Appendix A: Technical Review Panel (TRP) Members

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Appendix B: Sampling Details

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B.1 Institution Frame and Sample

For students to be eligible for the 2015–16 National Postsecondary Student Aid Study (NPSAS:16), they must have been enrolled in a NPSAS-eligible institution for any term or course of instruction at any time during the 2015–16 academic year (September to June). Institutions must have also met the following requirements for NPSAS eligibility:

- offer an educational program designed for persons who have completed secondary education;
- 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;
- not be a U.S. service academy institution; and
- have signed the Title IV participation agreement with the U.S. Department of Education.[1]

Institutions providing only vocational, recreational, remedial, or only in-house courses for their own employees or members were excluded. U.S. service academies (the U.S. Air Force Academy, the U.S. Coast Guard Academy, the U.S. Military Academy, the U.S. Merchant Marine Academy, and the U.S. Naval Academy) were excluded because of their unique funding/tuition base.

The above institution eligibility criteria are consistent with all iterations of NPSAS with two exceptions: (1) Title IV participation and (2) inclusion of correspondence schools. The requirement that an institution be eligible to distribute federal Title IV aid was added as of NPSAS:2000. In NPSAS:2000, it was determined that there was sufficient comparability in survey design to ensure that important comparisons with data from previous NPSAS cycles could be made (Riccobono et al. 2002). Institutions that offered only correspondence courses, provided these same

[1] A Title IV eligible institution is an institution that has a written agreement (program participation agreement) with the U.S. Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs.

institutions were also eligible to distribute federal Title IV student aid, were first included as eligible in NPSAS:04.

B.1.1 Institution Sample Frame Construction

The NPSAS:16 field test and full-scale institution sampling frames were constructed separately, an approach that differed from the three previous NPSAS studies. The field test institution frame was constructed from the 2012–13 IPEDS Institutional Characteristics header, Institutional Characteristics (IC), Completions, and 12-Month Enrollment files. The full-scale institution frame was constructed from the 2014–15 IPEDS Institutional Characteristics header, Institutional Characteristics (IC), Completions, and 12-month Enrollment files. Creating a new institution sample frame for the full-scale study carried the advantage of having a more accurate and current frame constructed using the most current IPEDS files.

Large higher education systems (groups of higher education institutions with consolidated reporting) and institutions likely to be selected with certainty (i.e., with a probability of selection equal to one) in the full-scale frame were removed from the field-test frame to avoid burdening them with both field-test and full-scale data collections. Similarly, institutions selected for the field-test sample were removed from the full-scale frame.[2] The weights for the full-scale sample institutions were adjusted so that the sum of the weights would represent the full population of eligible institutions.

[2] It was decided for the full-scale study to oversample public 4-year, non-doctorate-granting, primarily subbaccalaureate institutions after field test results were analyzed. Therefore, 23 of these institutions were in both the field test and full-scale studies.

B.1.2 Institution Sample Selection

NPSAS statisticians selected 2,000 institutions using a variation of probabilities proportional to size (PPS) sampling called sequential probability minimum replacement (PMR) sampling (Chromy 1979). A composite size measure (Folsom, Potter, and Williams 1987) helped achieve self-weighting samples[3] for student by institution strata and allowed for flexibility in changing sampling rates in selected strata without losing the self-weighting attribute of the sampling method. PMR, in this instance, would generally allow for institutions to be selected multiple times. To avoid multiple selections of sample institutions, institutions with expected frequencies of selection greater than one were selected with certainty, and removed from the frame. The remainder of the institutional sample was selected from the remaining institutions within each stratum. Institution composite measures of size were determined using enrollment data from the most recent IPEDS 12-Month and Completions Components.

The 11 institutional strata are based on institutional level, control, level of offering, and highest level of offering:[4]

1. public less-than-2-year
2. public 2-year
3. public 4-year, non-doctorate-granting, primarily subbaccalaureate
4. public 4-year, non-doctorate-granting, primarily baccalaureate
5. public 4-year, doctorate-granting
6. private nonprofit, less-than-4-year
7. private nonprofit, 4-year, non-doctorate-granting
8. private nonprofit, 4-year, doctorate-granting
9. private for-profit, less-than-2-year
10. private for-profit, 2-year
11. private for-profit, 4-year.

As shown above, the typical stratum of public 4-year non-doctorate-granting institutions was split into two strata (strata 3 and 4 above): public 4-year institutions that are primarily subbaccalaureate and those that are primarily baccalaureate. The subbaccalaureate institutions are mainly community colleges that offer a small

[3] Self-weighting samples have equal weights within sampling domains.
[4] The institutional strata can be aggregated by control or level for the purposes of reporting institution counts.

number of bachelor's degrees in select fields Splitting the public 4 year, non-doctorate-granting institutions into two strata, rather than combining them, allows for oversampling and controlling the sample size of the subbaccalaureate institutions and students in them, including the baccalaureate recipients. Within each institution stratum, additional implicit stratification was accomplished by sorting the sampling frame by the following classifications:[5] (1) Historically Black Colleges and Universities (HBCUs) status; (2) Hispanic Serving Institutions (HSIs) status[6] (3) INSTCAT (institutional category derived using the level of offerings reported on the IPEDS Institutional Characteristics [IC] component and the number and level of awards that were reported on the IPEDS Completions [C] component); (4) Carnegie classifications of degree-granting postsecondary institutions;[7] (5) the Office of Business Economics Region from the IPEDS Institutional Characteristics Header file (Bureau of Economic Analysis of the U.S. Department of Commerce Region); (6) state and system for states with large systems, e.g., the SUNY and CUNY systems in New York, the state and technical colleges in Georgia, and the California State University and University of California systems in California; and (7) the institution composite measure of size. This implicit stratification helped ensure that the sample was approximately proportional to the population for these measures.

Each sampled institution verified as NPSAS-eligible was asked to provide a list of all students who satisfied all of the NPSAS eligibility conditions. Sampled institutions were asked to provide an "unduplicated" electronic list (i.e., one in which each student's name appeared only once), information needed to match to external data sources, create student sampling strata, and contact the sample member for the survey. The following data items were requested for NPSAS-eligible students enrolled at each sample institution:

- name
- Social Security number (SSN)
- student ID number (if different from SSN)
- student level (undergraduate, masters, doctoral-research/scholarship/other, doctoral-professional practice, other graduate)
- class level of undergraduates (first year, second year, etc.)
- date of birth (DOB)

[5] Implicit stratification is the process of creating substrata by sorting the data within stratum when using the PMR sampling algorithm.
[6] HSI status no longer exists in IPEDS, so an HSI proxy was created using IPEDS Hispanic enrollment data.
[7] Some Carnegie categories were collapsed for the purposes of implicit stratification.

- Classification of Instructional Programs (CIP) or major
- undergraduate degree program
- high school/completion program completion date (month and year)
- baccalaureate recipient indicator (for students who have already received their bachelor's degree at the NPSAS institution since July 1, 2015)
- potential baccalaureate recipient indicator (for students who are expected to receive their bachelor's degree at the NPSAS institution by June 30, 2016)[8]
- enrollment in high school (or completion program)
- date of first enrollment (at the postsecondary level)
- veteran status
- grade point average (GPA)
- number of credits accumulated
- account overdue (student owes fee that would prevent bachelor's degree award)
- race
- ethnicity
- gender
- first-time graduate student at the NPSAS institution indicator
- contact information (local and permanent street address and phone number and school and home e-mail address)

The student sample was randomly selected via stratified systematic sampling from lists of students enrolled between July 1, 2015, and April 30, 2016, at the sampled institutions. The 17 student sampling strata were

1. baccalaureate recipients who are veterans
2. baccalaureate recipients from science, technology, engineering, and mathematics (STEM) programs
3. baccalaureate recipients from teacher education programs

[8] Splitting the baccalaureate recipients into two items is based on the field test. It made providing baccalaureate information easier for institutions that could not identify the potential baccalaureate recipients and helped with QC checks against IPEDS counts for institutions that could not identify the potential baccalaureate recipients.

4. baccalaureate recipients from business programs
5. baccalaureate recipients from other programs
6. other undergraduate students who are veterans[9]
7. other undergraduate students[7]
8. graduate students who are veterans
9. first-time graduate students
10. master's degree students in STEM programs
11. master's degree students in education and business programs
12. master's degree students in other programs
13. doctoral-research/scholarship/other students in STEM programs
14. doctoral-research/scholarship/other students in education and business programs
15. doctoral-research/scholarship/other students in other programs
16. doctoral-professional practice students
17. other graduate students[10]

If students fell into multiple strata, such as students who are veterans or students with double majors, the ordering of the strata above was used to prioritize the stratification.

In determining student sample size allocation across the institution strata, the following notation was used:

$r = 1, 2, \ldots, 11$ indexes the previously defined institutional strata;

$s = 1, 2, 3, \ldots, 17$ indexes the previously defined student strata;

$j = 1, 2, \ldots, J(r)$ indexes the institutions within stratum r;

$M_{rs}(j)$ = number of students enrolled during the NPSAS year who belonged to student stratum s at the jth institution in institutional stratum r;

[9] *Other undergraduate students* are defined as any undergraduate student not classified as a baccalaureate recipient.
[10] "Other graduate" students are those who are not enrolled in a degree program, such as students just taking graduate courses.

m_{rs} = number of students to be selected from student stratum *s* within the *r*th institutional stratum (i.e., student stratum *rs*); and

$\pi_r(j)$ = probability of selecting the *j*th institution in institutional stratum *r*.

The overall population sampling rate (f_{rs}) for student stratum *rs* is given by

$$f_{rs} = m_{rs} / M_{rs}(+),$$

where

$$M_{rs}(+) = \sum_{j=1}^{J(r)} M_{rs}(j).$$

The student sample was allocated to separate applicable institutional and student sampling strata, as defined above. Student sampling rates, which were used to compute institution-level composite measures of size, were based on the IPEDS:2014-15 12-Month Enrollment and Completions files and the student sample sizes, $m_{rs,}$ (table B-1). The initially computed stratum-level student sampling rates, f_{rs} (used to define institutional measures of size), are shown in tables B-2 and B-3. Table B-2 shows the initially computed stratum-level student sampling rates for potential baccalaureate recipients and other undergraduate students for each of the 11 institutional strata. Table B-3 presents the initially computed stratum-level student sampling rates for graduate students.

Table B-1. Expected and achieved numbers of sample students, by control and level of institution and student type: 2015–16

	All students			Undergraduates									Graduate students		
				All			Bachelor's			Other					
Control and level of institution	Number expected	Number achieved	Percent achieved	Number expected	Number achieved	Percent achieved	Number expected	Number achieved	Percent achieved	Number expected	Number achieved	Percent achieved	Number expected	Number achieved	Percent achieved
All institutions	126,320	122,030	96.6	105,260	99,080	94.1	37,590	37,890	100.8	67,670	61,190	90.4	21,050	22,950	109.0
Public less-than-2-year	700	400	57.0	700	400	57.0	†	†	†	700	400	57.0	†	†	†
Public 2-year	21,780	18,210	83.6	21,780	18,180	83.4	†	50	†	21,780	18,130	83.2	†	30	†
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	5,750	5,850	101.7	5,670	5,790	102.0	2,620	2,780	106.0	3,060	3,010	98.6	80	60	75.0
Public 4-year, non-doctorate-granting, primarily baccalaureate	7,060	7,090	100.4	5,360	5,380	100.3	2,620	2,640	100.6	2,750	2,750	100.1	1,700	1,710	100.5
Public 4-year, doctorate-granting	25,980	26,830	103.3	20,860	20,630	98.9	9,740	9,210	94.5	11,120	11,430	102.8	5,120	6,190	121.0
Private nonprofit, 2-year or less	890	990	111.6	890	990	111.6	†	†	†	890	990	111.6	†	†	†
Private nonprofit, 4-year, non-doctorate-granting	12,040	11,300	93.9	9,210	8,730	94.8	5,000	4,730	94.7	4,210	3,990	94.8	2,830	2,580	91.1
Private nonprofit, 4-year, doctorate-granting	14,010	14,080	100.5	9,060	8,310	91.7	5,570	5,450	97.8	3,500	2,860	81.8	4,950	5,780	116.7
Private for-profit, less-than-2-year	3,440	2,610	75.8	3,440	2,610	75.8	†	#	†	3,440	2,600	75.7	†	†	†
Private for-profit, 2-year	7,100	6,540	92.0	7,100	6,540	92.0	†	#	†	7,100	6,530	91.9	†	#	†
Private for-profit, 4-year	27,560	28,140	102.1	21,180	21,540	101.7	12,050	13,040	108.2	9,130	8,500	93.1	6,380	6,600	103.4

† Not applicable.
NOTE: Baccalaureate and other undergraduate counts are based on data from enrollment lists and matching to administrative data prior to sampling. Sample sizes rounded to the nearest 10 and, therefore, may not sum to total.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

Table B-2. Sampling rates of undergraduate students, by control and level of institution: 2015–16

Control and level of institution[1]	Undergraduate students					
	Potential baccalaureate recipients			Other undergraduates		
	Size of universe[2]	Sampling rate	Sample size	Size of universe[2]	Sampling rate	Sample size
Total	**1,913,547**	**0.020**	**37,890**	**21,822,862**	**0.003**	**61,190**
Public						
Less-than-2-year	†	†	†	72,740	0.005	400
2-year	#	†	50 [3]	9,844,065	0.002	18,130
4-year, non-doctorate-granting, primarily subbaccalaureate	13,491	0.206	2,780	1,131,010	0.003	3,010
4-year, non-doctorate-granting, primarily baccalaureate	177,847	0.015	2,640	1,001,515	0.003	2,750
4-year, doctorate-granting	1,011,335	0.009	9,210	4,433,322	0.003	11,430
Private nonprofit						
Less-than-4-year	†	†	†	108,278	0.009	990
4-year, non-doctorate-granting	218,463	0.022	4,730	1,198,887	0.003	3,990
4-year, doctorate-granting	353,420	0.015	5,450	1,526,889	0.002	2,860
Private for-profit						
Less-than-2-year	#	†	# [3]	424,104	0.006	2,600
2-year	#	†	# [3]	577,733	0.011	6,530
4-year	138,991	0.094	13,040	1,504,319	0.006	8,500

† Not applicable
# Rounds to zero.
[1] Control and level of institution reflects institutional categorization as determined from the 2013–14 Integrated Postsecondary Education Data System (IPEDS) files; some changes in this classification were uncovered when institutions were contacted.
[2] Based on 2013–14 IPEDS.
[3] IPEDS identified only a few or no potential baccalaureate recipients for this stratum. However, during sampling, some of the sampled students in this stratum were classified as potential baccalaureate recipients, resulting in more potential baccalaureate recipients being sampled than were identified on the frame.
NOTE: Sample sizes rounded to the nearest 10 and, therefore, may not sum to total.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

Table B-3. Sampling rates of graduate students, by control and level of institution: 2015–16

Control and level of institution	Graduate students																	
	Veteran Graduate Students			First-Time Graduate Students			Masters students			Doctoral-research/ scholarship/other			Doctoral-professional practice			Other graduate students		
	Size of universe[1]	Sampling rate	Sample size	Size of universe[1]	Sampling rate	Sample size	Size of universe[1]	Sampling rate	Sample size	Size of universe[1]	Sampling rate	Sample size	Size of universe[1]	Sampling rate	Sample size	Size of universe[1]	Sampling rate	Sample size
Total	163,070	2.06	3,370	577,540	0.27	1,560	1,068,260	0.68	7,250	316,530	2.46	7,790	199,290	1.07	2,130	167,910	0.51	860
Public																		
Less than 2-year	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
2-year	70	8.22	10	†	†	†	520	2.86	20	50	13.73	10	50	#	#	260	0.76	#
4-year, non-doctorate-granting, primarily subbaccalaureate	20	29.17	10	110	0.05	10	190	20.31	40	100	#	#	10	#	#	90	5.38	10
4-year, non-doctorate-granting, primarily baccalaureate	4,450	8.38	370	27,800	0.01	230	61,150	0.00	980	90	8.05	10	10	#	#	13,460	0.80	110
4-year, doctorate-granting	55,950	1.02	570	271,580	0.00	400	449,910	0.29	1,300	194,970	1.57	3,060	108,250	0.54	590	103,370	0.27	280
Private nonprofit																		
Less-than-4-year	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
4-year, non-doctorate-granting	10,290	6.78	700	22,490	0.01	290	81,950	1.80	1,480	80	#	#	20	#	#	5,950	1.85	110
4-year, doctorate-granting	52,000	1.19	620	199,920	0.00	400	338,000	0.35	1,190	84,080	3.36	2,830	83,430	0.68	570	38,370	0.45	170
Private for-profit																		
Less-than-2-year	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
2-year	†	#	#	†	†	†	†	†	†	†	†	†	†	†	†	†	#	#
4-year	40,280	2.71	1,090	55,630	0.42	240	136,540	1.65	2,250	37,170	5.05	1,880	7,530	12.83	970	6,410	2.81	180

† Not applicable.
# Rounds to zero.
[1] Based on the 2013–14 IPEDS file.
NOTE: Sample sizes rounded to the nearest 10 and, therefore, may not sum to total.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

The composite measure of size for the *j*th institution in stratum *r* was then defined to be

$$S_r(j) = \sum_{s=1}^{17} f_{rs} M_{rs}(j),$$

which is the number of students that would be selected from the *j*th institution if all institutions on the frame were to be sampled. Chromy's (1979) sequential probability minimum-replacement sampling algorithm was used to select an sample of institutions for each institutional stratum. To ensure the positive pairwise probabilities of selection required for proper variance estimation (Chromy 1981), the sampling algorithm was implemented with a random start for each institutional stratum. Therefore, the probability of selection for the *j*th institution in institutional stratum *r* is given by

$$\pi_{rj}(j) = \begin{cases} \dfrac{n_r S_r(j)}{S_r(+)} & \text{for noncertainty selections} \\ 1 & \text{for certainty selections,} \end{cases}$$

where

$$S_r(+) = \sum_{j=1}^{J(r)} S_r(j),$$

and n_r is the number of noncertainty selections from stratum *r*.

Table B-4 shows the institutional sampling rates and the sample size for each of the 11 institutional strata.

Table B-4. Institutional sampling rates and number of institutions sampled, by control and level of institution: 2015–16

Control and level of institution[1]	Size of universe[2]	Sampling rate	Sample size
Total	**6,920**	**25.3**	**1,750**
Public			
Less-than-2-year	240	7.2	20
2-year	1,010	32.6	330
4-year, non-doctorate-granting	110	60.7	70
4-year doctorate-granting	350	92.6	330
Private nonprofit			
Less-than-4-year	260	6.4	20
4-year, non-doctorate-granting	890	31.7	280
4-year, doctorate-granting	640	37.2	240
Private for-profit			
Less-than-2-year	1,630	3.2	50
2-year	910	10.9	100
4-year	690	34.3	240

[1] Institutional stratum reflects institutional categorization as determined from the 2013–14 Integrated Postsecondary Education Data System (IPEDS) files; some changes in this classification were uncovered when institutions were contacted.
[2] Based on the 2013–14 IPEDS file.
NOTE: Sample sizes rounded to the nearest 10 and, therefore, may not sum to total.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

B.2 Student Universe and Samples

The NPSAS:16 target population consisted of all eligible students enrolled at any time between July 1, 2015, and June 30, 2016,[11] in eligible postsecondary institutions in the United States and who were

- enrolled in either: (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; (c) exclusively non-credit remedial coursework but determined by the institution to be eligible for Title IV aid; or (d) 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 currently enrolled in high school; and
- not solely enrolled in a General Educational Development (GED) or other high school completion program.

[11] So as not to delay data collection, enrollment lists covered the period of July 1, 2015, through April 30, 2016. The date of April 30 was selected to include virtually all students enrolled prior to the summer term.

B.2.1 Student Sampling Frame Construction

The sampling frames for selecting students were enrollment lists provided by the eligible sample institutions for students meeting eligibility criteria and enrolled during the 2015–16 academic year.

Each sampled institution verified as NPSAS-eligible was asked to provide a list of all students who satisfied all the NPSAS:16 eligibility conditions, preferably an "unduplicated" electronic list (i.e., one in which each student's name appeared only once), together with identifying, classifying, and locating information (see section 2.2.2).

NPSAS staff asked all institutions that award baccalaureate degrees to identify baccalaureate recipients. Instead of waiting until June for institutions to positively identify students and send in lists, it was requested that the enrollment lists for 4-year institutions include indicators of students who have received or will potentially receive a baccalaureate degree during the NPSAS year (response options - yes, no, don't know). Because most enrollment lists were received before June 30, and many were received before April, some sample students identified by the institution as baccalaureate candidates were determined during the interview not to be baccalaureate recipients (false positives). Likewise, some sample students not identified by the institution as baccalaureate candidates were determined during the interview to have actually received baccalaureate degrees (false negatives) during the specified timeframe. Institutions were asked to provide these indicators before most had completed their spring graduation to avoid delaying overall data collection.

Several checks on quality and completeness of enrollment lists were implemented before the sample students were selected. Enrollment lists failed quality control checks under the following conditions:

- Education level—undergraduate, master's, doctoral-research/scholarship/other, doctoral-professional practice, or other graduate—was not included or was unclear; or
- Baccalaureate recipient students were not identified; or
- Major fields of study or CIP codes were not clearly identified for graduate students; or
- If the percentage of students who were less than 18 years of age and did not have a high school graduation date was greater than five percent; or
- Contact information appeared misaligned with student names in the enrollment list entry system; or

The number of students listed was inconsistent with the most recent IPEDS data. For undergraduates, baccalaureate recipients, and graduates, the list failed if its count differed by 50 percent or more (higher or lower) from the IPEDS enrollment count.

To keep institution burden to a minimum, no lists were failed if the absolute difference between the enrollment list count for a particular student level and the IPEDS count for that level was less than 200 students and the student list count was not zero. Likewise, if the IPEDS count was zero for any student level and the institution provided a list of any number of students at that particular level, the count passed the quality control check. Institutions providing lists that failed these checks were contacted so the detected problems could be resolved.

To identify and sample veterans, staff sent SSNs from the student enrollment lists to the Veterans Benefits Administration (VBA) for matching (see chapter 5 for further detail on administrative record matching). Staff placed students identified as veterans receiving benefits (through VBA matching) or as veterans on the enrollment list in the appropriate veteran stratum

Staff also matched student SSNs from the enrollment lists to National Student Loan Data System (NSLDS) data and used the financial aid data for student implicit stratification[12]. Within the student explicit strata, staff sorted students by a federally aided/unaided indicator in order to allow the sample proportions of aided and unaided students to approximately match the population within institution and student strata. This was done to help produce more accurate financial aid estimates.[13]

B.2.2 Student Sample Selection

As NPSAS statisticians received enrollment lists from institutions, they sampled students by means of stratified systematic sampling with predetermined sampling rates varying by student stratum. To eliminate cross-institution duplication, the staff compared SSNs of students selected from an institution with SSNs of students who had already been selected from other institutions. Multiplicity adjustments in the sample weighting (described in more detail in chapter 7) accounted for the fact that

[12] Implicit stratification is the process in which strata are created during the sampling process by sorting the data, rather than creating the strata prior to sampling and selecting an independent sample from each stratum.

[13] Substantial differences in federal loan rates were observed in NPSAS:12 between the full-sample estimates and the poststratified estimates. This led to increased weight variation but, more importantly, could have led to bias in the weighted estimates depending on the reason for the discrepancy in estimates.

any students who attended more than one institution during the NPSAS year had more than one chance of selection.

The development of student sampling rates within student stratum *rs* (i.e., the *r*th institutional stratum and the *s*th student stratum within the institutional stratum) were previously discussed in section B.1.2; the same notation applies here.

For the unconditional probability of selection to be a constant for all eligible students in stratum *rs,* the overall probability of selection should be the overall student sampling fraction, f_{rs}; in essence, it must be required that

$$\frac{m_{rs}(j)}{M_{rs}(j)}\pi_r(j) = f_{rs},$$

or equivalently,

$$m_{rs}(j) = f_{rs}\frac{M_{rs}(j)}{\pi_r(j)}.$$

Thus, the conditional sampling rate for stratum "*rs*," given selection of the *j*th institution, becomes

$$f_{rs|j} = f_{rs}/\pi_r(j).$$

It should be noted that, in this case, the desired overall student sample size, m_s, is achieved only *in expectation* over all possible samples.

Achieving the desired sample sizes with equal probabilities within strata in the particular sample that has been selected and simultaneously adjusting for institutional nonresponse and ineligibility requires that

$$\sum_{j\varepsilon R} m_{rs}(j) = m_{rs},$$

where *R* denotes the set of eligible, *responding* institutions. Letting the conditional student sampling rate for stratum *rs* in the *j*th institution be

$$\hat{f}_{rs|j} = \hat{f}_{rs}/\pi_r(j),$$

then requires

$$\sum_{j \varepsilon R} \hat{f}_{rs} \frac{M_{rs}(j)}{\pi_r(j)} = m_{rs},$$

or, equivalently,

$$\hat{f}_{rs} = m_{rs} / \hat{M}_{rs},$$

where

$$\hat{M}_{rs} = \frac{\sum_{j \varepsilon R} M_{rs}(j)}{\pi_r(j)}.$$

Because setting student sampling rates was necessary before complete information on institutional eligibility and response status was available, $\hat{M}_{rs}$ was calculated as follows:

$$\hat{M}_{rs} = \sum_{j \varepsilon S} \frac{M_{rs}(j)}{\pi_r(j)} * E_r * R_r,$$

where S denotes the set of all sample institutions, E_r is the institutional eligibility factor for institutional stratum r, and R_r is the institutional response factor for institutional stratum r. These factors were the proportions of institutions expected to be eligible or responding within the defined strata. Because this determination was made after eligibility status had already been determined for some institutions, values of zero (known not eligible) or 1 (known eligible) were used, if known at that time.

These sampling rates were sometimes modified as follows:

- Student sampling rates were increased for each institution to yield at least 10 students (if possible) to ensure sufficient yield for variance estimation.
- Student sampling rates were decreased, with few exceptions,[14] if an institution sample size was greater than 300 students.
- Student sampling rates were adjusted higher or lower based on expected yield calculations for institutions where the sample had not yet been selected.

[14] There were approximately 10 institutions that had a sample size greater than 300 due to the large size of the institution.

These adjustments to the initial sampling rates resulted in some additional variability in the student sampling rates and therefore in increased survey design effects (variance inflation; see section 7.3.1). Table B-5 reports the initial classification of the student sample by institutional and student types.

The achieved sample size of 122,030 was lower than the targeted 126,320 because many enrollment lists, especially those from for-profit institutions, contained fewer students than expected based on IPEDS counts. After sample rate adjustments, as described above, the sample size still fell short of the target. Overall, more baccalaureate recipients and graduate students were selected into the sample than planned, as were fewer undergraduates (see table B-6).

Table B-5. Initial classification of NPSAS:16 student sample, by control and level of institution and student type: 2015–16

Control and level of institution	Total sample[1]		Student sampling type[2, 3]					
			FTB		Other undergraduate		Graduate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All institutions	**122,030**	**100.0**	**37,890**	**100.0**	**61,190**	**100.0**	**22,950**	**100.0**
Control of institution								
Public	58,370	47.8	14,670	38.7	35,710	58.4	7,990	34.8
Private nonprofit	25,510	20.9	10,180	26.9	6,990	11.4	8,340	36.3
Private for-profit	38,150	31.3	13,050	34.4	18,490	30.2	6,620	28.8
Level of institution								
Less-than-2-year	3,170	2.6	#	#	3,170	5.2	†	0.0
2-year	25,570	21.0	50	0.1	25,480	41.6	40	0.2
4-year, non-doctorate-granting	43,500	35.6	20,820	55.0	16,550	27.0	6,130	26.7
4-year, doctorate-granting	49,790	40.8	17,010	44.9	15,990	26.1	16,790	73.1
Control and level of institution								
Public less-than-2-year	400	0.3	†	†	400	0.6	†	†
Public 2-year	18,210	14.9	50	0.1	18,130	29.6	30	0.1
Public 4-year, non-doctorate-granting	5,850	4.8	2,780	7.3	3,010	4.9	60	0.3
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	7,090	5.8	2,640	7.0	2,750	4.5	1,710	7.4
Public 4-year, non-doctorate-granting, primarily baccalaureate	26,830	22.0	9,210	24.3	11,430	18.7	6,190	27.0
Private nonprofit, 2-year or less	990	0.8	†	†	990	1.6	†	†
Private nonprofit, 4-year, non-doctorate-granting	11,300	9.3	4,730	12.5	3,990	6.5	2,580	11.2
Private nonprofit, 4-year doctorate-granting	14,080	11.5	5,450	14.4	2,860	4.7	5,780	25.2
Private for-profit, less-than-2-year	2,610	2.1	#	#	2,600	4.3	†	†
Private for-profit, 2-year	6,540	5.4	#	#	6,530	10.7	#	#
Private for-profit, 4-year	28,140	23.1	13,040	34.4	8,500	13.9	6,600	28.8

Rounds to zero.
† Not applicable.
[1] The student sample was drawn from 1,752 eligible institutions that provided enrollment lists.
[2] As expected, the sampling frames misclassified some individual students as to baccalaureate, undergraduate, and graduate; statistics presented in this table are based on the sampling frame classification.
[3] The five baccalaureate strata have been combined, the two other undergraduate strata have been combined, and the graduate veterans, first-time graduate, three master's, four doctoral, and other graduate strata have been combined.
NOTE: FTB = full-time beginning student. Sample sizes rounded to the nearest 10 and, therefore, may not sum to total.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

Table B-6. Sampling rates of undergraduate students, by student stratum: 2015–16

Student stratum[1]	Students sampled		
	Number expected[2]	Number achieved[3]	Percent[4]
Total	**126,320**	**122,030**	**96.6**
Baccalaureate students	37,590	37,890	100.8
Veterans	3,000	4,030	134.2
Science, technology, engineering, and mathematics (STEM) majors	7,800	7,670	98.3
Teacher majors	5,000	4,000	80.1
Business majors	3,500	3,610	103.1
Other majors	18,290	18,590	101.6
Other undergraduate students	67,670	61,190	90.4
Veterans	4,000	4,870	121.8
Other	63,670	56,320	88.5
Graduate students	21,050	22,950	109.0
Veterans	2,850	3,370	117.9
First-time graduate students	3,000	1,560	52.0
Master's students in STEM programs	2,000	1,860	93.0
Master's students in education or business programs	2,000	2,250	112.3
Master's students in other programs	3,500	3,140	89.8
Doctoral-research/scholarship/other students in STEM programs	2,000	2,590	129.4
Doctoral-research/scholarship/other students in education or business programs	1,600	3,050	190.6
Doctoral-research/scholarship/other students in other programs	1,600	2,150	134.4
Doctoral-professional practice	2,000	2,130	106.5
Other graduate	500	860	171.2

[1] As expected the sampling frames misclassified some individual students with respect to baccalaureates, undergraduate, and graduate status; statistics presented in this table are based on the sampling frame classification.
[2] Based on sample allocation and 2014–15 Integrated Postsecondary Education Data System (IPEDS) file enrollment counts.
[3] The student sample was drawn from 1,750 eligible institutions determined to be eligible and providing enrollment lists.
[4] Percent reported reflects the ratio of "achieved" to "expected."
NOTE: Sample sizes rounded to the nearest 10 and, therefore, may not sum to total.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

B.3 Determining Sample Sizes and Sampling Rates

Student sample allocation and sampling rates for NPSAS:16 were determined by means of cost/variance optimization procedures to maximize the inferences supported by the design while minimizing data collection costs. The sample allocation was first calculated as if all sample institutions would participate.

