participate in setting salary rates?

RDJBRESD - Have a satisfactory level of autonomy?

Applies to: Respondents who were currently working for pay and not self-employed.

Sources: B&B:08/09 field test student interview

RDDEGREQ*Bachelor's degree required*

Job title: [RDJBTL]

[If RDEMP TYP = 6]

Was a bachelor's degree required as a condition for working?

[else]

Was a bachelor's degree required by your employer as a condition for working?

0 = No

1 = Yes

Applies to: Respondents who were currently working for pay.

Sources: B&B:08/09 field test student interview

RDRELMAJ*Job related to major/field of study*

Job title: [RDJBTL]

Would you say your job is related to the major or field of study you had when you were enrolled at [NPSAS] for your bachelor's degree?

0 = No

1 = Yes

Applies to: Respondents who were currently working for pay.

Sources: B&B:08/09 field test student interview

RDCURL*Consider job to be beginning of a career*

Job title: [RDJBTL]

Do you consider your 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 currently working for pay.

Sources: B&B:08/09 field test student interview

RDCURCAR, RDCUREST, RDCURPAY, RDCURED U, RDCUREXP, RDCURINT, RDCUROTH, and RDCURSPE*Not start of career*

Job title: [RDJBTL]

Since this job isn't the start of your career, how would you describe it?

0 = No

1 = Yes

RDCURCAR - Helps to explore different career options

RDCUREST - It is part of an established career

RDCURPAY - Pays the bills

RDCURED U - Provides experience needed to pursue additional education

RDCUREXP - Provides experience needed to enter a particular career

RDCURINT - Allows freedom to pursue other interests

RDCUROTH - Other

RDCURSPE - Other specify

Applies to: Respondents who were currently working for pay and did not consider their job to be the beginning of a career.

Sources: B&B:08/09 field test student interview

RDFLEX*Flexible work schedule*

Job title: [RDJBTL]

Would you say your work schedule is very flexible, somewhat flexible, or not flexible at all?

1 = Very flexible

2 = Somewhat flexible

3 = Not flexible at all

Applies to: Respondents who were currently working for pay.

Sources: B&B:08/09 field test student interview

RDFLXCUR

Able to work without schedule flexibility

Job title: [RD]BTL]

Would you be able to work at your job if you did not have the scheduling flexibility you have?

0 = No

1 = Yes

Applies to: Respondents who were currently working for pay and had very flexible or somewhat flexible work schedules.

Sources: B&B:08/09 field test student interview

RDTELCOM

Telecommute

Job title: [RD]BTL]

[If RDEMPYTP = 6]

Do you telecommute; that is, work from a location other than an office?

[else]

Does your employer allow you to telecommute; that is, work from a location other than the office?

0 = No, telecommuting is not allowed

1 = Yes

2 = No, the nature of your job prevents you from telecommuting

Applies to: Respondents who were currently working for pay.

Sources: B&B:08/09 field test student interview

RDTELOFN

Frequency of telecommuting

Job title: [RD]BTL]

[If RDEMPYTP = 6]

About how often do you work from home or a location other than an office? Is it...

[else]

About how often do you work from home or a location other than the office? Is it...

1 = Often - (more than once a month)

2 = Sometimes - (up to once a month)

3 = Rarely or never

Applies to: Respondents who were currently working for pay and were able to telecommute.

Sources: B&B:08/09 field test student interview

RDINTRN

Currently serving in an internship/ training program

Job title: [RD]BTL]

Are you currently serving in a work internship or training program?

0 = No

1 = Yes

Applies to: Respondents who were currently working for pay.

Sources: B&B:08/09 field test student interview

RDTRNOFR

Participated in job-related training

Job title: [RD]BTL]

Have you participated in job-related or professional development training for your job? (Do not count any courses you took in college as training.)

0 = No

1 = Yes

Applies to: Respondents who were currently working for pay and not in a work internship or training program.

Sources: B&B:08/09 field test student interview

RDTRARA-RDTRARD

Training area

Job title: [RD]BTL]

In which of the following areas did you receive training?

0 = No

1 = Yes

RDTRARA - Management or supervisor training

RDTRARB - Training in your occupational field

RDTRARC - General professional training, such as speaking, writing, or computer software skills

RDTRARD - Other

Applies to: Respondents who were currently working for pay and in a work internship or training program or participated in job-related or professional development training.

Sources: B&B:08/09 field test student interview

RDTRWHA-RDTRWHG, RDTRWSPE

Reasons for training

Job title: [RD]BTL]

What were the reasons for your job-related training?

0 = No

1 = Yes

RDTRWHA - Facilitate change in occupational field

RDTRWHB - Gain skills or knowledge in current occupational field

RDTRWHC - Licensure or certification

RDTRWHD - Increase opportunities for advancement or salary increases

RDTRWHE - Learn skills for recently acquired position

RDTRWHF - Required or expected by employer

RDTRWHG - Other

RDTRWSPE - Other specify

Applies to: Respondents who were currently working for pay and in a work internship or training program or participated in job-related or professional development training.

Sources: B&B:08/09 field test student interview

RDTRMAIN*Main reason for training*

Job title: [RDJBTL]

What was the main purpose of your job-related training?

- 1 = Facilitate change in occupational field
- 2 = Gain skills or knowledge in current occupational field
- 3 = Licensure or certification
- 4 = Increase opportunities for advancement or salary increases
- 5 = Learn skills for recently acquired position
- 6 = Required or expected by employer
- 7 = Other

Applies to: Respondents who were currently working for pay and in a work internship or training program or participated in job-related or professional development training and chose more than one reason why they participated in training.

Sources: B&B:08/09 field test student interview

**RDJBPAY, RDJBFRBN, RDJBIMPO,
RDJBPROM, RDJBUSET, RDJBSECR,
RDJBFURT, and RDJBOVER**

Job satisfaction

Job title: [RDJBTL]

Please indicate whether you are satisfied with each of the following in your job:

0 = No

1 = Yes

RDJBPAY - Your pay

RDJBFRBN - Fringe benefits

RDJBIMPO - Importance and challenge of your work

RDJBPROM - Opportunities for promotion and advancement

RDJBUSET - Opportunities to use your training and education

RDJBSECR - Job security

RDJBFURT - Opportunities for further training and education

RDJBOVER - Overall, would you say you are satisfied with your job?

Applies to: Respondents who were currently working for pay.

Sources: B&B:08/09 field test student interview

RDFUTSLF*Future plans for self-employment*

Do you have any future plans to be self-employed?

0 = No

1 = Yes

Applies to: Respondents who were currently working for pay.

Sources: B&B:08/09 field test student interview

RDSEARCH*Currently looking for a job*

[If RDJSTAT = 1]

Are you currently looking for a different job?

[else]

Are you looking for a job?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

**RDSAPLA, RDSAINT, RDSANEW, RDSARES,
RDSANET, RDSAFAC, RDSAREC, RDSAVIS,
RDSAEMP, RDSAVOL, RDSAOTH, and
RDSRCHB**

Job search strategies radio

Which of the following job search strategies are you currently using to look for a job?

0 = No

1 = Yes

RDSAPLA - Using school's placement office (referral, posted job notice)

RDSAINT - Using internet to find job notices

RDSANEW - Responding to newspaper/other print advertisements

RDSARES - Sending out resume/contacting employers directly

RDSANET - Networking with friends, relatives, or acquaintances

RDSAFAC - Talking to faculty/staff

RDSAREC - Attending recruiting fairs, professional meetings

RDSAVIS - Visiting unemployment office, employment commission posting/referral

RDSAEMP - Contacting employment

agency/professional recruiter

RDSAVOL - Volunteering

RDSAOTH - Other strategy not listed

RDSRCHB - Other specify

Applies to: Respondents who were currently looking for a job and were administered the radio button version of this form.

Sources: B&B:08/09 field test student interview

RDSCPLA, RDSCINT, RDSCNEW, RDSCRES, RDSCNET, RDSCFAC, RDSCREC, RDSCVIS, RDSCEMP, RDSCVOL, RDSCOTH, and RDSCOSPE

Job search strategies checkbox

What job search strategies are you currently using to look for a job?

Using school's placement office (referral, posted job notice)

0 = No

1 = Yes

RDSCPLA - Using school's placement office (referral, posted job notice)

RDSCINT - Using internet to find job notices

RDSCNEW - Responding to newspaper/other print advertisements

RDSCRES - Sending out resume/contacting employers directly

RDSCNET - Networking with friends, relatives, or acquaintances

RDSCFAC - Talking to faculty/staff

RDSCREC - Attending recruiting fairs, professional meetings

RDSCVIS - Visiting unemployment office, employment commission posting/referral

RDSCEMP - Contacting employment agency/professional recruiter

RDSCVOL - Volunteering

RDSCOTH - Other strategy not listed

RDSCOSPE - Other specify

Applies to: Respondents who were currently looking for a job and were administered the checkbox version of this form.

Sources: B&B:08/09 field test student interview

RDSRHT01-03

Job search strategies 1-3: textbox

What job search strategies are you currently using to look for a job?

Applies to: Respondents who were currently looking for a job and were administered the textbox/dropdown version of this form and provided at least one response.

Sources: B&B:08/09 field test student interview

RDSRHD01

Job search strategies 1: self-coded drop downs

[If COMPMODE = 0]

How would you categorize the answer(s) you gave? (Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RDSRHT01]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response.

1 = Using school's placement office (referral, posted job notice)

2 = Using internet to find job notices

3 = Responding to newspaper/other print advertisements

4 = Sending out resume/contacting employers directly

5 = Networking with friends, relatives, or acquaintances

6 = Talking to faculty/staff

7 = Attending recruiting fairs, professional meetings

8 = Visiting unemployment office, employment commission posting/referral

9 = Contacting employment agency/professional recruiter

10 = Volunteering

11 = Other strategy not listed

Applies to: Respondents who were currently looking for a job and were administered the textbox/dropdown version of this form and provided at least one response.

Sources: B&B:08/09 field test student interview

RDSRHD02

Job search strategies 2: self-coded drop downs

[If COMPMODE = 0]: How would you categorize the answer(s) you gave? (Please match your response(s) provided below to a category from the drop down list.) [else]: Your response was [RDSRHT02]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response. (Repeat text string/category match for as many text strings as were given by respondent).

1 = Using school's placement office (referral, posted job notice)

2 = Using internet to find job notices

3 = Responding to newspaper/other print advertisements

4 = Sending out resume/contacting employers directly

5 = Networking with friends, relatives, or acquaintances

6 = Talking to faculty/staff

7 = Attending recruiting fairs, professional meetings

8 = Visiting unemployment office, employment commission posting/referral

9 = Contacting employment agency/professional recruiter

10 = Volunteering

11 = Other strategy not listed

Applies to: Respondents who were currently looking for a job and were administered the textbox/dropdown version of this form and provided at least two responses.

