

Data Collected Through the Secondary Longitudinal Studies from 1972-2000

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This module provides information about the data collected through the National Longitudinal Study of 1972 (NLS-72), the High School and Beyond (HS&B) study, and the National Education Longitudinal Study of 1988 (NELS:88). It describes the questionnaires used to collect data from students, parents, school administrators, and teachers. It also includes an overview of the important issues that can be addressed by examining variables collected by these surveys and administrative data. Additionally, the module describes the assessments used as part of the secondary longitudinal studies.

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The NCES Secondary Longitudinal Studies Program from 1972 through 2000 share a common survey instrument development process that starts with the research objectives of the specific study. NCES works with contractors to develop a content outline that is shared with other agencies, policy groups, and interested parties. Items suggested from this review are added to the content outline. A Technical Review Panel, or TRP, is convened to conduct a formal review. The TRP review is used to develop draft instruments that are reviewed by NCES. Documentation containing justification for the components of the instruments and the associated survey procedures is drafted and sent for OMB review. Once OMB clearance is granted, field tests are conducted to ensure that instruments and survey procedures function as expected. Findings from the field tests are used to revise the survey instruments and procedures in preparation for the conduct of each specific study.

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Throughout the survey development process, NCES adheres to general guidelines for collecting and analyzing longitudinal data. First and foremost, surveys must be designed to include predictor, intermediate, and outcome variables. This involves forward thinking. The development team must consider what questions can be used to predict future education outcomes. As math course-taking may be highly predictive of postsecondary success, data regarding math course-taking must be collected. As going to college may predict later labor market success, attention must be paid to college choice, attendance, and completion. Each NCES secondary longitudinal study therefore contains predictor, intermediate, and outcome variables.

Across NCES secondary longitudinal studies, the one respondent that remains constant throughout the data collections is the student; therefore, the student should be thought of as the unit of analysis. Data collected across the studies follow the individual sample members that are progressing through the education system. Secondary longitudinal studies also collect data from parents, schools, teachers, counselors, and other extant data sources to serve as context data for each sampled student. For example, data

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regarding the classroom practices of each student's math teacher are collected and appended to the student record.

All NCES secondary longitudinal studies seek to reduce participant burden by collecting data from the most knowledgeable source. For example, questions regarding family income are not asked of students, they are asked of parents; questions regarding school policies are asked of principals.

Lastly, there are always sets of questions that are identified as important to compare across time (e.g., math course taking, participation in extracurricular activities, reasons for dropping out of school, and plans for postsecondary education). Whenever possible, NCES asks similar questions from one study to another to allow trend analysis.

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The secondary longitudinal studies program is regarded as one of the most successful data collection systems at NCES largely because of its ability to preemptively address some of the major issues associated with conducting longitudinal studies.

Prior to data collection, NCES contacts the states and districts before contacting schools to obtain cooperation and support for participation. Obtaining high rates of participation has become more difficult since the secondary longitudinal studies from 1972-2000. In the more recent studies (ELS:2002 and HSLs:09), privacy and confidentiality issues have played a role in reducing cooperation rates. Other factors that reduce cooperation rates include schools' testing burden, "explicit consent" requirements, and unwillingness to provide more than one class period of survey/testing time.

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After gaining school cooperation, NCES works with students and parents to obtain participation consent and encourage students to participate. It is important to note that explicit, written parental permission is required before students under the age of 18 can be asked certain questions. The topics for which explicit parental permission is required will be discussed more on the next screen.

Next, accurate locating information must be collected for each student in the study. Collecting accurate locating information may be one of the most important tasks in conducting a longitudinal study. It is important to obtain contact information from parents, family members, friends, and individuals who will always know how to contact sampled students for follow-ups. Depending on the length of time between follow-ups, NCES sometimes maintains contact with sampled students between data collection rounds (also referred to as waves or sometimes follow-ups) to update locating information.

Lastly, incentives are becoming more and more important for convincing sampled students to participate in NCES studies. In some cases, incentives are needed to get past gatekeepers such as the parents of students who have dropped out of school.

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Federal law mandates that no student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning: political affiliations or beliefs of the student or the student's parents; mental or psychological problems of the student or the student's family; sex behaviors or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the students or student's parent; and/or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

However, it is important to note that these rules were NOT in effect for the collection of data for NLS-72, HS&B, and NELS:88. For example, NELS:88 8th graders were asked questions about cigarette, alcohol, and drug use. These questions were not allowed (without explicit parent permission) in later longitudinal studies.