The cost/variance sample-optimization process consisted of the following steps:

1. Precision requirements were established for key estimates.
2. Institution-level and student-level sampling strata were developed to support the key estimates.
3. A cost model was developed.
4. A relative variance model was developed.

5. The optimum sample allocation was determined.

The cost/variance optimization process is discussed in detail below.

B.3.1 Precision Requirements for Key Estimates

The precision goal for NPSAS:16 was to achieve relative standard errors (*RSE*s) of 10 percent or less and comparable to or less than NPSAS:12 RSEs for key national estimates for the full population, undergraduate students, and graduate students, and to achieve *RSE*s of 10 percent or less and comparable to or less than NPSAS:08 RSEs for key national estimates for baccalaureate recipients.

The key estimates were based on acquired knowledge of the NPSAS data, how the data would be used for analysis, and what data were most important. A total of 936 precision constraints were developed for national-level student estimates. These estimates by domain are shown in table B-7.

B.3.2 Cost Model

The cost model necessary to support the cost/variance optimization process was the following:

$$C = C_0 + \sum_{r=1}^{11} n_r C_r + \sum_{r=1}^{11} \sum_{s=1}^{17} n_r n_{rs} C_{rs} \quad ,$$

where C represents the total cost of NPSAS, C_0 represents the "fixed costs" that do not depend on the number of sample institutions or students, C_r represents the variable cost per participating institution in institutional stratum r, C_{rs} represents the variable cost per responding student in institutional stratum r and student stratum s (stratum (r,s)), n_r represents the number of participating institutions selected from institutional stratum r, and n_{rs} represents the number of responding students selected from stratum (r,s).

Only the components of variable cost, C_r and C_{rs}, must be estimated to support the cost/variance optimization. They were estimated with the spreadsheet developed for the study budget. The cost per participating institution was estimated by holding the numbers of responding students constant while varying the numbers of participating institutions. The resulting estimate of the variable cost per participating institution was C_r = \$636 for institutions in stratum r that were eligible for NPSAS.

Likewise, the variable cost per participant was estimated by holding the number of participating institutions constant while varying the number of participating students. The resulting estimate of the variable cost per participant was C_{rs} = \$64 for students.

B.3.3 Relative Variance Model

NPSAS statisticians developed the following model to represent the relative variance of the NPSAS estimate *g* (e.g., percentage of students receiving any federal student aid) for students belonging to domain *d* (e.g., all students enrolled in public 2-year institutions):

$$\mathrm{RelVar}_{\mathrm{gd}} = \sum_r \left\{ \sum_s W_{drs}^2 \, \mathrm{UWE}_{rs} \right\} \left[\frac{\left[\sum_{2gd}^2 \right] \left[CV_{gd}^2 \right]}{RR_r} \right] \left[1 + CV_{md}^2 \right] \left[\frac{1}{n_r} - \frac{RR_r}{N_h} \right]$$

$$+ \sum_r \sum_k W_{drs}^2 \, \mathrm{UWE}_{rs} \frac{\left[\sum_{4gd}^2 \right] \left[CV_{gd}^2 \right]}{\alpha_{drs}} \left[\frac{1}{n_{rs}} \right],$$

where the parameters of this model are defined as follows:

r = 1, 2, . . . , 11 represents the institutional sampling strata;

s = 1, 2, . . ., 17 represents the student sampling strata;

W_{drs} = proportion of domain d members who belong to stratum (r,s);

UWE_{rs} = unequal weighting effect within stratum (r,s);

σ_{1gd}^2 = the variance between institutional strata;

σ_{2gd}^2 = the variance between institutions within strata;

σ_{3gd}^2 = the variance between student strata;

σ_{4gd}^2 = the variance between participants within student strata;

$\sigma_{Tgd}^2 = \sigma_{1gd}^2 + \sigma_{2gd}^2 + \sigma_{3gd}^2 + \sigma_{4gd}^2$ = total variance of NPSAS observations;

$\sum_{2gd}^2 = \sigma_{2gd}^2 \Big/ \sigma_{Tgd}^2$ = proportion of variance between institutions within institutional strata;

$\sum_{4gd}^{2} = \sigma_{4gd}^{2} / \sigma_{Tgd}^{2}$ = proportion of variance between participants within student strata;

$CV_{gd} = \sqrt{\sigma_{Tgd}^{2}} / \bar{y}_{gd}$ = coefficient of variation among NPSAS observations;

RR_r = stratum r institutional response rate;

CV_{md} = coefficient of variation of cluster sizes (m) among domain d members; and

a_{drs} = proportion of stratum (r,s) members who belong to domain d.

The proportion of domain d members who belonged to stratum (r,s), W_{drs}, and the proportion of stratum (r,s) members who belong to domain d, α_{drs}, were estimated with use of NPSAS:08 and NPSAS:12 data. Each sample member was first assigned to the appropriate NPSAS institutional and student strata. Then, the analysis domains to which each sample student belonged were also identified (per table B-7). Statistical analysis weights were then used to estimate the size of the domain d population within each stratum (r, s) for each of the 11 NPSAS institutional sampling strata. These domain sizes were used to compute the domain prevalence, W_{drs}, and α_{drs},.

The components of variance, σ_{1gd}^{2}, σ_{2gd}^{2}, σ_{3gd}^{2}, and σ_{4gd}^{2}, were computed according to the method of moments procedures in SAS Proc Nested, which resulted in some negative estimates. When a within-stratum variance component was estimated to be negative, the variance component for that stratum was considered to be negligible, and the variance components were recomputed without inclusion of that stratum in the computation. Any unusually small or extremely large student-level components of variance were truncated so that the student-level component of variance was always between 40 percent and 95 percent of the total variance.

Unequal weighting effects, UWE_{rs}, were set to 1.05 because their values, based on past experience, were expected to be highly variable. It was decided that past UWEs were not reliable predictors of the unequal weighting effects to be expected with the NPSAS:16 design.

The coefficient of variation, CV_{md}, of cluster sizes (numbers of students per institution) was computed for the members of each analysis domain d with use of NPSAS:08 and NPSAS:12 data and the domains in table B-7.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Private for-profit, 2-year	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Private for-profit, 4-year	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
All	Undergraduate	All	All	All	Percent receiving a grant	Average amount of grant received
Public 2-year	Undergraduate	All	All	All	Percent receiving a grant	Average amount of grant received
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent receiving a grant	Average amount of grant received
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent receiving a grant	Average amount of grant received
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a grant	Average amount of grant received
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent receiving a grant	Average amount of grant received
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a grant	Average amount of grant received
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent receiving a grant	Average amount of grant received
Private for-profit, 2-year	Undergraduate	All	All	All	Percent receiving a grant	Average amount of grant received
Private for-profit, 4-year	Undergraduate	All	All	All	Percent receiving a grant	Average amount of grant received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit, 2-year	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit, 4-year	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
All	Undergraduate	All	All	All	Percent receiving a need-based grant	Average amount of need-based grant received
Public 2-year	Undergraduate	All	All	All	Percent receiving a need-based grant	Average amount of need-based grant received
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent receiving a need-based grant	Average amount of need-based grant received
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent receiving a need-based grant	Average amount of need-based grant received
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a need-based grant	Average amount of need-based grant received
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent receiving a need-based grant	Average amount of need-based grant received
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a need-based grant	Average amount of need-based grant received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent receiving a need-based grant	Average amount of need-based grant received
Private for-profit, 2-year	Undergraduate	All	All	All	Percent receiving a need-based grant	Average amount of need-based grant received
Private for-profit, 4-year	Undergraduate	All	All	All	Percent receiving a need-based grant	Average amount of need-based grant received
All	Undergraduate	All	All	All	Percent receiving a merit-based grant	Average amount of merit-based grant received
Public 2-year	Undergraduate	All	All	All	Percent receiving a merit-based grant	Average amount of merit-based grant received
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent receiving a merit-based grant	Average amount of merit-based grant received
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent receiving a merit-based grant	Average amount of merit-based grant received
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a merit-based grant	Average amount of merit-based grant received
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent receiving a merit-based grant	Average amount of merit-based grant received
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a merit-based grant	Average amount of merit-based grant received
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent receiving a merit-based grant	Average amount of merit-based grant received
Private for-profit, 2-year	Undergraduate	All	All	All	Percent receiving a merit-based grant	Average amount of merit-based grant received
Private for-profit, 4-year	Undergraduate	All	All	All	Percent receiving a merit-based grant	Average amount of merit-based grant received
All	Undergraduate	All	All	All	Percent receiving a state grant	Average amount of state grant received
Public 2-year	Undergraduate	All	All	All	Percent receiving a state grant	Average amount of state grant received
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent receiving a state grant	Average amount of state grant received
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent receiving a state grant	Average amount of state grant received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a state grant	Average amount of state grant received
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent receiving a state grant	Average amount of state grant received
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a state grant	Average amount of state grant received
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent receiving a state grant	Average amount of state grant received
Private for-profit, 2-year	Undergraduate	All	All	All	Percent receiving a state grant	Average amount of state grant received
Private for-profit, 4-year	Undergraduate	All	All	All	Percent receiving a state grant	Average amount of state grant received
All	Undergraduate	All	All	All	Percent receiving an institutional grant	Average amount of institutional grant received
Public 2-year	Undergraduate	All	All	All	Percent receiving an institutional grant	Average amount of institutional grant received
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent receiving an institutional grant	Average amount of institutional grant received
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent receiving an institutional grant	Average amount of institutional grant received
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving an institutional grant	Average amount of institutional grant received
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent receiving an institutional grant	Average amount of institutional grant received
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving an institutional grant	Average amount of institutional grant received
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent receiving an institutional grant	Average amount of institutional grant received
Private for-profit, 2-year	Undergraduate	All	All	All	Percent receiving an institutional grant	Average amount of institutional grant received
Private for-profit, 4-year	Undergraduate	All	All	All	Percent receiving an institutional grant	Average amount of institutional grant received
All	Undergraduate	All	All	All	Percent receiving a loan	Average amount of loan received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 2-year	Undergraduate	All	All	All	Percent receiving a loan	Average amount of loan received
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent receiving a loan	Average amount of loan received
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent receiving a loan	Average amount of loan received
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a loan	Average amount of loan received
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent receiving a loan	Average amount of loan received
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a loan	Average amount of loan received
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent receiving a loan	Average amount of loan received
Private for-profit, 2-year	Undergraduate	All	All	All	Percent receiving a loan	Average amount of loan received
Private for-profit, 4-year	Undergraduate	All	All	All	Percent receiving a loan	Average amount of loan received
All	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit, 2-year	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit, 4-year	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All	Undergraduate	All	All	All	Percent receiving a Stafford subsidized loan	Average amount of Stafford subsidized loan received
Public 2-year	Undergraduate	All	All	All	Percent receiving a Stafford subsidized loan	Average amount of Stafford subsidized loan received
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent receiving a Stafford subsidized loan	Average amount of Stafford subsidized loan received
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent receiving a Stafford subsidized loan	Average amount of Stafford subsidized loan received
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a Stafford subsidized loan	Average amount of Stafford subsidized loan received
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent receiving a Stafford subsidized loan	Average amount of Stafford subsidized loan received
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a Stafford subsidized loan	Average amount of Stafford subsidized loan received
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent receiving a Stafford subsidized loan	Average amount of Stafford subsidized loan received
Private for-profit, 2-year	Undergraduate	All	All	All	Percent receiving a Stafford subsidized loan	Average amount of Stafford subsidized loan received
Private for-profit, 4-year	Undergraduate	All	All	All	Percent receiving a Stafford subsidized loan	Average amount of Stafford subsidized loan received
All	Undergraduate	All	All	All	Percent receiving a Stafford unsubsidized loan	Average amount of Stafford unsubsidized loan received
Public 2-year	Undergraduate	All	All	All	Percent receiving a Stafford unsubsidized loan	Average amount of Stafford unsubsidized loan received
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent receiving a Stafford unsubsidized loan	Average amount of Stafford unsubsidized loan received
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent receiving a Stafford unsubsidized loan	Average amount of Stafford unsubsidized loan received
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a Stafford unsubsidized loan	Average amount of Stafford unsubsidized loan received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent receiving a Stafford unsubsidized loan	Average amount of Stafford unsubsidized loan received
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent receiving a Stafford unsubsidized loan	Average amount of Stafford unsubsidized loan received
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent receiving a Stafford unsubsidized loan	Average amount of Stafford unsubsidized loan received
Private for-profit, 2-year	Undergraduate	All	All	All	Percent receiving a Stafford unsubsidized loan	Average amount of Stafford unsubsidized loan received
Private for-profit, 4-year	Undergraduate	All	All	All	Percent receiving a Stafford unsubsidized loan	Average amount of Stafford unsubsidized loan received
All	Undergraduate	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Public 2-year	Undergraduate	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Private for-profit, 2-year	Undergraduate	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Private for-profit, 4-year	Undergraduate	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
All	Undergraduate	All	All	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 2-year	Undergraduate	All	All	All	Percent who worked while enrolled	Average hours worked while enrolled

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent who worked while enrolled	Average hours worked while enrolled
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent who worked while enrolled	Average hours worked while enrolled
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit, 2-year	Undergraduate	All	All	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit, 4-year	Undergraduate	All	All	All	Percent who worked while enrolled	Average hours worked while enrolled
All	Undergraduate	All	All	All	Percent enrolled in entirely online program	†
Public 2-year	Undergraduate	All	All	All	Percent enrolled in entirely online program	†
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent enrolled in entirely online program	†
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent enrolled in entirely online program	†
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent enrolled in entirely online program	†
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent enrolled in entirely online program	†
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent enrolled in entirely online program	†
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent enrolled in entirely online program	†
Private for-profit, 2-year	Undergraduate	All	All	All	Percent enrolled in entirely online program	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit, 4-year	Undergraduate	All	All	All	Percent enrolled in entirely online program	†
All	Undergraduate	All	All	All	Percent parents with bachelor's degree	†
Public 2-year	Undergraduate	All	All	All	Percent parents with bachelor's degree	†
Public 4-year, non-doctorate-granting, primarily subbaccalaureate	Undergraduate	All	All	All	Percent parents with bachelor's degree	†
Public 4-year, non-doctorate-granting, primarily baccalaureate	Undergraduate	All	All	All	Percent parents with bachelor's degree	†
Public 4-year, doctorate-granting	Undergraduate	All	All	All	Percent parents with bachelor's degree	†
Private nonprofit, 4-year, non-doctorate-granting	Undergraduate	All	All	All	Percent parents with bachelor's degree	†
Private nonprofit, 4-year, doctorate-granting	Undergraduate	All	All	All	Percent parents with bachelor's degree	†
Private for-profit, less-than-2-year	Undergraduate	All	All	All	Percent parents with bachelor's degree	†
Private for-profit, 2-year	Undergraduate	All	All	All	Percent parents with bachelor's degree	†
Private for-profit, 4-year	Undergraduate	All	All	All	Percent parents with bachelor's degree	†
Carnegie - doctoral/research	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Carnegie - master's	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Carnegie - baccalaureate	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Carnegie - doctoral/research	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Carnegie - master's	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Carnegie - baccalaureate	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Carnegie - doctoral/research	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Carnegie - master's	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Carnegie - baccalaureate	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Historically Black College or University (HBCU)	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Historically Black College or University (HBCU)	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Historically Black College or University (HBCU)	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Hispanic-serving Institution (OCRHSI)	Undergraduate	All	All	All	Percent receiving any aid	Average amount of aid received
Hispanic-serving Institution (OCRHSI)	Undergraduate	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Hispanic-serving Institution (OCRHSI)	Undergraduate	All	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
All	Undergraduate	All dependents	All	All	Percent receiving any aid	Average amount of aid received
All	Undergraduate	Dependent less than $36,000	All	All	Percent receiving any aid	Average amount of aid received
All	Undergraduate	Dependent $36,000-73,999	All	All	Percent receiving any aid	Average amount of aid received
All	Undergraduate	Dependent $74,000–118,999	All	All	Percent receiving any aid	Average amount of aid received
All	Undergraduate	Dependent $119,000 or more	All	All	Percent receiving any aid	Average amount of aid received
All	Undergraduate	All independents	All	All	Percent receiving any aid	Average amount of aid received
All	Undergraduate	Independent less than $13,000	All	All	Percent receiving any aid	Average amount of aid received
All	Undergraduate	Independent $13,000–24,999	All	All	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All	Undergraduate	Independent $25,000–48,999	All	All	Percent receiving any aid	Average amount of aid received
All	Undergraduate	Independent $49,000 or more	All	All	Percent receiving any aid	Average amount of aid received
All	Undergraduate	All dependents	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All	Undergraduate	Dependent less than $36,000	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All	Undergraduate	Dependent $36,000-73,999	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All	Undergraduate	Dependent $74,000–118,999	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All	Undergraduate	Dependent $119,000 or more	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All	Undergraduate	All independents	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All	Undergraduate	Independent less than $13,000	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All	Undergraduate	Independent $13,000–24,999	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All	Undergraduate	Independent $25,000–48,999	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All	Undergraduate	Independent $49,000 or more	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All	Undergraduate	All dependents	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All	Undergraduate	Dependent less than $36,000	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
All	Undergraduate	Dependent $36,000 or more	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
All	Undergraduate	All independents	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
All	Undergraduate	Independent less than $13,000	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
All	Undergraduate	Independent $13,000–24,999	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
All	Undergraduate	Independent $25,000–48,999	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
All	Undergraduate	Independent $49,000 or more	All	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
All	Undergraduate	All dependents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
All	Undergraduate	Dependent less than $36,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
All	Undergraduate	Dependent $36,000-75,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
All	Undergraduate	Dependent $76,000–121,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
All	Undergraduate	Dependent $122,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
All	Undergraduate	All independents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All	Undergraduate	Independent less than $10,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
All	Undergraduate	Independent $10,000–19,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
All	Undergraduate	Independent $20,000–36,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
All	Undergraduate	Independent $37,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 2-year	Undergraduate	All dependents	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	Dependent less than $29,000	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	Dependent $29,000–58,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	Dependent $59,000-99,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	Dependent $100,000 or more	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All independents	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	Independent less than $10,000	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	Independent $10,000–19,999	Full-time	All	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 2-year	Undergraduate	Independent $20,000–35,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	Independent $36,000 or more	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All dependents	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	Dependent less than $29,000	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	Dependent $29,000–58,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	Dependent $59,000-99,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	Dependent $100,000 or more	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All independents	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	Independent less than $10,000	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	Independent $10,000–19,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	Independent $20,000–35,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	Independent $36,000 or more	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All dependents	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 2-year	Undergraduate	Dependent less than $29,000	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	Dependent $29,000–58,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	Dependent $59,000 or more	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All independents	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	Independent less than $10,000	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	Independent $10,000–19,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	Independent $20,000–35,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	Independent $36,000 or more	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All dependents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 2-year	Undergraduate	Dependent less than $29,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 2-year	Undergraduate	Dependent $29,000–58,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 2-year	Undergraduate	Dependent $59,000-99,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 2-year	Undergraduate	Dependent $100,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 2-year	Undergraduate	All independents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 2-year	Undergraduate	Independent less than $10,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 2-year	Undergraduate	Independent $10,000–19,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 2-year	Undergraduate	Independent $20,000–35,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 2-year	Undergraduate	Independent $36,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 4-year	Undergraduate	All dependents	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	Dependent less than $40,000	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	Dependent $40,000-81,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	Dependent $82,000–127,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	Dependent $128,000 or more	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	All independents	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	Independent less than $8,000	Full-time	All	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year	Undergraduate	Independent $8,000–15,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	Independent $16,000–32,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	Independent $33,000 or more	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	All dependents	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	Dependent less than $40,000	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	Dependent $40,000-81,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	Dependent $82,000–127,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	Dependent $128,000 or more	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	All independents	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	Independent less than $8,000	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	Independent $8,000–15,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	Independent $16,000–32,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year	Undergraduate	Independent $33,000 or more	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	All dependents	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	Dependent less than $40,000	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	Dependent $40,000 or more	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	All independents	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	Independent less than $8,000	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	Independent $8,000–15,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	Independent $16,000–32,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	Independent $33,000 or more	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	All dependents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 4-year	Undergraduate	Dependent less than $40,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 4-year	Undergraduate	Dependent $40,000-81,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 4-year	Undergraduate	Dependent $82,000–127,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year	Undergraduate	Dependent $128,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 4-year	Undergraduate	All independents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 4-year	Undergraduate	Independent less than $8,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 4-year	Undergraduate	Independent $8,000–15,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 4-year	Undergraduate	Independent $16,000–32,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 4-year	Undergraduate	Independent $33,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private nonprofit, 4-year	Undergraduate	All dependents	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit, 4-year	Undergraduate	Dependent less than $46,000	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit, 4-year	Undergraduate	Dependent $46,000-90,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit, 4-year	Undergraduate	Dependent $91,000–139,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit, 4-year	Undergraduate	Dependent $140,000 or more	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit, 4-year	Undergraduate	All independents	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit, 4-year	Undergraduate	Independent less than $10,000	Full-time	All	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit, 4-year	Undergraduate	Independent $10,000–22,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit, 4-year	Undergraduate	Independent $23,000–44,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit, 4-year	Undergraduate	Independent $45,000 or more	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit, 4-year	Undergraduate	All dependents	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year	Undergraduate	Dependent less than $46,000	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year	Undergraduate	Dependent $46,000-90,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year	Undergraduate	Dependent $91,000–139,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year	Undergraduate	Dependent $140,000 or more	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year	Undergraduate	All independents	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year	Undergraduate	Independent less than $10,000	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year	Undergraduate	Independent $10,000–22,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year	Undergraduate	Independent $23,000–44,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit, 4-year	Undergraduate	Independent $45,000 or more	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year	Undergraduate	All dependents	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit, 4-year	Undergraduate	Dependent less than $46,000	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit, 4-year	Undergraduate	Dependent $46,000 or more	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit, 4-year	Undergraduate	All independents	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit, 4-year	Undergraduate	Independent less than $10,000	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit, 4-year	Undergraduate	Independent $10,000–22,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit, 4-year	Undergraduate	Independent $23,000–44,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit, 4-year	Undergraduate	Independent $45,000 or more	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit, 4-year	Undergraduate	All dependents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private nonprofit, 4-year	Undergraduate	Dependent less than $46,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private nonprofit, 4-year	Undergraduate	Dependent $46,000-90,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private nonprofit, 4-year	Undergraduate	Dependent $91,000–139,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit, 4-year	Undergraduate	Dependent $140,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private nonprofit, 4-year	Undergraduate	All independents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private nonprofit, 4-year	Undergraduate	Independent less than $10,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private nonprofit, 4-year	Undergraduate	Independent $10,000–22,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private nonprofit, 4-year	Undergraduate	Independent $23,000–44,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private nonprofit, 4-year	Undergraduate	Independent $45,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit less-than-4-year	Undergraduate	All dependents	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	Dependent less than $21,000	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	Dependent $21,000–40,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	Dependent $41,000-83,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	Dependent $84,000 or more	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	All independents	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	Independent less than $8,000	Full-time	All	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit less-than-4-year	Undergraduate	Independent $8,000–15,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	Independent $16,000–28,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	Independent $29,000 or more	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	All dependents	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	Dependent less than $21,000	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	Dependent $21,000–40,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	Dependent $41,000-83,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	Dependent $84,000 or more	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	All independents	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	Independent less than $8,000	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	Independent $8,000–15,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	Independent $16,000–28,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit less-than-4-year	Undergraduate	Independent $29,000 or more	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	All dependents	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	Dependent less than $21,000	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	Dependent $21,000–40,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	Dependent $41,000 or more	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	All independents	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	Independent less than $8,000	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	Independent $8,000–15,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	Independent $16,000–28,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	Independent $29,000 or more	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	All dependents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit less-than-4-year	Undergraduate	Dependent less than $21,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit less-than-4-year	Undergraduate	Dependent $21,000–40,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit less-than-4-year	Undergraduate	Dependent $41,000-83,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit less-than-4-year	Undergraduate	Dependent $84,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit less-than-4-year	Undergraduate	All independents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit less-than-4-year	Undergraduate	Independent less than $8,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit less-than-4-year	Undergraduate	Independent $8,000–15,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit less-than-4-year	Undergraduate	Independent $16,000–28,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit less-than-4-year	Undergraduate	Independent $29,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit 4-year	Undergraduate	All dependents	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	Dependent less than $21,000	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	Dependent $21,000–40,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	Dependent $41,000-78,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	Dependent $79,000 or more	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	All independents	Full-time	All	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit 4-year	Undergraduate	Independent less than $14,000	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	Independent $14,000–24,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	Independent $25,000–42,999	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	Independent $43,000 or more	Full-time	All	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	All dependents	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	Dependent less than $21,000	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	Dependent $21,000–40,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	Dependent $41,000-78,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	Dependent $79,000 or more	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	All independents	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	Independent less than $14,000	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	Independent $14,000–24,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit 4-year	Undergraduate	Independent $25,000–42,999	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	Independent $43,000 or more	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	All dependents	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	Dependent less than $21,000	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	Dependent $21,000–40,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	Dependent $41,000 or more	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	All independents	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	Independent less than $14,000	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	Independent $14,000–24,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	Independent $25,000–42,999	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	Independent $43,000 or more	Full-time	All	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	All dependents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit 4-year	Undergraduate	Dependent less than $21,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit 4-year	Undergraduate	Dependent $21,000–40,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit 4-year	Undergraduate	Dependent $41,000-78,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit 4-year	Undergraduate	Dependent $79,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit 4-year	Undergraduate	All independents	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit 4-year	Undergraduate	Independent less than $14,000	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit 4-year	Undergraduate	Independent $14,000–24,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit 4-year	Undergraduate	Independent $25,000–42,999	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Private for-profit 4-year	Undergraduate	Independent $43,000 or more	Full-time	All	Percent who worked while enrolled	Average hours worked while enrolled
Public 2-year	Undergraduate	All	All	Male	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	Female	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	Male	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	Female	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	Male	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	All	Female	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	All	All	Male	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	All	All	Female	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year	Undergraduate	All	All	Male	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	All	All	Female	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	All	All	Male	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	All	All	Female	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit 4-year	Undergraduate	All	All	Male	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year	Undergraduate	All	All	Female	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year	Undergraduate	All	All	Male	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year	Undergraduate	All	All	Female	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year	Undergraduate	All	All	Male	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit 4-year	Undergraduate	All	All	Female	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	All	All	Male	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	All	All	Female	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	All	All	Male	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	All	All	Female	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	All	All	Male	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	All	All	Female	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	All	All	Male	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	All	All	Female	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	All	All	Male	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	All	All	Female	Percent receiving a Stafford Loan	Average amount of Stafford Loan received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit 4-year	Undergraduate	All	All	Male	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	All	All	Female	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	All	Age 15–23	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	Age 24–29	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	Age 30 or above	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	Age 15–23	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	Age 24–29	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	Age 30 or above	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	Age 15–23	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	All	Age 24–29	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	All	Age 30 or above	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	All	All	Age 15–23	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	All	All	Age 24–29	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	All	All	Age 30 or above	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	All	All	Age 15–23	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	All	All	Age 24–29	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	All	All	Age 30 or above	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	All	All	Age 15–23	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	All	All	Age 24–29	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	All	All	Age 30 or above	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit 4-year	Undergraduate	All	All	Age 15–23	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit 4-year	Undergraduate	All	All	Age 24–29	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year	Undergraduate	All	All	Age 30 or above	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year	Undergraduate	All	All	Age 15–23	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year	Undergraduate	All	All	Age 24–29	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year	Undergraduate	All	All	Age 30 or above	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year	Undergraduate	All	All	Age 15–23	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit 4-year	Undergraduate	All	All	Age 24–29	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit 4-year	Undergraduate	All	All	Age 30 or above	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	All	All	Age 15–23	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	All	All	Age 24–29	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	All	All	Age 30 or above	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	All	All	Age 15–23	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	All	All	Age 24–29	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	All	All	Age 30 or above	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	All	All	Age 15–23	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	All	All	Age 24–29	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	All	All	Age 30 or above	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	All	All	Age 15–23	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	All	All	Age 24–29	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	All	All	Age 30 or above	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	All	All	Age 15–23	Percent receiving a Stafford Loan	Average amount of Stafford Loan received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit 4-year	Undergraduate	All	All	Age 24–29	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	All	All	Age 30 or above	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	All	All	Age 15–23	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	All	All	Age 24–29	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	All	All	Age 30 or above	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	All	White	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	African American	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	Hispanic	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	Asian	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	White	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	African American	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	Hispanic	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	Asian	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	White	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	All	African American	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	All	Hispanic	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	All	Asian	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	All	All	White	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	All	All	African American	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	All	All	Hispanic	Percent receiving any aid	Average amount of aid received
Public 4-year	Undergraduate	All	All	Asian	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year	Undergraduate	All	All	White	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	All	All	African American	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	All	All	Hispanic	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	All	All	Asian	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year	Undergraduate	All	All	White	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	All	All	African American	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	All	All	Hispanic	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 4-year	Undergraduate	All	All	Asian	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit 4-year	Undergraduate	All	All	White	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year	Undergraduate	All	All	African American	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year	Undergraduate	All	All	Hispanic	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year	Undergraduate	All	All	Asian	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year	Undergraduate	All	All	White	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year	Undergraduate	All	All	African American	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year	Undergraduate	All	All	Hispanic	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year	Undergraduate	All	All	Asian	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year	Undergraduate	All	All	White	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit 4-year	Undergraduate	All	All	African American	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private nonprofit 4-year	Undergraduate	All	All	Hispanic	Percent receiving a Pell Grant	Average amount of Pell Grant received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit 4-year	Undergraduate	All	All	Asian	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	All	All	White	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	All	All	African American	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	All	All	Hispanic	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	All	All	Asian	Percent receiving any aid	Average amount of aid received
Private for-profit less-than-4-year	Undergraduate	All	All	White	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	All	All	African American	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	All	All	Hispanic	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	All	All	Asian	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit less-than-4-year	Undergraduate	All	All	White	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	All	All	African American	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	All	All	Hispanic	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit less-than-4-year	Undergraduate	All	All	Asian	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	All	All	White	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	All	All	African American	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	All	All	Hispanic	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	All	All	Asian	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Undergraduate	All	All	White	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	All	All	African American	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	All	All	Hispanic	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Undergraduate	All	All	Asian	Percent receiving a Stafford Loan	Average amount of Stafford Loan received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit 4-year	Undergraduate	All	All	White	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	All	All	African American	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	All	All	Hispanic	Percent receiving a Pell Grant	Average amount of Pell Grant received
Private for-profit 4-year	Undergraduate	All	All	Asian	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	All	Certificate	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	Associate's	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	All	Certificate	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	Associate's	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	All	Certificate	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	All	Associate's	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	Full-time	Certificate	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	Full-time	Associate's	Percent receiving any aid	Average amount of aid received
Public 2-year	Undergraduate	All	Full-time	Certificate	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	Full-time	Associate's	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 2-year	Undergraduate	All	Full-time	Certificate	Percent receiving a Pell Grant	Average amount of Pell Grant received
Public 2-year	Undergraduate	All	Full-time	Associate's	Percent receiving a Pell Grant	Average amount of Pell Grant received
All	Undergraduate	All	All	Veteran	Percent receiving veteran's benefits	Average amount of veteran's benefits received
All 4-year	All graduate students	All	All	All	Percent receiving any aid	Average amount of aid received
All 4-year	Master's students	All	All	All	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving any aid	Average amount of aid received
All 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent receiving any aid	Average amount of aid received
All 4-year	All graduate students	All	All	All	Percent receiving an assistantship	Average amount of assistantship
All 4-year	Master's students	All	All	All	Percent receiving an assistantship	Average amount of assistantship
All 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving an assistantship	Average amount of assistantship
All 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent receiving an assistantship	Average amount of assistantship
All 4-year	All graduate students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All 4-year	Master's students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All 4-year	All graduate students	All	All	All	Percent receiving employer aid	Average amount of employer aid received
All 4-year	Master's students	All	All	All	Percent receiving employer aid	Average amount of employer aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving employer aid	Average amount of employer aid received
All 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent receiving employer aid	Average amount of employer aid received
All 4-year	All graduate students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
All 4-year	Master's students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
All 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
All 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
All 4-year	All graduate students	All	Full-time	All	Percent receiving any aid	Average amount of aid received
All 4-year	Master's students	All	Full-time	All	Percent receiving any aid	Average amount of aid received
All 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	Full-time	All	Percent receiving any aid	Average amount of aid received
All 4-year doctorate-granting	Doctoral-professional practice students	All	Full-time	All	Percent receiving any aid	Average amount of aid received
All 4-year	All graduate students	All	Full-time	All	Percent receiving an assistantship	Average amount of assistantship
All 4-year	Master's students	All	Full-time	All	Percent receiving an assistantship	Average amount of assistantship