Sources: B&B:08/09 field test student interview

RDSRHD03

Job search strategies 3: self-coded drop downs

[If COMPMODE = 0]: How would you categorize the answer(s) you gave?(Please match your response(s) provided below to a category from the drop down list.) [else]:Your response was [RDSRHT03]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response. (Repeat text string/category match for as many text strings as were given by respondent).

- 1 = Using school's placement office (referral, posted job notice)
- 2 = Using internet to find job notices
- 3 = Responding to newspaper/other print advertisements
- 4 = Sending out resume/contacting employers directly
- 5 = Networking with friends, relatives, or acquaintances
- 6 = Talking to faculty/staff
- 7 = Attending recruiting fairs, professional meetings
- 8 = Visiting unemployment office, employment commission posting/referral
- 9 = Contacting employment agency/professional recruiter
- 10 = Volunteering
- 11 = Other strategy not listed

Applies to: Respondents who were currently looking for a job and were administered the textbox/dropdown version of this form and provided at least three responses.

Sources: B&B:08/09 field test student interview

RDSRCA-RDSRCK,RDSRCS01

Job search strategies combined

Which of the following job search strategies are you currently using to look for a job?

0 = No

1 = Yes

RDSRCA - Using school's placement office (referral, posted job notice)

RDSRCB - Using internet to find job notices

RDSRCC - Responding to newspaper/other print advertisements

RDSRCD - Sending out resume/contacting employers directly

RDSRCE - Networking with friends, relatives, or acquaintances

RDSRCF - Talking to faculty/staff

RDSRCG - Attending recruiting fairs, professional meetings

RDSRCH - Visiting unemployment office, employment commission posting/referral

RDSRCI - Contacting employment agency/professional recruiter

RDSRCJ - Volunteering

RDSRCK - Other strategy not listed

RDSRCS01 - Other specify

Applies to: Respondents who were currently looking for a job.

Sources: B&B:08/09 field test student interview

RDJBS1-RDJBS5

Job search location 1-5

Please indicate the states where you are currently looking for work.

If you are looking for work outside of the United States, indicate Foreign Country.

- | | |
|--------------------------|--------------------------------|
| 1 = Alabama | 34 = North Carolina |
| 2 = Alaska | 35 = North Dakota |
| 3 = Arizona | 36 = Ohio |
| 4 = Arkansas | 37 = Oklahoma |
| 5 = California | 38 = Oregon |
| 6 = Colorado | 39 = Pennsylvania |
| 7 = Connecticut | 40 = Rhode Island |
| 8 = Delaware | 41 = South Carolina |
| 9 = District of Columbia | 42 = South Dakota |
| 10 = Florida | 43 = Tennessee |
| 11 = Georgia | 44 = Texas |
| 12 = Hawaii | 45 = Utah |
| 13 = Idaho | 46 = Vermont |
| 14 = Illinois | 47 = Virginia |
| 15 = Indiana | 48 = Washington |
| 16 = Iowa | 49 = West Virginia |
| 17 = Kansas | 50 = Wisconsin |
| 18 = Kentucky | 51 = Wyoming |
| 19 = Louisiana | 52 = Puerto Rico |
| 20 = Maine | 53 = Canada |
| 21 = Maryland | 54 = American Samoa |
| 22 = Massachusetts | 55 = Guam |
| 23 = Michigan | 56 = Fed State Micronesia |
| 24 = Minnesota | 57 = Marshall Islands |
| 25 = Mississippi | 58 = Northern Mariana Islands |
| 26 = Missouri | 59 = Palau |
| 27 = Montana | 60 = U.S. Virgin Islands |
| 28 = Nebraska | 61 = American Military |
| 29 = Nevada | 62 = Mexico |
| 30 = New Hampshire | 63 = Foreign country |
| 31 = New Jersey | (other than Mexico and Canada) |
| 32 = New Mexico | |
| 33 = New York | |

Applies to: Respondents who were currently looking for a job in at least 1-5 states.

Sources: B&B:08/09 field test student interview

RDWRK12M

Employed during the last 12 months

Were you employed at anytime in the last 12 months?

0 = No

1 = Yes

Applies to: Respondents who were not currently working for pay.

Sources: B&B:08/09 field test student interview

RDEM6JL

Employed July 2006

Since your graduation in [RAAWRDMY] from [NPSAS], please indicate which months you worked: July

0 = No

1 = Yes

Applies to: Respondents who had been employed at any point in the last 12 months and completed their bachelor's degree on or before July 2006.

Sources: B&B:08/09 field test student interview

RDLK8SP

Looking for work September 2008

Since your graduation in [RAAWRDMY] from [NPSAS], please indicate which months you were looking for work: September

0 = No

1 = Yes

Applies to: Respondents who completed their bachelor's degree on or before September 2008 and completed the interview in October 2008.

Sources: B&B:08/09 field test student interview

RDLKNEV

Have not looked for work

Since your graduation in [RAAWRDMY] from [NPSAS], please indicate which months you were looking for work: Have not looked for work since graduation

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RDNMJBGD

Number of jobs since graduation

How many jobs have you had since you graduated from [NPSAS]?

job(s)

Observed range: 1 - 30

Applies to: All respondents.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

REEVRTCH

Taught since graduating from NPSAS

Since graduating from [NPSAS], have you worked as a teacher, teacher's aide, or substitute teacher at the K-12 level?

0 = No

1 = Yes

Applies to: All respondents.

Recode note: If RDCURTCH in (1 2) then REEVRTCH = 1

Sources: B&B:08/09 field test student interview

RECURTCH

Currently teaching

Are you currently working as a teacher, teacher's aide, or substitute teacher at the K-12 level?

0 = No

1 = Yes

Applies to: Respondents who were not currently teaching, but had taught at some point.

Recode note: If RDCURTCH in (1 2) then RECURTCH = 1

Sources: B&B:08/09 field test student interview

REPREPAR

Prepared for a teaching career

Have you done anything to prepare for a teaching career at the K-12 level?

0 = No

1 = Yes

Applies to: Respondents who had never taught.

Sources: B&B:08/09 field test student interview

RECONSID

Currently considering teaching

Are you currently considering a career in teaching at the K-12 level?

0 = No

1 = Yes

Applies to: Respondents who had never taught and were not preparing to teach.

Sources: B&B:08/09 field test student interview

TCURTCH

Currently teaching

TCURTCH is an internal variable that calculates current teaching status:

If RDCURTCH in (1 2) or RECURTCH = 1 then TCURTCH = 1

else TCURTCH = 0

0 = Not currently teaching

1 = Currently teaching

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RESTCOMP

Completed student teaching or practicum

Have you completed a student teaching assignment or a teacher practicum?

0 = No

1 = Yes

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach.

Sources: B&B:08/09 field test student interview

RESTCMP2

Currently completing student teaching or practicum

Are you now completing a student teaching assignment or a teacher practicum?

0 = No

1 = Yes

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach, and had not completed their student teaching or teacher practicum.

Sources: B&B:08/09 field test student interview

RECURCRT

Currently certified at K-12 level

Are you currently certified to teach at the K-12 level? (If you hold an emergency certificate or waiver, please answer no.)

0 = No

1 = Yes

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach.

Sources: B&B:08/09 field test student interview

REEVRCRT

Ever certified at K-12 level

Excluding an emergency certificate or waiver, have you ever been certified or licensed to teach at the K-12 level?

0 = No

1 = Yes

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach, and were not currently certified to teach at the K-12 level.

Sources: B&B:08/09 field test student interview

RECRTCRS

Taken courses for teacher certification

Have you taken courses, either at [NPSAS] or elsewhere, to prepare for teacher certification at the K-12 level?

0 = No

1 = Yes

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach, were not currently certified, and had not ever been certified to teach at the K-12 level.

Sources: B&B:08/09 field test student interview

RECRSTST

State of teacher certification

In which state [if RECURCRT = 1] are [else] were you certified?

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

53 = Canada

54 = American Samoa

55 = Guam

56 = Fed State Micronesia

57 = Marshall Islands

58 = Northern Mariana

Islands

59 = Palau

60 = U.S. Virgin Islands

61 = American Military

62 = Mexico

63 = Foreign country

(other than Mexico and

Canada)

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach and had ever been or were currently certified to teach at the K-12 level.

Sources: B&B:08/09 field test student interview

RECRRTYP

Type of teacher certification

What type of teacher certification do you hold?

0 = None (no teacher certification)

1 = Regular/standard state certificate or advanced professional certificate

2 = Certificate issued after satisfying all requirements except a probationary period

3 = Certificate that requires additional courses, student teaching, or passing a test before obtaining regular certification

4 = Temporary or provisional certificate

5 = Other type of teacher certification

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach and had ever been or were currently certified to teach at the K-12 level.

Sources: B&B:08/09 field test student interview

RECRTTSP

Type of teacher certification: other specify

What type of teacher certification do you hold?

Please specify:

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach and had ever been or were currently certified to teach at the K-12 level.

Sources: B&B:08/09 field test student interview

RECRTNAM

Name of teacher certification

In the state where you are certified to teach, what is the name of your teacher certification?

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach and had ever been or were currently certified to teach at the K-12 level.

Sources: B&B:08/09 field test student interview

RECRTMY

Date of teacher certification

In what month and year did you first receive a regular state teaching certificate or a certificate requiring completion of a probationary period?

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach, had ever been or were currently certified, and held a regular or standard state certificate or advanced professional certificate or a certificate issued after satisfying all requirements except a probationary period.

Sources: B&B:08/09 field test student interview

RECGENA, RECGENB, RECSPCED, RECART, RECENGL, RECESL, RECFLNG, REHELTH, RECMATH, RECSCIEN, RECSOSCI, RECVOCTC, REMISC, RECOTHER, and RECOTHSP

Content area certification

[If RECURCRT = 1]

In what content area(s) are you currently certified to teach?

[else]

In what content area(s) were you certified to teach?

0 = No

1 = Yes

RECGENA - Elementary education (general curriculum in elementary or middle grades)

RECGENB - Secondary education (general curriculum in middle or secondary grades)

RECSPCED - Special education

RECART - Arts and music

RECENGL - English and language arts

RECESL - English as a second language (ESL)

RECFLNG - Foreign languages

REHELTH - Health, physical education

RECMATH - Mathematics and computer science

RECSCIEN - Natural sciences

RECSOSCI - Social sciences

RECVOCTC - Vocational, career, or technical education

REMISC - Miscellaneous (driver education, humanities or liberal studies, library or information science, military science or ROTC, philosophy, religious studies, theology, or divinity)

RECOTHER - Other

RECOTHSP - Other specify

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach and had ever been or were currently certified.

Sources: B&B:08/09 field test student interview

RECRTALT

Alternative teacher certification program

[If REEVRCRT = 1 or RECURCRT = 1]

Did you complete an alternative teacher certification program that is designed to expedite the training of non-teachers into teaching careers?