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NLS-72 began with a cohort of high school seniors in 1972 that were followed across six rounds of data collection for 14 years.

HS&B was a dual-cohort study that surveyed the sophomore and senior high school classes of 1980. The sophomore cohort was initially followed across five rounds of data collection for 12 years, and the senior cohort was followed across four rounds of data collection across 6 years. In 2013-14 the sophomore cohort, mostly in their 50's, was surveyed again.

NELS:88 began in 1988 with a cohort of 8th-graders. Participants were followed across five rounds of data collection for 12 years.

We will now examine each of the three secondary longitudinal studies from 1972-2000 in terms of the data that were collected through each of the studies. You can click on one of the survey titles above, which will take you directly to detailed information about the secondary longitudinal study of your choice. Or you can click the 'next' button to advance to the next slide within the module. At the end of each section of the module, you will be provided with a "Return to List" button that will return you to this objectives slide, from which you may either select another secondary longitudinal study detailed within the training module. There will also be a button that allows you to exit the module completely.

Be sure to view the summary and resources before exiting the module, which can be accessed by clicking the corresponding underlined screen text.

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There were six data collection rounds across NLS-72. In addition to the base year data collection efforts, follow-up surveys were conducted in 1973, 1974, 1976, 1979, and 1986. Postsecondary education transcripts were collected in 1984.

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The base year survey was initiated in the spring of 1972. The Base Year (BY) data collection included a student questionnaire, a student assessment, a Student's School Record Information Form (SRIF), and two school-related questionnaires.

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The base year student questionnaire provides information about sampled students' high school experiences across 16 items about their experiences, performance, activities, and influences. Students' attitudes and opinions regarding school characteristics, values, self-concept, and funding for study beyond high school are captured in eight items. There are seven items detailing students' plans for the future. Sampled students' plans for the year after high school in terms of their full-time work (6 items), apprenticeship or on-the-job training (5 items), military service (7 items), homemaking (5 items), vocational or technical courses at a trade or business school (10 items), four-year college or university, junior or community college, or college-level correspondence courses (12 items), and/or part-time work (4 items) are also collected. The base year questionnaire also includes 24 items that describe sample students' demographic information (such as their age, sex, racial/ethnic background, physical disability status, socioeconomic status of family and community) and 3 items that capture contact/locating information.

The base year student questionnaire can be accessed by clicking the corresponding underlined screen text.

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As part of the base year student assessment, each sample member was asked to complete a 69-minute Test Book measuring both verbal and nonverbal ability. The assessment consisted of six tests: vocabulary, picture number, reading, letter groups, mathematics, and mosaic comparisons.

The vocabulary test consisted of 15 items using synonym format. The items were selected to avoid academic or collegiate bias and to be of an appropriate level of difficulty for the 12th grade population. The picture number test of associative memory consisted of 30 items and a series of drawings of familiar objects each paired with a number. The student, after studying the picture number pairs, was asked to recall the number associated with each object. The reading test was based on short passages (100-200 words) with 20 related questions concerning a variety of reading skills (analysis, interpretation) but focusing on straightforward comprehension. In combination with the vocabulary test, it provided a means to derive a verbal score that can be linked to the normative data available for the SAT. The letter group test of

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inductive reasoning required the student to draw general concepts from sets of data or to form and try out hypotheses in a nonverbal context. The 25 items consisted of five groups of letters among which four groups shared a common characteristic while the fifth group was different. The student indicated which group differed from the others.

The base year student assessment can be accessed by clicking the corresponding underlined screen text.

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The mathematics test contained 25 quantitative comparisons. The student indicated which of two quantities was greater, or asserted their equality or the lack of sufficient data to determine which quantity was greater. These questions were answered relatively quickly and provided a measure of basic competence in mathematics. Lastly, the 116 items on the mosaic comparisons test measured perceptual speed and accuracy through items that required that small differences be detected between pairs of otherwise identical mosaics or tile-like patterns. A deliberately speeded test, it had three separately timed sections consisting of increasingly more complex mosaic patterns.

The base year student assessment can be accessed by clicking the corresponding underlined screen text.