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	Full-time	All	Percent receiving an assistantship	Average amount of assistantship
All 4-year doctorate-granting	Doctoral-professional practice students	All	Full-time	All	Percent receiving an assistantship	Average amount of assistantship
All 4-year	All graduate students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All 4-year	Master's students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All 4-year doctorate-granting	Doctoral-professional practice students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All 4-year	All graduate students	All	All	All	Percent who borrowed as undergraduates	Average amount of cumulative undergraduate loans
All 4-year	Master's students	All	All	All	Percent who borrowed as undergraduates	Average amount of cumulative undergraduate loans
All 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent who borrowed as undergraduates	Average amount of cumulative undergraduate loans
All 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent who borrowed as undergraduates	Average amount of cumulative undergraduate loans
All 4-year	All graduate students	All	All	All	Percent who borrowed as graduate students	Average amount of cumulative graduate loans
All 4-year	Master's students	All	All	All	Percent who borrowed as graduate students	Average amount of cumulative graduate loans

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent who borrowed as graduate students	Average amount of cumulative graduate loans
All 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent who borrowed as graduate students	Average amount of cumulative graduate loans
All 4-year	All graduate students	All	All	All	Percent enrolled in entirely online program	†
All 4-year	Master's students	All	All	All	Percent enrolled in entirely online program	†
All 4-year doctorate-granting	Doctoral students	All	All	All	Percent enrolled in entirely online program	†
All 4-year	All graduate students	All	All	Veteran	Percent receiving veteran's benefits	Average amount of veteran's benefits received
All 4-year	All graduate students	All	All	First time graduate student	Percent receiving any aid	Average amount of aid received
All 4-year	All graduate students	All	All	First time graduate student	Percent receiving an assistantship	Average amount of assistantship
All 4-year	All graduate students	All	All	First time graduate student	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
All 4-year	All graduate students	All	All	First time graduate student	Percent receiving employer aid	Average amount of employer aid received
All 4-year	All graduate students	All	All	First time graduate student	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Public 4-year non-doctorate-granting	Master's students	All	All	All	Percent receiving any aid	Average amount of aid received
Public 4-year doctorate-granting	Master's students	All	All	All	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year non-doctorate-granting	Master's students	All	All	All	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year doctorate-granting	Master's students	All	All	All	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Master's students	All	All	All	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Doctoral-research/scholarship/other students	All	All	All	Percent receiving any aid	Average amount of aid received
Public 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent receiving any aid	Average amount of aid received
Public 4-year non-doctorate-granting	Master's students	All	All	All	Percent receiving an assistantship	Average amount of assistantship
Public 4-year doctorate-granting	Master's students	All	All	All	Percent receiving an assistantship	Average amount of assistantship
Private nonprofit 4-year non-doctorate-granting	Master's students	All	All	All	Percent receiving an assistantship	Average amount of assistantship
Private nonprofit 4-year doctorate-granting	Master's students	All	All	All	Percent receiving an assistantship	Average amount of assistantship
Private for-profit 4-year	Master's students	All	All	All	Percent receiving an assistantship	Average amount of assistantship
Public 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving an assistantship	Average amount of assistantship
Private nonprofit 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving an assistantship	Average amount of assistantship

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit 4-year	Doctoral-research/scholarship/other students	All	All	All	Percent receiving an assistantship	Average amount of assistantship
Public 4-year non-doctorate-granting	Master's students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year doctorate-granting	Master's students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year non-doctorate-granting	Master's students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year doctorate-granting	Master's students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Master's students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit 4-year	Doctoral-research/scholarship/other students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year non-doctorate-granting	Master's students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Public 4-year doctorate-granting	Master's students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit 4-year non-doctorate-granting	Master's students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private nonprofit 4-year doctorate-granting	Master's students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private for-profit 4-year	Master's students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Public 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private nonprofit 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private for-profit 4-year	Doctoral-research/scholarship/other students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Public 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private nonprofit 4-year doctorate-granting	Doctoral-professional practice students	All	All	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Public 4-year non-doctorate-granting	Master's students	All	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year doctorate-granting	Master's students	All	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year non-doctorate-granting	Master's students	All	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year doctorate-granting	Master's students	All	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	Full-time	All	Percent receiving any aid	Average amount of aid received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year doctorate-granting	Doctoral-professional practice students	All	Full-time	All	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year doctorate-granting	Doctoral-professional practice students	All	Full-time	All	Percent receiving any aid	Average amount of aid received
Public 4-year non-doctorate-granting	Master's students	All	Full-time	All	Percent receiving an assistantship	Average amount of assistantship
Public 4-year doctorate-granting	Master's students	All	Full-time	All	Percent receiving an assistantship	Average amount of assistantship
Private nonprofit 4-year non-doctorate-granting	Master's students	All	Full-time	All	Percent receiving an assistantship	Average amount of assistantship
Private nonprofit 4-year doctorate-granting	Master's students	All	Full-time	All	Percent receiving an assistantship	Average amount of assistantship
Public 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	Full-time	All	Percent receiving an assistantship	Average amount of assistantship
Private nonprofit 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	Full-time	All	Percent receiving an assistantship	Average amount of assistantship
Public 4-year non-doctorate-granting	Master's students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year doctorate-granting	Master's students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year non-doctorate-granting	Master's students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year doctorate-granting	Master's students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year doctorate-granting	Doctoral-professional practice students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit 4-year doctorate-granting	Doctoral-professional practice students	All	Full-time	All	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year non-doctorate-granting	Master's students	All	Full-time	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Public 4-year doctorate-granting	Master's students	All	Full-time	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private nonprofit 4-year non-doctorate-granting	Master's students	All	Full-time	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private nonprofit 4-year doctorate-granting	Master's students	All	Full-time	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Public 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	Full-time	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private nonprofit 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	Full-time	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Public 4-year doctorate-granting	Doctoral-professional practice students	All	Full-time	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private nonprofit 4-year doctorate-granting	Doctoral-professional practice students	All	Full-time	All	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year non-doctorate-granting	Master's students	All	All	STEM major	Percent receiving any aid	Average amount of aid received
Public 4-year doctorate-granting	Master's students	All	All	STEM major	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year non-doctorate-granting	Master's students	All	All	STEM major	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year doctorate-granting	Master's students	All	All	STEM major	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Master's students	All	All	STEM major	Percent receiving any aid	Average amount of aid received
Public 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving any aid	Average amount of aid received
Private nonprofit 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving any aid	Average amount of aid received
Private for-profit 4-year	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving any aid	Average amount of aid received
Public 4-year non-doctorate-granting	Master's students	All	All	STEM major	Percent receiving an assistantship	Average amount of assistantship
Public 4-year doctorate-granting	Master's students	All	All	STEM major	Percent receiving an assistantship	Average amount of assistantship
Private nonprofit 4-year non-doctorate-granting	Master's students	All	All	STEM major	Percent receiving an assistantship	Average amount of assistantship
Private nonprofit 4-year doctorate-granting	Master's students	All	All	STEM major	Percent receiving an assistantship	Average amount of assistantship
Private for-profit 4-year	Master's students	All	All	STEM major	Percent receiving an assistantship	Average amount of assistantship
Public 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving an assistantship	Average amount of assistantship

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit, 4-year, doctorate-granting	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving an assistantship	Average amount of assistantship
Private for-profit, 4-year	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving an assistantship	Average amount of assistantship
Public 4-year, non-doctorate-granting	Master's students	All	All	STEM major	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year, doctorate-granting	Master's students	All	All	STEM major	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year, non-doctorate-granting	Master's students	All	All	STEM major	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year, doctorate-granting	Master's students	All	All	STEM major	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit, 4-year	Master's students	All	All	STEM major	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year, doctorate-granting	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private nonprofit, 4-year, doctorate-granting	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Private for-profit, 4-year	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving a Stafford Loan	Average amount of Stafford Loan received
Public 4-year, non-doctorate-granting	Master's students	All	All	STEM major	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Public 4-year, doctorate-granting	Master's students	All	All	STEM major	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private nonprofit, 4-year, non-doctorate-granting	Master's students	All	All	STEM major	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit 4-year doctorate-granting	Master's students	All	All	STEM major	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private for-profit 4-year	Master's students	All	All	STEM major	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Public 4-year doctorate-granting	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private nonprofit, 4-year, doctorate-granting	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
Private for-profit 4-year	Doctoral-research/scholarship/other students	All	All	STEM major	Percent receiving a graduate PLUS loan	Average amount of graduate PLUS loan
All 4-year	Baccalaureate recipients	All	All	All	Percent male	†
All 4-year	Baccalaureate recipients	All	All	All	Percent female	†
All 4-year	Baccalaureate recipients	All	All	All	Percent African American	†
All 4-year	Baccalaureate recipients	All	All	All	Percent Hispanic	†
All 4-year	Baccalaureate recipients	All	All	All	Percent Asian	†
All 4-year	Baccalaureate recipients	All	All	All	Percent age 22 or younger	†
All 4-year	Baccalaureate recipients	All	All	All	Percent age 23–24	†
All 4-year	Baccalaureate recipients	All	All	All	Percent age 25–29	†
All 4-year	Baccalaureate recipients	All	All	All	Percent age 30 or older	†
All 4-year	Baccalaureate recipients	All	All	All	Percent married	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year	Baccalaureate recipients	All	All	All	Percent with dependents	†
All 4-year	Baccalaureate recipients	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
All 4-year	Baccalaureate recipients	All	All	All	Percent parents with high school or less education	†
All 4-year	Baccalaureate recipients	All	All	All	Percent parents with some college education	†
All 4-year	Baccalaureate recipients	All	All	All	Percent parents with bachelor's degree	†
All 4-year	Baccalaureate recipients	All	All	All	Percent parents with advanced degree	†
All 4-year	Baccalaureate recipients	All	All	All	Percent veteran	†
All 4-year	Baccalaureate recipients	All	All	All	Percent in teacher education program	†
All 4-year	Baccalaureate recipients	All	All	All	Percent in STEM program	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent African American	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent Hispanic	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent Asian	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent age 22 or younger	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent age 23–24	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent age 25–29	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent age 30 or older	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent married	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year	Baccalaureate recipients	All	All	Male	Percent with dependents	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent who ever borrowed	Average cumulative amount borrowed
All 4-year	Baccalaureate recipients	All	All	Male	Percent parents with high school or less education	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent parents with some college education	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent parents with bachelor's degree	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent parents with advanced degree	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent veteran	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent in teacher education program	†
All 4-year	Baccalaureate recipients	All	All	Male	Percent in STEM program	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent African American	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent Hispanic	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent Asian	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent age 22 or younger	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent age 23–24	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent age 25–29	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent age 30 or older	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent married	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year	Baccalaureate recipients	All	All	Female	Percent with dependents	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent who ever borrowed	Average cumulative amount borrowed
All 4-year	Baccalaureate recipients	All	All	Female	Percent parents with high school or less education	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent parents with some college education	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent parents with bachelor's degree	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent parents with advanced degree	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent veteran	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent in teacher education program	†
All 4-year	Baccalaureate recipients	All	All	Female	Percent in STEM program	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent age 22 or younger	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent age 23–24	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent age 25–29	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent age 30 or older	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent married	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent with dependents	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent who ever borrowed	Average cumulative amount borrowed
All 4-year	Baccalaureate recipients	All	All	African American	Percent parents with high school or less education	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year	Baccalaureate recipients	All	All	African American	Percent parents with some college education	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent parents with bachelor's degree	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent parents with advanced degree	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent veteran	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent in teacher education program	†
All 4-year	Baccalaureate recipients	All	All	African American	Percent in STEM program	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent age 22 or younger	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent age 23–24	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent age 25–29	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent age 30 or older	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent married	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent with dependents	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent who ever borrowed	Average cumulative amount borrowed
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent parents with high school or less education	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent parents with some college education	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent parents with bachelor's degree	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent parents with advanced degree	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent veteran	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent in teacher education program	†
All 4-year	Baccalaureate recipients	All	All	Hispanic	Percent in STEM program	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent age 22 or younger	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent age 23–24	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent age 25–29	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent age 30 or older	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent married	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent with dependents	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent who ever borrowed	Average cumulative amount borrowed
All 4-year	Baccalaureate recipients	All	All	Asian	Percent parents with high school or less education	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent parents with some college education	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent parents with bachelor's degree	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent parents with advanced degree	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent veteran	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent in teacher education program	†
All 4-year	Baccalaureate recipients	All	All	Asian	Percent in STEM program	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year	Baccalaureate recipients	All	All	Age 22 or younger	Percent married	†
All 4-year	Baccalaureate recipients	All	All	Age 22 or younger	Percent with dependents	†
All 4-year	Baccalaureate recipients	All	All	Age 22 or younger	Percent who ever borrowed	Average cumulative amount borrowed
All 4-year	Baccalaureate recipients	All	All	Age 22 or younger	Percent parents with high school or less education	†
All 4-year	Baccalaureate recipients	All	All	Age 22 or younger	Percent parents with some college education	†
All 4-year	Baccalaureate recipients	All	All	Age 22 or younger	Percent parents with bachelor's degree	†
All 4-year	Baccalaureate recipients	All	All	Age 22 or younger	Percent parents with advanced degree	†
All 4-year	Baccalaureate recipients	All	All	Age 22 or younger	Percent veteran	†
All 4-year	Baccalaureate recipients	All	All	Age 22 or younger	Percent in teacher education program	†
All 4-year	Baccalaureate recipients	All	All	Age 22 or younger	Percent in STEM program	†
All 4-year	Baccalaureate recipients	All	All	Age 23–24	Percent married	†
All 4-year	Baccalaureate recipients	All	All	Age 23–24	Percent with dependents	†
All 4-year	Baccalaureate recipients	All	All	Age 23–24	Percent who ever borrowed	Average cumulative amount borrowed
All 4-year	Baccalaureate recipients	All	All	Age 23–24	Percent parents with high school or less education	†
All 4-year	Baccalaureate recipients	All	All	Age 23–24	Percent parents with some college education	†
All 4-year	Baccalaureate recipients	All	All	Age 23–24	Percent parents with bachelor's degree	†
All 4-year	Baccalaureate recipients	All	All	Age 23–24	Percent parents with advanced degree	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year	Baccalaureate recipients	All	All	Age 23–24	Percent veteran	†
All 4-year	Baccalaureate recipients	All	All	Age 23–24	Percent in teacher education program	†
All 4-year	Baccalaureate recipients	All	All	Age 23–24	Percent in STEM program	†
All 4-year	Baccalaureate recipients	All	All	Age 25–29	Percent married	†
All 4-year	Baccalaureate recipients	All	All	Age 25–29	Percent with dependents	†
All 4-year	Baccalaureate recipients	All	All	Age 25–29	Percent who ever borrowed	Average cumulative amount borrowed
All 4-year	Baccalaureate recipients	All	All	Age 25–29	Percent parents with high school or less education	†
All 4-year	Baccalaureate recipients	All	All	Age 25–29	Percent parents with some college education	†
All 4-year	Baccalaureate recipients	All	All	Age 25–29	Percent parents with bachelor's degree	†
All 4-year	Baccalaureate recipients	All	All	Age 25–29	Percent parents with advanced degree	†
All 4-year	Baccalaureate recipients	All	All	Age 25–29	Percent veteran	†
All 4-year	Baccalaureate recipients	All	All	Age 25–29	Percent in teacher education program	†
All 4-year	Baccalaureate recipients	All	All	Age 25–29	Percent in STEM program	†
All 4-year	Baccalaureate recipients	All	All	Age 30 or older	Percent married	†
All 4-year	Baccalaureate recipients	All	All	Age 30 or older	Percent with dependents	†
All 4-year	Baccalaureate recipients	All	All	Age 30 or older	Percent who ever borrowed	Average cumulative amount borrowed
All 4-year	Baccalaureate recipients	All	All	Age 30 or older	Percent parents with high school or less education	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
All 4-year	Baccalaureate recipients	All	All	Age 30 or older	Percent parents with some college education	†
All 4-year	Baccalaureate recipients	All	All	Age 30 or older	Percent parents with bachelor's degree	†
All 4-year	Baccalaureate recipients	All	All	Age 30 or older	Percent parents with advanced degree	†
All 4-year	Baccalaureate recipients	All	All	Age 30 or older	Percent veteran	†
All 4-year	Baccalaureate recipients	All	All	Age 30 or older	Percent in teacher education program	†
All 4-year	Baccalaureate recipients	All	All	Age 30 or older	Percent in STEM program	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent male	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent female	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent African American	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent Hispanic	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent Asian	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent age 22 or younger	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent age 23–24	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent age 25–29	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent age 30 or older	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent married	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent with dependents	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent parents with high school or less education	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent parents with some college education	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent parents with bachelor's degree	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent parents with advanced degree	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent in teacher education program	†
Public 4-year non-doctorate-granting primarily subbaccalaureate	Baccalaureate recipients	All	All	All	Percent in STEM program	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent male	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent female	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent African American	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent Hispanic	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent Asian	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent age 22 or younger	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent age 23–24	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent age 25–29	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent age 30 or older	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent married	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent with dependents	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent parents with high school or less education	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent parents with some college education	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent parents with bachelor's degree	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent parents with advanced degree	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent in teacher education program	†
Public 4-year non-doctorate-granting primarily baccalaureate	Baccalaureate recipients	All	All	All	Percent in STEM program	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent male	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent female	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent African American	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent Hispanic	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent Asian	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 22 or younger	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 23–24	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 25–29	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 30 or older	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent married	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent with dependents	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with high school or less education	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with some college education	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with bachelor's degree	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with advanced degree	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent in teacher education program	†
Public 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent in STEM program	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent male	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent female	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent African American	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent Hispanic	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent Asian	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 22 or younger	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 23–24	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 25–29	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 30 or older	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent married	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent with dependents	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with high school or less education	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with some college education	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with bachelor's degree	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with advanced degree	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent in teacher education program	†
Private nonprofit 4-year non-doctorate-granting	Baccalaureate recipients	All	All	All	Percent in STEM program	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent male	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent female	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent African American	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent Hispanic	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent Asian	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 22 or younger	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 23–24	†

See notes at end of table.

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 25–29	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent age 30 or older	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent married	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent with dependents	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with high school or less education	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with some college education	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with bachelor's degree	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent parents with advanced degree	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent in teacher education program	†
Private nonprofit 4-year doctorate-granting	Baccalaureate recipients	All	All	All	Percent in STEM program	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent male	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent female	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent African American	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent Hispanic	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent Asian	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent age 22 or younger	†

Table B-7. Domains and outcomes for NPSAS:16 sample optimization: 2015–16—Continued

Domains					Outcomes	
Control and level of institution	Student level[1]	Dependency/ income status	Attendance status	Other (Gender, Age group, Degree program, Race/ethnicity, Veteran status)	Percent	Average
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent age 23–24	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent age 25–29	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent age 30 or older	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent married	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent with dependents	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent who ever borrowed	Average cumulative amount borrowed
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent parents with high school or less education	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent parents with some college education	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent parents with bachelor's degree	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent parents with advanced degree	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent in teacher education program	†
Private for-profit 4-year	Baccalaureate recipients	All	All	All	Percent in STEM program	†

† Not applicable
[1] Students will further be limited to those who attend only one institution when the corresponding value in the control and level of institution column is not "All" or "All 4-year" or "All 4-year doctorate-granting."
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

B.3.4 Optimum Sample Allocation

The student sample allocation to the 11 institutional strata and 17 student strata (discussed above) was determined using a technique developed by Chromy (1987) This approach satisfied the precision constraints and other study objectives discussed in section B.3.1 at a cost that was minimal according to the cost model and relative variance model discussed in sections B.3.2 and B.3.3, respectively. The sample optimization was run conditional on the sample of institutions that had already been selected, to determine the optimum allocation of the student sample sizes to these institutions. The student sample size distributions were constrained to achieve approximately the desired institution- and student-level marginal distributions and RSEs. Precision constraints were relaxed, as necessary, during the optimization process to meet the marginal sample sizes.

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Appendix C: Data Elements for Student Records

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The core data elements used in the 2015–16 National Postsecondary Student Aid Study (NPSAS:16) full-scale student records interview covered general topics that were organized into four main sections: general student information, enrollment, budget, and financial aid. Table C-1 provides a list of the data elements by section and topic, followed by the full-scale student records facsimile.

Table C-1. Full-scale student records core data elements, by section and topic: 2015–16

Section	Topic
General student information	Institute ID (IPEDS ID) Study ID Name Social Security number (SSN) Date of birth Gender Marital status Maiden name Spouse name Citizenship status Veteran status Year and type of high school completion Ethnicity and race Permanent and local address E-mail addresses Phone numbers Parent name, address, e-mail address, and phone numbers Other contact name, address, e-mail address, phone numbers, and relationship to student Additional contact name, phone number, and relationship to student
Enrollment	Program/degree Graduate degree type Class level Degree completion date and expected date of requirements met (by 6/30/2016) Cumulative (unweighted) GPA Ever received baccalaureate degree and date of receipt Major: – First and second major – First and second major CIP code – Undeclared major Date first and last enrolled at institution First time beginning student Accepted transfer credit Test scores: – ACT subject and composite scores – SAT critical reading, mathematics, and writing scores Clock hours and credits: – Total clock hours in program and cumulative completed – Total credit hours in program and cumulative completed Total tuition and mandatory fees charged Residency for tuition purposes Enrollment status (up to 12 terms) Credit units (up to 12 terms)

See notes at end of table.