[else]

Are you currently completing an alternative teacher certification program that is designed to expedite the training of non-teachers into teaching careers?

0 = No

1 = Yes

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach and had not majored in an education field at NPSAS.

Sources: B&B:08/09 field test student interview

REALTYP

Type of alternative teacher certification program

[If RECURCRT = 1 or REEVRCRT = 1]

What type of alternative teacher certification program did you complete?

[else]

What type of alternative teacher certification program are you currently completing?

1 = State-level program

2 = District-level program

3 = University-affiliated program

4 = Teach for America or similar teacher corps program

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach, had not majored in an education field at NPSAS, and completed an alternative certification program.

Sources: B&B:08/09 field test student interview

RETCAPP

Applied for teaching position since bachelor's degree completion

Have you applied for a teaching position since completing your bachelor's degree at [NPSAS]?

0 = No

1 = Yes

Applies to: Respondents who were not currently teaching and had not ever taught, but were currently considering teaching.

Sources: B&B:08/09 field test student interview

REOFFER

Received offers for teaching positions

Did you receive any offers for teaching positions?

0 = No

1 = Yes

Applies to: Respondents who were not currently teaching, had not ever taught, but were currently considering teaching and had applied for teaching positions.

Sources: B&B:08/09 field test student interview

**RENAINTR, RENAPTCH, RENAMONY,
RENANTRD, RENAOC, RENADSC,
RENADIFF, RENADAPP, RENAOTH, and
RENOAPPB**

Reason didn't apply radio

What are the reasons you did not apply for a teaching position? For each of the following, please indicate either yes or no.

0 = No

1 = Yes

RENAINTR - Not interested in teaching

RENAPTCH - Poor teaching conditions

RENAMONY - More money/prestige in other job

RENANTRD - Still have to complete additional requirements

RENAOC - Already employed in other job

RENADSC - Student teaching was discouraging

RENADIFF - Jobs hard to get

RENADAPP - Difficult application process

RENAOTH - Another reason not listed

RENOAPPB - Other specify

Applies to: Respondents who were not currently teaching, had not ever taught, but were currently considering teaching, had not applied for teaching positions, and were administered the radio button version of this form.

Sources: B&B:08/09 field test student interview

**RENAINTR, REPORTCH, REMONEY,
RENANTRD, REOTHOC, REDSCRG,
REDIFFJB, REDIFAPP, REOTHRSN, and
RENOAPPB**

Reason didn't apply checkbox: not interested in teaching

What are the reasons you did not apply for a teaching position?

0 = No

1 = Yes

RENAINTR - Not interested in teaching

REPORTCH - Poor teaching conditions

REMOONEY - More money/prestige in other job

RENANTRD - Still have to complete additional requirements

REOTHOC - Already employed in other job

REDSRG - Student teaching was discouraging

REDIFFJB - Jobs hard to get

REDIFAPP - Difficult application process

REOTHRSN - Another reason not listed

RENOAPPB - Other specify

Applies to: Respondents who were not currently teaching, had not ever taught, but were currently considering teaching, had not applied for teaching positions, and were administered the checkbox version of this form.

Sources: B&B:08/09 field test student interview

RENOAT01-02

Reason didn't apply 1-2: textbox

What are the reasons you did not apply for a teaching position?

(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 teaching, had not ever taught, but were currently considering teaching, had not applied for teaching positions, were administered the textbox/dropdown version of this form.

Sources: B&B:08/09 field test student interview

RENOAD01

Reason didn't apply 1: drop downs

[If COMPMODE=0]

How would you categorize the answer(s) you gave?

(Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RENOAT01]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response. (Repeat text string/category match for as many text strings as were given by respondent).

1 = Not interested in teaching

2 = Poor teaching conditions

3 = More money/prestige in other job

4 = Not ready to apply (e.g., more coursework, tests, or certification needed)

5 = Employed in or wanted other job

6 = Student teaching was discouraging

7 = Jobs hard to get

8 = Difficult application process

9 = Another reason not listed

Applies to: Respondents who were not currently teaching, had not ever taught, but were currently considering teaching, had not applied for teaching positions, and were administered the textbox/dropdown experimental version of this form and provided at least one response.

Sources: B&B:08/09 field test student interview

RENOAD02

Reason didn't apply 2: drop downs

[If COMPMODE=0]

How would you categorize the answer(s) you gave?
(Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RENOAT02]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response. (Repeat text string/category match for as many text strings as were given by respondent).

- 1 = Not interested in teaching
- 2 = Poor teaching conditions
- 3 = More money/prestige in other job
- 4 = Not ready to apply (e.g., more coursework, tests, or certification needed)
- 5 = Employed in or wanted other job
- 6 = Student teaching was discouraging
- 7 = Jobs hard to get
- 8 = Difficult application process
- 9 = Another reason not listed

Applies to: Respondents who were not currently teaching, had not ever taught, but were currently considering teaching, had not applied for teaching positions, and were administered the textbox/dropdown experimental version of this form and provided at least two responses.

Sources: B&B:08/09 field test student interview

RENAPPA-RENAPPI and RENAPS01

Reason didn't apply combined

What are the reasons you did not apply for a teaching position?

- 0 = No
- 1 = Yes

- RENAPPA - Not interested in teaching
- RENAPPB - Poor teaching conditions
- RENAPPC - More money/prestige in other job
- RENAPPD - Still have to complete additional requirements
- RENAPPE - Already employed in other job
- RENAPPF - Student teaching was discouraging
- RENAPPG - Jobs hard to get
- RENAPPH - Difficult application process
- RENAPPI - Another reason not listed
- RENAPS01 - Other specify

Applies to: Respondents who were not currently teaching, had not ever taught, but were currently considering teaching, had not applied for teaching positions.

Sources: B&B:08/09 field test student interview

REREGTCH, REITTCH, RESUPTCH, RETCHAID, RESTSUB, RELTSUB, and RESTDTCH

Teaching positions held

Since graduating from [NPSAS], have you held any of the following teaching positions at the K-12 level?

0 = No

1 = Yes

REREGTCH - Regular, full- or part-time, elementary or secondary school teacher

REITTCH - Itinerant teacher

RESUPTCH - Support teacher

RETCHAID - Teacher's aide

RESTSUB - Short-term substitute

RELTSUB - Long-term substitute

RESTDTCH - Student teacher

Applies to: Respondents who were currently teaching or had ever taught.

Sources: B&B:08/09 field test student interview

RECURPOS

Current teaching position

What position do you currently hold?

1 = Teacher's aide

2 = Short-term substitute

3 = Long-term substitute

4 = Itinerant teacher

5 = Support teacher

6 = Regular, full- or part-time, elementary or secondary school teacher

7 = Student teacher

Applies to: Respondents who were currently teaching and held more than one position as a regular elementary or secondary, itinerant, support, teacher's aide, short-term substitute, or long-term substitute teacher.

Sources: B&B:08/09 field test student interview

RETPMY01

Date began short-term substitute position

In what month and year did you begin your position as a short-term substitute teacher?

Applies to: Respondents who had been or were currently a short-term substitute teacher.

Sources: B&B:08/09 field test student interview

RETMY02

Date began teacher's aide position

In what month and year did you begin your position as a teacher's aide?

Applies to: Respondents who had been or were currently a teacher's aide.

Sources: B&B:08/09 field test student interview

RESUBREG

Substitute/teacher's aide position to obtain a permanent position

[If RETCHAID = 1 and RESTSUB = 1 and RECURPOS not in (1 2)]

Did you accept these positions as a way to gain entry into a permanent teaching position?

[else if RETCHAID = 1 and RESTSUB = 1]

Did you accept the position as a [if RECURPOS = 2} short-term substitute teacher {else if RECURPOS = 1} teacher's aide] as a way to gain entry into a permanent teaching position?

[else if RETCHAID = 1]

Did you accept the position as a teacher's aide as a way to gain entry into a permanent teaching position?

[else if RESTSUB = 1]

Did you accept the position as a short-term substitute teacher as a way to gain entry into a permanent teaching position?

[else]

Did you accept this position as a way to gain entry into a permanent teaching position?

0 = No

1 = Yes

Applies to: Respondents who had been or were currently a teacher's aide or short-term substitute teacher.

Sources: B&B:08/09 field test student interview

RENMTCHB

Number of schools where a teaching position was held

At how many schools have you held K-12 teaching positions?

Number of schools:

Observed range: 1 - 10

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher.

Sources: B&B:08/09 field test student interview

RETCTP01

Most recent teaching position 1

[If (RDCURTCH = 1 or RECURTCH = 1) and RECURPOS = 7]

What position did you hold before your student teaching position?

[else]

What position did you hold most recently?

3 = A long-term substitute teacher

4 = An itinerant teacher

5 = A support teacher

6 = An elementary/secondary school teacher

Applies to: Respondents who had held more than one position as a regular, itinerant, support, or long-term substitute teacher, were not currently teaching, and held a teaching position at more than one school.

Sources: B&B:08/09 field test student interview

RESTMY01

Teaching position 1 start date

[If TCURTCH = 1]

When did you start teaching in your position as a [RETCTP01]?

[else]

What were your starting and ending dates in your position as a

[RETCTP01]?

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

REEDMY01

Teaching position 1 end date

[If TCURTCH = 1]

When did you start teaching in your position as a [RETCTP01]?

[else]

What were your starting and ending dates in your position as a

[RETCTP01]?

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school, but were not currently teaching.

Sources: B&B:08/09 field test student interview

RENSCH01

Number of different schools in teaching position 1

At how many schools [if TCURTCH = 1} do you teach currently {else} did you teach] in your position as a [RETCTP01]?

school(s)

Observed range: 1 - 1

Applies to: Respondents who had been an itinerant teacher at more than one school.

Sources: B&B:08/09 field test student interview

RECNTY01

Itinerant teaching school 1: county

In what county and school district are the schools located for your itinerant teaching position?

County:

Applies to: Respondents who had taught in at least one school and had been an itinerant teacher at more than one school.

Sources: B&B:08/09 field test student interview

REDIST01

Itinerant teaching school 1: district

In what county and school district are the schools located for your itinerant teaching position?

School district:

Applies to: Respondents who had taught in at least one school and had been an itinerant teacher at more than one school.

Sources: B&B:08/09 field test student interview

RESCOD01

Teaching school 1: el/sec number

[If COMPMODE = 0]

At what K-12 school [if TCURTCH = 1] are you teaching {else} did you teach] in your position as a [RETCTP01]?

To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. After the school list appears, click the Select button next to your school. If it is not listed, try searching with no city or no school name.

2. If you still cannot find your school, click the None of the Above button at the bottom of the list of search results. Hint: Entering a school name with the city and state will help to limit the number of schools displayed and reduce the time it will take for the school list to load. [else]

At what K-12 school [if TCURTCH = 1] are you teaching {else} did you teach] in your position as a [RETCTP01]?