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During the base-year, data were also obtained from a Student's School Record Information Form (SRIF). School staff were instructed to obtain as much information as possible from school records. In cases where information was not available from the records, it was suggested that a blank form should be used as an interview guide to facilitate direct collection from the sampled student.

The SRIF, a four-page form, contained 11 questions that detailed the sampled student's academic average (GPA); college admissions test scores; transfer status; high school courses, credit hours, and curriculum/course of study; remedial instruction; disability status; program participation; and parent/guardian contact information.

The SRIF can be accessed by clicking the corresponding underlined screen text.

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The School Questionnaire was one of two school-related questionnaires administered as part of the base year data collection effort. It spanned 11 pages and contained 42 items across three main sections: Program and Student Information, Resources, and Grading System.

The 25 Program and Student Information items asked about the high school's structure, total enrollment, curriculum, number of weeks in the school year, standard class period length, and number of disadvantaged or handicapped students. The 16 Resources items asked about the staff in terms of part- and full-time status and education. In

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addition questions about the schools' facilities, location, and condition were asked. Lastly, an item about the grading system was asked.

The base year School Questionnaire can be accessed by clicking the corresponding underlined screen text.

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The Counselor Questionnaire contained 15 items that were asked of one or two counselors for each participating high school. Questions were asked about the percentage of time spent in various types of counseling (individual or group counseling, counseling with parents, or with teachers) and the percentage of time spent with students providing counseling regarding career or vocational guidance, college entrance, attendance and discipline, or personal and family problems. In addition, counselors reported the number of students assigned to them and their experience including the number of hours of supervised practice training, number of years at the current school, and the total number of years counseling experience.

The Counselor Questionnaire can be accessed by clicking the corresponding underlined screen text.

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The first follow-up survey, conducted in 1973, asked sample members general information questions regarding what they were doing during the year of the first follow-up (for example attending college, working, living with parents, or getting married). Questions were also asked regarding their current education and training, civilian work experience, military services, and background information that also served as locating/contact information for subsequent rounds.

In addition to these sections that would be used as the basis for all subsequent follow-ups, retrospective information (or Information About the Past) on some base-year variables was requested from the 4,450 new students added to the base year sample during freshening. More information about freshening can be is discussed in the module titled Introduction to the Secondary Longitudinal Studies from 1972-2000 which can be accessed by clicking on the underlined screen text, 'new'.

The First Follow-Up Questionnaire can be accessed by clicking the corresponding underlined screen text.

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Here you can see the various sections for which data were collected from sampled students across the NLS-72 follow-up data collections. The number of items asked within each follow-up by section are presented in the F1, F2, F3, F4, and F5 columns. Two new sections, Family Status and Activities and Opinions, were added to the second follow-up questionnaire and continued through the fourth follow-up. In the fifth follow-up there were no military services items, however a new section regarding child care was added and is included in the Family Status section of this table.

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The second through fifth follow-up questionnaires for NLS-72 can be accessed by clicking the corresponding underlined screen text, F2, F3, F4, and F5.

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Although the NLS-72 follow-up surveys collected longitudinal data on postsecondary educational activities of sample members, the kinds and quantity of information collected on course-taking patterns and on grades, credits, and credentials earned are limited by the survey methodology and respondents' ability to recall details of their educational experiences.

To overcome these weaknesses and to provide a rich resource for the analysis of occupational and career outcomes, the Postsecondary Education Transcript Study was conducted in 1984. Transcripts were collected from academic and vocational postsecondary education institutions that respondents had reported attending. The transcripts were coded and converted to machine-readable form, allowing the data to be merged with questionnaire data and used to support powerful quantitative analyses of the impacts of postsecondary schooling.

More information regarding the postsecondary transcript collection can be accessed by clicking the corresponding underlined screen text.

This concludes the information about the data collected through NLS-72. To return to the list of secondary longitudinal studies to make another selection, click the "Return to List" button. To exit the module completely, click the "Exit" button or you will automatically be advanced to the next screen within the module.

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There were five data collection rounds (also referred to as waves or sometimes follow-ups) for the sophomore cohort and four data collection rounds for the senior cohort across HS&B, each occurring in spring or summer of the specified year. In addition to the base year data collection efforts, follow-up surveys were conducted in 1982, 1984, and 1986 for both cohorts. The sophomore cohort had a fourth follow-up in 1992 and a high school transcript data collection in 1984. Postsecondary education transcripts were collected in 1986 and 1992 for the sophomore cohort and in 1984 for the senior cohort.

