Persistence and Attainment

Persistence and Attainment of Beginning Students With Pell Grants

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Introduction

The Pell Grant program is the largest federal need-based grant program available to postsecondary education students. In 1998–99, the federal government spent $7.2 billion on Pell Grants for more than 3.8 million students (U.S. Department of Education 1999). Students can use a Pell Grant at almost all 2- and 4-year public and private not-for-profit institutions, as well as several thousand private for-profit institutions. Pell Grant program eligibility is based primarily on the student's and/or parents' income for the previous year, with awards made primarily to low-income students. Among undergraduates who enrolled in postsecondary education for the first time in 1995–96, 87 percent of Pell Grant recipients were either dependent students whose parents' incomes were under $45,000 (59 percent) or independent students with incomes under $25,000 (28 percent). Other factors are also taken into account in awarding Pell Grants, such as student and parent assets and other family members who are concurrently enrolled in college.

This report provides a description of Pell Grant recipients who were first-time beginning postsecondary students in 1995–96. Using data from the 1996 Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:96/98), the report examines the academic and enrollment characteristics of beginning students who received a Pell Grant and their rates of persistence 3 years after first starting postsecondary education. These students are compared with beginning students who did not receive a Pell Grant. Because Pell Grant recipients are predominantly low-income students, high-income students were excluded from the analysis when comparing students' educational background and postsecondary outcomes. For these analyses, Pell Grant recipients were only compared to low- and middle-income nonrecipients. However, all students

were included when analyzing the distribution of different types of financial aid and the types of institutions that students attended with respect to whether or not they received a Pell Grant.

In 1995–96, 29 percent of all beginning students and 32 percent of full-time beginning students received a Pell Grant. Beginning postsecondary students receiving Pell Grants differed from other first-time students in the types of institutions attended and receipt of other types of financial aid. When examining low- and middle-income students only, Pell Grant recipients differed from nonrecipients in their level of high school academic preparation and the number of factors that put them at risk for not achieving their educational objectives.

Institution Type, Pell Grant Awards, and Other Financial Aid

Taking into account all students who enrolled in postsecondary education for the first time in 1995–96, Pell Grant recipients differed from nonrecipients in where they enrolled. In particular, they were more likely than nonrecipients to attend private for-profit less-than-4-year institutions, which provide primarily short-term occupational training. Pell Grant recipients were less likely than nonrecipients to attend public 4-year, public 2-year, and private not-for-profit 4-year institutions (table A). Differences in enrollment patterns were also notable among full-time students, with 26 percent of Pell Grant recipients attending public 4-year institutions and 22 percent attending private for-profit less-than-4-year institutions. In contrast, 35 percent of full-time nonrecipients attended public 4-year institutions and 8 percent attended private for-profit less-than-4-year institutions.

Because Pell Grant recipients are primarily low-income students, they were more likely than nonrecipients to qualify for and receive additional types of financial aid such as loans, work-study, and other grant aid. Among Pell Grant recipients, those enrolled at private not-for-profit 4-year institutions were more likely than those at other institutions to receive other financial aid.

Academic Background and Enrollment Characteristics

Taking into account low- and middle-income students only, Pell Grant recipients were less well prepared academically than their counterparts who did not receive a Pell Grant. Among students enrolled at 4-year institutions, Pell Grant recipients were more likely than nonrecipients to have SAT I (or equivalent ACT) scores that fell in the lowest quartile and less likely to have completed a rigorous curriculum while in high school. Those attending less-than-4-year institutions were less likely than nonrecipients to have

Table A.—Percentage distribution of all 1995–96 beginning postsecondary students according to first institution type, by receipt of Pell Grant and attendance status

Receipt of Pell Grant	Public 4-year	Private not-for-profit 4-year	Public 2-year	Private for-profit less-than-4-year	Other*
			Total		
Total	25.9	14.7	45.7	10.6	3.1
Pell Grant recipients	23.5	12.7	38.8	20.6	4.4
Nonrecipients	26.9	15.7	48.3	6.4	2.6
			Full-time students		
Total	32.3	19.1	32.6	12.6	3.4
Pell Grant recipients	26.1	14.8	32.5	22.1	4.6
Nonrecipients	35.3	21.2	32.7	8.0	2.8

*Other institutions include public less-than-2-year institutions, private not-for-profit less-than-4-year institutions, and private for-profit 4-year institutions.

NOTE: Detail may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996 Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:96/98).

received a high school diploma (i.e., they did not graduate or they finished high school with a GED or high school completion certificate).