Table C-1. Full-scale student records core data elements, by section and topic: 2015–16—Continued

Section	Topic
Budget	Budget period
	Student resident
	Tuition/fees
	Room and board
	Book/supplies
	Transportation
	Computer/technology
	Health insurance
	All other
	Budgeted total cost of attendance
Financial aid	Placed on financial aid warning or probation
	Financial aid ineligibility
	Federal aid:
	– Had federal aid for the July 1, 2015 – June 30, 2016 financial aid year
	– Pell Grant
	– Unsubsidized and Subsidized Direct/Stafford Loan
	– Parent PLUS Loan
	– Graduate PLUS Loan
	– Federal TEACH Grant
	– Perkins Loan
	– Federal SEOG Grant
	– Federal Work Study awarded
	– Iraq & Afghanistan Service Grant
	– Veterans benefit
	State aid (for up to three awards):
	– Had state aid for the July 1, 2015 – June 30, 2016 financial aid year
	– Program name, type, and amount
	Institution aid (for up to three awards):
	– Had institution aid for the July 1, 2015 – June 30, 2016 financial aid year
	– Program name, type, and amount
	Graduate aid (for up to three awards):
	– Had graduate aid for the July 1, 2015 – June 30, 2016 financial aid year
	– Program type and amount
	Private aid/other government aid (for up to three awards):
	– Had private aid/other government aid for the July 1, 2015 – June 30, 2016 financial aid year
	– Program type and amount
	Other aid (for up to three awards):
	– Had other aid for the July 1, 2015 – June 30, 2016 financial aid year
	– Aid name, type, source, and amount

NOTE: IPEDS = Integrated Postsecondary Education Data System; GPA = grade point average; CIP = 2010 Classification of Instructional Programs.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

Student Records Facsimile

Item name	Label/wording
Section: Institution Information	
BTMNAM[01-12] (Abbreviated item)	Enter the name, start date, and end date of each of the terms/enrollment periods occurring at [institution name] between July 1, 2015 and June 30, 2016. Please include – Summer sessions, – Short sessions longer than two weeks in duration, and – Terms for special types of students (e.g. medical students). NOTE: Terms may start prior to June 1 or end after June 30, but some portion of the term must occur between July 1, 2015 and June 30, 2016. Term [1-12] Name [ ] *Applies to: All students. NOTE: This item repeats for each term for up to 12 terms.*
BTMBEG[01-12] (Abbreviated item)	Term [1-12] Start Date Month: -Select one- Day: -Select one- Year: -Select one- *Applies to: All students. NOTE: This item repeats for each term for up to 12 terms.*
BTMEND[01-12] (Abbreviated item)	Term [1-12] End Date Month: -Select one- Day: -Select one- Year: -Select one- *Applies to: All students. NOTE: This item repeats for each term for up to 12 terms.*
CRSUNIT (Abbreviated item)	Units per Course ○ One unit ○ Three units ○ Other amount ○ Differs by program, course, class level, or for some other reason ○ Institution is clock hour only *Applies to: All students.*

Item name	Label/wording
Section: Eligibility	
BELIGENR (Abbreviated item)	Student was not enrolled at this institution at any time from July 1, 2015 to June 30, 2016. (Not enrolled) ○ Yes ○ No *Applies to: All students.*
BELIGREF (Abbreviated item)	Student was enrolled at one time but received a full tuition refund for all terms in study period from July 1, 2015 to June 30, 2016. (Tuition refund) ○ Yes ○ No *Applies to: All students.*
BELIGJNT (Abbreviated item)	Student attends this institution under joint arrangements with another institution and pays tuition solely to the other institution. (Enrolled in another institution) ○ Yes ○ No *Applies to: All students.*
BELIGCLHR (Abbreviated item)	Student was enrolled but not in a program of study that required at least 3 months or 300 clock/contact hours of instruction for granting a certificate, award, or diploma. (Length of program) ○ Yes ○ No *Applies to: All students.*
BELIGNC (Abbreviated item)	Student was enrolled but not in at least one course that could be applied toward fulfilling requirements for an academic degree, a certificate program, or in a term for credit that could be transferred to another school. (Noncredit) ○ Yes ○ No *Applies to: All students.*
BELIGDUENR (Abbreviated item)	Student was still completing high school requirements for the last term enrolled. (Completing high school requirements) ○ Yes ○ No *Applies to: All students.*

Item name	Label/wording
Section: Eligibility	
BELIGGED (Abbreviated item)	Student was enrolled solely in a GED or high school completion program for the last term enrolled. (GED or high school completion program) ○ Yes ○ No *Applies to: All students.*
BELIGREM (Abbreviated item)	Student was enrolled solely in an adult basic-education program (e.g., ESL, literacy) for the last term enrolled. (Adult basic-education program) ○ Yes ○ No *Applies to: All students.*

Item name	Label/wording
Section: General Student Information	
FNAME (Abbreviated item)	First Name [ ] *Applies to: All students.*
MNAME (Abbreviated item)	Middle Name [ ] *Applies to: All students.*
LNAME (Abbreviated item)	Last Name [ ] *Applies to: All students.*
SUFFIX (Abbreviated item)	Suffix [ ] *Applies to: All students.*
SOCIAL (Abbreviated item)	Social Security Number/SSN [ ] *Applies to: All students.*
ASTHDOB (Abbreviated item)	Date of Birth/DOB Month: -Select one- Day: -Select one- Year: -Select one- *Applies to: All students.*
ASGENDER (Abbreviated item)	Gender ○ Male ○ Female ○ Unknown *Applies to: All students.*

Item name	Label/wording
Section: General Student Information	
AMARITAL	Marital Status ○ Not married (single, widowed, divorced) ○ Married ○ Separated ○ Unknown *Applies to: All students.*
AMAIDEN	Maiden Name [ ] *Applies to: All students.*
SPOUSEFN	Spouse First Name [ ] *Applies to: All students.*
SPOUSEMN	Spouse Middle Name [ ] *Applies to: All students.*
SPOUSELN	Spouse Last Name [ ] *Applies to: All students.*
ACITIZEN	Citizenship Status ○ U.S. citizen or U.S. national ○ Resident alien, permanent resident, or other eligible noncitizen ○ Foreign/international student with student visa ○ Unknown *Applies to: All students.*
AVETERAN	Veteran Status (Veteran of U.S. Armed Forces?) ○ No ○ Yes ○ Unknown *Applies to: All students.*

Item name	Label/wording
Section: General Student Information	
AHIGHSCH	High School Completion Type ○ High school diploma ○ GED or other equivalency ○ High school completion certificate ○ Foreign high school ○ Home schooled ○ No high school degree or certificate ○ Don't know *Applies to: All students.*
ASHIGHYR	High School Completion Year [ ] *Applies to: All students.*
ASHISPAN	Ethnicity ○ Hispanic or Latino ○ Not Hispanic or Latino ○ Unknown *Applies to: All students.*
ASTWHITE (Abbreviated item)	Race: White ○ Yes ○ No *Applies to: All students.*
ASTBLACK (Abbreviated item)	Race: Black or African American ○ Yes ○ No *Applies to: All students.*
ASTASIAN (Abbreviated item)	Race: Asian ○ Yes ○ No *Applies to: All students.*
ASINDIAN (Abbreviated item)	Race: American Indian or Alaska Native ○ Yes ○ No *Applies to: All students.*

Item name	Label/wording
Section: General Student Information	
ASISLAND (Abbreviated item)	Race: Native Hawaiian or Other Pacific Islander ○ Yes ○ No *Applies to: All students.*
PERMAD1L	Permanent Address (Line 1) [ ] *Applies to: All students.*
PERMAD2L	Permanent Address (Line 2) [ ] *Applies to: All students.*
PERMCITY	Permanent City [ ] *Applies to: All students.*
PERMSTAT	Permanent State or Province [- Select State -] *Applies to: All students.*
PERMZIP	Permanent ZIP [ ] *Applies to: All students.*
PRMCNTRY	Permanent Country (if not USA) [ ] *Applies to: All students.*
LOCAD1L	Local Address (Line 1) [ ] *Applies to: All students.*
LOCAD2L	Local Address (Line 2) [ ] *Applies to: All students.*

Item name	Label/wording
Section: General Student Information	
LOCCITY	Local City [ ] *Applies to: All students.*
LOCSTAT	Local State or Province - Select State - *Applies to: All students.*
LOCZIP	Local ZIP [ ] *Applies to: All students.*
SCHSTRES	Is the student a permanent resident of [the state in which the institution is located]? ○ Yes ○ No ○ Unknown *Applies to: All students.*
PHONE1	Phone 1 [ ] *Applies to: All students.*
PHONE1TYPE	Phone 1 Type ○ Home ○ Mobile ○ Other *Applies to: All students.*
PHONE2	Phone 2 [ ] *Applies to: All students.*
PHONE2TYPE	Phone 2 Type ○ Home ○ Mobile ○ Other *Applies to: All students.*

Item name	Label/wording
Section: General Student Information	
PRSEMAIL	Personal E-mail Address [ ] *Applies to: All students.*
CAMEMAIL	Campus E-mail Address [ ] *Applies to: All students.*
PARFRST	Parent's First Name [ ] *Applies to: All students.*
PARMID	Parent's Middle Name [ ] *Applies to: All students.*
PARLAST	Parent's Last Name [ ] *Applies to: All students.*
PARSUF	Parent's Suffix [ ] *Applies to: All students.*
PARAD1L	Parent's Address (Line 1) [ ] *Applies to: All students.*
PARAD2L	Parent's Address (Line 2) [ ] *Applies to: All students.*
PARCITY	Parent's City [ ] *Applies to: All students.*

Item name	Label/wording
Section: General Student Information	
PARSTAT	Parent's State or Province - Select State - *Applies to: All students.*
PARZIP	Parent's ZIP *Applies to: All students.*
PARCNTRY	Parent's Country (if not USA) *Applies to: All students.*
PAREMAIL	Parent's E-mail *Applies to: All students.*
PARTEL	Parent’s Phone *Applies to: All students.*
PARCELL	Parent’s Cell Phone *Applies to: All students.*
PARPITL	Parent’s International Phone *Applies to: All students.*
OTHFRST	Other Contact's First Name *Applies to: All students.*
OTHMID	Other Contact's Middle Name *Applies to: All students.*

Item name	Label/wording
Section: General Student Information	
OTHLAST	Other Contact's Last Name [ ] *Applies to: All students.*
OTHSUF	Other Contact's Suffix [ ] *Applies to: All students.*
OTHREL	Relationship of Other Contact to Student ○ Parent ○ Guardian ○ Sibling ○ Aunt ○ Uncle ○ Grandparent ○ Spouse ○ Friend ○ Colleague ○ Other ○ Unknown *Applies to: All students.*
OTHAD1L	Other Contact's Address (Line 1) [ ] *Applies to: All students.*
OTHAD2L	Other Contact's Address (Line 2) [ ] *Applies to: All students.*
OTHCITY	Other Contact's City [ ] *Applies to: All students.*
OTHSTAT	Other Contact's State or Province [- Select State -] *Applies to: All students.*

Item name	Label/wording
Section: General Student Information	
OTHZIP	Other Contact's ZIP *Applies to: All students.*
OTHCNTRY	Other Contact's Country (if not USA) *Applies to: All students.*
OTHEMAIL	Other Contact's E-mail *Applies to: All students.*
OTHTEL	Other Contact's Phone *Applies to: All students.*
OTHCELL	Other Contact's Cell Phone *Applies to: All students.*
ADDFRST	Additional Contact's First Name *Applies to: All students.*
ADDMID	Additional Contact's Middle Name *Applies to: All students.*
ADDLAST	Additional Contact's Last Name *Applies to: All students.*
ADDSUF	Additional Contact's Suffix *Applies to: All students.*

Item name	Label/wording
Section: General Student Information	
ADDTEL	Additional Contact's Phone [ ] *Applies to: All students.*
ADDREL	Relationship of Additional Contact to Student ○ Parent ○ Guardian ○ Sibling ○ Aunt ○ Uncle ○ Grandparent ○ Spouse ○ Friend ○ Colleague ○ Other ○ Unknown *Applies to: All students.*

Item name	Label/wording
Section: Enrollment	
BENLADEG (Abbreviated item)	Program/Degree In what degree program was this student enrolled during his or her last term at [NPSAS school] between July 1, 2015 and June 30, 2016? If the student was enrolled in more than one program during the academic year selected, enter the highest degree program. If the student was enrolled in a dual degree program in which both degrees are the same level (such as a dual MD/PhD or dual MA/MBA), select the student's primary degree program. ○ Enrolled in undergraduate courses, not in a degree program ○ Undergraduate certificate or diploma (occupational or technical program) ○ Associate's degree ○ Bachelor's degree ○ Enrolled in graduate courses, not in a degree program ○ Post-baccalaureate certificate program ○ Dual bachelor's/master's degree ○ Master's degree ○ Post-master's certificate ○ Doctoral degree - research/scholarship ○ Doctoral degree - professional practice ○ Doctoral degree - other ○ Don't know *Applies to: All students.*

Item name	Label/wording
Section: Enrollment	
BENADTYP	Graduate Degree Type In what type of graduate degree program was this student enrolled during his or her last term at [NPSAS school] between July 1, 2015 and June 30, 2016? ○ Master of Science (MS) ○ Master of Arts (MA) ○ Master of Education (Med) or Teaching (MAT) ○ Master of Business Administration (MBA) ○ Master of Public Administration (MPA) ○ Master of Social Work (MSW) ○ Master of Fine Arts (MFA) ○ Master of Public Health (MPH) ○ Master of Divinity (MDiv) ○ Other master's degree program not listed ○ Doctor of Philosophy (PhD) ○ Doctor of Education (EdD) ○ Doctor of Science or Engineering ○ Doctor of Psychology (PsyD) ○ Doctor of Business or Public Admin (DBA, DPA) ○ Doctor of Fine Arts (DFA) ○ Doctor of Theology (ThD) ○ Law (JD, LLB) ○ Medicine or Osteopathic Medicine (MD, DO) ○ Dentistry (DDS, DMD) ○ Chiropractic (DC, DCM) ○ Pharmacy (PharmD) ○ Optometry (OD) ○ Podiatry (DPM, DP, PodD) ○ Veterinary Medicine (DVM) ○ Other doctoral degree not listed *Applies to: Students enrolled in a Master's or Doctoral degree program.*

Item name	Label/wording
Section: Enrollment	
BENLALVL (Abbreviated item)	Class Level Enter the student's class level during his or her last term at [NPSAS school] between July 1, 2015 and June 30, 2016. ○ First year/freshman ○ Sophomore ○ Junior ○ Senior ○ 5th year or higher undergraduate ○ Undergraduate (unclassified) ○ Student with bachelor's or advanced degree taking undergraduate courses ○ 1st year graduate ○ Beyond 1st year graduate ○ Graduate (unclassified) ○ Don't Know *Applies to: All students.*
BEDEGDATE	Degree Completion Date Month: -Select one- Day: -Select one- Year: -Select one- *Applies to: All students.*
BEEXPDEG	Expected to complete degree requirements by 6/30/2016? ○ Yes, expected to complete by 6/30/2016 ○ Not expected to complete by 6/30/2016 *Applies to: Students enrolled in a degree or certificate program.*
BENNFGPA	Cumulative (Unweighted) GPA [ ] *Applies to: All students.*
BERECVBA	Received baccalaureate degree? - Select - *Applies to: All students.*

Item name	Label/wording
Section: Enrollment	
BEBADATE	Date Bachelor's Degree Received Month: -Select one- Day: -Select one- Year: -Select one- *Applies to: Students who have received a baccalaureate degree.*
BECIPMAJ1	CIP Code for First Major (NNNNNN) NNNNNN *Applies to: All students.*
BECREMJR1	First Major *Applies to: All students.*
BECIPMAJ2	CIP Code for Second Major (NNNNNN) NNNNNN *Applies to: All students.*
BECREMJR2	Second Major *Applies to: All students.*
BEUNDECL	Major Undeclared ○ Yes ○ No *Applies to: All students.*
BEERDTMY	Date First Enrolled at this Institution Month: -Select one- Day: -Select one- Year: -Select one- *Applies to: All students.*

Item name	Label/wording
Section: Enrollment	
BELEDTMY	Date Last Enrolled at this Institution Month: -Select one- Day: -Select one- Year: -Select one- *Applies to: All students.*
BEFSTTM	First-time Beginning Student? A first-time beginning student is defined as an undergraduate student who enrolled in college for the first time at this institution between July 1, 2015 and April 30, 2016, and – has not completed a postsecondary class at this or any other postsecondary institutions prior to July 1, 2015; and – did not transfer credits into this institution, other than advanced placement (AP) credits, international baccalaureate (IB) credits, or any other postsecondary credit earned prior to high school completion. Please note that this definition differs from the first-time full-time designation reported to IPEDS. ○ Yes ○ No *Applies to: All students.*
BETRANSFER	Accepted transfer credits from another postsecondary institution? ○ Yes ○ No *Applies to: All students.*
BREMEVER	Since completing high school, has the student taken any remedial/developmental courses to improve their basic skills in English, math, reading, or writing? ○ Yes ○ No *Applies to: All students.*
BEACTENG	ACT English [ ] *Applies to: All students.*
BEACTMAT	ACT Mathematics [ ] *Applies to: All students.*

Item name	Label/wording
Section: Enrollment	
BEACTRDG	ACT Reading *Applies to: All students.*
BEACTSCI	ACT Science *Applies to: All students.*
BEACTCOM	ACT Composite *Applies to: All students.*
BESATCR	SAT Critical Reading *Applies to: All students.*
BESATMAT	SAT Mathematics *Applies to: All students.*
BESATWRT	SAT Writing *Applies to: All students.*
BECRDHRS	Total Number of Credit Hours in Program *Applies to: Students enrolled at institutions that use credit hours.*
BECRDCOMP	Cumulative Credit Hours Completed *Applies to: Students enrolled at institutions that use credit hours.*
BECLKHRS	Total Number of Clock Hours in Program *Applies to: Students enrolled at institutions that use clock hours.*

Item name	Label/wording
Section: Enrollment	
BECLKCOMP	Cumulative Clock Hours Completed [ ] *Applies to: Students enrolled at institutions that use clock hours.*
BTTUITOT (Abbreviated item)	Total Tuition and Mandatory Fees Charged [ ] *Applies to: All students.*
BTUNJURI	Residency for Tuition Purposes ○ In-district ○ In-state ○ Out-of-state ○ No differential tuition based on residency ○ Unknown *Applies to: All students.*
BTMST[01-12] (Abbreviated item)	Enrollment Status [for Term 1-12] ○ Not enrolled ○ Full-time ○ ¾-time ○ Half-time ○ Less than half-time *Applies to: All students. NOTE: This item repeats for each term for up to 12 terms.*
BTMHR[01-12]	Number of Credit or Clock Hours Enrolled [for Term 1-12] [ ] *Applies to: All students. NOTE: This item repeats for each term for up to 12 terms.*

Item name	Label/wording
Section: Budget	
CNPERIOD (Abbreviated item)	Budget Period ○ Full-time, full-year ○ Full-time, one term ○ 3/4 -time, full-year ○ 3/4 -time, one term ○ Half-time, full-year ○ Half-time, one term ○ Less than half-time, full-year ○ Less than half-time, one term ○ Other *Applies to: All students.*
CNLCLRES	Student Residence ○ On-campus or school-owned housing ○ Off-campus without parents ○ Off-campus with parents ○ Unknown *Applies to: All students.*
CTUITION	Budgeted Tuition/Fees [ ] *Applies to: All students.*
CNESROOM	Budgeted Room and Board [ ] *Applies to: All students.*
CNESBOOK	Budgeted Books/Supplies [ ] *Applies to: All students.*
CNETRANS	Budgeted Transportation [ ] *Applies to: All students.*

Item name	Label/wording
Section: Budget	
CNESCOMP	Budgeted Computer/Technology [ ] *Applies to: All students.*
CNEHLTH	Budgeted Health Insurance [ ] *Applies to: All students.*
CNEOTHER	Budgeted All Other Expenses [ ] *Applies to: All students.*
CTOTLCOA (Abbreviated item)	Budgeted Total Cost of Attendance [ ] *Applies to: All students.*

Item name	Label/wording
Section: Financial Aid	
CFAWARN	Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2015 to June 30, 2016 financial aid year, was the student placed on financial aid warning? ○ Yes ○ No *Applies to: All students.*
CFAPROB	Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2015 to June 30, 2016 financial aid year, was the student placed on financial aid probation? ○ Yes ○ No *Applies to: All students.*
CFAINELG	Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2015 to June 30, 2016 financial aid year, was the student ineligible to receive Title IV financial aid? ○ Yes ○ No *Applies to: All students.*
CFAFEDAID (Abbreviated item)	Student had federal aid for the July 1, 2015 to June 30, 2016 financial aid year? ○ Yes ○ No *Applies to: All students.*
CFADPELL (Abbreviated item)	Pell Grant amount [ ] *Applies to: All students.*
CFASSTAF (Abbreviated item)	Subsidized Direct/Stafford Loan amount [ ] *Applies to: All students.*
CFAUSTAF (Abbreviated item)	Unsubsidized Direct/Stafford Loan amount [ ] *Applies to: All students.*

Item name	Label/wording
Section: Financial Aid	
CFADPLUS (Abbreviated item)	Parent PLUS loan amount ☐ *Applies to: All students.*
CFAGPLUS (Abbreviated item)	Graduate PLUS loan amount ☐ *Applies to: All students.*
CFATEACH (Abbreviated item)	Federal TEACH Grant amount ☐ *Applies to: All students.*
CPERKINS (Abbreviated item)	Perkins Loan amount ☐ *Applies to: All students.*
CFAFSEOG (Abbreviated item)	Federal SEOG Grant amount ☐ *Applies to: All students.*
CFATDFWS (Abbreviated item)	Federal Work Study AWARDED amount ☐ *Applies to: All students.*
CFAIRAQ (Abbreviated item)	Iraq & Afghanistan Service Grant amount ☐ *Applies to: All students.*
CFATVET (Abbreviated item)	Veterans Benefits amount ☐ *Applies to: All students.*
CFASTATAID (Abbreviated item)	Student had state aid for the July 1, 2015 to June 30, 2016 financial aid year? ○ Yes ○ No *Applies to: All students.*

Item name	Label/wording
Section: Financial Aid	
CF[01-03]STATE (Abbreviated item)	State Aid Program [1-3] Name [ ] *Applies to: Students who received state aid. NOTE: This item repeats for up to three state aid programs.*
CF[01-03]STTYP (Abbreviated item)	State Aid Program [1-3] Type ○ Grants/scholarship, need-based ○ Grants/scholarship, merit-based ○ Grants/scholarship, both need and merit ○ Grants/scholarship, neither need nor merit ○ Tuition waiver ○ Loan ○ Work-study or assistantship ○ Athletic scholarship ○ Other *Applies to: Students who received state aid. NOTE: This item repeats for up to three state aid programs.*
C[01-03]STAMT (Abbreviated item)	State Aid Program [1-3] Amount [ ] *Applies to: Students who received state aid. NOTE: This item repeats for up to three state aid programs.*
CFAINSTAID (Abbreviated item)	Student had institution aid for the July 1, 2015 to June 30, 2016 financial aid year? ○ Yes ○ No *Applies to: All students.*
CFAINS[01-03] (Abbreviated item)	Institution Aid Program [1-3] Name [ ] *Applies to: Students who received institution aid. NOTE: This item repeats for up to three institution aid programs.*

Item name	Label/wording
Section: Financial Aid	
CFAITYP[01-03] (Abbreviated item)	Institution aid program [1-3] type ○ Grants/scholarship, need-based ○ Grants/scholarship, merit-based ○ Grants/scholarship, both need and merit ○ Grants/scholarship, neither need nor merit ○ Tuition waiver ○ Loan ○ Work-study or assistantship ○ Athletic scholarship ○ Other *Applies to: Students who received institution aid. NOTE: This item repeats for up to three institution aid programs.*
CFAIAMT[01-03] (Abbreviated item)	Institution Aid Program [1-3] Amount ☐ *Applies to: Students who received institution aid. NOTE: This item repeats for up to three institution aid programs.*
CFAGRAID (Abbreviated item)	Student had graduate aid for the July 1, 2015 to June 30, 2016 financial aid year? ○ Yes ○ No *Applies to: All students.*
CFAGRTYP[01-03] (Abbreviated item)	Graduate Aid Program [1-3] Type ○ Fellowship/scholarship ○ Institutional loan ○ Federal fellowship ○ Federal traineeship ○ Teaching assistantship/stipend ○ Research assistantship/stipend ○ Other assistantship/stipend ○ Student tuition waivers ○ Faculty/staff tuition waivers ○ Institutional work study *Applies to: Students who received graduate aid. NOTE: This item repeats for up to three graduate aid programs.*

Item name	Label/wording
Section: Financial Aid	
CFAGRAMT[01-03] (Abbreviated item)	Graduate Aid Program [1-3] Amount ☐ *Applies to: Students who received graduate aid. NOTE: This item repeats for up to three graduate aid programs.*
CFAOTHGOV (Abbreviated item)	Student had private aid or other government aid for the July 1, 2015 to June 30, 2016 financial aid year? ○ Yes ○ No *Applies to: All students.*
CFA[1-3]GOVTYP (Abbreviated item)	Private Aid or Other Government Aid Program [1-3] Type ○ Scholarships/grants from private organizations ○ Employer-paid tuition ○ ROTC/Armed Forces grants ○ WIA/Job Training/ Vocational Rehabilitation ○ Bureau of Indian Affairs grants ○ Scholarships/grants from outside state agency ○ Private loans ○ DC Tuition Assistance Grant *Applies to: Students who received private or other government aid. NOTE: This item repeats for up to three private or other government aid programs.*
CFA[1-3]GOVAMT (Abbreviated item)	Private Aid or Other Government Aid [1-3] Amount ☐ *Applies to: Students who received private or other government aid. NOTE: This item repeats for up to three private or other government aid programs.*
CFAOTHAID (Abbreviated item)	Student had other aid for the July 1, 2015 to June 30, 2016 financial aid year? ○ Yes ○ No *Applies to: All students.*
CFA[1-3]OTHNAM (Abbreviated item)	Other Aid Program [1-3] Name ☐ *Applies to: Students who received other aid (aid other than the federal, state, institution, graduate, private or other government aid previously listed). NOTE: This item repeats for up to three other aid programs.*

Item name	Label/wording
Section: Financial Aid	
CFA[1-3]OTHTYP (Abbreviated item)	Other Aid Program [1-3] Type ○ Grants/scholarship, need-based ○ Grants/scholarship, merit-based ○ Grants/scholarship, both need and merit ○ Grants/scholarship, neither need nor merit ○ Tuition waiver ○ Loan ○ Work-study or assistantship ○ Athletic scholarship ○ Other *Applies to: Students who received other aid (aid other than the federal, state, institution, graduate, private or other government aid previously listed). NOTE: This item repeats for up to three other aid programs.*
CFA[1-3]OTHSRC (Abbreviated item)	Other Aid Program [1-3] Source ○ Institution ○ State ○ Federal ○ Other *Applies to: Students who received other aid (aid other than the federal, state, institution, graduate, private or other government aid previously listed). NOTE: This item repeats for up to three other aid programs.*
CFA[1-3]OTHAMT (Abbreviated item)	Other Aid Program [1-3] Amount [ ] *Applies to: Students who received other aid (aid other than the federal, state, institution, graduate, private or other government aid previously listed). NOTE: This item repeats for up to three other aid programs.*

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Appendix D: NPSAS Endorsements

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NPSAS:16 Endorsing Organizations

ACPA- College Student Educators International

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

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

Association of Private Sector Colleges and Universities

Association of Public and Land-grant Universities

The Carnegie Foundation for the Advancement of Teaching

The College Board

Council of Graduate Schools

The Council of Independent Colleges

Hispanic Association of Colleges and Universities

Midwestern Higher Education Compact

NASPA- Student Affairs Administrators in Higher Education

National Association of College and University Business Officers

National Association of Independent Colleges and Universities

National Association of Student Financial Aid Administrators

New England Board of Higher Education

Southern Regional Education Board

State Higher Education Executive Officers

The United Negro College Fund

Western Interstate Commission for Higher Education

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Appendix E: Institution Data Collection Materials

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Chief Administrative Officer Letter

September 20, 2015

(Salutation) (FirstName) (LastName)
(UnitID)
(Title)
(Institution)
(Address)
(City), (State) (Zip)

Your IPEDS UNITID:

Your password: (Password)

Dear (Salutation) (LastName):

(Institution) has been selected to participate in the 2015–16 National Postsecondary Student Aid Study (NPSAS:16). The 2008 Higher Education Opportunities Act (20 U.S.C. § 1015) mandates that the U.S. Department of Education, National Center for Education Statistics (NCES) periodically gather information from postsecondary institutions on how students and their families finance postsecondary education. In response to this requirement, NPSAS has collected information from postsecondary students and institutions since 1987. NPSAS:16 data collection is being administered for NCES by RTI International, a not-for-profit research organization.

I am writing to request that you appoint a NPSAS coordinator who will be asked to send a data file of students enrolled at your institution in 2015–2016. RTI will select a sample of students from your institution, and then ask the NPSAS coordinator to provide additional information on the enrollment status, demographic characteristics, and financial assistance provided for each sampled student. At the same time, the sampled students will be asked to complete a web-based questionnaire.

At your earliest convenience, please complete the *Designate a Coordinator* form online at the NCES Postsecondary Data Portal (PDP) website, using the IPEDS UNITID and password located at the top of this letter.

The enclosed brochure describes our data collection procedures and provides a summary description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information, and other data collected. All responses that relate to or describe identifiable characteristics of individuals 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 (20 U.S.C. § 9573). Additional information, including reports based on data from previous NPSAS studies, is available on the PDP website: https://surveys.nces.ed.gov/portal.

We are aware that you and the staff at your institution are confronted with many competing demands for your time. Therefore, we are providing you—and the coordinator you designate—with this advance notice of the study to allow you adequate time to plan for this data collection effort and, if needed, to contact us for more information prior to the start of student list collection in early 2016. Once a coordinator is designated, an RTI representative will contact him or her to discuss the study timeline and the information needed from your institution.

If you have any questions about the study or procedures involved, please contact the RTI NPSAS Institution Contact, Tiffany Mattox, at 1-855-500-1441 or via e-mail at PortalHelp@rti.org. You may also direct questions to NCES by contacting Tracy Hunt-White, Ph.D. at 202-502-7438 (e-mail address: Tracy.Hunt-White@ed.gov).

We look forward to your participation in this important study. Thank you for your cooperation and prompt completion of the *Designate a Coordinator* form.

Sincerely,

(electronic signature)

Peggy Carr, Ph.D.
Acting Commissioner
National Center for Education Statistics

Enclosures

The *Designate a Coordinator* form may be completed online at:

https://surveys.nces.ed.gov/portal

To access the online form, enter the user name (which is your IPEDS UNITID) and password below.

Your user name: (UnitID)
Your password: (Password)

NPSAS:16 Brochure Text

COVER:

2015–16 National Postsecondary Student Aid Study (NPSAS:16)

<NCES logo>

National Center for Education Statistics
Institute of Education Sciences
NCES <xxxx-xxx>

About the Study

The affordability of education after high school is a vital concern for students and policymakers. That is why the information gathered by the 2015-16 National Postsecondary Student Aid Study (NPSAS:16) is so important. This study explores how students pay for postsecondary education and provides comprehensive data on the enrollment status, education goals, employment, and demographic characteristics of students continuing their education after high school.

NCES is authorized by federal law to collect, collate, analyze, and report complete statistics on the condition of education in the United States and other nations. Through the Higher Education Opportunity Act of 2008 (20 U.S.C. § 1015), Congress requires that NCES collect information from postsecondary institutions on how students and their families finance education beyond high school. In response to this requirement, NPSAS has collected information from postsecondary students and institutions since 1987.

The purpose of NPSAS is to compile comprehensive data about the full range of student financial aid programs, together with demographic and enrollment data. The study provides vital information about the affordability of postsecondary education and the effectiveness of existing financial aid programs. NPSAS includes students enrolled at public and private nonprofit, 2- and 4-year postsecondary institutions, as well as students at less-than-2-year and private for-profit institutions.

Importance of the Data

NPSAS is the primary source of data used by the agencies of the federal government and higher education associations to analyze the effectiveness of current federal student financial aid programs. It is used by the Congressional Budget Office (CBO), the Government Accountability Office (GAO), the Office of Management and Budget (OMB), the U.S. Department of Education, the American Council on Education (ACE), the National Association of Independent Colleges and Universities (NAICU), the National Association of Student Financial Aid Administrators (NASFAA), and many others to prepare the reports that influence the direction of federal student aid policies.

OVERVIEW OF DATA COLLECTION

Early fall 2015
The Chief Administrator at each selected institution will be asked to designate a NPSAS coordinator.

Early to Mid-fall 2015
The NPSAS coordinator will be provided with a user name and password and then asked to complete a brief institution registration page on the NCES Postsecondary Data Portal website.

Beginning in January 2016
The NPSAS coordinator provides a list of enrolled students at the institution. The NPSAS student sample is selected from the list of students received from each institution.

Beginning in February 2016
The NPSAS coordinator provides student record data for the sampled students. At the same time, sampled students are contacted to complete an online or telephone survey.

Confidentiality of Data

NCES is required to follow strict procedures to protect the confidentiality of persons in the collection, reporting, and publication of data. All individually identifiable information supplied by individuals or institutions to a federal agency 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 (ESRA 2002, 20 U.S.C. § 9573).