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The Base Year (BY) data collection included a student questionnaire for sophomores and seniors, a student identification package, a student assessment (a battery of cognitive tests) for each cohort, a school questionnaire, a teacher comment checklist, and a parent questionnaire.

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The Base Year (BY) data collection included a student questionnaire for both sophomores and seniors.

The sophomore questionnaire focused on students' behavior and experiences in the secondary school setting. Also included were questions about employment outside of school, postsecondary educational and occupational aspirations, and personal and family background. A small number of questions dealt with personal attitudes and beliefs. In addition, to facilitate student contact in later follow-up surveys, students were asked to provide complete addresses and telephone numbers for themselves and for some other person who would always know their whereabouts.

The senior questionnaire also focused on individual and family background, high school activities and experiences, employment experiences, and post high school plans and aspirations.

More information regarding the sophomore and senior student questionnaires can be accessed by clicking the corresponding underlined screen text.

The student identification pages included information that would be useful in locating the students for future follow-up surveys, as well as a series of items on the students' use of, proficiency in, and educational experiences with languages other than English. More information regarding the student identification pages can be accessed by clicking the corresponding underlined screen text.

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Cognitive tests measured verbal and quantitative abilities in both cohorts. The sophomore test battery included assessments in vocabulary, reading, mathematics, science, writing, and civics. The 21 vocabulary items used a synonym format where each of the questions consisted of one word followed by five words or phrases from which to select the closest in meaning. The 20-item reading subtest consisted of short passages (100-200 words) followed by comprehension and analysis and interpretation items. In part one of the mathematics assessment, students were asked to determine which of two quantities was greater, whether they were equal, or whether there was insufficient data to answer the 38 questions. In part two, students were asked to determine which of two quantities was greater, whether they were equal, or whether there was insufficient data to answer the 10 questions. The science assessment was based on science knowledge and scientific reasoning ability across 20 items. The 17 writing items were based on writing ability and knowledge of basic grammar. Lastly, the 16 civics education questions were based on various principles of law, government, and social behavior.

Seniors were asked to respond to tests measuring abstract and nonverbal abilities. Of the 194 test items administered to the HS&B senior cohort in the base year, 86% were identical to items that had been given to the NLS-72 base year respondents.

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More information regarding the student assessment can be accessed by clicking the corresponding underlined screen text.

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The Base Year (BY) also included data collected from schools, teachers, and parents.

The school questionnaires, which were filled out by an official in each participating school, provided information about enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students. The teacher comment checklist provided teacher observations on students participating in the survey. The parent questionnaire elicited information about the effects of family attitudes and financial planning on postsecondary educational goals. It was mailed to a sample of parents from both cohorts.

More information regarding the school, teacher, and parental data collection efforts can be accessed by clicking the corresponding underlined screen text.

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The First Follow-Up (F1) data collection included student questionnaires for sophomores and seniors, a student assessment, and a school questionnaire.

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The first follow-up sophomore questionnaire documented secondary school experiences, especially shifts in attitudes and values since the base year, as well as work experiences and plans for postsecondary education. Almost all of the first follow-up questions were asked in the base year; most were from the sophomore document, but some appeared in the senior questionnaire only.

Content areas in the sophomore questionnaire included education (including high school program, courses taken, grades, standardized tests taken, attendance and disciplinary behavior, parental involvement, extracurricular and leisure activities, assessment of quality of school and teachers), postsecondary education (referring to goals, expectations, plans, and financing), work/labor force participation (including occupational goals, attitudes toward military service), demographics (such as parents' education, father's occupation, family composition, school age siblings, family income, marital status, race, ethnicity, sex, birthdate, physical handicaps), and values (i.e., attitudes toward life goals, feelings about one's self, and so forth).

More information regarding the first follow-up questionnaires can be accessed by clicking the corresponding underlined screen text.

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The first follow-up for sophomore cohort members also used three alternative data collection instruments: The Not Currently In High School Questionnaire, the Transfer Supplement, and the Early Graduate Supplement.

