

# Sources of Data

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## 1. Federal Agency Sources

### National Center for Education Statistics U.S. Department of Education

#### Baccalaureate and Beyond Longitudinal Study

The Baccalaureate and Beyond Longitudinal Study (B&B) is based on the National Postsecondary Student Aid Study (NPSAS) and provides information concerning education and work experience after completing the bachelor's degree. B&B provides cross-sectional information 1 year after bachelor's degree completion (comparable to the Recent College Graduates Study), while at the same time providing longitudinal data concerning entry into and progress through graduate level education and the work force. It also provides information on entry into, persistence and progress through, and completion of graduate level education—information not available through followups involving high school cohorts or even college entry cohorts, both of which are restricted in the number who actually complete a bachelor's degree and continue their education.

About 11,000 students who completed their degree in the 1992–93 academic year were included in the first B&B (B&B:93/94). In addition to the student data, B&B collected postsecondary transcripts covering the undergraduate period, providing complete information on progress and persistence at both the undergraduate and graduate levels. New B&B cohorts will alternate with the Beginning Postsecondary Students Longitudinal Study (BPS) in using NPSAS as their base.

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#### Beginning Postsecondary Students Longitudinal Study

The Beginning Postsecondary Students Longitudinal Study (BPS) provides information on persistence, progress, and attainment of students from their initial time of entry into postsecondary education through their leaving school and entering the work force. BPS includes traditional and

nontraditional (e.g., older) students and is representative of all beginning students in postsecondary education. BPS followed first-time, beginning students for 5 years (through spring 1994), collecting student data and financial aid reports. By starting with a cohort that has already entered postsecondary education (from the NPSAS:90), and following it for 5 years (with the first followup in spring 1992 and the second followup in spring 1994), BPS is able to determine to what extent, if any, students who start postsecondary education later differ in their progress, persistence, and attainment. A new cohort of beginning postsecondary students from 1995–96 will be followed in 1998.

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#### Common Core of Data

The Common Core of Data (CCD) survey provides the National Center for Education Statistics (NCES) with a way to acquire and maintain statistical data on the 50 states, the District of Columbia, and five outlying areas from the universe of state-level education agencies. Information about staff and students is collected annually at the school, local education agency or school district (LEA), and state levels. Information about revenues and expenditures also is collected at the state level, and NCES joins the Bureau of the Census in collecting school district finance data. Data are collected for a particular school year (October 1 through September 30) via survey instruments sent to the states by October 15 of the subsequent school year. States have 1 year in which to modify the data originally submitted.

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### Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly and with minimum response burden. FRSS was designed to meet the data needs of Department of Education analysts, planners, and decision-makers when information could not be collected quickly through traditional NCES surveys.

The data collected through FRSS are representative at the national level, drawing from a universe that is appropriate for each study. FRSS collects data from state education agencies and national samples of other educational sectors, including:

- Local education agencies;
- Public and private elementary and secondary schools;
- Public and private postsecondary institutions;
- Public school teachers;
- Public and school libraries; and
- Adult literacy programs.

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### High School and Beyond

High School and Beyond (HS&B) is a national longitudinal study of 1980 high school sophomores and seniors. The base-year survey was a probability sample of 1,015 high schools, with a target number of 36 sophomores and 36 seniors in each school. A total of 58,270 students participated in the base-year survey. Substitutions were made for noncooperating schools—but not for students—in those strata where it was possible. Overall, 1,122 schools were selected in the original sample and 811 of these schools participated in the survey. An additional 204 schools were drawn in a replacement sample. Student refusals and student absences resulted in an 82 percent completion rate for the survey.

HS&B first followup activities were conducted in the spring of 1982. The sample design of the first followup survey called for the selection of approximately 30,000 individuals who were sophomores

in 1980. The completion rate for sophomores eligible for on-campus survey administration was about 96 percent. About 89 percent of the students who left school between the base-year and first followup surveys (dropouts, transfer students, and early graduates) completed the first followup sophomore questionnaire.

The sample for the second followup, which took place in the spring of 1984, consisted of about 12,000 members of the senior cohort and about 15,000 members of the sophomore cohort. The completion rates were 91 and 92 percent, respectively.

HS&B third followup data collection activities were conducted in the spring of 1986. Both the sophomore and senior cohort samples for this round of data collection were the same as those used for the second followup survey. The completion rates for the sophomore and senior cohort samples were 91 percent and 88 percent, respectively. HS&B fourth followup data collection activities have been conducted, the data is not yet available.