In what city and state is it located?

El/Sec number:

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

RESTYP01

Teaching school 1: control

Is this school...

- 1 = A public school operated by a school/county district
- 2 = A private Catholic school
- 3 = A private school--other religious affiliation
- 4 = A private school--no religious affiliation
- 5 = A public school operated by state/federal agency (ex: BIA, DOD, prison school)
- 6 = Other (charter school, hospital school)

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

RESGLO01

Teaching school 1: lowest grade offered

What are the highest and lowest grade levels offered at this school?

Highest grade level:

- | | |
|------------------|---------------------|
| 0 = Kindergarten | 7 = Seventh grade |
| 1 = First grade | 8 = Eighth grade |
| 2 = Second grade | 9 = Ninth grade |
| 3 = Third grade | 10 = Tenth grade |
| 4 = Fourth grade | 11 = Eleventh grade |
| 5 = Fifth grade | 12 = Twelfth grade |
| 6 = Sixth grade | 13 = Ungraded |

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

RESGHI01

Teaching school 1: highest grade offered

What are the highest and lowest grade levels offered at this school?

Lowest grade level:

- | | |
|------------------|---------------------|
| 0 = Kindergarten | 7 = Seventh grade |
| 1 = First grade | 8 = Eighth grade |
| 2 = Second grade | 9 = Ninth grade |
| 3 = Third grade | 10 = Tenth grade |
| 4 = Fourth grade | 11 = Eleventh grade |
| 5 = Fifth grade | 12 = Twelfth grade |
| 6 = Sixth grade | 13 = Ungraded |

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

RESCH01

Teaching school 1: name

[If COMPMODE = 0]

At what K-12 school [if TCURTCH = 1] are you teaching {else} did you teach] in your position as a [RETCTP01]?

To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. After the school list appears, click the Select button next to your school. If it is not listed, try searching with no city or no school name.

2. If you still cannot find your school, click the None of the Above button at the bottom of the list of search results. Hint: Entering a school name with the city and state will help to limit the number of schools displayed and reduce the time it will take for the school list to load. [else]

At what K-12 school [if TCURTCH = 1] are you teaching {else} did

you teach] in your position as a [RETCTP01]?

In what city and state is it located?

School:

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

RESTAT01

Teaching school 1: state

[If COMPMODE = 0]

At what K-12 school [if TCURTCH = 1] are you teaching {else} did you teach] in your position as a [RETCTP01]?

To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. After the school list appears, click the Select button next to your school. If it is not listed, try searching with no city or no school name.
2. If you still cannot find your school, click the None of the Above button at the bottom of the list of search results. Hint: Entering a school name with the city and state will help to limit the number of schools displayed and reduce the time it will take for the school list to load.

[else]
At what K-12 school [if TCURTCH = 1] are you teaching {else} did you teach] in your position as a [RETCTP01]?

In what city and state is it located?

State:

1 = Alabama	34 = North Carolina
2 = Alaska	35 = North Dakota
3 = Arizona	36 = Ohio
4 = Arkansas	37 = Oklahoma
5 = California	38 = Oregon
6 = Colorado	39 = Pennsylvania
7 = Connecticut	40 = Rhode Island
8 = Delaware	41 = South Carolina
9 = District of Columbia	42 = South Dakota
10 = Florida	43 = Tennessee
11 = Georgia	44 = Texas
12 = Hawaii	45 = Utah
13 = Idaho	46 = Vermont
14 = Illinois	47 = Virginia
15 = Indiana	48 = Washington
16 = Iowa	49 = West Virginia
17 = Kansas	50 = Wisconsin
18 = Kentucky	51 = Wyoming
19 = Louisiana	52 = Puerto Rico
20 = Maine	53 = Canada
21 = Maryland	54 = American Samoa
22 = Massachusetts	55 = Guam
23 = Michigan	56 = Fed State Micronesia
24 = Minnesota	57 = Marshall Islands
25 = Mississippi	58 = Northern Mariana Islands
26 = Missouri	59 = Palau
27 = Montana	60 = U.S. Virgin Islands
28 = Nebraska	61 = American Military
29 = Nevada	62 = Mexico
30 = New Hampshire	63 = Foreign country
31 = New Jersey	(other than Mexico and
32 = New Mexico	Canada)
33 = New York	

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

RESCIT01

Teaching school 1: city

[If COMPMODE = 0]

At what K-12 school [if TCURTCH = 1] are you teaching {else} did you teach] in your position as a [RETCTP01]?

To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. After the school list appears, click the Select button next to your school. If it is not listed, try searching with no city or no school name.
2. If you still cannot find your school, click the None of the Above button at the bottom of the list of search results. Hint: Entering a school name with the city and state will help to limit the number of schools displayed and reduce the time it will take for the school list to load.

[else]

At what K-12 school [if TCURTCH = 1] are you teaching {else} did you teach] in your position as a [RETCTP01]?

In what city and state is it located?

City:

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

RES DST01

Teaching school 1: district

[If COMPMODE = 0]

At what K-12 school [if TCURTCH = 1] are you teaching {else} did you teach] in your position as a [RETCTP01]?

To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. After the school list appears, click the Select button next to your school. If it is not listed, try searching with no city or no school name.
2. If you still cannot find your school, click the None of the Above button at the bottom of the list of search results. Hint: Entering a school name with the city and state will help to limit the number of schools displayed and reduce the time it will take for the school list to load.

[else]

At what K-12 school [if TCURTCH = 1] are you teaching {else} did you teach] in your position as a [RETCTP01]?

In what city and state is it located?

District:

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

RESCNT01

Teaching school 1: county

[If COMPMODE = 0]

At what K-12 school [if TCURTCH = 1] are you teaching {else} did you teach] in your position as a [RETCTP01]?

To code your school:

1. Enter all or part of the school name, and its city and state, if known, then click Search for School to display a list of matching schools. After the school list appears, click the Select button next to your school. If it is not listed, try searching with no city or no school name.

2. If you still cannot find your school, click the None of the Above button at the bottom of the list of search results. Hint: Entering a school name with the city and state will help to limit the number of schools displayed and reduce the time it will take for the school list to load. [else]

At what K-12 school [if TCURTCH = 1] are you teaching {else} did you teach] in your position as a [RETCTP01]?

In what city and state is it located?

County:

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

REGRLO01

Teaching position 1: lowest grade level taught

What [if TCURTCH = 1] are {else} were] the lowest and highest grades you [if TCURTCH = 1] are teaching {else} taught] in your position as a [RETCTP01]?

If you only taught one grade level, please select the same grade level for both the lowest and highest grades.

Lowest grade level:

- | | |
|------------------|---------------------|
| 0 = Kindergarten | 7 = Seventh grade |
| 1 = First grade | 8 = Eighth grade |
| 2 = Second grade | 9 = Ninth grade |
| 3 = Third grade | 10 = Tenth grade |
| 4 = Fourth grade | 11 = Eleventh grade |
| 5 = Fifth grade | 12 = Twelfth grade |
| 6 = Sixth grade | 13 = Ungraded |

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

REGRHI01

Teaching position 1: highest grade level taught

What [if TCURTCH = 1] are {else} were] the lowest and highest grades you [if TCURTCH = 1] are teaching {else} taught] in your position as a [RETCTP01]?

If you only taught one grade level, please select the same grade level for both the lowest and highest grades.

Highest grade level:

- | | |
|------------------|---------------------|
| 0 = Kindergarten | 7 = Seventh grade |
| 1 = First grade | 8 = Eighth grade |
| 2 = Second grade | 9 = Ninth grade |
| 3 = Third grade | 10 = Tenth grade |
| 4 = Fourth grade | 11 = Eleventh grade |
| 5 = Fifth grade | 12 = Twelfth grade |
| 6 = Sixth grade | 13 = Ungraded |

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

REGENA01, REGENB01, RESPED01, REART01, REENG01, REESL01, REFLN01, REHPE01, REMTH01, RESCI01, RESOC01, REVOC01, REMISC01, REOTH01, and REFLSP01

Teaching position 1 subject areas

What subjects [if TCURTCH = 1] do you teach {else} did you teach] in your position as a [RETCTP01]?

- 0 = No
 1 = Yes
- REGENA01 - Elementary education (general curriculum in elementary or middle grades)
 REGENB01 - Secondary education (general curriculum in middle or secondary grades)
 RESPED01 - Special education
 REART01 - Arts and music
 REENG01 - English and language arts
 REESL01 - English as a second language (ESL)
 REFLN01 - Foreign languages
 REHPE01 - Health, physical education
 REMTH01 - Mathematics and computer science
 RESCI01 - Natural sciences
 RESOC01 - Social sciences
 REVOC01 - Vocational, career, or technical education
 REMISC01 - Miscellaneous (driver education, humanities or liberal studies, library or information science, military science or ROTC, philosophy, religious studies, theology, or divinity)
 REOTH01 - Other
 REFLSP01 - Other specify

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

REPREP01

Prepared to teach subjects in teaching position 1

[if TCURTCH = 1] Do {else} Did] you feel adequately prepared to teach the subjects you [if TCURTCH = 1] do {else} taught] in your position as a [RETCTP01]?

- 0 = No
 1 = Yes

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

REFPT01

Teaching position 1: full-time or part-time

[{if TCURTCH = 1} Are you working {else} Did you work] full-time or part-time in your position as a [RETCTP01]?

1 = Full-time

2 = Part-time

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school, but were not currently teaching and had previously indicated working full- or part-time.

Sources: B&B:08/09 field test student interview

RESINC01

Teaching position 1: academic year base salary

What [{if TCURTCH = 1} is {else} was] your academic year base salary, prior to taxes and deductions, in your position as a [RETCTP01]?

Please do not include extra pay for things such as extra-curricular activities.

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Note: Responses had been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

REOSIC01

Teaching position 1: other school-related compensation

What compensation did you receive in your position as a [RETCTP01] for other, school-related activities, such as coaching or sponsoring a student club?

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Note: Responses had been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

REOTIC01

Teaching position 1: other non-school-related compensation

What additional compensation did you earn from employment outside your school system?

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Note: Responses had been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RELVPY01, RELVAD01, RELVLO01, RELVJB01, RELVWE01, RELVPR01, RELVLD01, RELVWK01, RELVOT01, and RELVSP01

Reason for leaving teaching position 1

What were your reasons for leaving your position as a [RETCTP01]?

0 = No

1 = Yes

RELVPY01 - Low salary

RELVAD01 - To pursue additional education or training

RELVLO01 - Laid off or involuntarily transferred

RELVJB01 - Job change outside of the education field

RELVWE01 - Job change within the education field

RELVPR01 - For personal reasons (e.g., family, health, etc.)

RELVLD01 - Workload was not manageable

RELVWK01 - Dissatisfied with workplace conditions (e.g., students, parents, administration, resources, facilities, etc.)