The Not Currently In High School Questionnaire was designed for sample members who dropped out of high school, and focused on the reasons for dropping out, and its impact on their educational and career development. About a dozen of the items were developed especially for students who left school before graduation. The Transfer Supplement was completed by members of the sophomore cohort who transferred out of their base year high school to another high school. The supplement was completed in addition to the regular First Follow-up Sophomore Questionnaire. The Early Graduate Supplement was developed for members of the sophomore cohort who graduated from high school ahead of schedule. This questionnaire was completed in addition to the First Follow-up Sophomore Questionnaire.

More information regarding the first follow-up questionnaires can be accessed by clicking the corresponding underlined screen text.

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The first follow-up senior questionnaire asked sample members to document their current status as of February 1982. It asked questions about high school graduation status, occupation, postsecondary education and financial aid, military service, family status, income, activities and opinions, use of cigarettes and alcohol, voting behavior, and disabilities.

More information regarding the senior questionnaire can be accessed by clicking the corresponding underlined screen text.

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The cognitive tests administered as part of the first follow-up (sophomore cohort) were the same as those used in the base year measuring both verbal and quantitative abilities. The test battery included assessments in vocabulary, reading, mathematics, science, writing, and civics. The 21 vocabulary items used a synonym format where each of the questions consisted of one word followed by five words or phrases from which to select the closest in meaning. The 20-item reading subtest consisted of short passages (100-200 words) followed by comprehension and analysis and interpretation items. In part one of the mathematics assessment, students were asked to determine which of two quantities was greater, whether they were equal, or whether there was insufficient data to answer the 38 questions. In part two, students were asked to determine which of two quantities was greater, whether they were equal, or whether there was insufficient data to answer the 10 questions. The science assessment was based on science knowledge and scientific reasoning ability across 20 items. The 17 writing items were based on writing ability and knowledge of basic grammar. Lastly, the 16 civics education questions were based on various principles of law, government, and social behavior.

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More information regarding the student assessment can be accessed by clicking the corresponding underlined screen text.

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The first follow-up data collection for HS&B also included a school data collection effort. The school questionnaires, which were filled out by an official in each participating school, provided information about enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students.

More information regarding the school questionnaire can be accessed by clicking the corresponding underlined screen text.

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The Second (F2) and Third (F3) Follow-Up data collection efforts included identical student questionnaires for both sophomores and seniors.

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The second and third follow-up sophomore questionnaires included questions clustered around nine major sections: background information, education, other training, military experience, work experience, periods of unemployment, family information, income, and experiences and opinions.

The questionnaires asked for detailed information on schools attended after high school for up to three schools. Respondents indicated the kind of institution attended in terms of hours per week spent in class; the degree, certificate, or diploma being sought; and requirements completed. Financial information included questions on tuition and fees and scholarships.

The surveys also obtained a work history, including occupation, industry, gross starting salary, gross income, hours worked per week, length of time without a job, length of time looking for work, job training and job satisfaction. Family information covered the spouse's occupation and education, date of marriage(s), number of children, and income and benefits received by both the respondent and spouse.

More information regarding the F2 and F3 follow-up sophomore questionnaires can be accessed by clicking the corresponding underlined screen text.

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The same senior questionnaire administered as part of the first follow-up data collection was used for both the second and third follow-ups, conducted in 1984 and 1986. The second and third follow-up senior questionnaires asked sample members to document their current status as of either 1984 or 1986 and asked questions about high school graduation status, occupation, postsecondary education and financial aid, military service, family status, income, activities and opinions, use of cigarettes and alcohol, voting behavior, and disabilities.

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More information regarding the second and third follow-up senior questionnaires can be accessed by clicking the corresponding underlined screen text.

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The Fourth Follow-up consisted of data collection efforts only for members from the sophomore cohort.

Emphasis in the fourth follow-up instrument was placed on gathering current and verifying/correcting historical data on the education backgrounds and work experiences of the sophomore cohort. In the education section, the four areas of interest were: (1) undergraduate and graduate access and choice; (2) persistence; (3) progress through curriculum; and (4) attainment and outcome assessment. Data gathered on work experience focused primarily on the individual and societal advantages gained through the attainment of additional education. The work experience data, when added to information about work experiences collected during prior rounds of HS&B, gives a continuous record of the respondents' work and educational experience since the inception of the HS&B study.

Related to work experience were questions on income and assets that explored differences in short-term and long-term earnings between individuals who entered and completed their postsecondary education and those who did not finish high school, or did finish high school but did not attend a postsecondary institution. Other areas on which data were gathered include factors affecting participation in the political process and community affairs, and family formation patterns and its relevance to continuance in postsecondary education.