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### High School Transcript Studies

As part of the first followup of High School and Beyond (HS&B), transcripts were requested in fall 1982 for an 18,152-member subsample of the sophomore cohort. Of the 15,941 transcripts actually obtained, 1,969 were excluded because the students had dropped out of school before graduation; 799 were excluded because they were incomplete; and 1,057 were excluded because the students graduated before 1982 or the transcript indicated neither a dropout status nor graduation. Thus, 12,116 transcripts were used for an overall curriculum analysis.

Transcripts of 1987 high school graduates were compared to transcripts of 1982 graduates to describe changes in course-taking patterns across this 5-year period. The sample of schools for the 1987 High School Transcript Study consisted of a nationally representative sample of 497 secondary schools selected for the 1986 National Assessment of Educational Progress (NAEP) for students in grade 11 who were 17 years old, of which 433 schools par-

ticipated. The 1987 study was restricted to students who were in grade 11 during school year 1985–86 equaling 27,732 graduates. The 1990 High School Transcript Study was conducted using methodology and techniques nearly identical to those used in the 1987 study.

The analyses in the *Condition* focus on high school graduates, so only those students who had graduated from high school were included from the 1990 study, the 1987 High School Transcript Study, and from HS&B. Because the methods used to identify and define disabled students were different for the later studies, and in order to make the samples as comparable as possible, it was necessary to restrict the samples to those students whose records indicated they had not participated in a special education program. In the spring of 1991, transcripts were collected from 21,607 students who graduated from high school in 1990. These students attended 330 schools that had previously been sampled for the NAEP.

Between May and November of 1994, high school transcripts were collected from 25,573 students who graduated from high school in 1994. To be consistent with the 1982 study, students with an Individualized Education Program (IEP) were omitted. Also, students with incomplete transcripts were dropped, bringing the number of transcripts analyzed to 24,374. These students attended 340 schools that had previously been sampled by NAEP.

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### **Integrated Postsecondary Education Data System**

The Integrated Postsecondary Education Data System (IPEDS) surveys all postsecondary institutions, including universities and colleges, as well as institutions offering technical and vocational education beyond the high school level. This survey system, which began in 1986, replaces and expands upon the Higher Education General Information Survey (HEGIS).

IPEDS consists of several integrated components that obtain information on where postsecondary

education is available (institutions), who participates in it and completes it (students), which programs are offered and are completed, and which human and financial resources are involved in the provision of institutionally based postsecondary education. Specifically, these components include: fall enrollment in occupationally specific programs; salaries of full-time instructional faculty; completions (degrees awarded); finance; staff; institutional characteristics, including institutional activity; fall enrollment, including age and residence; and academic libraries.

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*Fall Enrollment.* This survey has been part of the IPEDS or HEGIS series since 1966. The enrollment survey response rate is relatively high; for example, the 1992 response rate was 86.9 percent.

Beginning in fall 1986, the survey system was redesigned with the introduction of IPEDS (see above). The new survey system comprises all postsecondary institutions, but also maintains comparability with earlier surveys by allowing HEGIS institutions to be tabulated separately. The new system also provides for preliminary and revised data releases. This allows NCES the flexibility to release early data sets while still maintaining a more accurate final database.

*Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty.* This survey has been conducted for most years between 1966–67 and 1987–88, and annually since 1989–90. Although the survey form was changed a number of times during those years, only comparable data are presented in this report. The data were collected from individual colleges and universities.

Between 1966–67 and 1985–86 this survey differed from other HEGIS surveys in that imputations were not made for nonrespondents. Thus, there is some possibility that the salary averages presented in this report may differ from the results of a complete enumeration of all colleges and universities. Beginning with the surveys for 1987–88, the IPEDS data tabulation procedures included imputations for survey nonrespondents. The response rate for the 1993–94 survey was 90.1 percent.

*Completions.* This survey was always part of the HEGIS series. However, the degree classification taxonomy was revised in 1970 and again in 1980, with additional revisions in 1985 and 1990. Collection of degree data has been maintained through the IPEDS system.