RELVOT01 - Other

RELVSP01 - Other specify

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in one school, but were not currently teaching.

Sources: B&B:08/09 field test student interview

RECLPR01, REAPIB01, REHONR01, REBILG01, REGFTD01, and RERMDL01

Type of classes taught 1

Do you teach any of the following types of classes in your position as a [RETCTP01]?

0 = No

1 = Yes

RECLPR01 - College preparatory classes

REAPIB01 - Advanced Placement (AP) or International Baccalaureate (IB) classes

REHONR01 - Honors classes

REBILG01 - ESL/bilingual classes

REGFTD01 - Gifted classes

RERMDL01 - Remedial classes

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher in at least one school.

Sources: B&B:08/09 field test student interview

RESTPREP

Preparation for teaching: student teaching/practicum

[If REPREP01 = -9]

Would you say each of the following prepared you very well, adequately, or not very well for teaching?

[else if REPREP01 ne -9]

Earlier, you told us you [{if REPREP01 = 1} felt {else} did not feel] prepared to teach the subject areas you [{if TCURTCH = 1} are {else} were] required to teach in your [{if TCURTCH = 1} current {else} most recent] position. Would you say each of the following prepared you very well, adequately, or not very well for teaching? Your student teaching or teacher practicum experience?

1 = Very well

2 = Adequately

3 = Not very well

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher and had finished their student teaching assignment.

Sources: B&B:08/09 field test student interview

REEDPREP

Preparation for teaching: education courses

[If REPREP01 = -9]

Would you say each of the following prepared you very well, adequately, or not very well for teaching?

[else if REPREP01 ne -9]

Earlier, you told us you [if REPREP01 = 1 } felt {else} did not feel] prepared to teach the subject areas you [if TCURTCH = 1 } are {else} were] required to teach in your [if TCURTCH = 1 } current {else} most recent] position. Would you say each of the following prepared you very well, adequately, or not very well for teaching? Your education courses?

1 = Very well

2 = Adequately

3 = Not very well

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher.

Sources: B&B:08/09 field test student interview

REACPREP

Preparation for teaching: other academic courses

[If REPREP01 = -9]

Would you say each of the following prepared you very well, adequately, or not very well for teaching?

[else if REPREP01 ne -9]

Earlier, you told us you [if REPREP01 = 1 } felt {else} did not feel] prepared to teach the subject areas you [if TCURTCH = 1 } are {else} were] required to teach in your [if TCURTCH = 1 } current {else} most recent] position. Would you say each of the following prepared you very well, adequately, or not very well for teaching? Your other academic courses (other than education courses)?

1 = Very well

2 = Adequately

3 = Not very well

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher.

Sources: B&B:08/09 field test student interview

RETECHNO, REDISCIPL, REINSTVR, REASSESS, and READAPT

Prepared in first year

In your first year of teaching, did you feel adequately prepared to...

0 = No

1 = Yes

RETECHNO - Use computers in classroom instruction?

REDISCIPL - Handle a range of classroom management situations?

REINSTVR - Use a variety of instructional methods?

REASSESS - Develop and administer student assessments?

READAPT - Select and adapt instructional materials?

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher.

Sources: B&B:08/09 field test student interview

REINDUCT

Participated in formal teacher induction program

Did you participate in a formal teacher induction program in which you were assigned a master or mentor teacher who provided guidance and support to you in your first teaching job?

0 = No

1 = Yes

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher.

Sources: B&B:08/09 field test student interview

RESTDISC, REMETHOD, RECURCLM, RECOMMUN, and RESTACHV

Help in first teaching job

In your first teaching job, did someone from your school or school district help you with:

0 = No

1 = Yes

RESTDISC - Student discipline?

REMETHOD - Selecting and implementing appropriate instructional methods?

RECURCLM - Using curriculum effectively?

RECOMMUN - Working with parents and the community?

RESTACHV - Using or analyzing student achievement data?

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher.

Sources: B&B:08/09 field test student interview

RELEARN, RESCHENV, RESTDISP, RECLSIZE, REPNTSUP, READMSUP, REPRFADV, RESOCSUP, REWRKLD, and RETCHEFF*Teacher satisfaction*

[If TCURTCH = 1]

In your current position, are you satisfied with each of the following?

[else]

In your most recent position, were you satisfied with each of the following?

0 = No

1 = Yes

RELEARN - Students' motivation to learn?

RESCHENV - The learning environment of your school?

RESTDISP - Student discipline and behavior?

RECLSIZE - Class size(s)?

REPNTSUP - The support you receive from parents?

READMSUP - The support you receive from the school's administration?

REPRFADV - Your opportunities for professional advancement?

RESOCSUP - Your relationships with colleagues and supervisors?

REWRKLD - The manageability of your workload?

RETCHEFF - Your effectiveness as a teacher?

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher.

Sources: B&B:08/09 field test student interview

REPLNTCH*Plan to remain teaching*

How long do you plan to remain in teaching?

1 = As long as possible

2 = Until a specific life event occurs (e.g., marriage, parenthood)

3 = Until a more desirable job opportunity becomes available

4 = Definitely plan to leave as soon as possible

5 = Undecided at this time

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher and were currently teaching.

Sources: B&B:08/09 field test student interview

RERETURN*Not currently teaching; plans to return*

Do you plan to return to a K-12 classroom teaching position?

0 = No

1 = Yes

Applies to: Respondents who had been a regular, itinerant, support, or long-term substitute teacher and were not currently teaching.

Sources: B&B:08/09 field test student interview

REPRNCPL, REPRADMN, RECURCOR, REDPTHED, RESCHPSY, RELBRARY, REEDREL, and REMVOTH*Plans for education-related job*

Do you have plans to move into any of the following education-related jobs at some point in the future?

0 = No

1 = Yes

REPRNCPL - Principal or assistant principal

REPRADMN - Program administrator

RECURCOR - Curriculum coordinator

REDPTHED - Department head

RESCHPSY - School psychologist, counselor, advisor

RELBRARY - Library media specialist or librarian

REEDREL - Other education-related job

REMVOTH - Other specify

Applies to: Respondents who were currently teaching, had taught, were preparing, or currently considering teaching and had applied for teaching positions.

Sources: B&B:08/09 field test student interview

REWHYREL, REWHYFTR, REWHYOTH, and REWHYSPE*Reason majored in education*

[If REPREPAR = 1]

You've told us that you prepared for teaching, but have not applied for a teaching position. What were your reasons for earning an undergraduate degree in teacher education?

[else if RECONSID = 1]

You've told us that you earned an undergraduate degree in teacher education, but that you have not taught at the K-12 level. What were your reasons for earning an undergraduate degree in teacher education?

[else]

You've told us that you earned an undergraduate degree in teacher education, but that you have not taught at the K-12 level, and are not currently considering teaching at that level. What were your reasons for earning an undergraduate degree in teacher education?

0 = No

1 = Yes

REWHYREL - To pursue an education-related career

REWHYFTR - To pursue teaching at a later time

REWHYOTH - Another reason not listed

REWHYSPE - Other specify

Applies to: Respondents who were not currently teaching, had not taught, were not preparing, and not currently considering teaching or had not applied for teaching positions, but had an education-related major.

Sources: B&B:08/09 field test student interview

RETCGOL

Plans for education-related career in future

Are you still planning to pursue an education-related career at some time in the future?

0 = No

1 = Yes

Applies to: Respondents who were not currently teaching, had not taught, were not preparing, and not currently considering teaching or had not applied for teaching positions, but had an education-related major.

Sources: B&B:08/09 field test student interview

REERCAR, REDEGCRT, RENONED, REDEGOTH, and REDEGSPE

Plans for education degree

How do you plan to use your bachelor's degree in teacher education?

0 = No

1 = Yes

REERCAR - To pursue an education-related career

REDEGCRT - To complete a teacher certification program

RENONED - To pursue a career outside of the education field

REDEGOTH - Other

REDEGSPE - Other specify

Applies to: Respondents who were not currently teaching, had not taught, were not preparing, and not currently considering teaching or had not applied for teaching positions, had an education-related major and did not plan to pursue an education-related career.

Sources: B&B:08/09 field test student interview

RELNFRGV

Aware of loan forgiveness program through teaching

Are you aware of state and federal loan forgiveness programs which would allow you to cancel all or part of your education loans in return for service to the community through teaching?

0 = No

1 = Yes

Applies to: Respondents who were currently teaching, had taught, were preparing, or currently considering teaching and did not already indicate they were participating in a loan forgiveness program.

Sources: B&B:08/09 field test student interview

RELNPTCH

Teaching decision affected by loan forgiveness

Did the availability of loan forgiveness programs influence your decision to prepare as a teacher?

0 = No

1 = Yes

Applies to: Respondents who were currently teaching, had taught, were preparing, or currently considering teaching and were aware of loan forgiveness programs.

Sources: B&B:08/09 field test student interview

RELONFRG

Participating in teacher loan forgiveness program

Are you participating in a loan forgiveness program for teachers?

0 = No

1 = Yes

Applies to: Respondents who were currently teaching or had taught and were aware of loan forgiveness programs.

Sources: B&B:08/09 field test student interview

RFDOBMY

Date of birth

In what month and year were you born?

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RFCITZN

United States citizenship status

Are you a U.S. citizen?

1 = Yes

2 = No - Resident alien, permanent resident, or other eligible non-citizen; hold a temporary resident's card or other eligible non-citizen temporary resident's card
3 = No - Student visa, in the country on an F1 or F2 visa, or on a J1 or J2 exchange visitor visa

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RFMILIT

Military status

Are you a veteran of the U.S. Armed Forces, or currently serving in the Armed Forces on active duty or in the reserves?

1 = Veteran

2 = Active duty

3 = Reserves

4 = None of the above

Applies to: Respondents who were not on a student visa, in the country on an F1 or F2 visa, or on a J1 or J2 exchange visitor visa.

Sources: B&B:08/09 field test student interview

RFSTRES*State of residence*

What is your state of legal residence?