More information about the fourth follow-up data collection effort can be accessed by clicking the corresponding underlined screen text.

It is also important to note, that for the first time, a Computer Assisted Telephone Interview (CATI) was used to collect fourth follow-up data.

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Subsequent to the first follow-up survey, high school transcripts were sought for a probability subsample of nearly 18,500 members of the sophomore cohort from approximately 1,900 schools. Transcripts were received and processed for approximately 16,200 students (88% of the sample).

Student Transcript Data Files contain records for each student listing, for each secondary level course taken, a six-digit course identification number (or CSSC code), the school year and term that the course was taken, the credits earned, and the final grade. Courses that are part of special curricular programs (e.g., bilingual education, special education, and programs for gifted students) are identified as such.

In addition, each student's record contains information on the student's rank in class, overall grade point average, numbers of days absent for each school year, number of suspensions, the date and reason the student left the school, and identifying codes and

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scores for any standardized tests taken by the student (SAT, PSAT, ACT, or Advanced Placement tests).

More information about the High School Transcript Data Collection, as well as the CSSC codes, can be accessed by clicking the corresponding underlined screen text.

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A postsecondary transcript study was conducted of third follow-up sophomore cohort respondents who reported attending postsecondary institutions. By 1986, when the study was conducted, the sample members had been out of high school for 5 years, long enough for many to attain vocational certificates, associate's degrees, and/or baccalaureate degrees.

In 1992, another postsecondary transcript study was conducted to gather accurate and reliable data on the students' academic histories since leaving high school. Six years had passed between the third and fourth follow-up, allowing some sophomore cohort members to persist in obtaining their baccalaureate degrees and others to pursue graduate, doctoral, and first professional degrees (e.g., M.D., J.D.).

More information about the HS&B postsecondary education transcript collection can be accessed by clicking the corresponding underlined screen text.

This concludes the information about the data collected through HS&B. To return to the list of secondary longitudinal studies to make another selection, click the "Return to List" button. To exit the module completely, click the "Exit" button or you will automatically be advanced to the next slide within the module.

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There were five data collection rounds across NELS:88. In addition to the base year data collection efforts in 1988, follow-up surveys were conducted in 1990, 1992, 1994, and 2000. High school transcript data collection occurred in 1992 as part of the second follow-up, and a postsecondary transcript collection, occurred in 2000.

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The Base Year (BY) data collection efforts for NELS:88 included a student questionnaire, a student assessment, and questionnaires for parents, teachers, and schools.

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The Base Year (BY) data collection included a student questionnaire and a student assessment.

The BY Student Questionnaire (or Eighth Grade Questionnaire) consisted of 83 questions across nine parts: background, language use, your family, your opinions about yourself, your plans for the future, your jobs and chores, your school life, your schoolwork, and your activities.

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The 16 background items capture contact/locating information and details regarding sampled students parents' jobs. The 14 language use items describe languages spoken at home, sample students' primary language, and enrollment in English language schools. The 13 items in the 'Your Family' section of the student questionnaire detailed the race, family structure, siblings, parent's education, and items contained in the home of the sampled student. One item was asked regarding the sampled student's opinions about themselves. The eight items regarding plans for the future detailed how far the sampled students think they will progress in school, their plans after graduation, and what kind of work they expected to be doing at age 30. Two items were asked regarding how many hours per week sampled students' work for payment and what they did. There were five items that collected information about the sampled student's school life in terms of their attendance, discipline (trips to the office), and perceived social status (being regarded as popular, athletic, or a trouble maker). Twenty-two items were asked about school work including enrollment in Algebra, enriched or accelerated courses, if any grade(s) have been repeated, and how often classes were skipped/cut. Finally, two items were asked regarding extracurricular activities both in and outside of school.

The BY Student Questionnaire can be accessed by clicking the corresponding underlined screen text.

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As part of the base year student assessment each sample member was asked to complete an assessment consisting of four tests: Reading Comprehension, Mathematics, Science, and History/Citizenship/Geography. More information about the base year student assessment can be accessed by clicking the underlined screen text 'Student assessment.' The base year student assessment was the first of three assessment points across NELS:88. Subsequent student assessments were conducted as part of the first and second follow-ups in 1990 and 1992. It is important to note that in 1992, all tests were rescaled to the 1992 assessment, allowing achievement gains to be calculated across the three NELS:88 assessment points.