Though information from survey years 1970–71 through 1981–82 is directly comparable, care must be taken if information before or after that period is included in any comparison. For example, degrees-conferred trend tables arranged by the 1982–83 classification were added to the *Digest of Education Statistics, 1992* to provide consistent data from 1970–71 to 1988–89. However, data on associate's degrees and other formal awards below the baccalaureate, by field of study after 1982–83, are not comparable with figures for earlier years. The nonresponse rate did not appear to be a significant source of nonsampling error for this survey. The return rate over the years was high, with a response rate for the 1992–93 survey of 88.2 percent. Because of the high return rate, nonsampling error caused by imputation was also minimal.

*Financial Statistics.* This survey was part of the HEGIS series and has been continued under the IPEDS system. Changes were made in the financial survey instruments in fiscal years (FY) 1976, 1982, and 1987. The FY 76 survey instrument contained numerous revisions to earlier survey forms and made direct comparisons of line items very difficult. Beginning in FY 82, Pell grant data were collected on federal restricted grants and contracts revenues and restricted scholarships and fellowships expenditures. The introduction of IPEDS in the FY 87 survey included several important changes to the survey instrument and data processing procedures. While these changes were significant, considerable effort has been made to present only comparable information on trends in this report and to note inconsistencies. Finance tables for this publication have been adjusted by subtracting the largely duplicative Pell grant amounts from the later data to maintain comparability with pre-FY 82 data.

To reduce reporting error, NCES uses national standards for reporting financial statistics. These standards are contained in *College and University Business Administration: Administrative Services* (1974 edition), published by the National Association of College and University Business Officers; *Audits of Colleges and Universities* (as amended August 31, 1974), by the American Institute of Certified Public

Accountants; and *HEGIS Financial Reporting Guide* (1980), by NCES. Wherever possible, definitions and formats in the survey form are consistent with those in these three accounting texts.

*Fall Staff.* The fall staff data presented in this publication were collected in cooperation with the U.S. Equal Employment Opportunity Commission (EEOC). In 1989, survey instruments were mailed to 6,669 in-scope postsecondary education institutions, including 2,576 4-year schools, 2,739 2-year schools, and 273 public less-than-2-year schools. The universe of 5,002 less-than-2-year private institutions were represented by a sample of 1,071 institutions.

The 3,589 institutions of higher education (in the 50 states and the District of Columbia) in operation in 1989 form a subset of the universe of postsecondary institutions in this report. These institutions are accredited at the college level by an agency recognized by the Secretary, U.S. Department of Education; these institutions were previously surveyed under HEGIS, which IPEDS supersedes. The 1991 "Fall Staff" survey had an overall response rate of 84.9 percent.

*Institutional Characteristics.* This survey provided the basis for the universe of institutions presented in the *Directory of Postsecondary Institutions*. The IPEDS contains approximately 10,000 schools whose primary purpose is to provide postsecondary education. The Institutional Characteristics survey requests information about institutions that allows the universe to be classified by control, program level, and other characteristics. Each fall, institutions are asked to update their information.

### National Adult Literacy Survey

The National Adult Literacy Survey (NALS) was created as a new measure of literacy and funded by the U.S. Department of Education and by 12 states. It is the third, and largest, assessment of adult literacy funded by the federal government. The aim of the survey is to profile the English literacy of adults in the United States based on their performance across a wide array of tasks that reflect the types of materials and demands they encounter in their daily lives.

To gather the information on adults' literacy skills, trained staff interviewed nearly 13,600 individuals age 16 and older during the first 8 months of 1992. These participants had been randomly selected to represent the adult population in the country as a

whole. In addition, some 1,100 inmates from 80 federal and state prisons were interviewed to gather information on the proficiencies of the prison population. In total, over 26,000 adults were surveyed.

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### **National Assessment of Educational Progress**

The National Assessment of Educational Progress (NAEP) is a congressionally mandated study funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The overall goal of the project is to determine the nation's progress in education. To accomplish this goal, a cross-sectional study was designed and initially implemented in 1969. Periodically, NAEP has gathered information about levels of educational achievement across the country. NAEP has surveyed the educational accomplishments of 9-, 13-, and 17-year-old students (and in recent years, students in grades 4, 8, and 12), and occasionally young adults, in 10 learning areas. Different learning areas were assessed annually and, as of 1980–81, biennially. Most areas have been periodically reassessed in order to measure possible changes in education achievement.

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### **National Education Longitudinal Study of 1988**

The National Education Longitudinal Study of 1988 (NELS:88) is the third major longitudinal study sponsored by NCES. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS-72) and HS&B, surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences.

Unlike its predecessors, NELS:88 began with a cohort of 8th-grade students.