- | | |
|--------------------------|---------------------------|
| 1 = Alabama | 34 = North Carolina |
| 2 = Alaska | 35 = North Dakota |
| 3 = Arizona | 36 = Ohio |
| 4 = Arkansas | 37 = Oklahoma |
| 5 = California | 38 = Oregon |
| 6 = Colorado | 39 = Pennsylvania |
| 7 = Connecticut | 40 = Rhode Island |
| 8 = Delaware | 41 = South Carolina |
| 9 = District of Columbia | 42 = South Dakota |
| 10 = Florida | 43 = Tennessee |
| 11 = Georgia | 44 = Texas |
| 12 = Hawaii | 45 = Utah |
| 13 = Idaho | 46 = Vermont |
| 14 = Illinois | 47 = Virginia |
| 15 = Indiana | 48 = Washington |
| 16 = Iowa | 49 = West Virginia |
| 17 = Kansas | 50 = Wisconsin |
| 18 = Kentucky | 51 = Wyoming |
| 19 = Louisiana | 52 = Puerto Rico |
| 20 = Maine | 53 = Canada |
| 21 = Maryland | 54 = American Samoa |
| 22 = Massachusetts | 55 = Guam |
| 23 = Michigan | 56 = Fed State Micronesia |
| 24 = Minnesota | 57 = Marshall Islands |
| 25 = Mississippi | 58 = Northern Mariana |
| 26 = Missouri | Islands |
| 27 = Montana | 59 = Palau |
| 28 = Nebraska | 60 = U.S. Virgin Islands |
| 29 = Nevada | 61 = American Military |
| 30 = New Hampshire | 62 = Mexico |
| 31 = New Jersey | 63 = Foreign country |
| 32 = New Mexico | (other than Mexico and |
| 33 = New York | Canada) |

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RFVOTE*Registered to vote*

[If RFSTRES ne -9]

Are you registered to vote in [RFSTRES]?

[else]

Are you registered to vote in the state in which you currently live?

0 = No

1 = Yes

Applies to: Respondents who were U.S. citizens.

Sources: B&B:08/09 field test student interview

RFEVRT*Voted in any election*

Have you ever voted in a national, state, or local election?

0 = No

1 = Yes

Applies to: Respondents who were U.S. citizens.

Sources: B&B:08/09 field test student interview

RFHRELOC*Live more than 50 miles from high school*

Do you live more than 50 miles from where you last attended high school?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RFHWORK, RFHADEDU, RFHNR FAM, RFHRFAM, RFHPERSL, RFHAREA, RFHORSN, and RFHOSPE*Reason moved away from high school*

Why did you move away from where you last attended high school?

0 = No

1 = Yes

RFHWORK - For work-related reasons

RFHADEDU - To pursue additional education

RFHNR FAM - To live closer to family/friends

RFHRFAM - To live farther away from family/friends

RFHPERSL - For personal reasons

RFHAREA - To live in a new area

RFHORSN - Another reason not listed

RFHOSPE - Other specify

Applies to: Respondents who lived more than 50 miles from where they last attended high school.

Sources: B&B:08/09 field test student interview

RFCRELOC*Live more than 50 miles from NPSAS*

Do you live more than 50 miles from [NPSAS]?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RFCWORK, RFCADEDU, RFCNRFAM, RFCFRFAM, RFCPERSL, RFCAREA, RFCORSN, and RFCOSPE

Reason moved away from NPSAS

Why did you move away from the [NPCITY], [NPSTAT] area?

0 = No

1 = Yes

RFCWORK - For work-related reasons

RFCADEDU - To pursue additional education

RFCNRFAM - To live closer to family/friends

RFCFRFAM - To live farther away from family/friends

RFCPERSL - For personal reasons

RFCAREA - To live in a new area

RFCORSN - Another reason not listed

RFCOSPE - Other specify

Applies to: Respondents who lived more than 50 miles from their NPSAS school.

Sources: B&B:08/09 field test student interview

RFMARR

Current marital status

What is your current marital status?

1 = Single, never married

2 = Married

3 = Separated

4 = Divorced

5 = Widowed

6 = Living as married (cohabiting)

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RFMARMY

Date of current marital status

In what month and year were you [RFMARR]?

Applies to: Respondents who were currently married, divorced, separated, or widowed.

Sources: B&B:08/09 field test student interview

RFALONE, RFSPODP, RFDPNTS, RFPARIL, RFSIBOR, RFROOM, RFHOTH, and RFHOTSPE

Household composition

With whom are you currently living?

0 = No

1 = Yes

RFALONE - Live alone

RFSPODP - Spouse or domestic partner

RFDPNTS - Children and/or other dependents

RFPARIL - Parents or in-laws

RFSIBOR - Siblings or other relatives (not including parents or children)

RFROOM - Roommate(s) or housemate(s) (who are not related to you)

RFHOTH - Another person or people not listed

RFHOTSPE - Other specify

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RFDEPS

Any dependent children

[If RFMARR = 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: B&B:08/09 field test student interview

RFDEP2

Number of dependent children

[If RFMARR = 2]

How many children under the age of 25 do you or your spouse support financially?

[else]

How many children under the age of 25 do you support financially?

child/children

Observed range: 1 - 5

Applies to: All respondents.

Recode note: If RFDEPS = 0 then RFDEP2 = 0

Sources: B&B:08/09 field test student interview

RFDYAG

Age of youngest dependent child

[If RFDEP2 > 1]

What is the age of your youngest dependent child?

[else if RDEP2 = 1]

How old is your dependent child?

[else]

What is the age of your youngest dependent child?

(If you have one dependent child, report the age of that child.)

Observed range: 1 - 25

Applies to: Respondents with at least one dependent child.

Sources: B&B:08/09 field test student interview

RFINCOM

Income in 2007

[If RFMARR 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.

Note: Responses had been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RFINEST*Income in 2007: estimate*

This question about your income is critical to understanding the financial benefits and labor market outcomes of people who have recently earned a bachelor's degree.

What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2007?

[{If RFMARR in (2 3)}

(Please exclude your spouse's income.)]

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: B&B:08/09 field test student interview

RFUNTAX*Received untaxed benefits in 2007*

[If RFMARR = 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: B&B:08/09 field test student interview

RFTANF, RFSOCSEC, RFWRKCOMP, RFDISAB, RFSTMPMS, RFCHILD, and RFTAXOT*Received untaxed benefits*

[If RFMARR = 2]

Which of the following did you or your spouse receive in 2007?

[else]

Which of the following did you receive in 2007?

0 = No

1 = Yes

RFTANF - TANF (AFDC)

RFSOCSEC - Social Security benefits

RFWRKCOMP - Worker's compensation

RFDISAB - Disability payments

RFSTMPMS - Food stamps

RFCHILD - Child support

RFTAXOT - Another benefit not listed

Applies to: Respondents who received untaxed income or benefits in 2007.

Sources: B&B:08/09 field test student interview

RFHOUSE*Own home or pay rent*

[If RFMARR = 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: All respondents.

Sources: B&B:08/09 field test student interview

RFMTGAMT*Monthly rent or mortgage payment amount*

[If RFMARR = 2]

How much is your monthly [{if RFHOUSE = 1} mortgage {else} rent] payment?

If you share payment of your [{if RFHOUSE = 1} mortgage {else} rent] with anyone other than your spouse, please indicate the amount for which you and your spouse are responsible.

[else]

How much is your monthly [{if RFHOUSE = 1} mortgage {else} rent] payment?

If you share payment of your [{if RFHOUSE = 1} mortgage {else} rent] with others, please indicate the amount for which you are responsible.

Applies to: Respondents who owned a home or paid rent.

Note: Responses had been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RFMTGDK

Monthly rent or mortgage payment amount: don't know
 [If RFMARR = 2]
 How much is your monthly [if RFHOUSE = 1] mortgage {else} rent] payment?
 If you share payment of your [if RFHOUSE = 1] mortgage {else} rent] with anyone other than your spouse, please indicate the amount for which you and your spouse are responsible.
 [else]
 How much is your monthly [if RFHOUSE = 1] mortgage {else} rent] payment?
 If you share payment of your [if RFHOUSE = 1] mortgage {else} rent] with others, please indicate the amount for which you are responsible.
 Don't know
 0 = No
 1 = Yes
Applies to: Respondents who owned a home or paid rent.
 Recode note: If RFMTGAMT >= 0 then RFMTGDK = 0
 Sources: B&B:08/09 field test student interview

RFHPAR, RFHMILT, RFHJOB, RFHRELG, RFHCAMP, RFHOTH, and RFHSPE

Residence: parents or guardians
 Where do you live?
 0 = No
 1 = Yes
 RFHPAR - With parents or guardians
 RFHMILT - Military housing
 RFHJOB - Job includes housing (non-military)
 RFHRELG - Religious housing (seminary, convent, etc.)
 RFHCAMP - Campus housing
 RFHOTH - Other
 RFHSPE - Other specify
Applies to: Respondents who did not own a home or pay rent.
 Sources: B&B:08/09 field test student interview

RFCARLON

Have a car payment
 [If RFMARR = 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 RFCARLON = 1 and RFCARAMT = 0 then RFCARLON = 0
 Sources: B&B:08/09 field test student interview

RFCARAMT

Car payment amount
 How much do you pay for your vehicle loan or lease each month?
Applies to: All respondents.
 Note: Responses had been rounded to the nearest integer.
 Sources: B&B:08/09 field test student interview

RFSPEMP

Spouse employed in 2007
 Did your spouse work for pay in calendar year 2007?
 0 = No
 1 = Yes
Applies to: Married respondents.
 Sources: B&B:08/09 field test student interview

RFINCSP

Spouse's 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: Married respondents.
 Note: Responses had been rounded to the nearest integer.
 Sources: B&B:08/09 field test student interview

RFINSRA

Spouse's income in 2007: estimate
 How much would you estimate your spouse earned from all sources, prior to taxes and deductions, in calendar year 2007? Please indicate the range that best estimates your spouse's 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: Married respondents who did not provide an amount for their spouse's income.
 Sources: B&B:08/09 field test student interview

RFSPLV*Spouse's 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 (Master's, Ph.D., Ed.D., or professional degree such as dentistry, law, medicine, pharmacy, divinity/theology)

Applies to: Married respondents.

Sources: B&B:08/09 field test student interview

RFSPCOL*Spouse in college or graduate school*

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: Married respondents whose spouse had completed high school.

Sources: B&B:08/09 field test student interview

RFSPLN*Spouse has student loans*

Did your spouse take out any student loans for undergraduate or graduate education?

- 0 = No
- 1 = Yes

Applies to: Married respondents whose spouse had completed high school.

Sources: B&B:08/09 field test student interview

RFSPAMT*Spouse's student loan amount*

What is the total amount your spouse has borrowed in student loans? (If you are unsure of the amount, please provide your best estimate.)

Applies to: Married respondents whose spouse had student loans.

Note: Responses had been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RFOWE*Spouse's student loan amount owed*

[If RFSPAMT = -9]

How much of the amount that your spouse borrowed in loans is still owed?

[else]

How much of the \$[RBUGLAM] in total loans does your spouse still owe?

Applies to: Married respondents whose spouses had student loans.

Note: Responses had been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RFSPLNPY*Spouse's monthly payment on student loans*

How much does your spouse pay each month for his or her student loans?

Applies to: Married respondents whose spouse was currently repaying student loans.

Note: Responses had been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RFSPLNPP*Spouse's monthly payment on student loans: not in repayment*

How much does your spouse pay each month for his or her student loans?

Not yet in repayment

- 0 = No
- 1 = Yes

Applies to: Married respondents whose spouse was currently repaying student loans.