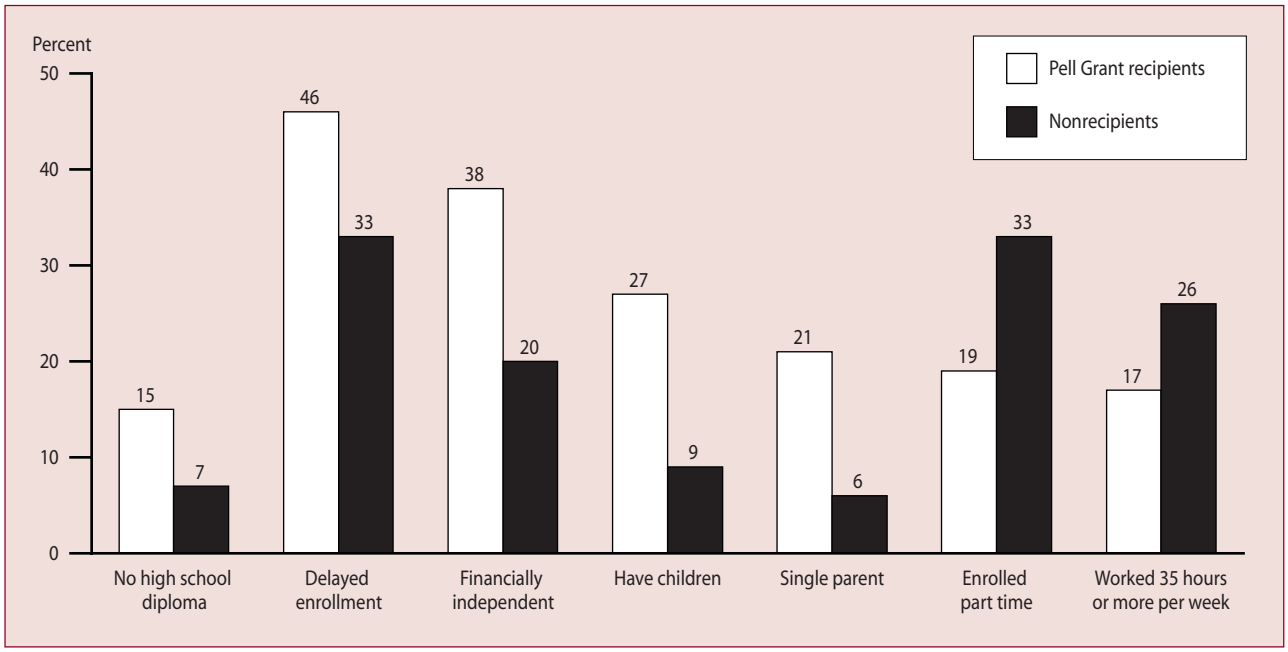
Low- and middle-income Pell Grant recipients attending less-than-4-year institutions differed in some respects from nonrecipients in their educational objectives. Recipients at public 2-year institutions were more likely than nonrecipients to be pursuing an associate's degree and less likely to be working toward a vocational certificate. Pell Grant recipients enrolled at private for-profit less-than-4-year institutions were more likely than nonrecipients to be pursuing *no* degree and less likely to be pursuing a vocational certificate.

Pell Grant recipients enrolled at public 2-year institutions also were more likely than nonrecipients to enroll full time and less likely to work while enrolled. This may be due in part to the Pell Grant program's requirements. Both part-time attendance and income earned from employment can decrease eligibility for a Pell Grant.

Persistence Risk Factors

Seven characteristics have been shown to be associated with leaving postsecondary education without a degree (Horn and Premo 1995): not graduating from high school (or finishing with a GED or high school completion certificate), delaying enrollment in postsecondary education, being financially independent (i.e., for financial aid purposes), having dependents other than one's spouse, being a single parent, attending part time, and working full time while enrolled. Among low- and middle-income beginning students, Pell Grant recipients were more likely than nonrecipients to have each of these persistence risk factors except for full-time employment and part-time enrollment (figure A). Recipients also had a higher average number of risk factors than did nonrecipients. Recipients' likelihood of having such factors varied by institution type, with those at less-than-4-year institutions more likely than those at 4-year institutions to be at risk. Within each institution type, however, Pell Grant recipients were more likely than nonrecipients to be independent, to have children, and to be single parents.