NELS:88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). The base-year NELS:88 was a multifaceted study questionnaire with four cognitive tests, and questionnaires for students, teachers, parents, and the school.

Within the school sample, 26,000 8<sup>th</sup>-grade students were selected at random. The first and second followups revisited the same sample of students in 1990, 1992 and 1994, when the 1988 8<sup>th</sup>-graders were in the 10<sup>th</sup> and 12<sup>th</sup> grades and then 2 years after their scheduled high school graduation. A fourth followup is planned for the year 2000.

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### **National Household Education Survey**

The National Household Education Survey (NHES) is the first attempt by NCES to go beyond its traditional, school-based data collection to a household survey. Historically, NCES has collected data from teachers, students, and schools through school-based surveys and from administrative records data through surveys of school districts and state education agencies. NHES has the potential to address many education issues that have not been addressed previously by NCES data collections.

During the spring of 1991, NCES fielded a full-scale NHES on early education. Approximately 60,000 households were screened to identify a sample of children aged 3–8. The parents of these children were interviewed in order to collect information about their children's educational activities and the role of the family in children's learning. The NHES:93 is a subsequent survey conducted in the

spring of 1993. It addressed readiness for school and safety and discipline in school. The NHES:93 early childhood component focused on readiness for school in a broad sense and examined several relevant issues. The School Safety and Discipline component of the NHES:93 addressed a new topic for the NHES. It focused on four areas: school environment, school safety, school discipline policy, alcohol/other drug use, and education. In the NHES:95 survey, the Early Childhood Program Participation component provided information on infants', toddlers', and preschoolers' participation in a variety of early care and education settings, including both home-based and center-based arrangements. The survey component also included data on kindergarten and primary school history and experiences.

In the NHES:96, the topical components included Parent/Family Involvement in Education and Civic Involvement. The NHES:96 also expanded screening features to include a series of questions on public library use.

In NHES, an adult education component was fielded in 1991 and 1995. Adult household members were sampled and questioned about their participation in adult education. These adult education components were, for the most part, adapted from the previous Current Population Survey (CPS) adult education supplements. However, unlike the CPS, NHES collects information on both adult education participants and nonparticipants. The NHES:91 survey identified and screened more than 60,000 households. During the survey, a knowledgeable adult was asked a series of questions to screen all household members for adult education participation in a sample of about 20,000 of these 60,000 households, resulting in interviews with approximately 12,000 adults. In the NHES:95 survey, about 19,750 adults completed the interview.

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### **National Longitudinal Study of the High School Class of 1972**

The National Longitudinal Study of the High School Class of 1972 (NLS) was the first major longitudinal study sponsored by NCES. NLS was designed to produce representative data at the national level on the cohort of students who were in the 12<sup>th</sup> grade in 1972. The 1972 base study was followed by follow-up studies in 1973, 1974, 1976, 1979, and 1986. The follow-up studies asked respondents about their education and work plans, community characteristics, family structure, attitudes and opinions, school characteristics, grade point average, credits earned, and financial assistance for postsecondary education. After NLS, NCES sponsored two other major longitudinal studies: High School and Beyond, and the National Education Longitudinal Study of 1988.

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### **National Postsecondary Student Aid Study**

NCES conducted the National Postsecondary Student Aid Study (NPSAS) for the first time during the 1986–87 school year. This survey established the first comprehensive student financial aid database. Data were gathered from 1,074 postsecondary institutions and approximately 60,000 students and 14,000 parents. These data provided information on the cost of postsecondary education, the distribution of financial aid, the characteristics of both aided and nonaided students and their families, and the nature of aid packages.

In response to the continuing need for these data, NCES conducted the second, third, and fourth

cycles of NPSAS in the 1989–90, 1992–93, and 1995–96 school years.

The 1990 in-school sample involved approximately 70,000 students selected from registrar lists of enrollees at 1,200 postsecondary institutions. The 1993 sample was taken from 77,000 students at 1,000 postsecondary institutions, and the 1996 sample involved 50,000 students enrolled at 850 postsecondary institutions. The sample included both aided and nonaided students. Student information such as field of study, education level, and attendance status (part time or full time) was obtained from registrar records. Types and amounts of financial aid and family financial characteristics were abstracted from school financial aid records. Also, approximately 16,000 parents of students were sampled in 1990; 12,500 parents were sampled in 1993; and 8,800 parents were selected for participation in 1996. Data on family composition and parent financial characteristics also were compiled. Students enrolled in postsecondary education for the first time in 1989–90 served as the base for BPS. Students who received a bachelor's degree in 1992–93 served as the base for B&B, and students who began their postsecondary education in 1995–96 served as the base for BPS:96.