Sources: B&B:08/09 field test student interview

RFCOMSRV*Volunteered in last 12 months*

Have you performed any community service or volunteer work in the last 12 months? Please do not include paid community service, court-ordered service, or charitable donations (such as food, clothing, money, etc.).

- 0 = No
- 1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RFVLTUT, RFVLKIDS, RFVLFUND, RFVLSOUP, RFVLNBRH, RFVLHEA, RFVLCHU, and RFVLOTH

Volunteer type

What types of community service or volunteer work have you performed in the last 12 months?

0 = No

1 = Yes

RFVLTUT - Tutoring, other education-related work with kids

RFVLKIDS - Other work with kids (coaching, sports, Big Brother or Big Sister, etc.)

RFVLFUND - Fundraising (political and non-political)

RFVLSOUP - Homeless shelter or soup kitchen

RFVLNBRH - Neighborhood improvement, clean-up, or Habitat for Humanity

RFVLHEA - Health services, hospital, nursing home, or group home

RFVLCHU - Service to a church or other religious organization

RFVLOTH - Other

Applies to: Respondents who had volunteered in the past 12 months.

Sources: B&B:08/09 field test student interview

RFVLHRS

Number of hours volunteered per month

On average, how many hours did you volunteer each month during the last year?

hour(s)

Applies to: Respondents who had volunteered in the past 12 months.

Sources: B&B:08/09 field test student interview

RFVLONE

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: B&B:08/09 field test student interview

RFSACLAS, RFSAENC, RFSAGEN, RFSAFRD, RFSANEED, RFSAMAJ, RFSAGOOD, RFSAOTH, and RFSASPE

Volunteer reason radio

Which of the following were reasons why you became involved in your community service or volunteer work?

0 = No

1 = Yes

RFSACLAS - It was a class requirement

RFSAENC - It was encouraged by friends, family, faculty, or a mentor

RFSAGEN - It allowed you to express your concern or act on a sense of responsibility for others

RFSAFRD - It was a way to meet new people or spend time with friends who share an interest in helping other

RFSANEED - It was a way to feel needed

RFSAMAJ - It was related to your college major

RFSAGOOD - It was a way to feel good about yourself

RFSAOTH - Another reason not listed

RFSASPE - Other specify

Applies to: Respondents who had volunteered in the past 12 months and were administered the Yes/No experimental version of this form.

Sources: B&B:08/09 field test student interview

RFSCCLASS, RFENCNCR, RFGENUIN, RFFRIEND, RFFLNEED, RFVLMMAJ, RFFLGOOD, RFSCOTH, and RFSCSPE

Volunteer reason checkbox

Why did you become involved in your community service or volunteer work?

0 = No

1 = Yes

RFSCCLASS - It was a class requirement

RFENCNCR - It was encouraged by friends, family, faculty, or a mentor

RFGENUIN - It allowed you to express your concern or act on a sense of responsibility for others

RFFRIEND - It was a way to meet new people or spend time with friends who share an interest in helping other

RFFLNEED - It was a way to feel needed

RFVLMMAJ - It was related to your college major

RFFLGOOD - It was a way to feel good about yourself

RFSCOTH - Another reason not listed

RFSCSPE - Other specify

Applies to: Respondents who had volunteered in the past 12 months and were administered the checkbox experimental version of this form.

Sources: B&B:08/09 field test student interview

RFVLT01-03

Volunteer reason: textbox 1-3

Why did you become involved in your community service or volunteer work? (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 experimental version of this form.

Sources: B&B:08/09 field test student interview

RFVLD01

Volunteer reason: self-coded drop downs 1

[If COMPMODE = 0]

How would you categorize the answer(s) you gave?
(Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RFVLT01]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response.

- 1 = It was a class requirement
- 2 = It was encouraged by friends, family, faculty, or a mentor
- 3 = It allowed you to express your concern or act on a sense of responsibility for others
- 4 = It was a way to meet new people or spend time with friends who share an interest in helping others
- 5 = It was a way to feel needed
- 6 = It was related to your college major
- 7 = It was a way to feel good about yourself
- 8 = Other reason

Applies to: Respondents who had volunteered in the past 12 months, were administered the textbox/dropdown experimental version of this form, and provided at least one response.

Sources: B&B:08/09 field test student interview

RFVLD02

Volunteer reason: self-coded drop downs 2

[If COMPMODE = 0]

How would you categorize the answer(s) you gave?
(Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RFVLT01]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response.

- 1 = It was a class requirement
- 2 = It was encouraged by friends, family, faculty, or a mentor
- 3 = It allowed you to express your concern or act on a sense of responsibility for others
- 4 = It was a way to meet new people or spend time with friends who share an interest in helping others
- 5 = It was a way to feel needed
- 6 = It was related to your college major
- 7 = It was a way to feel good about yourself
- 8 = Other reason

Applies to: Respondents who had volunteered in the past 12 months, were administered the textbox/dropdown experimental version of this form, and provided at least two responses.

Sources: B&B:08/09 field test student interview

RFVLD03

Volunteer reason: self-coded drop downs 3

[If COMPMODE = 0]

How would you categorize the answer(s) you gave?
(Please match your response(s) provided below to a category from the drop down list.)

[else]

Your response was [RFVLT01]. Now I'm going to read through a list of categories. Please tell me which category you think best describes your response.

- 1 = It was a class requirement
- 2 = It was encouraged by friends, family, faculty, or a mentor
- 3 = It allowed you to express your concern or act on a sense of responsibility for others
- 4 = It was a way to meet new people or spend time with friends who share an interest in helping others
- 5 = It was a way to feel needed
- 6 = It was related to your college major
- 7 = It was a way to feel good about yourself
- 8 = Other reason

Applies to: Respondents who had volunteered in the past 12 months, were administered the textbox/dropdown experimental version of this form, and provided at least three responses.

Sources: B&B:08/09 field test student interview

RFSCHVLA-RFSCHVLH and RFSCHS01

Volunteer reason combined

Why did you become involved in your community service or volunteer work?

0 = No

1 = Yes

RFSCHVLA - It was a class requirement

RFSCHVLB - It was encouraged by friends, family, faculty, or a mentor

RFSCHVLC - It allowed you to express your concern or act on a sense of responsibility for others

RFSCHVLD - It was a way to meet new people or spend time with friends who share an interest in helping other

RFSCHVLE - It was a way to feel needed

RFSCHVLF - It was related to your college major

RFSCHVLG - It was a way to feel good about yourself

RFSCHVLH - Another reason not listed

RFSCHS01 - Other specify

Applies to: Respondents who had volunteered in the past 12 months.

Sources: B&B:08/09 field test student interview

RFRTCAR, RFRTREAL, RFRTRES, RFRTMAJ, RFRTCOM, RFRTSOC, RFRTPER, RFRTVARY, and RFRTSAT

Volunteer benefits

Which of the following statements describe your experience in your community service or volunteer work activities?

0 = No

1 = Yes

RFRTCAR - It helped you to choose or make contacts in a career

RFRTREAL - It allowed you to develop real-world knowledge and/or skills

RFRTRES - It was an important addition to your resume

RFRTMAJ - It clarified your choice of majors

RFRTCOM - It helped you become a more compassionate person

RFRTSOC - It increased your awareness of social issues

RFRTPER - It gave you a new way of looking at life

RFRTVARY - It helped you learn how to work with a variety of people

RFRTSAT - Overall, it provided you a sense of satisfaction

Applies to: Respondents who had volunteered in the past 12 months.

Sources: B&B:08/09 field test student interview

RFRTFLAG

Completion date flag for volunteer benefits

Completion date flag for volunteer benefits

0 = Completed interview on/before August 5

1 = Completed interview after August 5

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RFVLFUT

Volunteer again in next 12 months

Are you likely to volunteer again in the next 12 months?

0 = No

1 = Yes

Applies to: Respondents who had volunteered in the past 12 months.

Sources: B&B:08/09 field test student interview

RFDISSEN

Disability: sensory impairment

(The next few questions will help us better understand the educational and employment experiences of people with disabilities.)

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: B&B:08/09 field test student interview

RFDISMOB

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: B&B:08/09 field test student interview

RFDISOTH

Disability: other long-lasting condition

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: B&B:08/09 field test student interview

RFMAIN

Main disability or impairment

What is the main type of condition or impairment that 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 had a sensory, mobility or another disability or impairment.

Sources: B&B:08/09 field test student interview

RBIPD1UC

Upcode flag for [RBSCH01]

RBIPD1UC is the flag for whether RBSCH01 was upcoded.

0 = RBSCH01 not upcoded

1 = RBSCH01 upcoded

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RCIPD1UC

Upcode flag for [RCSCH01]

RCIPD1UC is the flag for whether RCSCH01 was upcoded.

0 = RCSCH01 not upcoded

1 = RCSCH01 upcoded

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RECDUP01

Upcode flag for [RETSCH01]

RECDUP01 is the flag for whether RETSCH01 was upcoded.

0 = RETSCH01 not upcoded

1 = RETSCH01 upcoded

Applies to: All respondents

Sources: B&B:08/09 field test student interview

TAGE

Age as of January 1, 2008

Internal Variable TAGE calculates age as of January 1, 2008

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

Y_MLTERA

Experiment variable for multiple enrollment form

Y_MLTERA is a preload that is randomly assigned to route respondents to a radio, checkbox, or a combination of textbox and dropdown version of the same form.

Variables include RBMASP through RBMERD03.

1 = View radio button version

2 = View checkbox version

3 = View textbox/dropdown version

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

Y_DELAYA

Experiment variable for postponing continued education form

Y_DELAYA is a preload that is randomly assigned to route respondents to a radio, checkbox, or a combination of textbox and dropdown version of the same form.

Variables include RCADEBT through RCDLYD03.

1 = View radio version

2 = View checkbox version

3 = View textbox/dropdown version

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

Y_SRCHA

Experiment variable for job search strategies form

Y_SRCHA is a preload that is randomly assigned to route respondents to a radio, checkbox, or a combination of textbox and dropdown version of the same form.

Variables include RDSAPLA through RDSRHD03.

1 = View radio button version

2 = View checkbox version

3 = View textbox/dropdown version

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

Y_NOAPPA

Experiment variable for reason didn't apply form

Y_NOAPPA is a preload that is randomly assigned to route respondents to a radio, checkbox, or a combination of textbox and dropdown version of the same form.

Variables include RENAINTR through RENOAD02.

1 = View radio button version

2 = View checkbox version

3 = View textbox/dropdown version

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

Y_SCHVLA

Experiment variable for volunteer reason form

Y_SCHVLA is a preload that is randomly assigned to route respondents to a radio, checkbox, or a combination of textbox and dropdown version of the same form.

Variables include RFSACLAS through RFVLD03.

1 = View radio button version

2 = View checkbox version

3 = View textbox/dropdown version

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

Y_NPRES

NPSAS respondent

Y_NPRES indicates whether the respondent was a NPSAS:2008 field test student interview respondent or not.