The *Family Educational Rights and Privacy Act of 1974 (FERPA)* (20 U.S.C. § 1232g) allows for the release of institution record information to the Secretary of Education or his agent without prior consent of survey members [20 U.S.C. 1232g(b)(3)]. RTI International, as the contractor for NCES, has been given the authority to collect information from institution records under the provisions of the Higher Education Opportunity Act of 2008 (20 U.S.C. § 1015). FERPA requires NCES and RTI to protect the confidentiality of all obtained data.

Protection of electronic files
All electronic files from institution records and student interviews will be protected. Computer accounts used to access data will be password protected with multilevel access controls to ensure that only authorized individuals are allowed access to confidential data. For the web-based data collection, proven methods of protection for online sessions and data security over the Internet will be used. Secure Sockets Layer (SSL) protocol will be used to encrypt the data. All of the data entry modules on the website will be password protected, which will require the user to log in to the site before accessing confidential data.

Protection of paper records
All paper records will be maintained in locked storage cabinets. A unique study identification

variable (not the Social Security Number or school ID) will be created and maintained for each sample member to protect against disclosure of confidential data.

Preparation of data for public release

It will not be possible to identify specific individuals in any data (e.g., statistical tables) released to the general public.

For assistance, please contact the help desk
or visit the website: https://surveys.nces.ed.gov/portal

Data Portal Help Desk
1-855-500-1441
PortalHelp@rti.org

If you have questions or concerns about NPSAS:16, you may contact the following:

RTI International*

Tiffany Mattox
NPSAS Institution Contact
PortalHelp@rti.org

Jennifer Wine, PhD
Project Director, NPSAS
Jennifer@rti.org

1-855-500-1441

National Center for Education Statistics (NCES)

Tracy Hunt-White, PhD
NCES Project Officer, NPSAS
Tracy.Hunt-White@ed.gov
(202) 502-7438

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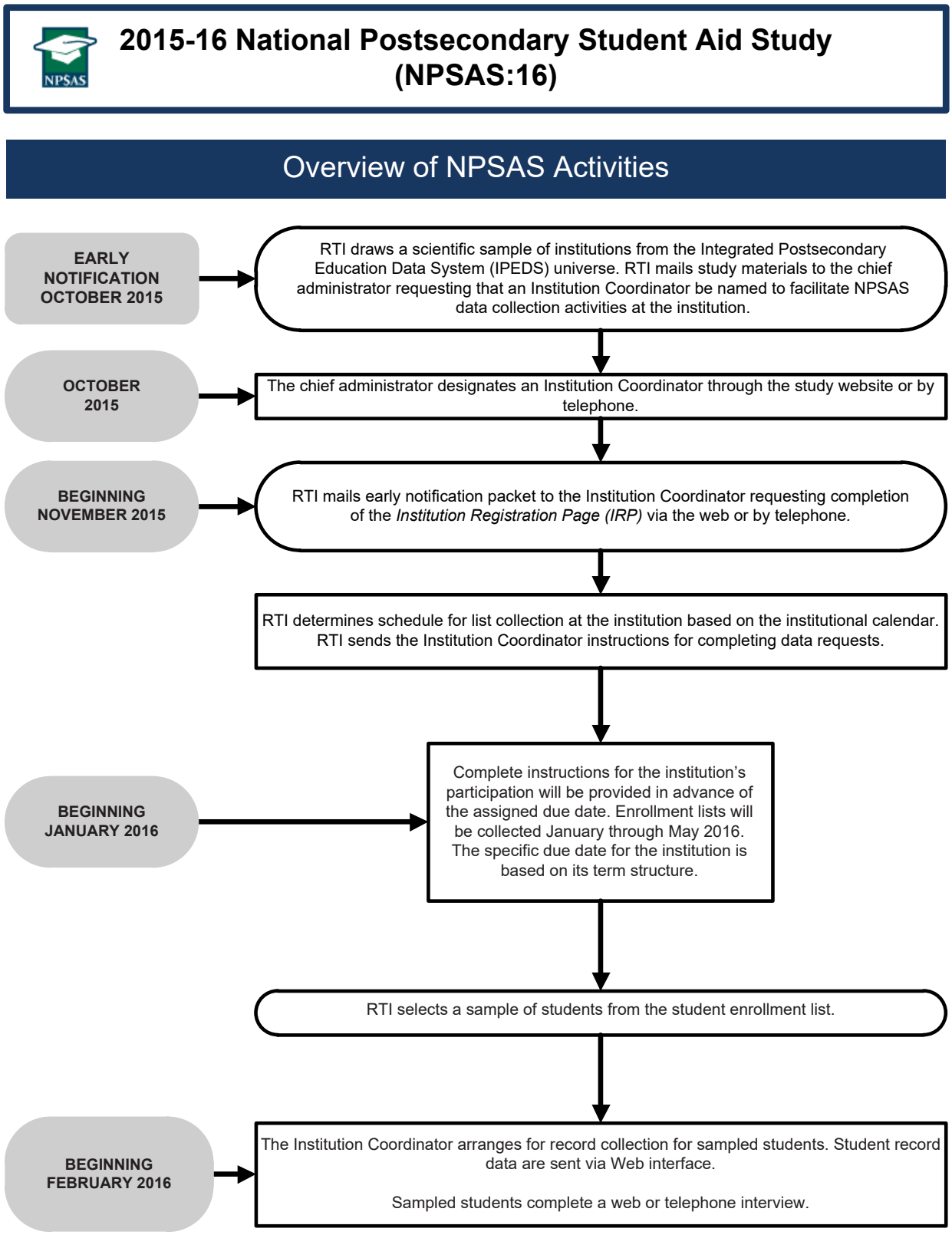
U.S. Department of Education
National Center for Education Statistics, Washington, DC
http://nces.ed.gov

* RTI International is a trade name of Research Triangle Institute

NPSAS:16 Overview of NPSAS Activities



First Institutional Coordinator Letter

November 15, 2015

(Salutation) (FirstName) (LastName)
(Title)
(Institution)
(Address)
(City), (State) (Zip)

Your IPEDS UNITID: (UnitID)
Your password: (Password)

Dear (Salutation) (LastName):

(Institution) has been selected to participate in the 2015–16 National Postsecondary Student Aid Study (NPSAS:16). The 2008 Higher Education Opportunities Act (20 U.S.C. § 1015) mandates that the U.S. Department of Education, National Center for Education Statistics (NCES) periodically gather information from postsecondary institutions on how students and their families finance education beyond high school. In response to the continuing need for these data, NPSAS has collected information from both postsecondary students and institutions since 1987. NPSAS:16 data collection is being administered for NCES by RTI International, a not-for-profit research organization.

The chief administrative officer of your institution has selected you as your institution's coordinator for NPSAS:16. As such, you will have three primary responsibilities:

- Complete the brief *Institution Registration Page* on the NCES Postsecondary Data Portal (PDP) website or by telephone within the next few weeks. We will schedule data collection for your institution based on the information you provide.
- Oversee the preparation of a list of students enrolled at your institution. The list will be used to draw a sample of students from your institution for participation in NPSAS:16.
- Complete a separate web-based program (or prepare a data file) providing institution records on such information as enrollment status, demographic characteristics, and financial assistance provided for the sampled students.

At your earliest convenience, please complete the *Institution Registration Page* online at the PDP website, using the IPEDS UNITID and password located at the top of this letter.

Complete instructions for your institution's participation will be sent directly to you in advance of the due date established for your institution. Enrollment lists will be collected January through May 2016. A specific due date will be determined based on your institution's term structure.

We are aware that you and other staff at your institution are confronted with many competing demands for your time. We hope that giving you this advance notice of the study will provide you with ample time to plan for your school's participation in NPSAS:16. A project representative will call you in the next few days to ensure that you have received this notification and to answer any questions that you may have.

The enclosed brochure and project timeline detail our data collection procedures and provide a detailed description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information, and demographic data collected. All responses that relate to or describe identifiable characteristics of individuals 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 (20 U.S.C. § 9573).

Additional information, including reports based on data from previous NPSAS studies, is available on the PDP website: https://surveys.nces.ed.gov/portal.

If you have questions about the study or procedures, please contact the RTI NPSAS Institution Contact, Tiffany Mattox, at 1-855-500-1441 or via e-mail at PortalHelp@rti.org. You may also direct questions to NCES by contacting Tracy Hunt-White, Ph.D. at 202-502-7438 (Tracy.Hunt-White@ed.gov).

We look forward to your participation in this important study.

Thank you for your cooperation.

Sincerely,

(electronic signature)

Peggy Carr, Ph.D.
Acting Commissioner
National Center for Education Statistics

Enclosures

The NPSAS *Institution Registration Page* may be completed online at:

https://surveys.nces.ed.gov/portal

To access the Institution Registration Page, enter the user name (which is your IPEDS UNITID) and password below.

Your user name: (UnitID)
Your password: (Password)

Second Institutional Coordinator Letter

December 5, 2015

(Salutation) (FirstName) (LastName)
(Title)
(Institution)
(Address)
(City), (State) (Zip)

Your IPEDS UNITID: (UnitID)
Your password: (Password)

Student Enrollment List Due: **(Date)**

Dear (Salutation) (LastName),

We are pleased that (Institution) has agreed to participate in the 2015–16 National Postsecondary Student Aid Study (NPSAS:16), which is conducted by the National Center for Education Statistics (NCES), U.S. Department of Education. As described in our earlier letter to you, NCES is mandated by Congress to conduct this important study on how students and their families finance education after high school. Data collection for this study is being administered for NCES by RTI International.

As you know, you have been designated as your institution's coordinator for NPSAS:16. We look forward to working with you on this important research effort, and are available to answer any questions you may have.

As the Institution Coordinator, you are asked to oversee completion of the following tasks:

- ✓ Complete the brief *Institution Registration Page* online at the NCES Postsecondary Data Portal (PDP) website https://surveys.nces.ed.gov/portal by using the UNITID and password printed at the end of this letter.

Thank you for completing this form; the information you submitted helps us schedule data collection for your institution.

- ☐ Oversee the preparation of a list of students enrolled at your institution and submit the list by the deadline below. The list of students will be used to draw a sample of students from your institution for participation in the study. Beginning in spring 2016, sampled students will be asked to complete a web-based questionnaire.
- ☐ Provide student records data—such as enrollment status, demographic characteristics, and financial aid—for the sampled students by uploading data files, keying data, or a combination of both through our secure web interface. After your list of enrolled students is submitted, we will contact you to confirm a due date for student records data.

The initial due date for providing your student enrollment list is (Date). Complete specifications for compiling this list and uploading it to the secure website are provided online at the PDP website.

If you are unable to meet your institution's deadline, or have any questions about the information requested for the student list, please contact the Help Desk at 1-855-500-1441.

The PDP website at https://surveys.nces.ed.gov/portal provides complete instructions for participation, including a summary description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information, and demographic data collected. Additional information, including reports based on data from previous NPSAS studies, is also available on the PDP website. Be assured that all responses that relate to or describe identifiable characteristics of individuals 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 (20 U.S.C. § 9573).

If you have questions about the study or procedures, please contact Tiffany Mattox, the RTI NPSAS Institution Contact, at 1-855-500-1441 or via e-mail at PortalHelp@rti.org. You may also direct questions to NCES by contacting Tracy Hunt-White, Ph.D. at 202-502-7438 (Tracy.Hunt-White@ed.gov).

Thank you for your cooperation.

Sincerely,

Jennifer Wine, Ph.D.
Director, NPSAS:16
Center for Education Surveys
RTI International

Tracy Hunt-White, Ph.D.
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Your institution's response to the National Postsecondary Student Aid Study may be completed online at

https://surveys.nces.ed.gov/portal

To upload lists or other data, login on the home page. You will be prompted to enter the user name (which is your IPEDS UNITID) and password below.

Your user name: (UnitID)
Your password: (Password)

List Preparation Instructions

National Postsecondary Student Aid Study (NPSAS)

INSTRUCTIONS FOR PREPARING YOUR STUDENT ENROLLMENT LIST

A sample of students will be randomly selected from the list of enrolled students that you provide, and will be combined with samples selected from other institutions to form a nationally representative sample of postsecondary students. To ensure a scientifically valid sample, it is extremely important that you follow the instructions provided in this document when preparing your institution's list. We realize that postsecondary institutions vary widely in their organizational structures, and that some of the criteria presented below may not apply to your institution. Should you have any questions about these instructions, or whether students should or should not be included on the list, we urge you to contact the NPSAS Help Desk:

- Phone: 1-855-500-1441
- E-mail: PortalHelp@rti.org

→ **Step 1: Determine Which Students to Include**

Include all students enrolled at your institution at any time between
July 1, 2015 and April 30, 2016

Your enrollment list should include students from all campuses, colleges, and schools, including graduate schools, reported under your IPEDS UNITID. Include students enrolled at any time between July 1, 2015 and April 30, 2016.

NPSAS Study Eligibility Requirements

Only include students on the list if they meet all of the eligibility requirements listed below.

1. The student must have been enrolled in at least one term or course of instruction that is one of the following:
   - an academic program; *or*
   - a course for credit that could be applied toward fulfilling the requirements for an academic degree; *or*
   - an occupational or vocational program that requires at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award; *or*
   - non-credit remedial coursework *within a Title IV eligible program* (up to 30 semester or trimester hours, 45 quarter hours, or 900 clock hours). Students who are enrolled solely in a remedial program are not eligible**.**
2. The student was not enrolled concurrently in high school and your institution for the *entire* time he or she was enrolled at your institution. If the student completes high school and continues to be enrolled in a postsecondary course at your institution any time during the period specified in Step 1, the student is eligible.

3. The student was not enrolled in your institution during this *entire* period solely for the purpose of earning a general equivalency diploma (GED) or finishing another high school completion program. If the student completes such a program at your institution and then enrolls in another course of instruction there at any time during the above dates, the student is eligible.
4. The student did not drop out of your institution early enough to receive a *full refund* of their tuition.
5. The student did not pay tuition during these dates *solely* to a different institution.

→ **Step 2: Prepare Student Enrollment List**

Accepted File Types

You may choose to submit your Student Enrollment List as a comma-delimited (CSV) file or as an Excel spreadsheet. If you use another file type or layout, or codes other than those in Table 1, please provide us with a layout of your list and a detailed description of the codes.

Please provide the information listed in the file layout, shown in Table 1 below, for each eligible student. You may enter a blank space for missing values.

A special focus of this NPSAS will be students who receive baccalaureate degrees during the 2015-2016 academic year. In Fields 14 and 15 in the file layout, we ask you to identify each student who has received a baccalaureate degree since July 1, 2015 (Field 14) or is expected to receive a baccalaureate degree between now and June 30, 2016 (Field 15). Please do not leave these fields blank unless your school does not award baccalaureates.

Table 1. File Layout for NPSAS Student Enrollment List

Student data element	Code	Max field length
1. **IPEDS UNITID**		6
2. **First name**		100
3. **Middle initial**		50
4. **Last name**		100
5. **Name suffix (e.g., Jr., Sr., III, etc.)**		50
6. **Student ID**		10
7. **Social Security Number (SSN)**		9
8. **Date of birth (MM/DD/YYYY)**		10
9. **Educational level**	U = Undergraduate M = Masters D = Doctoral-research/scholarship/other P = Doctoral-professional practice O = Other graduate	1
10. **Class level of undergraduates**	1 = First year 2 = Second year 3 = Third year 4 = Fourth year 5 = Fifth year	1
11. **High school completion date (MM/DD/YYYY)**		10

Student data element	Code	Max field length
12. **Student was enrolled in high school (or a high school completion program) during 2015-16**	Y = Student is or was enrolled in high school between July 1, 2015 and June 30, 2016 N = Student was not enrolled in high school between July 1, 2015 and June 30, 2016 X = Unknown	1
13. **Date of first enrollment (MM/DD/YYYY)**		10
14. **Received baccalaureate degree since July 1, 2015**	Y = Student has received a baccalaureate degree since July 1, 2015 N = Student has not received a baccalaureate degree since July 1, 2015 X = Unknown	1
15. **Expected to receive baccalaureate degree between the creation of this list and June 30, 2016**	Y = Student is expected to receive a baccalaureate degree between now and June 30, 2016 N = Student is not expected to receive a baccalaureate degree between now and June 30, 2016 X = Unknown	1
16. **Undergraduate degree program (leave blank if not undergraduate)**	0 = Not in a postsecondary award, certificate, diploma, or degree program 1 = Postsecondary award, certificate or diploma of less than two academic years (less than 1800 contact or clock hours) 2 = Associate's degree 3 = Postsecondary award, certificate, or diploma of at least two but less than four academic years (at least 1800 contact or clock hours) 4 = Bachelor's degree or equivalent	1
17. **Student's major for baccalaureate degree (or major for degree program if not pursuing baccalaureate)[1]**		30
18. **Student's Classification of Instructional Programs (CIP) code for baccalaureate degree (or for major for degree program if not pursuing baccalaureate)[2]**	_ _ . _ _ _ _	7
19. **Student's major 2 for baccalaureate degree, if double major (or for degree program if not pursuing baccalaureate)**		30
20. **Student's Classification of Instructional Programs (CIP) code for major 2**		7
21. **Local address 1**		100
22. **Local address 2**		100
23. **Local city**		100
24. **Local state**		2
25. **Local ZIP code**		9
26. **Local phone number – area code**		3
27. **Local phone number – without area code**		7
28. **Cell phone number – area code**		3
29. **Cell phone number – without area code**		7
30. **Campus e-mail**		100

Student data element	Code	Max field length
31. **Permanent address 1**		100
32. **Permanent address 2**		100
33. **Permanent city**		100
34. **Permanent state**		2
35. **Permanent country (if not U.S.)**		50
36. **Permanent ZIP code**		25
37. **Permanent phone number – country code (if not U.S.)**		4
38. **Permanent phone number – area code**		5
39. **Permanent phone number – without area code**		25
40. **Permanent e-mail**		100
41. **Grade point average (GPA)**	_._	3
42. **Number of credits accumulated**		3
43. **Account overdue**[3]	Y = Yes, money is owed N = No, money is not owed	1
44. **Veteran status**	Y = U.S. military veteran N = Not a U.S. military veteran X = Unknown	1
45. **Ethnicity**	0 = Not Hispanic or Latino 1 = Hispanic or Latino X = Unknown	1
46. **Race: White**	Y = Yes N = No	1
47. **Race: Black or African American**	Y = Yes N = No	1
48. **Race: Asian**	Y = Yes N = No	1
49. **Race: American Indian or Alaska Native**	Y = Yes N = No	1
50. **Race: Native Hawaiian or Pacific Islander**	Y = Yes N = No	1
51. **Sex**	1 = Male 2 = Female	1
52. **First-time graduate student at NPSAS institution**	Y = First-time graduate student between July 1, 2015 and June 30, 2016 N = Not a first-time graduate student between July 1, 2015 and June 30, 2016 X = Unknown	1

[1] Please provide an explanation of any abbreviations or codes used for major.

[2] The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions. For more information about the Classification of Instructional Programs, see http://nces.ed.gov/ipeds/cipcode/.

[3] Select "Y" only if the money owed (or the block placed on the student) would prevent award of an earned baccalaureate degree.

→ Step 3: Check for Errors

Please take the time to review your list for errors, including the following common errors:

- Is the contact information provided associated with the correct name (i.e., make sure that the "rows did not shift" during sorting or keying)?
- Is educational level (Field 9) provided for all students?
- If your institution awards baccalaureate degrees, is baccalaureate degree status (Fields 14 and 15) provided for all students?
- Did you include all eligible students from all campuses/schools (e.g., law school, medical school) reported under your IPEDS UNITID?

→ Step 4: Provide Preparer's Contact Information

When you submit your Student Enrollment List on our secure website https://surveys.nces.ed.gov/portal, we ask that you provide the following information. (It will expedite the process if you have this information at hand when you log in to submit your list).

1. **Date list was prepared:** Please record the date your student list was prepared, even if it is not the same as the date you submit the list.
2. **Contact information:** Please provide the **name**, **department**, **e-mail address**, and **phone number** for all individuals responsible for preparing your Student Enrollment List. We will contact them only if we have questions.
3. **Comments:** Provide any details that will clarify the layout of the enrollment list you are submitting, as well as any information necessary to correctly interpret the data provided. Define any special codes or abbreviations (e.g., major codes, class levels).
4. **Exclusion counts:** Please provide counts of the students that were excluded from your Student Enrollment List by these categories: student did not meet the NPSAS eligibility requirements, student requested that their information not be provided to external parties, or student was excluded for any other reason.

→ Step 5: Submit Enrollment List

Upload to the NCES Postsecondary Data Portal Website

Please upload your completed list to the secure NCES Postsecondary Data Portal website (https://surveys.nces.ed.gov/portal). **Uploading is the most secure and most efficient method for submitting your list.**

After logging in, click "Provide Your Student Enrollment List," and follow the on-screen instructions. You will be asked to provide your Student Enrollment List as well as the information you gathered in Step 4.

If you are unable to upload your list, please contact us to make other arrangements.

For assistance, please contact the NPSAS Help Desk at 1-855-500-1441 or PortalHelp@rti.org.

Student Records Quick Guide

Quick Guide to Providing Student Records Data

There are 3 steps for providing student records for the 2015-16 National Postsecondary Student Aid Study (NPSAS:16). To complete them, log in to the secure National Center for Education Statistics' Postsecondary Data Portal (PDP) website at https://surveys.nces.ed.gov/portal.

Log in at the GET STARTED ➡ prompt using the username and password printed on the letter or email you received from RTI.

NOTE: To ensure the security of your student data, you must log off when you are going to be away from your computer and when you are finished with a data entry session.

1. Provide Institution Information for Student Records

Before you begin entering student data, you will need to enter information about your institution.

→ From the Task Menu, click *Provide Institution Information for Student Records*.

→ Enter the requested school term information (institutions with continuous enrollment and no terms/periods with defined start and end dates should leave the Terms section blank).

→ Select the number of credits awarded for a standard academic course.

→ Click the *Submit & Return to Task Menu* or the *Submit & Go to Next Section* button at the bottom of the page.

After you submit, the information can be viewed, but not changed. The link on the Task Menu changes to *View Institution Information for Student Records* and the *Save* and *Submit* buttons on the Institution Information page disappear.

2. Review Sampled Student List

Review your list of sampled students and indicate if any are ineligible.

→ From the Task Menu, click *Review Sampled Student List*.

→ Review the list, indicate if any students are ineligible for NPSAS, and click the *Submit & Return to Task Menu* or the *Submit & Go to Next Section* button.

After you submit, the information can be viewed, but not changed. The link on the Task Menu changes to *View Sampled Student List* and the *Submit* buttons on the Sampled Student List page disappear. If you discover that a student is ineligible after submitting, please call the Help Desk.

3. Provide Student Record Information

The student-level data we are requesting include contacting information as well as budget,

enrollment, and financial aid awarded during the study year (July 1, 2015-June 30, 2016).[1]

→ From the Task Menu, click *Provide Student Record Information*.

→ On the Mode Selection page, select which mode you will use to provide data.

There are 3 options available for providing the information: entering data online, entering data offline and then uploading, or uploading data files. Each is described below.

Option 1: Entering Data Online (Web Mode)

→ Click *Web Mode*.

→ Select a student and section from the Web Mode Grid and begin keying.

→ Save or finalize the section you completed using the buttons at the bottom of the section. *Save* allows you to leave and return to complete the section. *Finalize* saves and performs error checks and will highlight missing data and data values that are out of the expected range.

→ After you have entered data for a section, you can either continue on to another section for that student or select another student. To select another student, click the link *Back to Web Mode Grid* and click on a new student and section.

→ Once you have completed entering all data for a student, click *Finalize (Student Name)* at the bottom of his or her web page.

→ When you are done entering data for all students, or if you want to check on your progress, return to the Web Mode Grid page. The grid contains icons indicating the status of each section: not started, in progress, errors present, or complete.

→ After you have entered all available data for all students, click *Finalize All Student Record Information* at the bottom of the Web Mode Grid page. You will no longer be able to edit or enter data.

Option 2: Entering Data Offline and then Uploading (Excel Mode)

You may download an Excel template to key or cut and paste in the requested data and then upload the file.

→ Click *Excel Mode.*

→ Check the "I agree" box in Step 1 and click *Download Excel Template*. Save the file. For institutions with more than 100 sampled students, the template will generate overnight and be available to download the next day.

[1] Further detail on the data requested may be found by logging in to the portal website, clicking *Reference Materials*, and then viewing the *Student Records Collection Data Elements*.

- For Step 2, complete the worksheets in the template corresponding to the student information, enrollment, budget, and financial aid data for your students.
- When keying is complete, click *Select File* in Step 3 and select your saved file to upload. The grid in Step 3 displays a list of each file you have uploaded. When a file is uploaded, it is checked for errors (such as values outside of expected ranges). If errors are detected, a *Show Errors* button will appear. Please view and correct any errors before attempting to upload the file again.
- Click *Review Your Data* in Step 4 to review your uploaded data in a grid.
- After you have successfully uploaded your file and are ready to submit final data, click *Finalize All Student Record Information* in Step 5. You will no longer be able to edit data.

Option 3: Uploading Data Files (CSV Mode)

You or other staff at your institution can create and upload each of the four required comma separated values (CSV) data files following our specifications.

- Click *CSV Mode*.
- Click *Download CSV Specs* to view or save the specifications in Step 1.
- Click *Download List* to view or save the list of sampled students in Step 2.
- When a file is ready for upload, click on the tab for the type of file, such as *Enrollment*, in Step 3. Click *Browse*, select your saved file to upload, and click *Upload File*. The grid in Step 3 displays a list of each file you have uploaded. When a file is uploaded, it is checked for errors (such as values outside of expected ranges). If errors are detected, a *Show Errors* button will appear. Please view and correct any errors before attempting to upload the file again.
- Click *Review Your Data* in Step 4 to review your uploaded data in a grid.
- After you have successfully uploaded your 4 files and are ready to submit final data, click *Finalize All Student Record Information* in Step 5. You will no longer be able to edit data.

Regardless of the mode you select, clicking the *Finalize All Student Record Information* button alerts us that we may begin processing your data and will generate an e-mail to you confirming submission of the data.

Additional information, including answers to frequently asked questions, is available on the PDP website, https://surveys.nces.ed.gov/portal. If you need assistance, please contact the Help Desk toll-free at 1-855-500-1441 or via e-mail at PortalHelp@rti.org.

Student Records Request Letter to Coordinator

<date>
«salutation» «fname» «lname»
«Title»
«entity_name»
«phys_addr1»
«phys_city», «phys_state» «phys_zip»

Your IPEDS UNITID: «entity_id»
Your password: «password»

Student Records Data Due: **«expected_Date_curr»**

Dear «salutation» «lname»,

Thank you for your continued participation in the 2015-16 National Postsecondary Student Aid Study (NPSAS). We have finished processing the student enrollment file you provided, and have selected a random sample of **[# sampled]** students from your institution for participation in NPSAS. We now ask that you provide student record data for your sampled students using our secure Web application. Please complete the record abstraction and provide the requested data for these students on or before **[DUE DATE]**. We will send separate correspondence to the sampled students asking that they complete the NPSAS survey either online or by telephone interview.

We have developed an Internet-based Student Records System through which you (or someone on your staff) will be able to provide data for your selected students. The Student Records System is located on the same secure NCES Postsecondary Data Portal website that you have used for prior components of the study: https://surveys.nces.ed.gov/portal.

To assist you with the process of providing student record data, we have enclosed a *Quick Guide to Providing Student Records Data* describing how to access and use the Student Records software. You can find details on what data are needed for each sampled student from the Reference Materials page on the portal website. A list of your sampled students can also be found on the website, and you can easily print a hardcopy if you would like one.

There are three different methods available for providing the student data through the Student Records System:

- **Webmode** – enter data online for one student at a time.
- **Upload a data file created from our template** – download an Excel template, fill in the requested data for all students, and upload the completed file.
- **Upload data files created by an institution programmer** – create and upload data files following the specifications on the portal website.

Please be assured that the security of your students' data is of the utmost importance, and the Student Records software has been developed with this in mind. The system encrypts all data, with the latest technologies, before transmitting them over the Internet to NCES. In addition, access to the list of students (and to the forms used to enter their data) will require authentication using your IPEDS UNITID and unique password. They are printed near the top of this letter for your convenience. Please ensure that access is given only to those at your institution who will provide student records data.

Soon, we will call you to confirm your receipt of this material and the completion date for providing student records data. Help Desk staff will be available from 9:00 a.m. to 6:30 p.m. ET, Monday through Friday, to answer any questions you may have about the study or about using the Student Records System. You may contact the Help Desk at 1-855-500-1441, toll-free, or via e-mail at PortalHelp@rti.org.

Again, thank you for your continued participation in this important study.

Sincerely,

Jennifer Wine, Ph.D.
Project Director, NPSAS
RTI International
jennifer@rti.org
1-855-500-1441

Tracy Hunt-White, Ph.D.
Project Officer, NPSAS
National Center for Education Statistics
tracy.hunt-white@ed.gov
1-202-502-7438

Your institution's response to the National Postsecondary Student Aid Study may be completed online at:

https://surveys.nces.ed.gov/portal

To access the Student Records System, log in using the IPEDS UNITID below as your Username and enter the password below.

Your IPEDS UNITID: «entity_id»
Your password: «password»

Student Records Disclosure Notice

Information from student records for this individual has been provided to RTI International, a data collection agent for the U.S. Department of Education for NPSAS. This disclosure statement fulfills the requirement of 34 CFR 99.32(a) pursuant to the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g).

This individual is included in the sample for the 2015-16 National Postsecondary Student Aid Study (NPSAS). Strict protection of all information obtained from individuals selected for participation in NPSAS is assured by current federal laws and regulations. All responses that relate to or describe identifiable characteristics of individuals 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 (20 U.S.C. § 9573).