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### **National Study of Postsecondary Faculty**

The National Study of Postsecondary Faculty (NSOPF-88) was a comprehensive survey of higher education instructional faculty in the fall of 1987. It was the first such survey conducted since 1963, and it gathered information regarding the backgrounds, responsibilities, workloads, salaries, benefits, and attitudes of both full- and part-time instructional faculty and staff in 2- and 4-year institutions under both public and private control. In addition, information was gathered from institutional and department-level respondents on such issues as faculty composition, new hires, departures and recruitment, retention, and tenure policies.

There were three major components of the study: a survey of institutional-level respondents at a stratified random sample of 480 U.S. colleges and

universities; a survey of a stratified random sample of 3,029 eligible department chairpersons (or their equivalent) within the participating 4-year institutions; and a survey of a stratified random sample of 11,013 eligible faculty members within the participating institutions. Response rates for the three surveys were 88 percent, 80 percent, and 76 percent, respectively.

The universe of institutions from which the sample was selected was all accredited nonproprietary U.S. postsecondary institutions that grant a 2-year (associate's) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education. This includes religious, medical, and other specialized postsecondary institutions as well as 2- and 4-year nonspecialized institutions. According to the 1987 IPEDS, this universe comprised 3,159 institutions. The universe does not include proprietary 2- and 4-year institutions or less-than-2-year postsecondary institutions.

The second cycle of NSOPF, conducted in 1992–93, was limited to surveys of faculty and institutions, but with a substantially expanded sample of 974 public and private nonproprietary higher education institutions and 31,354 faculty. Unlike NSOPF-88, which was limited to faculty whose regular assignment included instruction, the faculty universe for NSOPF-93 was expanded to include anyone who was designated as faculty, whether or not their responsibilities included instruction. Under this definition, researchers and administrators and other institutional staff who hold faculty positions but who do not teach were included in the sample. The definition of the institution universe for NSOPF-93 was identical to the one used in NSOPF-88.

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### **Postsecondary Education Quick Information System**

NCES established the Postsecondary Education Quick Information System (PEQIS) to collect timely data on focused issues needed for program planning and policy development with a minimum

burden on respondents. In addition to obtaining information on emerging issues quickly, PEQIS surveys are also used to assess the feasibility of developing large-scale data collection efforts on a given topic or to supplement other NCES postsecondary surveys.

The PEQIS panel is a nationally representative sample of approximately 1,500 2-year and 4-year postsecondary institutions in the United States. The panel consists of all types of postsecondary institutions at the 2-year and 4-year level, including universities, baccalaureate colleges, community colleges, trade and technical schools, and other postsecondary schools. PEQIS also includes a supplementary panel of less-than-2-year institutions. Depending on the topic of the survey, questionnaires either are sent to all institutions in the PEQIS panel, or to a subsample of the institutions, for example, institutions designated as higher education institutions.

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### ***Projections of Education Statistics***

Since 1964, NCES has published *Projections of Education Statistics*, a report that shows projections of key statistics for elementary and secondary schools and institutions of higher education. Data are included for enrollments, classroom teachers, high school graduates, earned degrees conferred, and expenditures. *Projections* includes several alternative projection series and a methodology section describing the techniques and assumptions used to prepare them. Data in this edition of *The Condition of Education* reflect the middle alternative projection series only.

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### **Recent College Graduates Study**

NCES has conducted periodic surveys of individuals, about 1 year after graduation, to collect information on college outcomes. The Recent College Graduates (RCG) surveys have concentrated on those graduates entering the teaching profession. To obtain accurate results on this smaller subgroup, graduates who are newly qualified to teach have been oversampled in each of the surveys.

The 1976 survey of 1974–75 college graduates was the first and smallest in the series. The sample consisted of 209 schools, of which 200 (96 percent) responded. Of the 5,506 graduates in the sample, 4,350 responded, for a response rate of 79 percent.

The 1981 survey was larger, with 301 institutions and 15,852 graduates. Responses were obtained from 286 institutions, for an institutional response rate of 95 percent, and from 9,312 graduates (716 others were determined to be out of scope), for a response rate of 62 percent. The 1985 survey requested data from 18,738 graduates from 404 colleges. Responses were obtained from 13,200 students, for a response rate of 74 percent (885 were out of scope). The response rate for the colleges was 98 percent.