Figure A.—Percentage of 1995–96 low- and middle-income beginning postsecondary students with persistence risk factors, by receipt of Pell Grant



NOTE: Low- and middle-income students include all dependent students whose parents had an annual income in 1994 of less than $70,000 and all independent students who, combined with their spouse's earnings, had an annual income in 1994 of less than $25,000.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996 Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:96/98).

Three-Year Rates of Persistence

Examination of 3-year rates of persistence included comparisons of students by institution type and academic background, comparisons of Pell Grant recipients by receipt of other financial aid or parental support, and a multivariate analysis taking into account several variables associated with persistence.

The 3-year persistence rates of Pell Grant recipients initially enrolled at 4-year institutions and those enrolled at less-than-4-year institutions were examined separately to account for differences in the academic preparation and educational goals of students at different types of institutions. Because Pell Grant recipients were less well prepared academically and reported more persistence risk factors than nonrecipients, it might be expected that Pell Grant recipients would have lower rates of persistence and attainment than nonrecipients. However, with a few exceptions, this appeared in large part not to be observed in this study.

Persistence at 4-year institutions

Considering all low- and middle-income beginning students who were enrolled at 4-year institutions in 1995–96, no differences in 3-year persistence rates were detected between Pell Grant recipients and nonrecipients. Furthermore, with one exception, no differences were detected in persistence between Pell recipients and nonrecipients when taking into account either SAT I/ACT composite test scores (table B) or high school curriculum (table C). The exception was for those who scored in the lowest SAT I/ACT quartile (table B): Pell grant recipients were *less* likely than nonrecipients to leave postsecondary education without a degree (16 vs. 26 percent).

Private not-for-profit 4-year institutions. When examining low- and middle-income students in 4-year institutions separately within sector, some differences were observed among students enrolled at private not-for-profit institutions. Specifically, among those who had completed a mid-level high school academic curriculum, nonrecipients were

Table B.—Percentage distribution of all 1995–96 low- and middle-income beginning postsecondary students enrolled at 4-year institutions according to their enrollment status in 1998, by receipt of Pell Grant and SAT I/ACT composite score

Receipt of Pell Grant	Remained enrolled at same or higher level institution in spring 1998[1]	Stopped out or transferred to lower level institution[2]	Left postsecondary education without a degree by spring 1998
Total in public and private not-for-profit 4-year institutions			
Total	65.0	20.2	14.8
Pell Grant recipients	62.9	20.9	16.2
Nonrecipients	66.1	19.9	14.0
Lowest quartile (400–700)			
Total	51.9	27.8	20.4
Pell Grant recipients	53.7	30.8	15.5
Nonrecipients	49.9	24.5	25.6
Middle quartiles (710–1020)			
Total	64.0	22.4	13.6
Pell Grant recipients	63.2	21.4	15.4
Nonrecipients	64.4	23.0	12.6
Highest quartile (1030–1600)			
Total	79.0	13.1	7.9
Pell Grant recipients	81.2	10.5	8.3
Nonrecipients	78.3	13.9	7.8

[1]Percentage who were continuously enrolled or made immediate lateral or upward transfers to other institutions.

[2]Percentage who made downward transfers (e.g., transferring from a 4-year institution to a less-than-4-year institution) or left for more than 4 months and then returned (i.e., stopped out).

NOTE: Detail may not add to 100 because of rounding. Low- and middle-income students include all dependent students whose parents had annual incomes in 1994 of less than $70,000 and all independent students who, in combination with their spouse's earnings, had annual incomes in 1994 of less than $25,000.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996 Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:96/98).

Table C.—Percentage distribution of 1995–96 low- and middle-income beginning postsecondary students enrolled at 4-year institutions according to their enrollment status in 1998, by receipt of Pell Grant and level of high school curriculum

Receipt of Pell Grant	Remained enrolled at same or higher level institution in spring 1998[1]	Stopped out or transferred to lower level institution[2]	Left postsecondary education without a degree by spring 1998
Total in public and private not-for-profit 4-year institutions			
Total	65.0	20.2	14.8
Pell Grant recipients	62.9	20.9	16.2
Nonrecipients	66.1	19.9	14.0
Core curriculum or lower[3]			
Total	57.6	23.5	18.9
Pell Grant recipients	57.6	24.6	17.8
Nonrecipients	57.6	22.9	19.5
Mid-level curriculum[4]			
Total	70.0	20.8	9.2
Pell Grant recipients	67.0	21.4	11.6
Nonrecipients	71.6	20.5	7.8
Rigorous curriculum[5]			
Total	85.9	10.3	3.8
Pell Grant recipients	87.0	7.9	5.2
Nonrecipients	85.5	11.2	3.4

[1]Percentage who were continuously enrolled or made immediate lateral or upward transfers to other institutions.