March 2016
OMB #
Expiration Date

Student Records Reminder Email 1

Dear «salutation» «lname»:

I am writing as a follow-up to the package you should have received recently that included a letter from me about NPSAS Student Records data collection, which is the final institutional component of the 2015-16 National Postsecondary Student Aid Study (NPSAS). The letter requests that you log on to the secure website and provide student records data for sampled students through the Student Records System.

NPSAS is being conducted by the National Center for Education Statistics (NCES), U.S. Department of Education, with the data collection carried out by RTI International, a not-for-profit research organization. The data your institution provides are very important to the success of the study.

Please find below a link to the NCES Postsecondary Data Portal website as well as the username and password needed to access the site and provide data.

Website: https://surveys.nces.ed.gov/portal
Your IPEDS UNITID: «entity_id»
Your PASSWORD: «password»

If you have any questions about the study or procedures involved, please contact the Help Desk at 1-855-500-1441 or via e-mail at PortalHelp@rti.org.

Thank you again for your cooperation.

Sincerely,

Jennifer Wine, Ph.D.
Project Director, NPSAS
RTI International

Student Records Reminder Email 2

Dear «salutation» «lname»:

I am writing to remind you about the 2015-16 National Postsecondary Student Aid Study (NPSAS) that your institution is participating in this [spring/summer]. Data collection is carried out by RTI International for the National Center for Education Statistics in the U.S. Department of Education's Institute of Education Sciences. By providing student records data for the sampled students, you make an important contribution to research that will help determine how students and their families meet the cost of education beyond high school.

If you are currently preparing the data, thank you. If you have not begun, please do so. We need representation of all the types of institutions and students to compile the most valuable, accurate data.

Please find below a link to the NCES Postsecondary Data Portal website as well as the username and password needed to access the site and provide data.

Website: https://surveys.nces.ed.gov/portal
Your IPEDS UNITID: «entity_id»
Your PASSWORD: «password»

If you have any questions about the study or procedures involved, please contact the Help Desk at 1-855-500-1441 or via e-mail at PortalHelp@rti.org.

Thank you for your participation in this important study.

Sincerely,

Jennifer Wine, Ph.D.
Project Director, NPSAS
RTI International

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Appendix F: Data Elements for Student Interview

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The core data elements used in the 2015–16 National Postsecondary Student Aid Study (NPSAS:16) full-scale student interview covered general topics that were organized into seven main sections: enrollment, education experiences, financial aid, current employment, income and expenses, background, and locating. Table F-1 provides a list of the data elements by section and topic.

Table F-1. Full-scale interview core data elements, by section and topic: 2015-16

Section	Topic
Enrollment	Eligibility for NPSAS and B&B
	Enrollment information at NPSAS and other postsecondary schools in 2015–16 school year:
	• Dates of attendance
	• Enrollment intensity
	• Date degree completed
	• Level of degree program
	• Hours required
	• Year or level
	High school completion
	Previous degrees
Education experiences	Last high school attended
	High school GPA
	High school coursetaking
	Undergraduate entrance exams
	Remedial classes
	Major(s) or field(s) of study
	NPSAS institution GPA
	NPSAS institution online coursetaking
	Activities during undergraduate education
	Graduate school plans
	Highest degree ever expected
Financial aid	Grants, scholarships, and veteran benefits in 2015–16
	Cost of books and supplies for 2015–16
	Undergraduate work-study jobs and assistantships; graduate assistantships, fellowships, traineeships
	Federal loans, private loans, and other sources of aid used in the 2015–16 academic year
	Amount borrowed for the 2015–16 academic year in federal loans and private loans
	Total student loan debt
	Family help with debt
	Tuition refunds received during the 2015–16 academic year
	Awareness of loan forgiveness programs and repayment plans
Employment	Current employment during school year
	Employer information for each employer between July 2015 and June 2016:
	• Employer name
	• Worked while enrolled
	• Job was related to major
	• Earnings
	• Hours worked
	Career planning services used
	Whether primarily student or employee
	Work plans in year following 2015–16 academic year
	Expectations of future occupation and wages
	Ever employed as K–12 teacher
	Likelihood of teaching
	Preparation for teaching career

See notes at end of table.

Table F-1. Full-scale interview core data elements, by section and topic: 2015-16—Continued

Section	Topic
Income and expenses	Annual income Spouse's income Family and household composition Dependent information: • Number supported • Age • Average financial support • Childcare costs • College costs Help from family or friends for education or living expenses in 2015–16 academic year Use of and amount owed on credit cards Checking/savings accounts held Residence during school year, rent/mortgage Receipt of untaxed benefits Homelessness and dependency status Parent information: • Marital status • Income • Number of dependents supported
Background	Date of birth Marital status Biological sex Citizenship and nativity status Ethnicity and race Military status Disability status Physical and mental health ZIP code of permanent residence First language Understanding of financial concepts Spouse in college in 2015–16 Sibling who attended college first Parents' highest level of education
Locating	Personal contact information: • Physical addresses • E-mail addresses • Phone numbers Parents' contact information: • Physical addresses • Phone numbers Spouse's name Social Security number

NOTE: B&B = Baccalaureate and Beyond Longitudinal Study; GPA = grade point average; NPSAS: National Postsecondary Student Aid Study.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

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Appendix G: Full-Scale Student Interview

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Item name	Description
N16AELIG	To get started, we need to collect some information about your enrollment at [NPSAS]. Did you attend [NPSAS] at any time between July 1, 2015 and June 30, 2016? ◯ Yes ◯ Yes, but also still attending high school ◯ Yes, enrolled at [NPSAS] but studied abroad for the entire 2015-2016 school year ◯ No ◯ Don't know
N16ACURENR	Are you currently attending [NPSAS]? ◯ Yes ◯ No
N16ANOATT	Why are you not currently attending [NPSAS]? ◯ On break (for example, on summer break) ◯ Completed course or program at [NPSAS] ◯ Withdrew from [NPSAS] ◯ Attending a different school, but still enrolled at [NPSAS] (including studying abroad) ◯ Taking a leave of absence from [NPSAS] ◯ Other reason
N16ADRP	When did you last attend [NPSAS] between July 1, 2015 and June 30, 2016? Month: -Select one- Year: -Select one-
N16ADRPTM	Is that date ([DATE LAST ATTENDED]) at the end of the term, or did you leave before the term ended? ◯ Left at the end of the term ◯ Left before the term ended
N16ADRPRF	Did you receive a full refund of your tuition when you left? ◯ Yes ◯ No
N16ADRPCMP	Did you complete a course or term at [NPSAS] at any time between July 1, 2015 and June 30, 2016? ◯ Yes ◯ No

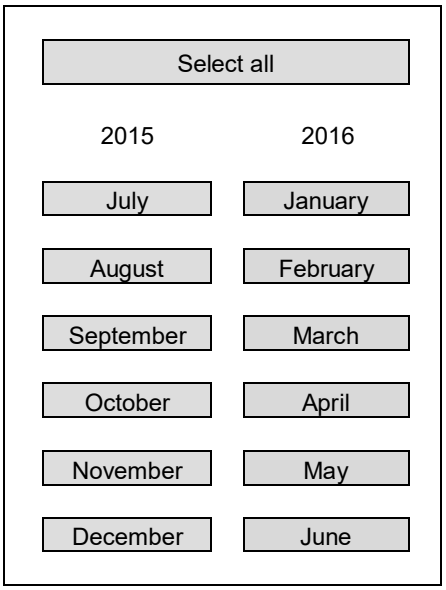
Item name	Description
N16ADRPOK	Because you left [NPSAS] before completing the term, some questions in this survey may seem awkward. Please answer the questions as best you can. Your answers will help us to better understand why people leave school.
N16AEVREN	Have you ever attended [NPSAS]? ◯ Yes ◯ No
N16ALAST	In what month and year did you last attend [NPSAS]? Month: -Select one- Year: -Select one-
N16AWHYSM	Our records seem to be in error. Do you know why you were listed as having attended [NPSAS] between July 1, 2015 and June 30, 2016? (Please enter any information in the textbox below.)
N16AASENR	Were you in an associate's degree program during your most recent term of enrollment at [NPSAS] in the 2015-2016 school year (July 1, 2015 – June 30, 2016)? ◯ Yes ◯ No
N16ABACHENR	Were you in a bachelor's degree program during your most recent term of enrollment at [NPSAS] in the 2015-2016 school year (July 1, 2015 – June 30, 2016)? (A bachelor's degree is usually awarded by a 4-year college or university and usually requires at least 4-years of full-time, college-level work.) ◯ Yes ◯ No
N16AGRDDEG	Were you in a graduate degree program during your most recent term of enrollment at [NPSAS] in the 2015-2016 school year (July 1, 2015 – June 30, 2016)? (Graduate degrees include master's degrees, doctoral degrees [PhD, EdD, etc.], professional practice doctoral degrees [chiropractic, dentistry, law, medicine, etc.], post-baccalaureate certificates, and post-master's certificates.) ◯ Yes ◯ No

Item name	Description
N16ADEGREE	What degree or certificate were you **working on** during your most recent term of enrollment at [NPSAS] in the 2015-2016 school year (July 1, 2015 – June 30, 2016)? ☐ Associate's degree (usually a 2-year degree) ☐ Bachelor's degree (usually a 4-year degree) ☐ Master's degree ☐ Doctoral degree—research/scholarship (for example, PhD, EdD, etc.) ☐ Doctoral degree—professional practice (including: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, or veterinary medicine) ☐ Doctoral degree—other ☐ Undergraduate certificate or diploma (usually less than 2 years), including those leading to a certification or license (example: cosmetology) ☐ Post-baccalaureate certificate ☐ Post-master's certificate ☐ Undergraduate level classes ☐ Graduate level classes
N16AUGSTVER	Were you primarily an undergraduate working toward a bachelor's degree during your most recent term of enrollment at [NPSAS] in the 2015-2016 school year (July 1, 2015 – June 30, 2016)? ◯ Yes ◯ No
N16ADGMS	What specific master's degree were you working on when you last attended [NPSAS] in the 2015-2016 school year? ◯ Master of Science (MS) ◯ Master of Arts (MA) ◯ Master of Education (MEd) or Teaching (MAT) ◯ Master of Business Administration (MBA) ◯ Master of Public Administration (MPA) ◯ Master of Social Work (MSW) ◯ Master of Fine Arts (MFA) ◯ Master of Public Health (MPH) ◯ Other master's degree not listed

Item name	Description
N16ADGD	What specific doctoral degree were you working on when you last attended [NPSAS] in the 2015-2016 school year? ◯ Doctor of Philosophy (PhD) ◯ Doctor of Education (EdD) ◯ Doctor of Science (DSc/ScD) or Engineering (DEng) ◯ Doctor of Psychology (PsyD) ◯ Doctor of Business or Public Administration (DBA/DPA) ◯ Doctor of Fine Arts (DFA) ◯ Doctor of Divinity/Theology (ThD) ◯ Other doctoral degree not listed
N16ADGPP	What specific degree were you working on when you last attended [NPSAS] in the 2015-2016 school year? ◯ Chiropractic (DC/DCM) ◯ Dentistry (DDS/DMD) ◯ Law (JD/LLB) ◯ Medicine (MD) or osteopathic medicine (DO) ◯ Optometry (OD) ◯ Pharmacy (PharmD) ◯ Podiatry (DPM/DP/PodD) ◯ Veterinary medicine (DVM) ◯ Other professional practice doctoral degree not listed
N16ACKHOUR	Did your certificate or diploma program require at least 3 months or 300 hours of instruction? ◯ Yes ◯ No
N16ARMCRD	When you last attended [NPSAS] in the 2015-2016 school year, were you taking only remedial or developmental classes? (Remedial or developmental courses are used to strengthen your skills before you take your first college-level course in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.) ◯ Yes ◯ No
N16AELCRD	When you last attended [NPSAS] in the 2015-2016 school year, were you taking at least one course for credit that could be applied toward fulfilling the requirements for an academic degree? ◯ Yes ◯ No

Item name	Description
N16ABYE	Based on your responses, it seems you may not be eligible for this study. We will review your responses and we may need to contact you again. Please provide your e-mail address: [ ] ☐ Please check here if the address is an international address. Street address: [ ] [ ] ZIP code: [ ] [AutoFill City and State from ZIP code] City: [ ] State: [-Select State-] Phone number: [ ] - [ ] - [ ]
N16ADIPL	Which of the following best describes your high school completion? ◯ Received a high school diploma in the United States ◯ Received a GED (General Educational Development) certificate or other equivalent credential (such as HiSET or TASC) ◯ Received a high school completion certificate ◯ Attended a foreign high school ◯ Home schooled ◯ Did not complete high school or a high school equivalency program
N16AHSGRAD	In what month and year did you complete high school? Month: [-Select one-] Year: [-Select one-]
N16AHSCMP	Were you completing high school requirements for the entire time you attended [NPSAS] between July 1, 2015 and June 30, 2016? ◯ Yes ◯ No ◯ Don't know

Item name	Description
N16APRDG	Other than the [DEGREE] that you were working on at [NPSAS], have you earned any other degrees or certificates since you completed your high school requirements? (Only include degrees or certificates earned through a college, university, or trade school.) ◯ Yes ◯ No ◯ Don't know
N16AOTDG	What other degrees or certificates have you already earned since completing your high school requirements? (Other include degrees or certificates earned through a college, university, or trade school. Do not include the [DEGREE] that you were working on at [NPSAS]. ☐ Undergraduate certificate or diploma (usually less than 2 years), including those leading to a certification or license (example: cosmetology) ☐ Associate's degree (usually a 2-year degree) ☐ Bachelor's degree (usually a 4-year degree) ☐ Post-baccalaureate certificate ☐ Master's degree ☐ Post-master's certificate ☐ Doctorate or professional degree
N16APRBDAT	In what month and year was your bachelor's degree awarded? Month: -Select one- Year: -Select one-

Item name	Description
N16ANENRL	Between July 2015 and June 2016, in which months did you attend [NPSAS]? Do not include any months during which you were not taking classes, such as summer break. (If you attended [NPSAS] for only a portion of any month, please include that month.) Click on the months of attendance below. 
N16ASTST	For the period of time you were attending [NPSAS] during the 2015-2016 school year, were you mainly a full-time or part-time student, or an equal mix of both? ◯ Full-time ◯ Part-time ◯ Equal mix of full-time and part-time
N16ACMPDGN	Have you completed all the requirements for your [DEGREE] at [NPSAS]? ◯ Yes ◯ No
N16ADGN	In what month and year were you awarded your [DEGREE] from [NPSAS]? Month: -Select one- Year: -Select one- ☐ Have not yet been awarded [DEGREE]

Item name	Description
N16AUGYR	Based on the number of credits you earned, what was your year or level when you last attended [NPSAS] in the 2015-2016 school year? ◯ First year or freshman ◯ Second year or sophomore ◯ Third year or junior ◯ Fourth year or senior ◯ Fifth year or higher undergraduate ◯ Unclassified undergraduate ◯ Graduate student taking undergraduate classes
N16AGRYR	What year of your [DEGREE] were you working on when you last attended [NPSAS] in the 2015-2016 school year? ◯ First year ◯ Second year ◯ Third year ◯ Fourth year ◯ Fifth year ◯ Sixth year or higher
N16AEXPN	In what month and year do you expect to complete the requirements for your [DEGREE]? Month: -Select one- Year: -Select one- ☐ Will not finish the [DEGREE] ☐ Don't know
N16AFRSTGRD	Was this [DEGREE] your first graduate-level degree at [NPSAS]? ◯ Yes ◯ No
INTBCK	Next, we have a few questions to ask that will help us better understand the experiences of students from different backgrounds.
N16ADOB	In what month and year were you born? Month: -Select one- Year: -Select one-
N16ALT30	What is your age range? Are you… ◯ Under 18 ◯ 18-23 ◯ 24-29 ◯ 30 or older
N16AMINOK	Have you already turned 18? ◯ Yes ◯ No

Item name	Description
N16AMINOR	According to the information you just provided, you are under the age of 18. We will need to contact a parent or guardian to obtain consent before we can conduct an interview with you. Please provide the following information. **Parent (or guardian) contact information:** Parent (or guardian) first name: [ ] Parent (or guardian) last name: [ ] Parent (or guardian) e-mail address: [ ] ☐ Please check here if the address is an international address. Street address: [ ] [ ] ZIP code: [ ] AutoFill City and State from ZIP code City: [ ] State: -Select State-
N16AMARR	What is your current marital status? ◯ Single, never married ◯ Married ◯ Separated ◯ Divorced ◯ Widowed ◯ Living with partner in a marriage-like relationship
N16ASX	Are you male or female? ◯ Male ◯ Female
N16FMILIT	Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty, in the reserves, or in the National Guard? ☐ Veteran ☐ Active duty ☐ Reserves ☐ National Guard ☐ None of the above

Item name	Description
N16FHISP	Are you of either Hispanic or Latino origin? ◯ Yes ◯ No
N16FHISTYP	Are you of… ☐ Cuban descent ☐ Mexican, Mexican-American, or Chicano descent ☐ Puerto Rican descent ☐ Some other Spanish, Hispanic, or Latino origin
N16FRAC1	What is your race? Choose one or more. ☐ White ☐ Black or African American ☐ Asian ☐ American Indian or Alaska Native ☐ Native Hawaiian or Other Pacific Islander
N16FTRIBE	Are you enrolled in a state- or federally-recognized tribe? ◯ Yes ◯ No
N16FAISTYP	Are you… ☐ Chinese ☐ Filipino ☐ Asian Indian ☐ Vietnamese ☐ Korean ☐ Japanese ☐ Some other Asian origin

Item name	Description
N16EINCOM	What was your income for **calendar year 2015,** prior to taxes and deductions? (Calendar year 2015 includes January 1, 2015 through December 31, 2015. Include all income you paid taxes on, including work, investment income, or alimony. Do not include any grants or loans you may have used to pay for school, or any money given to you by your family.) ◯ No income ◯ Less than $5,000 ◯ $5,000 - $9,999 ◯ $10,000 - $14,999 ◯ $15,000 - $19,999 ◯ $20,000 - $29,999 ◯ $30,000 - $39,999 ◯ $40,000 - $49,999 ◯ $50,000 - $74,999 ◯ $75,000 or more ◯ Don't know
N16EINCSP	What was your spouse's income for **calendar year 2015,** prior to taxes and deductions? (Calendar year 2015 includes January 1, 2015 through December 31, 2015. Include all income your spouse paid taxes on. Do not include any grants or loans your spouse may have used to pay for school, or any money given to your spouse by family.) ◯ No income ◯ Less than $5,000 ◯ $5,000 - $9,999 ◯ $10,000 - $14,999 ◯ $15,000 - $19,999 ◯ $20,000 - $29,999 ◯ $30,000 - $39,999 ◯ $40,000 - $49,999 ◯ $50,000 - $74,999 ◯ $75,000 or more ◯ Don't know
N16EDEPS	Do you have any children who received more than half of their support from you between July 1, 2015 and June 30, 2016? ◯ Yes ◯ No
N16EDEP2	How many children received more than half of their support from you between July 1, 2015 and June 30, 2016? [ ] child(ren)
N16EDAGE	How old is your youngest dependent child? Age of child: [-Select one-]

Item name	Description
N16EOTDEPS	Did anyone else live with you and receive more than half of their support from you between July 1, 2015 and June 30, 2016? ◯ Yes ◯ No
N16EOTDEPS2	How many others lived with you and received more than half of their support from you between July 1, 2015 and June 30, 2016? [ ] other(s)
N16EOTDEPAMT	In an average month, how much did you spend supporting these other people during the 2015-2016 school year? $ [ ].00
N16EPARST	What is the current marital status of your parents (or guardians)? If you parents (or guardians) are divorced, please answer this question about the marital status of the parent (or guardian) whom you lived with most during the past 12 months. (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.) ◯ Married or remarried ◯ Never married ◯ Divorced or separated ◯ Widowed ◯ Unmarried and both parents living together ◯ None of the above – Both parents (or guardians) are deceased
N16EPARNC	In calendar year 2015 (January 1, 2015 through December 31, 2015), what was the income of the parent (or guardian) whom you lived with most in the past 12 months? Would you say it was… (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.) ◯ Under $30,000 ◯ $30,000 - $59,999 ◯ $60,000 - $89,999 ◯ $90,000 - $119,999 ◯ $120,000 or more ◯ Don't know ☐ Parents (or guardians) are deceased

Item name	Description
N16EPRHSD	Not including yourself or the parent (or guardian) whom you lived with the most in the past 12 months, how many people (for example, brothers or sisters or grandparents) did this parent (or guardian) support financially during the most recent term you attended in the 2015-2016 school year? (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.) [ ] other individual(s)
N16EDPNUM	Not including yourself or your parent (or guardian), how many of the people financially supported by your parent (or guardian) attended a college, university, or trade school during the most recent term you attended school in the 2015-2016 school year? [ ] other individual(s)
N16FPARUS	Were your parents born in the United States (including Puerto Rico or another U.S. territory)? ◯ Yes, both parents ◯ Yes, one parent ◯ No
N16FPARED1	We have some questions about the highest level of education your parents completed. Please select a parent: [-Please select-] What is the highest level of education this parent completed? ◯ Did not complete high school ◯ High school diploma or equivalent ◯ Vocational/technical training ◯ Some college, but no degree ◯ Associate's degree (usually a 2-year degree) ◯ Bachelor's degree (usually a 4-year degree) ◯ Master's degree or equivalent ◯ Professional degree (chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, or veterinary medicine) ◯ Doctoral degree (PhD, EdD, etc.) ◯ Don't know
N16FPARED2	Thanks for telling us about your [PARENT]'s highest level of education. Now, please select another parent: [-Select one-] What is the highest level of education this parent completed? ◯ Did not complete high school ◯ High school diploma or equivalent ◯ Vocational/technical training ◯ Some college, but no degree ◯ Associate's degree (usually a 2-year degree) ◯ Bachelor's degree (usually a 4-year degree) ◯ Master's degree or equivalent ◯ Professional degree (chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, or veterinary medicine) ◯ Doctoral degree (PhD, EdD, etc.) ◯ Don't know

Item name	Description
N16BHSTYP1	The next set of questions will ask you more about your high school education experiences.
N16BHSTYP	Was the last high school you attended public or private? ◯ Public ◯ Private ◯ Last attended a foreign high school ◯ Home schooled
N16BHSCDR	What is the name of the high school? 1. **FIRST** type in school name: [School name goes here] 2. **THEN** choose state: [-Select one-] 3. **NEXT** type in city: [City where your school is located] **OR** click: [List cities] 4. **LAST** click: [ENTER]
N16BHSGPES	Which of the following would you say best describes your high school grades overall (unweighted)? ◯ Mostly A's (3.75 and above) ◯ A's and B's (3.25 – 3.74) ◯ Mostly B's (2.75 – 3.24) ◯ B's and C's (2.25 – 2.74) ◯ Mostly C's (1.75 – 2.24) ◯ C's and D's (1.25 – 1.74) ◯ Mostly D's or below (1.24 or below) ◯ Don't know my grades
N16BCALCAPST	Did you take calculus or Advanced Placement (AP) statistics while in high school? ◯ Yes ◯ No
N16BHSMATH	In high school, did you take… ☐ Algebra 1 ☐ Geometry ☐ Algebra 2 ☐ Trigonometry ☐ Pre-calculus or Probability and Statistics ☐ Other math course not listed

<table>
<tr><th>Item name</th><th>Description</th></tr>
<tr><td>N16BAPEXP</td><td>While in high school, did you take any Advanced Placement (AP) courses?

◯ Yes
◯ No</td></tr>
<tr><td>N16BIBEXP</td><td>While in high school, did you take any International Baccalaureate (IB) courses?

◯ Yes
◯ No</td></tr>
<tr><td>N16BCOLLEXP</td><td>While in high school, did you take any college-level courses, not including AP or IB, for which you earned college credit?

◯ Yes
◯ No</td></tr>
<tr><td>N16BACTSAT</td><td>Did you take…

<table><tr><th></th><th>Yes</th><th>No</th></tr><tr><td>The SAT?</td><td>◯</td><td>◯</td></tr><tr><td>The ACT?</td><td>◯</td><td>◯</td></tr></table></td></tr>
<tr><td>N16ANFST</td><td>Was [NPSAS] the first college, university, or trade school you attended after completing your high school requirements?

◯ Yes
◯ No</td></tr>
<tr><td>N16AFSTSTR</td><td>In which month and year did you first attend any college, university, or trade school after completing your high school requirements?

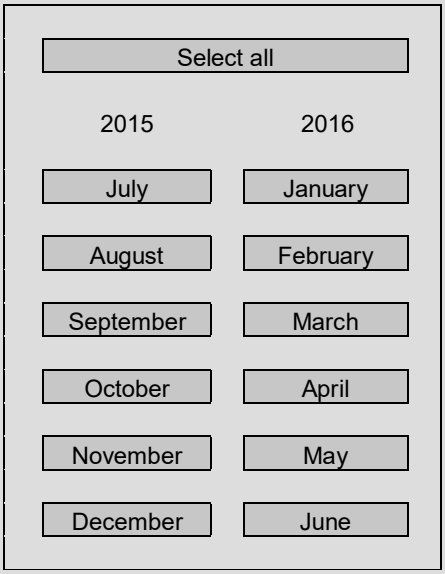
Month: [-Select one-]

Year: [-Select one-]</td></tr>
<tr><td>N16ASCHSTR</td><td>In which month and year did you first attend [NPSAS] after completing your high school requirements?

Month: [-Select one-]

Year: [-Select one-]</td></tr>
</table>

Item name	Description
N16APGMST	The next set of questions will ask you about your education experiences. When did you begin your [DEGREE] at [NPSAS]? Month: -Select one- Year: -Select one-
N16APGMFT	Since the time that you first started working on your [DEGREE] prior to the 2015-2016 school year, were you mainly a full-time or part-time student, or an equal mix of both? ◯ Full-time ◯ Part-time ◯ Equal mix of full-time and part-time
N16AADDLINST	Between **July 1, 2015 and June 30, 2016**, did you attend any other colleges, universities, or trade schools besides [NPSAS]? ◯ Yes ◯ No
N16ASCH01	What other school did you attend between July 1, 2015 and June 30, 2016? 1. **FIRST** type in school name: School name goes here 2. **THEN** choose state: -Select one- 3. **NEXT** type in city: City where your school is located **OR** click: List cities 4. **LAST** click: ENTER

Item name	Description
N16ANENRL01	Between July 2015 and June 2016, which months did you attend [OTHER INSTITUTION]? Do not include any months during which you were not taking classes, such as summer break. (If you attended for only a portion of any month, please include that month.) Click on the months of attendance below. 
N16ASTS01	During your months of enrollment at [OTHER INSTITUTION] in the 2015-2016 school year (July 2015-June 2016) were you… ◯ Full-time ◯ Part-time ◯ Equal mix of full-time and part-time
N16ANEW01	You've already told us that you attended the following schools between July 1, 2015 and June 30, 2016: [OTHER SCHOOL #1] [OTHER SCHOOL #2] Did you attend any **other** colleges, universities, or trade schools between July 1, 2015 and June 30, 2016? ◯ Yes ◯ No
N16AATTOTSC	Have you **ever** attended another college, university, or trade school besides [NPSAS] since completing your high school requirements? ◯ Yes ◯ No

<table>
<tr><th>Item name</th><th>Description</th></tr>
<tr><td>N16AEVR4YR</td><td>Since completing your high school requirements, have you attended a four-year college or university?

◯ Yes
◯ No</td></tr>
<tr><td>N16AEVRCC</td><td>Since completing your high school requirements, have you attended a community college?

◯ Yes
◯ No</td></tr>
<tr><td>N16BREMEVER</td><td>Remedial or developmental courses are used to strengthen your skills in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.

Since you completed your high school requirements and through June 30, 2016, did you take any remedial or developmental courses to improve your basic skills in English, math, reading, or writing?

◯ Yes
◯ No</td></tr>
<tr><td>N16BREMSY</td><td>Did you take any remedial or developmental courses during the 2015-2016 school year?

◯ Yes
◯ No</td></tr>
<tr><td>N16BREMTYPNM</td><td>In the 2015-2016 school year, how many times did you take remedial or developmental courses in each of the following subjects...

(Remedial or developmental courses are used to strengthen your skills before you take your first college-level course in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.)

<table>
<tr><th></th><th>Not this year</th><th>One time this year</th><th>More than one time this year</th></tr>
<tr><td>Math?</td><td>◯</td><td>◯</td><td>◯</td></tr>
<tr><td>Reading and/or writing? (Do not include English as a second Language courses)</td><td>◯</td><td>◯</td><td>◯</td></tr>
</table>
</td></tr>
<tr><td>N16BDBLMAJ</td><td>Had you already declared a major when you last attended [NPSAS] in the 2015-2016 school year?