The 1987 survey form was sent to 21,957 graduates. Responses were received from 16,878, for a response rate of 79.7 percent. The *1987 Transcript Study* collected transcripts for each student who was part of the 1987 sample. The 1991 survey sampled 18,135 graduates and 400 institutions. The response rates were 95 percent for the institutions and 83 percent for the graduates.

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### **Schools and Staffing Survey**

The Schools and Staffing Survey (SASS) provides national- and state-level data on schools, principals, teachers and districts for public schools. In addition SASS provides national-level data on schools,

principals, and teachers. The survey monitors teacher supply and demand conditions, school policies and programs, characteristics and qualifications of teachers and principals, and the general status of teaching and schooling. A proportion of the survey is devoted to school libraries and media centers as well as school librarians.

SASS is a multilevel linked set of surveys that allows comparison between public and private schools and linkages of teachers and principals to their schools and school districts. There are four components: the Teacher Demand and Shortage Survey, the Principal Survey, the School Survey, and the Teacher Survey. In the year following each SASS, a follow-up survey of teachers is conducted to measure teacher attrition and mobility.

SASS was first conducted in the 1987–88 school year, and again in 1990–91 and 1993–94. It will be conducted again in 1999–2000. The 1993–94 SASS sample consisted of approximately 9,900 public schools, 3,300 private schools, and 5,500 public school districts associated with the public schools in the sample. From these schools, about 57,700 public school teachers and 11,500 private school teachers were sampled.

The public school sample for the 1993–94 SASS was based upon the 1991–92 school year Common Core of Data (CCD), the compilation of all the Nation's public school districts and public schools. The private school sample for the 1993–94 SASS was selected from the 1991–92 Private School Universe Survey (PSS), supplemented with list updates from states and some associations available in time for sample selections.

Public-use and restricted-use microdata files are available on CD-ROM or 9-track tape. Summary data from the 1993–94 SASS can be found in *Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993–94* (NCES 95-191). More detailed results from the 1993–94 SASS are published in *Schools and Staffing in the United States: A Statistical Profile, 1993–94* (NCES 96-124). Data by state (public sector only) are available in *SASS by State—1993–94 Schools and Staffing Survey Selected State Results* (NCES 96-312). Further information about the sample may be obtained from *1993–94 Schools and Staffing Survey: Sample Design and Estimation* (NCES 96-089). Data from previous SASS collections are published in the 1987–88 and 1990–91 *Profile* (NCES 92-120 and 93-146, respectively), as well as the 1987–88 and 1990–91 versions of the sample design report (NCES 91-127 and 93-449, respectively).

For additional information about SASS, contact:

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Elementary/Secondary and Library Studies  
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e-mail: Charles\_Hammer@ed.gov

### **Office of Special Education and Rehabilitative Services**

#### **U.S. Department of Education**

#### **Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act**

The Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA), requires the Secretary of Education to annually transmit to Congress a report that describes our school systems' progress in serving the Nation's disabled children. The annual report contains information on such children served by the public schools under the provisions of Part B of the IDEA and on children served in state-operated programs (SOP) for the disabled under Chapter I of the Education Consolidation and Improvement Act (ECIA). Statistics on children who receive special education and related services in various settings and on school personnel who provide such services are reported in an annual submission of data to the Office of Special Education and Rehabilitative Services (OSERS) by the 50 states, the District of Columbia, and the outlying areas. The child-count information is based on the number of disabled children who receive special education and related services on December 1 of each year for IDEA and October 1 for Chapter I of ECIA/SOP.

For more information about the *Annual Report to Congress*, contact:

Lou Danielson  
Office of Special Education and  
Rehabilitative Services  
Office of Special Education Programs  
Room 3523, Switzer Building  
330 C Street, SW  
Washington, DC 20202

#### **Bureau of the Census U.S. Department of Commerce**

#### **Current Population Survey**

Current estimates of school enrollment and social and economic characteristics of students are based on data collected in the Bureau of the Census' monthly household survey of about 60,000 households, known as the Current Population Survey (CPS). The CPS covers 729 sample areas consisting of 1,973 counties, independent cities, and minor civil divisions throughout the 50 states and the District of Columbia. Up to 1993, the sample was selected from 1980 census files and is periodically updated to reflect new housing construction. In 1994, the questionnaire for the CPS was redesigned, and the computer-assisted personal interviewing (CAPI) method was implemented. In addition, the 1990 census-based population controls with adjustments for the estimated population undercount were also introduced.