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

Y_NPIPDS

NPSAS school: IPEDS

NPSAS school: IPEDS

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

Y_NPSCHL

NPSAS school: name

NPSAS school: name

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

Y_NPCITY

NPSAS school: city

NPSAS school: city

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

Y_NPSTAT

NPSAS school: state

NPSAS school: state

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

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

Y_NPLEVL

NPSAS school: level

NPSAS school: level

- 1 = 4-year
- 2 = 2-year
- 3 = Less-than-2-year
- 4 = Some other type of school

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

Y_NPCTRL

NPSAS school: control

NPSAS school: control

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

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

Appendix F

Reinterview Facsimile

RZRID*Identification number*

Identification number

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RCOMPDATE*Date reinterview completed*

Date reinterview completed

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RCOMPMODE*Reinterview completion mode*

Reinterview completion mode

0 = Web

1 = CATI

3 = CAPI, in-person

4 = CAPI, by phone

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RSUMSTAT*Reinterview completion status*

Reinterview completion status

290 = Partial student interview

295 = Complete student interview

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RROTHSCH*Attended other colleges before completing bachelor's at NPSAS*

Other than [NPSAS], did you attend any other colleges, universities, or trade schools between the time you graduated from high school and the time you graduated with your bachelor's degree from [NPSAS]? Please include summer enrollment and any other classes you have taken that earned college credit.

0 = No

1 = Yes

Applies to: Respondents whose first school was NPSAS.

Sources: B&B:08/09 field test student interview

RRNPCONT*Continuously enrolled at NPSAS for bachelor's degree*

[If RBNFST = 1 and RBFSTMY ne -9 and RBNPEMY ne -9]

Between [RBFSTMY] and [RBNPEMY] were you continuously enrolled at [NPSAS] for your bachelor's degree? If you had a break in your enrollment at [NPSAS] that lasted more than four months, answer no.

[else if RBNFST ne 1 and RBFSTMY ne -9 and RBNPEMY ne -9]

Between [RBNPBMY] and [RBNPEMY], were you continuously enrolled at [NPSAS] for your bachelor's degree? If you had a break in your enrollment at [NPSAS] that lasted more than four months, answer no.

[else]

Were you continuously enrolled at [NPSAS] for your bachelor's degree?

If you had a break in your enrollment at [NPSAS] that lasted more than four months, answer no.

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RRNPMJCH*Ever formally changed major at NPSAS*

After you first declared your major at [NPSAS], how many times did you formally change it?

0 = Never

1 = One time

2 = More than one time

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RRNPMAJ*Final major at NPSAS: string*

What was your [if RRNPMJCH > 0] final] major for your bachelor's degree? (Please enter your major in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.)

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RRUGLAM*Amount borrowed in undergraduate loans*

How much did you borrow in student loans for your entire undergraduate education? Please do not include any money borrowed from family or friends. (If you are unsure of the amount, please provide your best estimate.)

Applies to: Respondents who took out undergraduate loans.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RRUGPRIV*Amount borrowed in private undergraduate loans*

Of the [if RRUGLAM > 0] \$[RRUGLAM] {else} amount] you borrowed for your undergraduate education, how much money did you borrow through private student loans?

Applies to: Respondents who had private loans.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RRMAJCHO

Satisfaction with undergraduate major choice

[If RRNPMA] ne -9]

Are you satisfied with your choice of [RRNPMA] as your undergraduate major or course of study?

[else]

Are you satisfied with your choice of undergraduate major or course of study?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RRCOBN

Cost/time of education worth career options/earnings

Do you think your career options and earnings potential are worth the amount of time you spent and the financial cost of your undergraduate education?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RRPSTGRD

Enrolled in any school for post-bachelor's education

Now we'd like to ask you about any additional education or training you've had since earning your bachelor's degree from [NPSAS].

Between the time you completed that degree and the time of your B&B interview in [COMPDATE], did you enroll in any school for more education, or were you accepted at a school for enrollment in the 2008-2009 school year?

0 = No

1 = Yes

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RRMAJINT

Intended major: string

When you participated in the B&B interview in [COMPDATE], you indicated that you expected to pursue another degree or certificate in the future.

[If RCOMPMode = 0]

Please enter your intended major or field of study in the box provided and then click the Search for Major button. A list of categories that match your entry will be displayed.

[else]

What is your intended major or field of study?

Applies to: Respondents who had not enrolled in a degree program since completing their bachelor's degree except for a professional degree program.

Sources: B&B:08/09 field test student interview

RRNUMAPP

Number of jobs applied for current job

Job title: [RD]BTL]

[If RDEMP'TYP = 6]

How many other jobs did you apply for before you became self-employed?

[else]

How many other jobs did you apply for before you started the job you held at the time of your B&B interview in [COMPDATE]?

job(s)

Applies to: Respondents who were currently working for pay.

Note: Responses have been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RRWRK12M

Employed during the last 12 months

Were you employed at any time between the time you graduated from [NPSAS] and the time of your B&B interview in [COMPDATE]?

0 = No

1 = Yes

Applies to: Respondents who were not currently working for pay.

Sources: B&B:08/09 field test student interview

RREVRTCH

Taught since graduating from NPSAS

Between the time you graduated from [NPSAS] and the time of your B&B interview in [COMPDATE], did you work as a teacher, teacher's aide, or substitute teacher at the K-12 level?

0 = No

1 = Yes

Applies to: All respondents.

Recode note: If RDCURTCH in (1 2) then REEVRTCH = 1

Sources: B&B:08/09 field test student interview

RRCRTTYP

Type of teacher certification

What type of teacher certification do you hold?

0 = None (no teacher certification)

1 = Regular/standard state certificate or advanced professional certificate

2 = Certificate issued after satisfying all requirements except a probationary period

3 = Certificate that requires additional courses, student teaching, or passing a test before obtaining regular certification

4 = Temporary or provisional certificate

5 = Other type of teacher certification

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach and had ever been or were currently certified to teach at the K-12 level.

Sources: B&B:08/09 field test student interview

RRCRTTSP

Type of teacher certification: other specify

What type of teacher certification do you hold?

Please specify:

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach and had ever been or were currently certified to teach at the K-12 level.

Sources: B&B:08/09 field test student interview

RRCRTNAM

Name of teacher certification

In the state where you are certified to teach, what is the name of your teacher certification?

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach and had ever been or were currently certified to teach at the K-12 level.

Sources: B&B:08/09 field test student interview

**RRCGENA,RRCGENB,RRCSPCED,RRCART,RR
CENGL,RRCESL,RRCFLNG,RRHELTH,RRCM
ATH,RRSCIEN,RRCSOSCI,RRVOCTC,RRMIS
C,RRCOTHER, and RRCOTHSP**

Content area certification

[If RECURCRT = 1]

In what content area(s) are you currently certified to teach?

[else]

In what content area(s) were you certified to teach?

0 = No

1 = Yes

RRCGENA - Elementary education (general curriculum in elementary or middle grades)

RRCGENB - Secondary education (general curriculum in middle or secondary grades)

RRCSPCED - Special education

RRCART - Arts and music

RRCENGL - English and language arts

RRCESL - English as a second language (ESL)

RRCFLNG - Foreign languages

RRHELTH - Health, physical education

RRCMATH - Mathematics and computer science

RRSCIEN - Natural sciences

RRCSOSCI - Social sciences

RRVOCTC - Vocational, career, or technical education

RRMISC - Miscellaneous (driver education, humanities or liberal studies, library or information science, military science or ROTC, philosophy, religious studies, theology, or divinity)

RRCOTHER - Other

RRCOTHSP - Other specify

Applies to: Respondents who were currently teaching, had taught, or were preparing to teach and had ever been or were currently certified.

Sources: B&B:08/09 field test student interview

RRDOBM

Date of birth

In what month and year were you born?

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

**RRCWORK,RRCADEDU,RRCNRFAM,RRCFRFA
M,RRCPERSL,RRCAREA,RRCORSN, and
RRCOSPE**

Reason moved away from NPSAS

For the next set of questions about your background, please refer to your experiences at the time you were interviewed in [COMPDATE].

Why did you move away from the [NPCITY], [NPSTAT] area?

0 = No

1 = Yes

RRCWORK - For work-related reasons

RRCADEDU - To pursue additional education

RRCNRFAM - To live closer to family/friends

RRCFRFA - To live farther away from family/friends

RRCPERSL - For personal reasons

RRCAREA - To live in a new area

RRCORSN - Another reason not listed

RRCOSPE - Other specify

Applies to: Respondents who lived more than 50 miles from their NPSAS school.

Sources: B&B:08/09 field test student interview

**RRALONE,RRSPODP,RRDPNTS,RRPARIL,RRSI
BOR,RRROOM,RRHOTH, and RRHOTSPE**

Household composition

With whom were you living at the time you were interviewed in [COMPDATE]?

0 = No

1 = Yes

RRALONE - Live alone

RRSPODP - Spouse or domestic partner

RRDPNTS - Children and/or other dependents

RRPARIL - Parents or in-laws

RRSIBOR - Siblings or other relatives (not including parents or children)

RRROOM - Roommate(s) or housemate(s) (who are not related to you)

RRHOTH - Another person or people not listed

RRHOTSPE - Other specify

Applies to: All respondents.

Sources: B&B:08/09 field test student interview

RRINCOM

Income in 2007

[If RFMARR 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.

Note: Responses had been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RRSPEMP

Spouse employed in 2007

Did your spouse work for pay in calendar year 2007?

0 = No

1 = Yes

Applies to: Married respondents.

Sources: B&B:08/09 field test student interview

RRINCSP

Spouse's 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: Married respondents.

Note: Responses had been rounded to the nearest integer.

Sources: B&B:08/09 field test student interview

RFVLHRS

Number of hours volunteered per month

On average, how many hours did you volunteer each month during the last year?

hour(s)

Applies to: Respondents who had volunteered in the past 12 months.

Sources: B&B:08/09 field test student interview

RRRTCAR,RRRTREAL,RRRTRES,RRRTMAJ,RRRTCOM,RFRTSOC,RRRTPER,RRRTVARY, and RRRTSAT

Volunteer benefits

Which of the following statements describe your experience in your community service or volunteer work activities?

0 = No

1 = Yes

RRRTCAR - It helped you to choose or make contacts in a career

RRRTREAL - It allowed you to develop real-world knowledge and/or skills

RRRTRES - It was an important addition to your resume

RRRTMAJ - It clarified your choice of majors

RRRTCOM - It helped you become a more compassionate person

RRRTSOC - It increased your awareness of social issues

RRRTPER - It gave you a new way of looking at life

RRRTVARY - It helped you learn how to work with a variety of people

RRRTSAT - Overall, it provided you a sense of satisfaction

Applies to: Respondents who had volunteered in the past 12 months.

Sources: B&B:08/09 field test student interview