[2]Percentage who made downward transfers (e.g., transferring from a 4-year institution to a less-than-4-year institution) or left for more than 4 months and then returned (i.e., stopped out).

[3]Core curriculum includes 4 years of English, 3 years of social studies, 3 years of mathematics, and 3 years of science.

[4]Mid-level curriculum includes the core curriculum requirements and also requires 1 year of a foreign language, geometry and algebra 1, and two of the following classes: biology, chemistry, or physics.

[5]Rigorous curriculum includes 4 years of English, 4 years of mathematics (including precalculus or higher), 3 years of a foreign language, 3 years of social studies, 3 years of science (including biology, chemistry, and physics), and at least one Advanced Placement (AP) class or test taken.

NOTE: Detail may not add to 100 because of rounding. Low- and middle-income students include all dependent students whose parents had annual incomes in 1994 of less than $70,000 and all independent students who, in combination with their spouse's earnings, had annual incomes in 1994 of less than $25,000.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996 Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:96/98).

more likely than Pell Grant recipients to remain enrolled at an institution of the same level or higher (80 vs. 64 percent). Among those who had taken a rigorous high school curriculum, however, no differences in persistence rates were detected between recipients and nonrecipients (89 percent for both groups).

Public 4-year institutions. Among low- and middle-income beginning students enrolled at public 4-year institutions, differences were found among students scoring in the lowest and middle quartiles on their entrance exams: Among those scoring in the lowest quartile, Pell Grant recipients were less likely to leave without a degree (15 vs. 28 percent), while among those scoring in the middle quartiles, Pell Grant recipients were more likely to leave without a degree (17 vs. 12 percent). However, in neither of these test score groups (lowest or middle quartiles) were differences detected in the likelihood of remaining enrolled at an institution of the same level or higher.

Persistence at less-than-4-year institutions

Among low- and middle-income students enrolled at less-than-4-year institutions, Pell Grant recipients averaged more persistence risk factors than nonrecipients and were less likely than nonrecipients to have graduated from high school. Despite such risk attributes, no differences in 3-year persistence rates were detected between Pell Grant

recipients and nonrecipients attending either public 2-year or private for-profit less-than-4-year institutions.

Persistence of Pell Grant recipients receiving other financial aid or parental support

The study also examined 3-year persistence rates for full-time beginning students with a Pell Grant in light of other types of financial assistance received, in particular loan aid and assistance from parents. Among full-time Pell Grant recipients enrolled at private institutions (both not-for-profit 4-year and for-profit less-than-4-year institutions), those who received loan aid during their first year of enrollment were more likely than those who did not receive any loans to remain enrolled at an institution of the same level or higher. No such differences in persistence were detected among Pell Grant recipients enrolled at public 2-year or public 4-year institutions.

Finally, Pell Grant recipients were examined with respect to the relationship between persistence and financial support from parents.[1] Unlike the results found for loan aid, no differences in persistence were observed between Pell Grant recipients who reported receiving financial support from their parents and those who did not.

Relationship of specific variables to persistence

Finally, a multivariate analysis was conducted analyzing the likelihood of remaining enrolled at an institution of the same level or higher for 3 years. The analysis included all full-time low- and middle-income beginning students enrolled at all types of institutions. It took into account Pell Grant receipt and several other variables associated with persistence, including type of institution first attended, demographic characteristics (gender, race/ethnicity, age, and parents' education level), income level (low vs. middle), and persistence risk factors.[2] Taken together, these variables accounted for 8.5 percent of the variance in the likelihood of remaining enrolled for 3 years at an institution of the same or higher level.

Before any of the background variables were taken into consideration, among all full-time low- and middle-income beginning students enrolled at all postsecondary institutions, Pell Grant recipients were less likely to remain enrolled than their nonrecipient counterparts. However, the findings from the multivariate analysis showed that no differences in persistence could be detected after controlling for the covariation of related variables. In other words, after taking into account such variables as type of institution first attended, income, parents' education, age, and persistence risk factors, the analysis failed to find a difference in persistence between Pell Grant recipients and nonrecipients.

References

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[1]Dependent students do not necessarily receive financial support from parents even though, for financial aid eligibility determination, their parents' income and assets are taken into consideration.