The primary function of the monthly CPS is to collect data on labor force participation of the civilian noninstitutional population. (It excludes military personnel and inmates of institutions.) In October of each year, questions on school enrollment by grade and other school characteristics are asked about each member of the household.

For additional information refer to the *Current Population Reports*, Series P-20, or contact:

Education and Social Stratification Branch  
Population Division  
Bureau of the Census  
U.S. Department of Commerce  
Washington, DC 20233

*School Enrollment.* Each October, the CPS includes supplemental questions on the enrollment status of the population aged 3 and older. Annual reports documenting school enrollment of this population have been produced by the Bureau of the Census since 1946.

For additional information about the CPS school enrollment data, contact:

Education and Social Stratification Branch  
Population Division  
Bureau of the Census  
U.S. Department of Commerce  
Washington, DC 20233

*Educational Attainment.* Data on years of school completed are derived from two questions on the CPS instrument. Biennial reports documenting educational attainment are produced by the Bureau of the Census using March CPS data.

Beginning with the data for March 1994, tabulations are controlled to the 1990 census. Estimates for earlier years were controlled to earlier censuses.

For additional information about educational attainment data, contact:

Education and Social Stratification Branch  
Population Division  
Bureau of the Census  
U.S. Department of Commerce  
Washington, DC 20233

*Voting and Registration.* In November of election years, the CPS includes supplemental questions on voting and registration within the civilian noninstitutional population. CPS voting estimates exceed counts of the actual number of votes cast. On balance, the CPS overstates voting in Presidential elections by 10–20 percent of the total number of persons reported as having voted.

Data on voter participation by social and economic characteristics of the population of voting age have been published since 1964 in *Current Population Reports*, Series P-20.

For additional information about voting and registration, contact:

Jerry T. Jennings  
Population Division  
Bureau of the Census  
U.S. Department of Commerce  
Washington, DC 20233

## 2. Other Organization Sources

### American College Testing Program

The American College Testing (ACT) Assessment is designed to measure educational development in the areas of English, mathematics, social studies, and natural sciences. The ACT Assessment is taken by college-bound high school students, and the test results are used to predict how well students might perform in college.

Prior to the 1984–85 school year, national norms were based on a 10 percent sample of the students taking the test. Since then, national norms have been based on the test scores of all students taking the test. Moreover, beginning with 1984–85, these norms have been based on the most recent ACT scores available from students scheduled to graduate in the spring of the year in which they take the test. Duplicate test records are no longer used to produce national figures.

The 1990 ACT assessment is significantly different from previous years. Consequently, it is not possible to make direct comparisons between scores earned in 1990 and scores earned in previous years. To permit continuity in the tracking of score trends, ACT has established links between scores earned on ACT tests administered before October 1989 and scores on the new ACT.

For additional information about the ACT Assessment, contact:

The American College Testing Program  
2201 North Dodge Street  
P.O. Box 168  
Iowa City, IA 52243

### **American Federation of Teachers**

The American Federation of Teachers (AFT) reports national and state average salaries and earnings of teachers, other school employees, government workers, and professional employees over the past 25 years. The AFT's survey of state departments of education obtains information on minimum salaries, experienced teachers reentering the classroom, and teacher age and experience. Most data from the survey are reported as received, although some data are confirmed by telephone. These data are available in the AFT's annual report *Survey and Analysis of Salary Trends*. While serving as the primary vehicle for reporting the results of the AFT's annual survey of state departments of education, several other data sources are also used in this report.

For additional information about this survey, contact:

American Federation of Teachers  
555 New Jersey Avenue, NW  
Washington, DC 20001

### **College Entrance Examination Board**

The Admissions Testing Program of the College Board comprises a number of college admissions tests, including the Preliminary Scholastic Assessment Test (PSAT), the Scholastic Assessment Test (SAT), and Advanced Placement (AP) examinations. High school students participate in the testing program as sophomores, juniors, or seniors—some more than once during these 3 years. If they have taken the tests more than once, only the most recent scores are tabulated. The PSAT and SAT report subscores in the areas of mathematics and verbal ability.

The SAT results are not representative of high school students or college-bound students nationally since the sample is self-selected. Generally, tests are taken by students who need the results to attend a particular college or university. The state totals are greatly affected by the requirements of its state colleges. Public colleges in a number of states require ACT scores rather than SAT scores. Thus, the proportion of students taking the SAT in these states is very low and is inappropriate for any comparison. In recent years, about 1 million high school students have taken the examination annually.