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In addition to data collected directly from the sampled students, data collection was attempted for at least one parent per sampled student. The parent with the most knowledge about the sampled students' education was asked to complete the 85 item Parent Questionnaire to provide information about the family's background, their child's school and family life, opinions about their child's school, their eighth grader's future, and information about their finances and education costs. The sample of parents who provided data as part of this effort is not representative of the NELS:88 sampled students and is not nationally representative.

The Parent Questionnaire can be accessed by clicking the corresponding underlined screen text.

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Data collection using the Teacher Questionnaire was also attempted for two teachers per sampled student. There were four combinations of teachers (mathematics/English, mathematics/history, science/English, or science/history) used in the BY sample. Teachers were asked to provide information about the sampled student, their class, and their background and activities across 75 items. As teachers were not chosen at random to provide information on NELS:88 sampled students, data from teachers are not nationally representative. The Teacher Questionnaire can be accessed by clicking the corresponding underlined screen text.

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Data were also collected about the school attended by the sampled students from school principals. Fifty questions were asked about school characteristics, student characteristics, teaching staff characteristics, school policies and practices, grading or testing structure, school programs, and school climate. It is important to note that no information was collected about the sampled student or the principal as part of this collection. Information collected about schools in the base year only is nationally representative of schools with an 8th grade. The School Questionnaire can be accessed by clicking the corresponding underlined screen text.

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The First Follow-up (F1) data collection included student questionnaires, a student assessment, and a teacher and principal questionnaire. By the first follow-up, students' pathways began to diverge. Because of this, specialized questionnaires were given to sample members. Students who were still enrolled in their base year school were given the First Follow-up Student Questionnaire. New students added to the cohort (through 'freshening') received the New Student Supplement Questionnaire. Students who dropped out of school, received the Not Currently in School Questionnaire.

Sample members were again asked to complete the base year student assessment as part of the first follow-up. More information about the student assessment can be accessed by clicking the underlined screen text 'Student assessment'.

The first follow-up data collection effort also included a teacher and school questionnaire, but not a parent questionnaire.

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Students who were still enrolled in their base year school were given the First Follow-up Student Questionnaire, while students who had transferred to another high school received a transfer student questionnaire.

The 110 items on the questionnaire span eight parts/sections and detail sample students' contact/locating information, school experiences and activities, plans for the future, language use, opinions about themselves and their attitudes, background information, money and work, and family.

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The First Follow-up Student Questionnaire can be accessed by clicking the corresponding underlined screen text.

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The New Student Supplement Questionnaire was designed to collect some of the information originally obtained from the base year data collection effort as part of the first follow-up. This questionnaire was administered to students who were added to the sample due to 'freshening' or those who were originally considered base-year ineligible.

The questionnaire contained 22 items across 3 sections regarding general information, language use, and background information.

The New Student Supplement Questionnaire immediately follows the First Follow-up Student Questionnaire and can be accessed by clicking the corresponding underlined screen text. The New Student Supplement Questionnaire begins on page 33 of the F1 Student Questionnaire provided on the NELS:88 Questionnaires page.

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Students who dropped out of school by the first follow-up received the Not Currently in School Questionnaire. NELS:88 followed dropouts and also collected data from a subsample of potential dropouts as part of the study design. Accordingly, these students were asked 101 questions across eight parts/sections to obtain information regarding: contact/locating information, school experiences and activities, plans for the future, language use, opinions about yourself and your attitudes, background information, money and work, and family.

The Not Currently In School Questionnaire can be accessed by clicking the corresponding underlined screen text. It is important to note that the Not Currently in School Questionnaire is labeled Dropout Questionnaire on the NELS:88 Questionnaires page.

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The first follow-up data collection effort also included a teacher and school questionnaire, but not a parent questionnaire.

Comparable data to those collected during the base year were collected as part of the first follow-up using one of four versions of the 79-item Teacher Questionnaire. Teachers were asked to provide information across the same base year parts/sections regarding the sampled student, their class, and their background and activities. Because the first follow-up did not include a specific sample of teachers, first follow-up data from teachers are not nationally representative.