◯ Yes, I had declared a major
◯ Yes, I had declared a double major
◯ No</td></tr>
</table>

Item name	Description
N16BCLSDGREE	Before July 2016, were you taking these [DEGREE] at [NPSAS] primarily to fulfill a degree requirement or transfer course credit to a degree or certificate program? ◯ Yes ◯ No
N16BREASON	Which of these reasons best describes why you were enrolled in classes at [NPSAS] before July 2016? ◯ To prepare to earn a degree later ◯ To prepare for a job certification or license ◯ To gain job or occupational skills ◯ To take courses solely for recreation, self-improvement, or personal interest
N16BDECIDMAJ	Have you decided what your major will be? ◯ Yes ◯ No
N16BMAJ1	What was your [{if did not declare major} intended] major or field of study when you last attended [NPSAS] for your [DEGREE] in the 2015-2016 school year? [if did not declare major]: (If you intended to double-major, tell us only about the major most closely related to the job you hope to have after college.) 1. **FIRST** type in your major or field of study: [ ] 2. **THEN** click: [ENTER]
N16BMAJ2	What was your second major or field of study when you last attended [NPSAS] in the 2015-2016 school year? 1. **FIRST** type in your major or field of study: [ ] 2. **THEN** click: [ENTER]
N16BMJCHGNUM	How many times did you formally change your major at [NPSAS]? ◯ None ◯ One ◯ More than one

Item name	Description
N16BOMJ1A	What was your original declared major at [NPSAS]? 1. **FIRST** type in your major or field of study: [ ] 2. **THEN** click: [ENTER]
N16BREMMATH	Since you completed your high school requirements, have you ever taken a course that was primarily focused in any of the following content areas? ☐ Pre-algebra, arithmetic, or geometry ☐ Elementary or intermediate algebra ☐ College algebra ☐ Pre-calculus or trigonometry ☐ Introductory or intermediate calculus ☐ Statistics (including econometrics, biostatistics, and discipline-based courses) ☐ Advanced calculus or above ☐ None of the above
N16BGPATYP	Was your grade point average (GPA) at [NPSAS] measured on a 4.00 scale? ◯ Yes ◯ No
N16BGPA	What was your **cumulative GPA** in all classes at [NPSAS] through the end of your most recent term there? [ ] (Range: 0.00 to 4.00) ☐ Not applicable, have not yet earned GPA
N16BGPAEST	Overall, which best describes your grades at [NPSAS] when you last attended there in the 2015-2016 school year? ◯ Mostly A's (3.75 and above) ◯ A's and B's (3.25 – 3.75) ◯ Mostly B's (2.75 – 3.24) ◯ B's and C's (2.25 – 2.74) ◯ Mostly C's (1.75 – 2.24) ◯ C's and D's (1.25 – 1.74) ◯ Mostly D's or below (1.24 or below) ◯ Don't know my grades ◯ I would describe grades differently than what is listed here

<table>
<tr><th>Item name</th><th>Description</th></tr>
<tr><td>N16BALLONLIN</td><td>In the 2015-2016 school year, were any of your classes at [NPSAS] taught entirely online?

◯ Yes
◯ No</td></tr>
<tr><td>N16BONLINEP</td><td>When you last attended [NPSAS] during the 2015-2016 school year, was your entire [DEGREE] program online?

◯ Yes
◯ No</td></tr>
<tr><td>N16BIMPACT1</td><td>Have you participated in any of the following as part of your undergraduate education?

<table>
<tr><th></th><th>Yes</th><th>No</th></tr>
<tr><td>An internship, co-op, field experience, student teaching, or clinical placement</td><td>◯</td><td>◯</td></tr>
<tr><td>A formal leadership role in a student organization or group</td><td>◯</td><td>◯</td></tr>
<tr><td>A learning community or some other formal program where groups of students take two or more classes together</td><td>◯</td><td>◯</td></tr>
<tr><td>A research project with a faculty member</td><td>◯</td><td>◯</td></tr>
<tr><td>A culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)</td><td>◯</td><td>◯</td></tr>
</table>
</td></tr>
<tr><td>N16BSABEVR</td><td>During your undergraduate education, did you ever study abroad before July 2016?

◯ Yes
◯ No</td></tr>
<tr><td>N16BSABCOUNT</td><td>In which country did you study abroad?

(Enter your country and select from the resulting options. If you studied abroad in more than one country, indicate the last country in which you studied abroad.)

[ ]</td></tr>
<tr><td>N16BSALEN</td><td>How long did you study abroad in the last country you visited?

[ ] (enter amount of time)

◯ Year(s)
◯ Term(s) or Semester(s)
◯ Month(s)
◯ Week(s)</td></tr>
</table>

Item name	Description
N16BEXPEVR	What is the highest level of education you **ever** expect to complete at any school? (Provide your best guess even if you are not sure.) ◯ Undergraduate level courses, no undergraduate degree or certificate expected ◯ Undergraduate certificate or diploma (usually less than 2 years), including those leading to a certification or license (example: cosmetology) ◯ Associate's degree (usually a 2-year degree) ◯ Bachelor's degree (usually a 4-year degree) ◯ Graduate level courses, no graduate degree or certificate expected ◯ Post-baccalaureate certificate ◯ Master's degree ◯ Post-master's certificate ◯ Professional doctoral degree (including: chiropractic, dentistry, law, medicine, etc.) ◯ Doctoral degree, research/scholarship (including: PhD, EdD, etc.)
N16BGRDAPP	Have you applied to graduate school? (If you are in the process of applying, please select "Yes.") ◯ Yes ◯ No
N16BGRDPLN	What is the likelihood that you will **apply** to graduate school within the next 12 months? Are you... ◯ Very unlikely ◯ Somewhat unlikely ◯ Neither unlikely nor likely ◯ Somewhat likely ◯ Very likely
N16BGRDATND	What is the likelihood that you will **attend** graduate school within the next 12 months? Are you... ◯ Very unlikely ◯ Somewhat unlikely ◯ Neither unlikely nor likely ◯ Somewhat likely ◯ Very likely

Item name	Description
N16CAIDGATE1	Next, we have some questions about how you paid for your education. In the 2015-2016 school year, which of the following did you receive or use to pay for your education? ☐ Grants or scholarships from the government or [NPSAS] ☐ Loans (from any source) ☐ Financial assistance from your [{if married} spouse,] parents or guardians, friends, or family ☐ Work-study ☐ Earnings from employment (other than work-study) ☐ Scholarship(s) from a private organization ☐ Financial assistance from your employer ☐ Veterans education benefits ☐ Fellowship(s) ☐ Other source
N16CAIDGATE2	Next, we have some questions about how you paid for your education. In the 2015-2016 school year, which of the following did you receive or use to pay for your education? ☐ Loans (from any source) ☐ Grants or scholarships from the government or [Y_NPSCHL] ☐ Earnings from employment (other than sources listed here) ☐ Financial assistance from your [{if married} spouse,] parents or guardians, friends, or family ☐ Assistantship(s) ☐ Financial assistance from your employer ☐ Scholarship(s) from a private organization ☐ Veterans education benefits ☐ Fellowship(s) ☐ Internship, clinical residency ☐ Traineeship ☐ Foreign (non-U.S.) support ☐ Other source

Item name	Description
N16COTGRTAMT	Thinking only of the 2015–2016 school year, what was the total amount you received in... (If you are unsure of the amount(s), please provide your best guess.) Fellowships: $ [ ].00 Scholarships from private organizations: $ [ ].00 Financial assistance from your employer: $ [ ].00 Veterans education benefits: $ [ ].00
N16CAPPAID	Did you apply for financial aid for the 2015-2016 school year? ◯ Yes ◯ No
N16CNOAPP	Please indicate whether the following were reasons you did not apply for financial aid. Was it because you… ☐ Did not want to take on debt ☐ Could afford to go to school without financial aid ☐ Thought you would be ineligible ☐ Did not have enough information about how to apply for financial aid ☐ Thought the application forms were too much work or too time-consuming ☐ Other reason not listed
N16CLOANINT	You indicated that you took out loans for the 2015-2016 school year. There are two main types of loans we are interested in: **Federal student loans**, such as subsidized and unsubsidized Direct Loans (also known as Stafford Loans), are from the federal government. **Private student loans** are borrowed from a private lender, such as a bank, credit union, or state, and usually require a co-signer.
N16CFEDLN	Thinking only about the **2015–2016** school year, did you take out any **federal student loans**? (Here federal student loans include subsidized and unsubsidized Direct Loans [also known as Stafford Loans], Perkins Loans, and graduate student PLUS Loans, but do not include parent PLUS Loans.) ◯ Yes ◯ No

Item name	Description
N16CPRVLN	Thinking only about the **2015-2016** school year, did you take out any **private loans** borrowed from a private lender? (Private loans are borrowed from a private lender such as a bank or sometimes a state, usually require a co-signer, and have market interest rates based on credit history. Click here for examples of private loans.) ◯ Yes ◯ No
N16CPRVAMT	For the **2015-2016** school year, how much did you borrow in private loans? Do not include any money borrowed in federal loans or any money borrowed from family or friends in your answer. (If you are unsure of the amount of your private loans, please provide your best guess.) $ [ ].00
N16CPRVEST	For the 2015-2016 school year, please indicate the range for how much you borrowed in private loans. Would you say it was... ◯ Less than $3,000 ◯ $3,000 - $6,999 ◯ $7,000 - $9,999 ◯ $10,000 - $12,999 ◯ $13,000 - $15,999 ◯ $16,000 - $19,999 ◯ $20,000 or more ◯ Don't know
N16CREFUND1	After paying for your tuition and fees, did you or will you receive a refund of any scholarships or grants from [NPSAS]? ◯ Yes ◯ No
N16CREFUND2	Did you or will you... ◯ Ask your school to deposit the refund directly into your bank or credit union account ◯ Cash or deposit the refund check at a bank or credit union yourself ◯ Cash the refund check somewhere other than a bank or credit union (example: a check-cashing business, grocery or convenience store) ◯ Receive the refund on a prepaid debit card ◯ Receive the refund through your student ID card ◯ Do something else not listed with the refund

Item name	Description
N16CGRLN	For your **entire graduate education**, how much did you borrow in student loans through the end of the 2015-2016 school year? Please include all federal, private, state, and school loans. Do not include any grants or scholarships or any money borrowed from family or friends in your answer. (If you are unsure of the amount, please provide your best guess. If you have never taken out any student loans for your graduate education, enter "0" in the box.) $ [ ].00
N16CGLNEST	For your entire graduate education through the end of the 2015-16 school year (July 1, 2015-June 30, 2016), would you say that you borrowed... ◯ $0 ◯ Less than $15,000 ◯ $15,000 - $29,999 ◯ $30,000 - $49,999 ◯ $50,000 - $74,999 ◯ $75,000 - $119,999 ◯ $120,000 - $169,999 ◯ $170,000 or more ◯ Don't know
N16CGRPRVT	Of the total amount you borrowed for your graduate education, how much was in private loans? [{if no private loans} If you have never taken out any private loans for your graduate education indicate "0".] (If you are unsure of the amount, please provide your best guess.) $ [ ].00
N16CGRPRVEST	Please indicate the range for how much you borrowed in private loans to pay for your graduate education through the end of the 2015-2016 school year. Would you say it was… ◯ $0 ◯ Less than $15,000 ◯ $15,000 - $29,999 ◯ $30,000 - $49,999 ◯ $50,000 - $74,999 ◯ $75,000 - $119,999 ◯ $120,000 - $169,999 ◯ $170,000 or more ◯ Don't know
N16CGROWE	Do you still owe all, some, or none of the total amount (that you borrowed for your graduate education)? ◯ All ◯ Some ◯ None

Item name	Description
N16CUGLN	Through the end of the 2015-2016 school year, how much did you borrow in student loans for your entire undergraduate education? Please include all federal, private, state, and school loans. Do not include Parent PLUS loans, grants or scholarships, or any money borrowed from family or friends. (If you are unsure of the amount, please provide your best guess. If you have never taken out any student loans for your undergraduate education enter "0" in the box.) $ [ ].00
N16CULNEST	For your entire undergraduate education through the end of the 2015-2016 school year (July 1, 2015-June 30, 2016), would you say that you borrowed... ◯ $0 ◯ Less than $5,000 ◯ $5,000 - $14,999 ◯ $15,000 - $19,999 ◯ $20,000 - $29,999 ◯ $30,000 - $39,999 ◯ $40,000 - $59,999 ◯ $60,000 or more ◯ Don't know
N16CUGPRVT	Of the total amount you borrowed for your undergraduate education, how much was in private loans? [{if no private loans} If you have never taken out any private loans for your undergraduate education indicate "0".] (If you are unsure of the amount, please provide your best guess.) $ [ ].00
N16CUGPRVEST	Please indicate the range for how much you borrowed in private loans to pay for your undergraduate education through the end of the 2015-2016 school year. Would you say it was… ◯ $0 ◯ Less than $5,000 ◯ $5,000 - $9,999 ◯ $10,000 - $19,999 ◯ $20,000 - $29,999 ◯ $30,000 - $39,999 ◯ $40,000 - $59,999 ◯ $60,000 or more ◯ Don't know

<table>
<tr><th>Item name</th><th>Description</th></tr>
<tr><td>N16CUGOWE</td><td>Do you still owe all, some, or none of the total student loans that you took out for your undergraduate education?

◯ All
◯ Some
◯ None</td></tr>
<tr><td>N16CREPAY</td><td>Do you expect that anyone, such as your parents or other family members or friends, will help you repay your student loans?

◯ Yes
◯ No</td></tr>
<tr><td>N16CPAYSTRAT</td><td>In thinking about repaying your student loans, have you heard of any...

<table><tr><th></th><th>Yes</th><th>No</th></tr><tr><td>Income-driven repayment plans (e.g., Income-Based, Pay As You Earn, Income-Contingent Repayment Plans)</td><td>◯</td><td>◯</td></tr><tr><td>Loan forgiveness programs (e.g., Teacher Loan Forgiveness, Public Service Loan Forgiveness, etc.)</td><td>◯</td><td>◯</td></tr></table></td></tr>
<tr><td>N16CUSEIBR</td><td>What is the likelihood that you will use any income-driven repayment plans to repay your student loans? Are you...

◯ Very unlikely
◯ Somewhat unlikely
◯ Neither unlikely nor likely
◯ Somewhat likely
◯ Very likely</td></tr>
<tr><td>N16CUSELFP</td><td>What is the likelihood that you will use any loan forgiveness programs to repay your student loans? Are you...

◯ Very unlikely
◯ Somewhat unlikely
◯ Neither unlikely nor likely
◯ Somewhat likely
◯ Very likely</td></tr>
<tr><td>N16CGRAST</td><td>In the 2015-2016 school year, did you have a graduate teaching assistantship, a graduate research assistantship, or another type of graduate assistantship?

☐ Graduate teaching assistantship
☐ Graduate research assistantship
☐ Other graduate assistantship</td></tr>
</table>

Item name	Description
N16CTUITN	Did you receive a tuition waiver or any other form of full or partial tuition assistance through your assistantship(s)? (Sometimes a tuition waiver is also called **tuition remission** or a **tuition award**.) ◯ Yes ◯ No
N16CHINS	As part of your assistantship(s), did you receive health insurance? ◯ Yes ◯ No, because did not want it or need it ◯ No, because it was not offered
N16CGRTAAMT	What was the amount of your graduate teaching assistantship for the 2015-2016 school year? $ [ ].00
N16CGRRAAMT	What was the amount of your graduate research assistantship for the 2015-2016 school year? $ [ ].00
N16CGROTHAMT	What was the amount of your graduate assistantship for the 2015-2016 school year? $ [ ].00
N16CGRTRNAMT	What was the amount of your traineeship for the 2015-2016 school year? $ [ ].00
N16CGRHRS	During the 2015-2016 school year, how many hours, on average, did you work per week in your [assistantships and/or traineeships]? [ ] hours per week
N16CGRWEEK	In the 2015-2016 school year, did you work in your [assistantships and/or traineeships] during all, most, half, or less than half of the weeks you attended [NPSAS]? ◯ All ◯ Most ◯ Half ◯ Less than half

Item name	Description
N16DINTRO	Thanks for providing us information about your [assistantships and/or traineeships]. Now, we are interested in collecting information about any other jobs for pay you have held between July 2015 and June 2016, even if you held them during breaks or when you weren't in class. When thinking about paid jobs, please include any self-employment work-study jobs, and paid internships. **Do not** provide information about your [assistantships and/or traineeships] here.
N16DCUREMP	Not including your [assistantship and/or traineeship], are you currently working for pay? ◯ Yes ◯ No
N16DANYJOB	Other than your assistantship and/or traineeship], did you work for pay at any time between July 2015 and June 2016? ◯ Yes ◯ No
N16DEMPLOY01	What is the name of the last employer you prior to July 2016 (If you have more than one employer at the same time, tell us about only one of them now. We will collect the names of any other employers later.) Employer or company name (for example, IBM, Starbucks, etc): [ ] ☐ Check here if you were self-employed
N16DEMPCUR01	Are you currently working at [EMPLOYER NAME]? ◯ Yes ◯ No
N16DEARN01	How much did you make when you last worked at [EMPLOYER NAME]? Include any bonuses, tips, or commissions in your total earnings amount. $ [ ] ◯ Per hour ◯ Per month ◯ Per year
N16DWRKENR01	Before July 2016, did you work regularly at [EMPLOYER NAME] during weeks in which you were also attending school? ◯ Yes ◯ No

Item name	Description
N16DWRKSTD01	Was this a work-study job? ◯ Yes ◯ No
N16DONOFF01	Was this job on or off the campus of your school? ◯ On campus ◯ Off campus
N16DWKHREN01	Before July 2016, how many hours per week did you usually work at [EMPLOYER NAME] while you attended school? (Provide your best guess if you are unsure.) [ ] hours per week
N16DWRKNEN01	You told us that before July 2016 you were working regularly at [EMPLOYER NAME] during weeks in which you were attending school. Before July 2016, did you work regularly a [EMPLOYER NAME] during weeks in which you **were not attending school**? ◯ Yes ◯ No
N16DWRKHRS01	How many hours per week did you usually work at [EMPLOYER NAME] when you were last employed there before July 2016? [ ] hours per week
N16DJBMAJR01	Was this job related to your [MAJOR OR FIELD OF STUDY] at [NPSAS]? ◯ Yes ◯ No
N16DOTHEMP01	[EMPLOYER NAME 1] [EMPLOYER NAME 2] You've told us about your employment with the above listed employer(s). Have you worked for pay for any other employers at any time **between July 2015 and June 2016**? (Answer "Yes" for any self-employment, paid internships, or work-study jobs.) ◯ Yes, have other employers ◯ No other employers

Item name	Description
N16DENRWRK	During the 2015-2016 school year, would you say you were primarily... ◯ A student who worked ◯ An employee who decided to enroll in school
N16DEVRTCH	Have you ever been employed as a kindergarten through 12th grade (K-12) teacher? ◯ No ◯ Yes ◯ Yes, currently employed as a K-12 teacher
N16DCONSID	Are you considering teaching at the K-12 level now or in the future? ◯ Yes ◯ No
N16DTCHLIKE	What is the likelihood that you will teach at the K-12 level now or in the future? Are you... ◯ Very unlikely ◯ Somewhat unlikely ◯ Neither unlikely nor likely ◯ Somewhat likely ◯ Very likely
N16DPREPPAR	Which of the following steps have you taken to prepare for a state-issued teaching certificate at the K-12 level? ☐ Taken courses in teaching theory or methods ☐ Taken one or more Praxis exams ☐ Taken other exam to enter or exit teacher education program ☐ Applied to teacher education program ☐ Applied to non-traditional teacher education program ☐ Entered teacher education program ☐ Completed student teaching assignment ☐ None of these
N16DCARSRVS	While working on your bachelor's degree, did you use career planning services at [NPSAS]? ◯ Yes ◯ No
N16DCARTYP	Which of the following career planning services did you use at [NPSAS]? ☐ Searchable job database ☐ Career counseling ☐ Online career or personality assessments ☐ Career/job fairs ☐ Mock interviews ☐ Resume or cover letter assistance ☐ Alumni network ☐ Other

Item name	Description
N16BACDSBB	Please use a number from 1 to 5 to respond to the following statement. My studies at [NPSAS] have helped me prepare for my future career. ◯ 1 (Completely disagree) ◯ 2 (Somewhat disagree) ◯ 3 (Neither disagree nor agree) ◯ 4 (Somewhat agree) ◯ 5 (Completely agree)
N16DWKPLN	What are your plans for work between **July 2016 and June 2017**? Do you plan to... ◯ Work full time ◯ Work part time ◯ Join the military ◯ Not work
N16DEXOCC	**What is the title of the job you want to have after you complete your bachelor's degree?** 1. – Type in job title: [ ] *(*Example: *accountant or cosmetologist)* **What do you think you will do in that job?** 2. – Type in job duties: [ ] (Example: *examine financial records or beauty services*) 3. **– LAST** click: [Enter] ☐ Already hold this job
N16DOCCCOM	What is the likelihood that, after having completed your bachelor's degree, you will work for pay in your expected occupation? Are you... ◯ Very unlikely ◯ Somewhat unlikely ◯ Neither unlikely nor likely ◯ Somewhat likely ◯ Very likely

Item name	Description
N16DFUTWAGES	When you finish your bachelor's degree and begin working, what do you think will be your... 1. **Most likely** beginning salary: $ [ ].00 per year 2. **Highest** possible beginning salary: $ [ ].00 per year 3. **Lowest** possible beginning salary: $ [ ].00 per year
N16EINCINTRO	The next set of questions will help us to better understand how the financial circumstances of students may affect their ability to attend college.
N16EHOMEL	At any time on or after July 1, 2015, were you determined to be self-supporting **and** also at risk of being homeless? ◯ Yes ◯ No
N16EFAFDEP	**As determined by a court in your state of legal residence, are you or were you...** *(Please check all that apply.)* ☐ An emancipated minor ☐ In legal guardianship ☐ None of the above **At any time since you turned age 13, were you...** ☐ In foster care ☐ A dependent of the court or ward of the court ☐ None of the above
N16ECARE	How many of your dependent children were in childcare that you paid for during the 2015-2016 school year? [ ] child(ren)
N16ECARE1	Was your child in childcare that you paid for during the 2015-2016 school year? ◯ Yes ◯ No
N16EDAYCST	In the 2015-2016 school year, how much (on average) did you pay each month for childcare? Indicate only the amount for which you were responsible each month. $ [ ].00 per month

Item name	Description
N16EKIDCOL	How many of your dependents attended a college, university, or trade school in the 2015-2016 school year? [ ] dependent(s)
N16EKIDCOL1	Did your dependent child attend a college, university, or trade school in the 2015-2016 school year? ◯ Yes ◯ No
N16ECOLCOST	Not including any loans, how much did you contribute to the cost of these [X] dependents' college expenses in the 2015-2016 school year? $ [ ].00
N16EPARHELP	In the 2015-2016 school year only (July 1, 2015-June 30, 2016), did your parents (or guardians) help you pay for any of your education or living expenses while you were enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.) ◯ Yes ◯ No
N16EPARRNG	Was the amount your parents (or guardians) contributed toward your education or living expenses in the 2015-2016 school year... ◯ $5,000 or less ◯ More than $5,000
N16EPARLOAMT	Ok. Was this amount... ◯ Less than $500 ◯ $500 - $999 ◯ $1,000 - $1,499 ◯ $1,500 - $1,999 ◯ $2,000 - $5,000
N16EPARHIAMT	Ok. Was this amount... ◯ $5,001 - $9,999 ◯ $10,000 - $14,999 ◯ $15,000 - $19,999 ◯ $20,000 - $24,999 ◯ $25,000 - $49,999 ◯ $50,000 or more

Item name	Description
N16EFAMHELP	In the 2015-2016 school year only, and not including your parents (or guardians), did **other family members or friends** help you pay for any of your education or living expenses while you were enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.) ◯ Yes ◯ No
N16EFAMRNG	Was the amount these family members or friends contributed toward your education or living expenses in the 2015-2016 school year... ◯ $5,000 or less ◯ More than $5,000
N16EFAMLOAMT	Ok. Was this amount... ◯ Less than $500 ◯ $500 - $999 ◯ $1,000 - $1,499 ◯ $1,500 - $1,999 ◯ $2,000 - $5,000
N16EFAMHIAMT	Ok. Was this amount... ◯ $5,001 - $9,999 ◯ $10,000 - $14,999 ◯ $15,000 - $19,999 ◯ $20,000 - $24,999 ◯ $25,000 - $49,999 ◯ $50,000 or more
N16CCSTBKS	Now, we'd like to ask you some questions about money you spent on any instructional materials **required** by your school or instructor for classes. Please do not include optional or recommended course materials in your answers. During the 2015-2016 school year, about how much did you spend on: (Indicate "0" if you did not spend money on any one of these items. Digital access codes purchased separately from textbooks should be included in the "Other required course materials" category.) Required textbooks—print versions only: $ ____ .00 Required digital textbooks: $ ____ .00 Technology (required to take a class): $ ____ .00 Supplies: $ ____ .00 Other required course materials not already reported: $ ____ .00

Item name	Description
N16ENUMCRD	Excluding debit or ATM cards, how many credit cards do you have in your own name that are billed to you? (Only include credit cards for which you pay at least some of the amount owed.) ◯ None ◯ One ◯ More than one
N16ECARRYBAL	Do you usually owe an amount that is carried over on your credit cards from month to month? ◯ Yes ◯ No
N16ECRDBAL	What was the **total amount you owed** on your credit card according to your last month's statement? $ [ ].00
N16ECCUSE	Have you used your credit cards to pay for any of your tuition and fees in the 2015-2016 school year? ◯ Yes ◯ No
N16ECCREASON	Did you charge your tuition and fees using your credit card(s) because that was the only way you could afford to pay for those expenses? ◯ Yes ◯ No
N16EFIN2000	How confident are you that you could come up with $2,000, from any available source, if an unexpected need arose within the next month? Could you... ◯ Certainly come up with the $2,000 ◯ Probably come up with the $2,000 ◯ Probably not come up with the $2,000 ◯ Certainly not come up with the $2,000

Item name	Description
N16EBANK1	Do you have a checking or savings account at a bank or credit union? ◯ Yes ◯ No
N16EBANK2	Is your primary checking or savings account... ◯ In your name only, or ◯ Shared between you and someone else
N16ESCHRES	While attending [NPSAS] during the 2015-2016 school year, did you live in college-owned housing, with your parents (or guardians), or off campus? (If you lived in more than one residence, choose the place where you lived for the longest period of time.) ◯ On campus or in college-owned housing (for example, a dorm or a residence hall) ◯ With parents (or guardians) ◯ Off campus (not college-owned housing)
N16FDISTNC	What was the 5-digit ZIP code of your permanent address when you last attended [NPSAS] in the 2015-2016 school year? Your permanent address is usually your legal residence, such as where you maintain your driver's license or are registered to vote. ZIP Code: [ ] AutoFill City and State from ZIP Code City: [ ] State: [-Select One-] ☐ Check here instead if permanent address is outside the United States
N16EHOME	Do you own a home or pay a mortgage on a home? ◯ Yes ◯ No
N16ERNTAMT	While you were attending school during the 2015-2016 school year, how much (on average) was your monthly rent or mortgage payment? Please indicate only the amount that you were responsible for paying. If you did not pay rent or a mortgage or if someone else paid your rent or mortgage on your behalf, please indicate "0." $ [ ].00

<table>
<tr><th>Item name</th><th>Description</th></tr>
<tr><td>N16EUNTAX</td><td>Between July 1, 2015 and June 30, 2016, did you or anyone in your parents' (or guardians') household receive any of the following benefits?

<table>
<tr><th></th><th>Yes</th><th>No</th></tr>
<tr><td>Supplemental Security Income (SSI)</td><td>◯</td><td>◯</td></tr>
<tr><td>SNAP (the Food Stamp Program)</td><td>◯</td><td>◯</td></tr>
<tr><td>TANF (the Temporary Assistance for Needy Families Program</td><td>◯</td><td>◯</td></tr>
<tr><td>The Free and Reduced Price School Lunch Program</td><td>◯</td><td>◯</td></tr>
<tr><td>WIC (the Special Supplemental Nutrition Program for Woman, Infants, and Children</td><td>◯</td><td>◯</td></tr>
</table></td></tr>
<tr><td>N16FUSBORN</td><td>Were you born in the United States (including Puerto Rico or another U.S. territory)?

◯ Yes
◯ No</td></tr>
<tr><td>N16FCITZN</td><td>Are you a U.S. citizen?

◯ Yes
◯ 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
◯ No – Student visa, in the country on an F1 or F2 visa, or on a J1 or J2 exchange visitor visa
◯ No - Other</td></tr>
<tr><td>N16FIMGRAGE</td><td>How old were you when you came to the United States to live?

[ ] year(s) old

☐ Less than a year old
☐ Don’t know exact age
☐ Have never lived in the United States</td></tr>
<tr><td>N16FIMGEST</td><td>When you came to the United States would you say you were...

◯ 5 years old or younger
◯ 6 to 8 years old
◯ 9 to 11 years old
◯ 12 to 14 years old
◯ 15 to 17 years old
◯ 18 years or older</td></tr>
</table>

Item name	Description
N16FFLANG	What was the first language you learned to speak as a child? ◯ English ◯ Spanish ◯ English and Spanish equally ◯ Another language (other than English or Spanish) ◯ An equal mix of English and another language (other than Spanish)
N16FFFLANGA	How often did you speak your non-English language with your mother or primary caregiver when you started high school? ◯ Never ◯ Sometimes ◯ About half of the time ◯ Most of the time ◯ Always
N16FSPCOL	Has your spouse attended a college, university, or trade school during the 2015-2016 school year? ◯ Yes, full time ◯ Yes, part time ◯ No
N16FSIBCL	Do you have any brothers or sisters who went to college before you did? ◯ Yes ◯ No
N16FACS16A	These next few questions will help us better understand the educational services available for people with disabilities. Are you deaf or do you have serious difficulty hearing? ◯ Yes ◯ No
N16FACS16B	Are you blind or do you have serious difficulty seeing even when wearing glasses? ◯ Yes ◯ No
N16FACS17A	Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions? (When answering consider conditions including, but not limited to, a serious learning disability, depression, ADD, or ADHD.) ◯ Yes ◯ No

Item name	Description
N16FACS17B	Do you have serious difficulty walking or climbing stairs? ◯ Yes ◯ No
N16FMAIN1	What is the main type of condition or impairment you have? ◯ Blindness or visual impairment (that cannot be corrected by wearing glasses) ◯ Hearing impairment (for example, deaf or hard of hearing) ◯ Orthopedic or mobility impairment ◯ Speech or language impairment ◯ Learning, mental, emotional, or psychiatric condition ◯ Other health impairment or problem
N16FMAIN2	Thanks. What specifically is this main type of condition or impairment? ◯ Anxiety ◯ Attention deficit disorder (ADD or ADHD) ◯ Autism or Asperger's syndrome or other developmental disability ◯ Depression ◯ Specific learning disability or dyslexia ◯ Traumatic brain injury (TBI) ◯ Other
N16EFIN1YEAR	Finally, for the last few questions, we want to learn more about students' understanding of broad financial concepts. Imagine that the interest rate on your savings account was 1% per year and inflation was 2% per year. After 1 year, how much would you be able to buy with the money in this account? ◯ More than today ◯ Exactly the same ◯ Less than today
N16EFIN5YEAR	Suppose you had $100 in a savings account and the interest was 2% per year. After 5 years, how much do you think you would have in the account if you left the money to grow? ◯ More than $102 ◯ Exactly $102 ◯ Less than $102
N16EFINSTOCK	Is this statement true or false? Buying a single company's stock usually provides a safer return than a stock mutual fund. ◯ True ◯ False ◯ Don't know

Item name	Description
N16CFEDACT	If a borrower is unable to repay his or her federal student loan, what steps can the government take to collect the debt? ☐ Report that the student debt is past due to the credit bureaus ☐ Have the student's employer withhold money from his or her pay (garnish wages) until the debt, plus any interest and fees, is repaid ☐ Retain tax refunds and Social Security payments until the debt, plus any interest and fees, is repaid ☐ None of the above

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Appendix H: Student Data Collection Materials

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Brochure

WHAT IS NPSAS?