For additional information about the SAT, contact:

College Entrance Examination Board  
Educational Testing Service  
Princeton, NJ 08541

### **Institute for Social Research**

University of Michigan, Survey Research Center  
Monitoring the Future

Monitoring the Future is designed to explore changes in the values, behaviors, attitudes, and lifestyles of the Nation's youth. Measurements are taken on such topics as: attitudes, exposure, availability, and use of drugs; deviant behavior and victimization; education; and social problems. This survey has been conducted for the past 23 years under a series of investigator-initiated research grants awarded by the National Institute of Drug Abuse, which is part of the National Institutes of Health in the U.S. Department of Health and Human Services. Samples are selected to be nationally representative of all 8<sup>th</sup>-, 10<sup>th</sup>-, and 12<sup>th</sup>-graders enrolled in public and private schools in the coterminous United States.

For more information, please contact:

Institute for Social Research  
University of Michigan  
426 Thompson  
Ann Arbor, MI 48104-2321  
Telephone: (313) 764-8363  
e-mail: ISR@mail.isr.umich.edu

### **National Education Association**

#### **Estimates of School Statistics**

The National Education Association (NEA) reports revenues and expenditure data in its annual publi-

cation, *Estimates of School Statistics*. Each year the NEA prepares regression-based estimates of financial and other education statistics and submits them to the states for verification. Generally, about 30 states adjust these estimates based on their own data. These preliminary data are published by NEA along with revised data from previous years. States are asked to revise previously submitted data as final figures become available. The most recent publication contains all changes reported to the NEA. Some tables in *The Condition of Education* use revised estimates of financial data prepared by the NEA because it is the most current source. Since expenditure data reported to NCES must be certified for use in the U.S. Department of Education formula grant programs (such as Chapter I of the ECIA), NCES data are not available as soon as NEA estimates.

For additional information about this data, contact:

National Education Association—Research  
1201 16th Street, NW  
Washington, DC 20036

### **The International Association for the Evaluation of Educational Achievement**

#### **IEA Reading Literacy Study**

In the period 1989–92, the International Association for the Evaluation of Educational Achievement (IEA) conducted a Reading Literacy Study in 32 systems of education. The study focused on two levels in each of these systems: 1) the grade level where most 9-year-olds were to be found; and 2) the grade level where most 14-year-olds were to be found.

To obtain comparable samples of students, multi-stage sampling was used in each country and schools or classes were typically drawn with a probability proportional to the size of the school or class.

Additional information is available in the IEA report, *How in the World Do Students Read?* by Warwick B. Elley.

### **The Third International Mathematics and Science Study**

The Third International Mathematics and Science Study (TIMSS) is the largest, most comprehensive, and most rigorous international comparison of education ever undertaken. During the 1995 school year, the study tested the mathematics and science knowledge of half a million students from 41 nations at five different grade levels. At the same time,

the students, their teachers, and the principals of their schools were asked to respond to questionnaires about their backgrounds and their attitudes, experiences, and practices in the teaching and learning of mathematics and science.

TIMSS is a collaborative research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). The TIMSS International Study Center is housed in the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEPP) at Boston College. The TIMSS International Study Director, Albert E. Beaton, directs the international activities of the study, together with his staff at the International Study Center.

To contact the TIMSS International Study Center:

Dr. Albert Beaton  
TIMSS International Study Director  
CSTEPP, Campion Hall 323  
Boston College  
Chesnut Hill, MA 02167  
Telephone: (617) 552-4521  
e-mail: [timss@hermes.bc.edu](mailto:timss@hermes.bc.edu)

### **Organisation for Economic Co-operation and Development**

The Organisation for Economic Co-operation and Development (OECD) publishes analyses of national policies in education, training, and economics in 23 countries. The countries surveyed include: Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Ireland, Italy, Japan, Luxembourg, Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States, and Yugoslavia.

Since only developed nations, mostly European, are included in OECD studies, the range of analysis is limited. However, OECD data allow for some detailed international comparisons of financial resources or other education variables to be made for this selected group of countries.

For additional information on OECD data, contact:

OECD/CERI/INES  
2, rue Andre-Pascal  
75775 PARIS CEDEX 16, France  
Internet address:  
<http://www.oecd.org/els/>