Data were also collected about the school attended by the sampled students from school principals. One-hundred-four questions were asked across the same base year parts/section about school characteristics, student characteristics, teaching staff characteristics, school policies and practices, grading or testing structure, school

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programs, and school climate. Again, no information was collected about the sampled student or the principal as part of this collection.

Though information collected about schools during the base year was nationally representative of schools with an 8th grade, first follow-up data from principals about schools are not nationally representative.

Both first follow-up teacher and school questionnaires can be accessed by clicking the corresponding underlined screen text.

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The NELS:88 second follow-up (F2) collected data from student questionnaires, a student assessment, a parent, teacher, school questionnaires, and high school transcripts.

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As part of the second follow-up, students completed either the Second Follow-up Student Questionnaire, New Student Supplement, Early Graduate Supplement, and/or the Not Currently In School Questionnaire, depending on their path.

The 127 items on the student questionnaire spanned the same eight parts/sections as the first follow-up. The New Student Supplement and the Early Graduate Supplement also paralleled those used as part of the first follow-up. With the exception of the background items, the Not Currently In School Questionnaire was also the same as the survey used in the first follow-up.

Sample members completed the base year student assessment for the last time and data from the previous administrations were rescaled to allow gains to be easily calculated across the three NELS:88 assessment points. More information about the second follow-up student data collections can be accessed by clicking the corresponding underlined screen text.

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The second follow-up data collection effort also included a parent, teacher and school questionnaire. The parent questionnaire paralleled that of the first follow-up and added a section of supplemental questions for parents new to NELS:88. The teacher questionnaire also mirrored the F1 data collection. The school questionnaire was reduced to include only 63 questions across five sections (down from 104 questions across seven sections in F1) but still collected parallel information regarding school characteristics, student characteristics, teaching staff characteristics, school policies and programs, and school governance and climate.

More information about the second follow-up parent, teacher, and school data collections can be accessed by clicking the corresponding underlined screen text.

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Lastly, the second follow-up collected data from sample member's high school transcripts. Transcripts furnish reliable and objective indicators of educational outcomes, as measured by course grades and credits. NELS:88 transcript data provide a baseline against which outcomes can be compared (for example, they can be used to quantify the degree to which high school course-taking is predictive of persistence and achievement in postsecondary education, or of later position in the occupational structure).

The transcript data set may also be used in stand-alone analyses of course-taking and curriculum exposure for various NELS:88 longitudinal panels and cross-sectional cohorts.

More information about the second follow-up high school transcript data collection can be accessed by clicking the corresponding underlined screen text.

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The third follow-up student data collection was referred to as the Young Adult Questionnaire, a 64-item survey that asked sample members about their family structure, high school completion or college enrollment, financial aid received, college major and degree plans, employment and income, work-related training, and questions about their life course including their expectations, goals and volunteerism. The Young Adult Questionnaire can be accessed by clicking the corresponding underlined screen text.

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The fourth follow-up data collection referred to as the Adult Questionnaire, asked sample members' about their current activities, employment activities, job-related training, college enrollment, and family formation. This survey was administered using Computer Assisted Telephone Interviews (or CATI) or Computer Assisted Personal Interviews (or CAPI). The Adult Questionnaire can be accessed by clicking the corresponding underlined screen text.

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A postsecondary transcript collection occurred in 2000. Additional administrative data about federal student aid from the National Student Loan Data System (or NSLDS) were also added. It is important to note that NSLDS data on student loans and grants are only available within the NELS:88 restricted-use data files. More information about the postsecondary transcript collection can be accessed by clicking the corresponding underlined screen text.

This concludes the information about the data collected through NELS:88. To return to the list of secondary longitudinal studies to make another selection, click the "Return to List" button. To exit the module completely, click the "Exit" button or you will automatically be advanced to the next slide within the module.

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This module has provided information about the data collected through the National Longitudinal Study of 1972 (NLS-72), the High School and Beyond (HS&B) study, and the National Education Longitudinal Study of 1988 (NELS:88). It described the questionnaires used to collect data from students, parents, school administrators, and teachers. It also included an overview of the important issues that can be addressed by examining variables collected by these surveys and administrative data.

Additionally, the module described the assessments used as part of the secondary longitudinal studies.

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Important resources that have been provided throughout the module are summarized in this slide for your reference.

You may now proceed to the next module in the series, or click the exit button to return to the landing page.