The 2015–16 National Postsecondary Student Aid Study (NPSAS) is a national survey of approximately 125,000 undergraduate and graduate students who were enrolled during the 2015–2016 academic year. In order to have a complete picture of the costs and benefits of postsecondary education, it is important that we include students from a wide variety of schools and backgrounds.

NPSAS will collect information about students' enrollment and employment history, income and educational expenses, and future plans. We also collect financial aid, student record, and related information from your institution and other sources, such as student loan databases and admissions testing agencies.

WHY AM I BEING ASKED TO PARTICIPATE?

You are being asked to participate in NPSAS because you were enrolled in postsecondary education during the 2015–2016 academic year. Postsecondary education is any education beyond high school, including career and technical school, college, and graduate school.

WHAT HAPPENS TO THE RESULTS?

Results from the current study are scheduled to be released in fall 2017 and will be posted on the NCES website (http://nces.ed.gov/surveys/npsas/) as soon as they are available. Your responses will be combined with those of other students and will be presented in summary form only. No individually identifiable information will be published.

Researchers will use NPSAS data to explore a wide variety of topics, including student loan debt and persistence in postsecondary education.

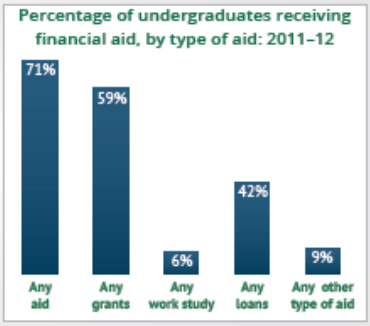
WHY IS MY PARTICIPATION IMPORTANT?

Your survey responses help educators, researchers, and policymakers at the local, state, and national levels understand national trends in enrollment patterns, education goals, employment, and backgrounds of students who pursue education after high school. Your experiences are unique, and, if you choose not to participate in NPSAS, no one else can be substituted for you.

Did you know?

About 71 percent of all undergraduates received some form of financial aid in the 2011–2012 school year. Nearly 60 percent of undergraduates received grant aid, and 42 percent took out loans to pay for their education.

Source: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12)



WHO IS CONDUCTING NPSAS?

The 2015–16 National Postsecondary Student Aid Study is conducted by the National Center for Education Statistics (NCES) under the authority of the Higher Education Opportunity Act (HEOA) of 2008 (20 U.S.C. § 1015) and the Education Sciences Reform Act (ESRA) of 2002 (20 U.S.C. § 9543), which authorize NCES to collect and disseminate information about education in the United States.

NPSAS data are being collected under contract by RTI International*, a nonprofit research organization based in North Carolina.

HOW WILL MY INFORMATION BE PROTECTED?

NCES is required to follow strict procedures to protect personal information in the collection, reporting, and publication of data. All individually identifiable information supplied by individuals or institutions 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 (20 U.S.C. § 9573).

Data security procedures for NPSAS are reviewed and approved by NCES data security staff. Your answers are secured behind firewalls and are encrypted during internet transmission using Secure Sockets Layer (SSL) protocol. All data entry modules are password protected and require the user to log in before accessing confidential data. Project staff is subject to large fines or imprisonment if individual responses are disclosed.

*RTI International is a registered trademark and a trade name of Research Triangle Institute.

HOW DO I PARTICIPATE?

You can complete the NPSAS survey online or over the phone.

ONLINE

Log onto the study website at **https://surveys.nces.ed.gov/npsas/** using the Study ID and password provided in your welcome letter.

The survey is mobile-optimized, so it can be easily completed on a mobile device.

PHONE

Call our Help Desk at **1-877-677-2766** to speak to one of our professional interviewers.

NPSAS HELP DESK

1-877-677-2766

npsas@rti.org

https://surveys.nces.ed.gov/npsas/

Jennifer Wine, Ph.D.
NPSAS Project Director (RTI)
Jennifer@rti.org
1-877-225-8470

Tracy Hunt-White, Ph.D.
NPSAS Project Officer (NCES)
Tracy.Hunt-White@ed.gov
1-202-245-6507

2015–16 NATIONAL POSTSECONDARY STUDENT AID STUDY (NPSAS)

National Postsecondary Student Aid Study

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NCES 2016-047

Data Collection Announcement Letter

February 1, 2016

«name»
«addr1»
«city», «state» «zip»

Study ID: «caseID»
Password: «password»m

Dear «fname»:

I am writing to inform you that you have been selected to participate in the 2016 National Postsecondary Student Aid Study (NPSAS), an important study that will help determine how students and their families meet the cost of education beyond high school.

Students from all types of institutions and all financial situations have been randomly selected for NPSAS. Many types of students are selected for NPSAS, ranging from first-time students to doctoral students, even if they are no longer enrolled in postsecondary education. Your survey responses will represent other students enrolled at «NPSASschool» who were not selected to participate in NPSAS. Therefore, your participation is critical to the success of the study.

After you complete the survey, you will receive $«inc_amount» as a token of our appreciation, payable by PayPal or check.

To complete the survey on your computer, smartphone, or tablet

1. Go to: https://surveys.nces.ed.gov/npsas/.
2. Type the Study ID and password (provided below) on the Home/Login page.
3. Click "Login" to begin the survey.

Please complete the survey by **February 22, 2016.**

On average, the survey takes about «interviewtime» minutes to complete, depending on your answers. Your participation in this study is voluntary and will not affect any aid or other benefits you receive.

The enclosed brochure answers many common questions about the study and contains additional information on laws and procedures that protect the confidentiality of your responses. If you have questions about the study, or prefer to complete the survey over the phone, call the NPSAS help desk at 1-877-NPSAS-NOW (1-877-677-2766), or send an e-mail to npsas@rti.org. You can also learn more by visiting the study website at https://surveys.nces.ed.gov/npsas/.

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

Sincerely,

Peggy G. Carr, Ph.D.
Acting Commissioner
National Center for Education Statistics
Enclosures

To complete the NPSAS survey:
https://surveys.nces.ed.gov/npsas/
Your Study ID: «caseID»
Your password: «password»

«panelinfo» / «controlID»

NPSAS
Endorsed by

ACPA – College Student Educators International

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

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

Association of Private Sector Colleges and Universities

Association of Public and Land-Grant Universities

The Carnegie Foundation for the Advancement of Teaching

The College Board

Council of Graduate Schools

The Council of Independent Colleges

Hispanic Association of Colleges and Universities

Midwestern Higher Education Compact

NASPA- Student Affairs Administrators in Higher Education

National Association of College and University Business Officers

National Association of Independent Colleges and Universities

National Association of Student Financial Aid Administrators

New England Board of Higher Education

Southern Regional Education Board

State Higher Education Executive Officers

The United Negro College Fund

Western Interstate Commission for Higher Education

Data Collection Announcement E-Mail

SUBJECT: The National Postsecondary Student Aid Study (NPSAS)

Congratulations, [FNAME], you have been selected to participate in the 2015-16 National Postsecondary Student Aid Study (NPSAS), an important study that will help determine how students and their families meet the cost of education beyond high school.

For your participation in NPSAS, we are asking you to complete a mobile-optimized survey. The survey will take about [time] minutes to complete, depending on your answers.

Click here to start your survey on our secure website.

If you complete the survey, you will receive $30 as a token of our appreciation - payable by PayPal or check. Please complete the survey by [February 22, 2016].

If you'd like more information about NPSAS, visit the study website at https://surveys.nces.ed.gov/npsas/, or call the NPSAS help desk at **1-877-NPSAS-NOW** (1-877-677-2766). You can also complete the survey over the phone if you prefer.

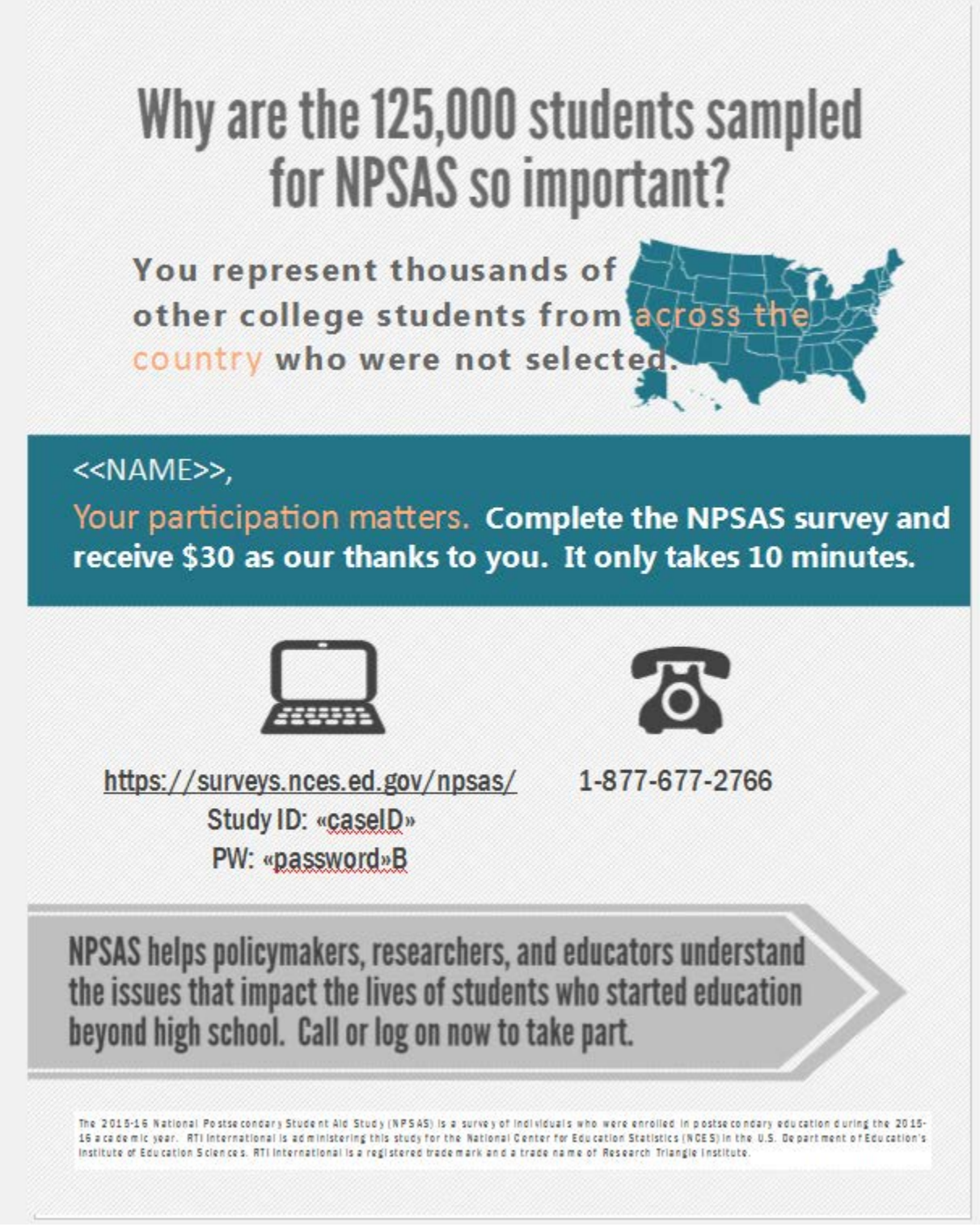
Thank you for helping to make NPSAS a success.

Jennifer Wine, Ph.D.	Tracy Hunt-White, Ph.D.
Project Director, NPSAS	Project Officer, NPSAS
RTI International	National Center for Education Statistics
jennifer@rti.org	tracy.hunt-white@ed.gov
877-225-8470	202-502-7438

You can log in at https://surveys.nces.ed.gov/npsas/ using the Study ID and password provided below.

Study ID = [case id]
Password = [password]

Postcard 1


Why are the 125,000 students sampled for NPSAS so important?
You represent thousands of other college students from across the country who were not selected.
<<NAME>>,
Your participation matters. Complete the NPSAS survey and receive $30 as our thanks to you. It only takes 10 minutes.
https://surveys.nces.ed.gov/npsas/
Study ID: «caseID»
PW: «password»B
1-877-677-2766
NPSAS helps policymakers, researchers, and educators understand the issues that impact the lives of students who started education beyond high school. Call or log on now to take part.
The 2015-16 National Postsecondary Student Aid Study (NPSAS) is a survey of individuals who were enrolled in postsecondary education during the 2015-16 academic year. RTI International is administering this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. RTI International is a registered trademark and a trade name of Research Triangle Institute.

WE NEED ABOUT <X,XXX> MORE PARTICIPANTS TO REACH OUR GOAL.

WILL YOU BE ONE OF THEM?

You can help contribute to important research. **FIND OUT HOW**

«panelinfo»/«controlID»

«casenamenosuffixALLCAPS»
«addr1»
«addr2»
«city», «state» «zip»

ADDRESS SERVICE REQUESTED

National Center for Education Statistics
U.S. Department of Education (ATTN: Data Capture)
5265 Capital Boulevard
Raleigh, NC 27616-2925

Final Postcard

«panelinfo»/«controlID»

«casenamenosuffixALLCAPS»
«addr1»
«addr2»
«city», «state» «zip»

ADDRESS SERVICE REQUESTED

National Center for Education Statistics
U.S. Department of Education (ATTN: Data Capture)
5265 Capital Boulevard
Raleigh, NC 27616-2925

www.ed.gov ies.ed.gov

Data collection ends soon.

You can still contribute to important research.

Complete your survey today.

Open here!

Incentive Letter

February 10, 2016

«casename»
«addr1»
«addr2»
«city», «state» «zip»

Study ID: «caseID»

Dear «casename»:

On behalf of the National Center for Education Statistics in the U.S. Department of Education's Institute of Education Sciences and the staff of the 2016 National Postsecondary Student Aid Study (NPSAS), we would like to thank you for completing your NPSAS survey. Your participation in this study is very important to its success. Enclosed you will find a check for $<incamt>.

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

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

Sincerely,

Jennifer Wine, Ph.D.
Project Director, NPSAS
RTI International

Tracy Hunt-White, Ph.D.
Project Officer, NPSAS
National Center for Education Statistics

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Appendix I: Training Materials

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Data Collection Interviewer Training Manual Contents

1.0 NPSAS
- 1.1. Data Collection Interviewer Training Manual
- 1.2. What Is the 2015–16 National Postsecondary Student Aid Study (NPSAS:16)?
  - 1.2.1. Overview of NPSAS
  - 1.2.2. What Is the Purpose of NPSAS?
  - 1.2.3. What Are the Goals of NPSAS?
  - 1.2.4. How Are Sample Members Selected?
  - 1.2.5. How Will the Surveys Be Conducted?
  - 1.2.6. The Use of Incentives
- 1.3. Project Staff
- 1.4. Common Acronyms

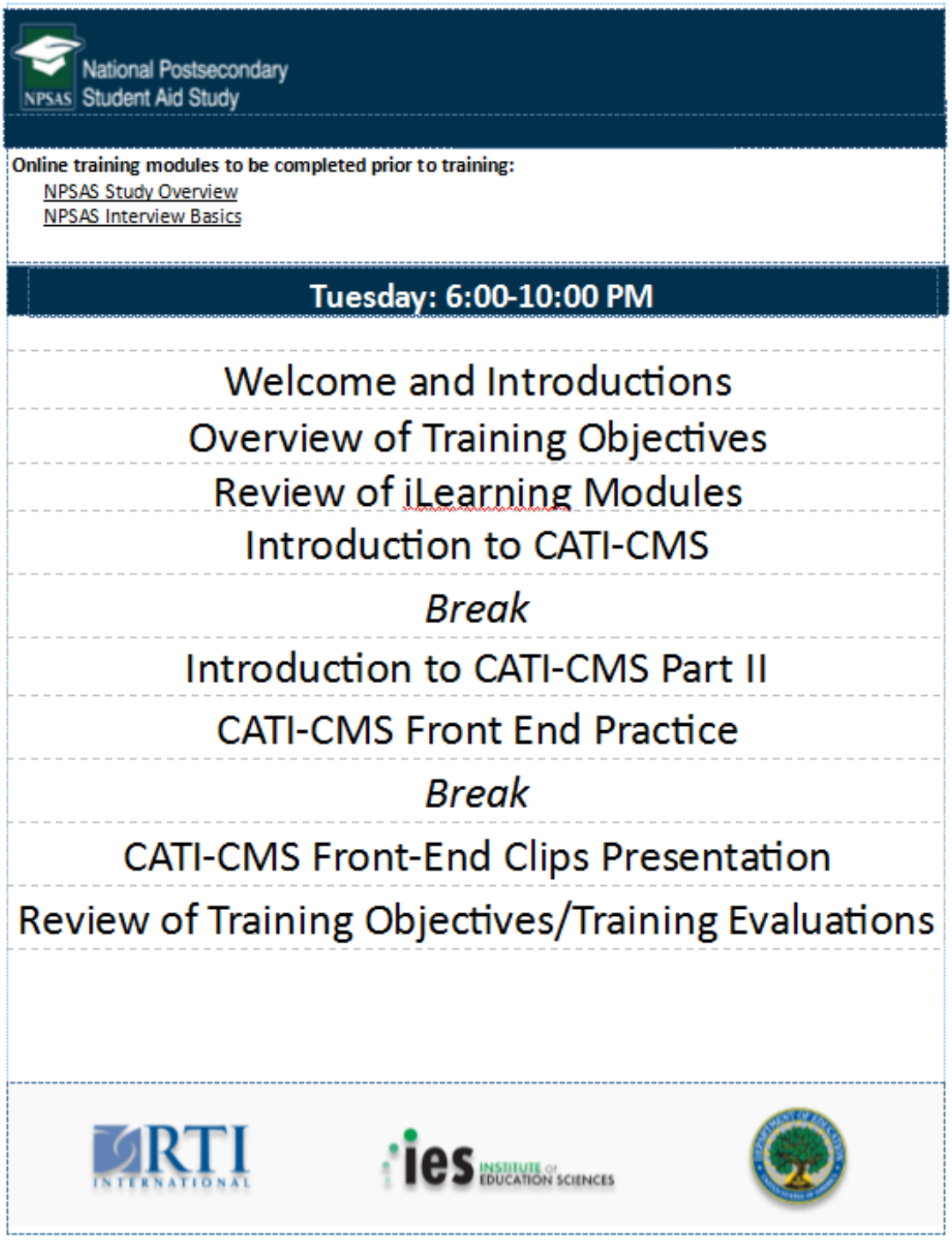
2.0 General Surveying Techniques
- 2.1. Overview
- 2.2. Inbound Calls to the Help Desk
- 2.3. Types of Questions You Will Encounter
- 2.4. Responding to a Call
- 2.5. Obtaining Cooperation—Outbound Calls
- 2.6. Initial Contact
  - 2.6.1. Speaking to a Contact
  - 2.6.2. Speaking to a Sample Member
  - 2.6.3. Encountering Refusals
- 2.7. Best Practices in Conducting the Survey
  - 2.7.1. Asking the Questions
  - 2.7.2. Using Feedback
  - 2.7.3. Recording Responses Accurately
  - 2.7.4. Using Judgment in General Coding

3.0 CASE MANAGEMENT
- 3.1. Pre-CATI Tracing Activities
- 3.2. CATI Locating Procedures
- 3.3. Tracing Procedures
- 3.4. Scheduling a Callback
- 3.5. Telephone Answering Machine Message Protocol
- 3.6. Status Codes

4.0 Quality Control
- 4.1. Ensuring Quality in the Survey
- 4.2. Training Components
  - 4.2.1. Data Collection Interviewer Training Materials
  - 4.2.2. Quality Circle Meetings
  - 4.2.3. Continual Training
  - 4.2.4. Performance Monitoring: QUEST
- 4.3. Electronic Incident Reports
  - 4.3.1. Types of Problems You May Encounter
  - 4.3.2. Submitting Electronic Incident Reports from CATI
- 4.4. Conclusion

APPENDICES
- Appendix A Frequently Asked Questions
- Appendix B Sample Members' Rights and Confidentiality
- Appendix C Refusal Conversion Procedures
- Appendix D Data Collection Letter
- Appendix E Event, Line-Level, and Summary Status Codes
- Appendix F Survey Reference Materials

Data Collection Interviewer Sample Agendas: Three Nights



National Postsecondary Student Aid Study

NPSAS

Online training modules to be completed prior to training:

NPSAS Study Overview
NPSAS Interview Basics

Tuesday: 6:00-10:00 PM

Welcome and Introductions
Overview of Training Objectives
Review of iLearning Modules
Introduction to CATI-CMS
Break
Introduction to CATI-CMS Part II
CATI-CMS Front End Practice
Break
CATI-CMS Front-End Clips Presentation
Review of Training Objectives/Training Evaluations

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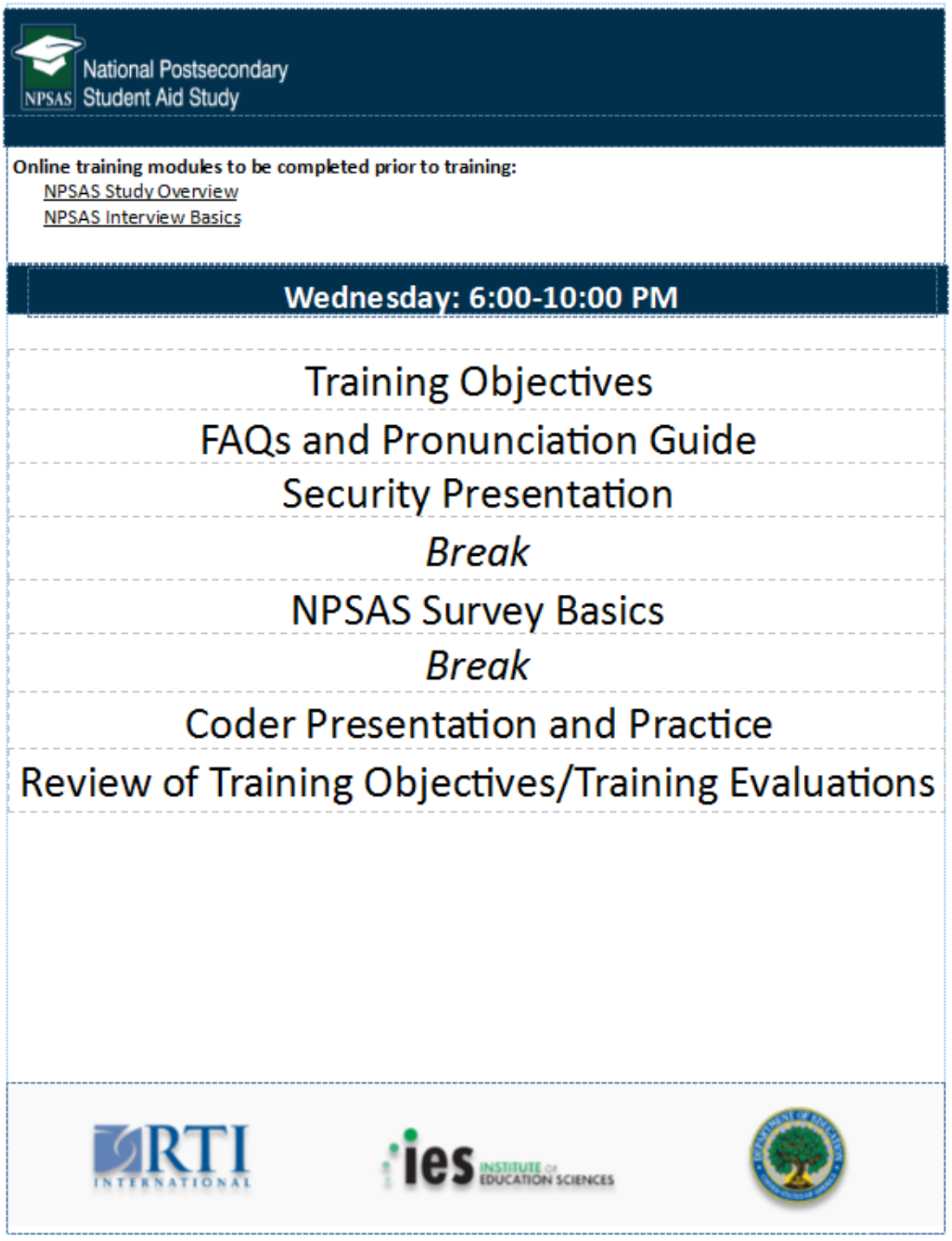
ies INSTITUTE OF EDUCATION SCIENCES


National Postsecondary
Student Aid Study
NPSAS
Online training modules to be completed prior to training:
NPSAS Study Overview
NPSAS Interview Basics
Wednesday: 6:00-10:00 PM
Training Objectives
FAQs and Pronunciation Guide
Security Presentation
Break
NPSAS Survey Basics
Break
Coder Presentation and Practice
Review of Training Objectives/Training Evaluations
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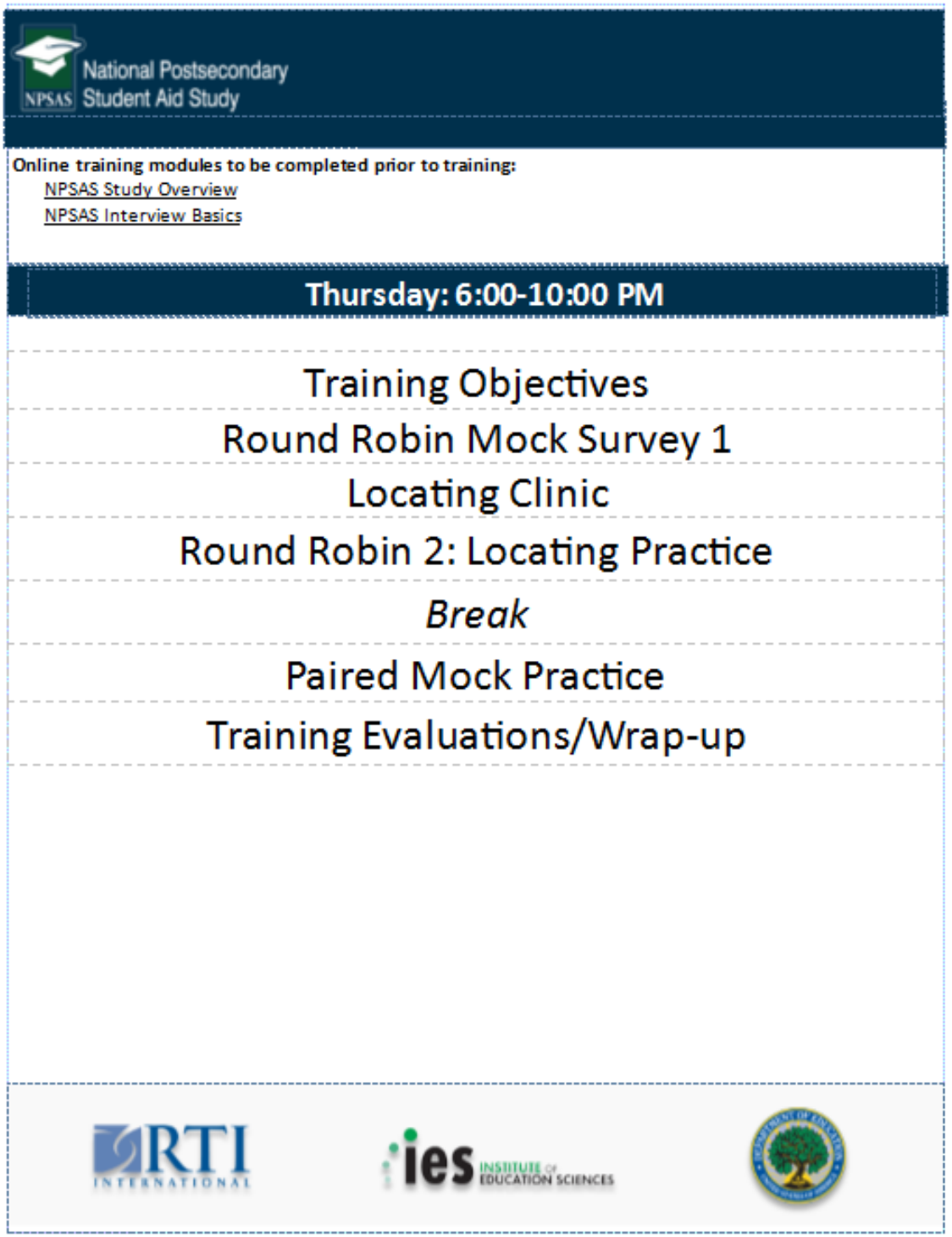
National Postsecondary
NPSAS Student Aid Study
Online training modules to be completed prior to training:
NPSAS Study Overview
NPSAS Interview Basics
Thursday: 6:00-10:00 PM
Training Objectives
Round Robin Mock Survey 1
Locating Clinic
Round Robin 2: Locating Practice
Break
Paired Mock Practice
Training Evaluations/Wrap-up
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