[2]Bivariate correlations showed that the effect sizes of the independent variables on the likelihood of remaining enrolled for 3 years were small, with correlations ranging from .012 to .190.

Data source: 1996 Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:96/98).

For technical information, see the complete report:

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Part-Time Instructional Faculty and Staff: Who They Are, What They Do, and What They Think

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This article was originally published as the Executive Summary of the Statistical Analysis Report of the same name. The sample survey data are from the NCES National Study of Postsecondary Faculty (NSOPF).

Introduction

Part-time faculty members are a sizable part of the workforce in postsecondary institutions today. Forty-two percent of all instructional faculty and staff were employed part time by their institution in the fall of 1992 (Kirshstein, Matheson, and Jing 1997). Two out of five (44 percent) of those employed part time were teaching in public 2-year institutions. Part-time instructional faculty and staff represented 62 percent of all instructional faculty and staff teaching for credit in public 2-year institutions during the fall of 1992 (Palmer 2000). That there has been an increase in the number and percentage of part-time faculty over the last 20 years is undeniable. The *Digest of Education Statistics* has tracked this increase over time (Snyder and Hoffman 2000).

What is perhaps surprising to some, however, is that we have very little historical information about the characteristics of part-time faculty overall and that we have even less information about the similarities and differences among part-time faculty members and between part-time and full-time faculty in general. One notable exception is Gappa and Leslie's (1993) *The Invisible Faculty*, which used data from the 1988 National Survey of Postsecondary Faculty (NSOPF:88) and interviews with part-time faculty members from around the country to describe their characteristics. They concluded that part-time faculty members were a diverse workforce and that they were even more diverse in many ways than full-time faculty, yet more similar to them than is often assumed.

Policymakers, administrators, researchers, and the public have become more concerned in recent years about the increase in part-time faculty. Part-time faculty members have become more vocal about what they see as inequitable treatment in the workplace and, in many states, have sought to unionize in an effort to improve working conditions, salary, and benefits (Saltzman 2000). As a result, understanding who part-time faculty members are, what they do, and what they think is becoming an increasingly important issue.

Data from the 1993 National Study of Postsecondary Faculty (NSOPF:93) provide valuable insight into the characteristics of this group of faculty from a national perspective. A nationally representative sample of faculty and instructional staff received questionnaires in 1993 that asked about their employment in the fall of 1992. These data add to our knowledge about the characteristics of part-time faculty overall and the similarities and differences among part-time faculty members and between part-time faculty and full-time faculty in general.

Specifically, this report presents estimates of the characteristics, qualifications, motivations, work patterns, and attitudes of part-time instructional faculty and staff in 4-year and 2-year institutions by program area for the fall of 1992. The report compares part-time faculty and full-time faculty, examines some of the common perceptions about part-time faculty, and provides a comprehensive source of descriptive statistics about part-time faculty characteristics.[1] This report is a valuable resource about part-time faculty in the United States. Gappa and Leslie (1993) provided data from the 1988 NSOPF, which up to this point has been the most comprehensive resource on part-time faculty available. In addition to providing an updated resource, this report offers researchers a resource for making comparisons with future NSOPF reports on part-time faculty.

Key Findings

Drawing from this report's compendium of descriptive statistics about part-time instructional faculty and staff available from NSOPF:93, we have identified five major findings:

- A higher proportion of part-time faculty members than full-time faculty members were female.
- There were differences between part-time faculty members in the humanities compared with part-time faculty members in other program areas.

[1]Terminology related to full- and part-time instructional faculty and staff references the employment status of the person at the institution rather than the amount of instruction the person did. For brevity, the term "faculty" is used to refer to instructional faculty and staff.

- Part-time faculty members perceived lower levels of support from their institution than full-time faculty.
- About one-half (49 percent) of part-time faculty members also held full-time employment.
- Part-time faculty members had different motivations for part-time employment. Many of those employed part time wanted to be a part of an academic environment or preferred working part time. Still others worked part time because full-time work was unavailable or they were finishing their degrees.

These findings are discussed below.

Differences among part-time faculty

One of the strengths of postsecondary institutions is the variation among them. Just as it is preferable to distinguish among types of institutions, it is also preferable to distinguish among instructional faculty and staff who teach in them because patterns of faculty employment seem to be different in each sector (Clark 1997). In addition to the type of institution, the various academic disciplines act as somewhat unique "labor markets," affected in different ways by changing enrollments, doctoral pipeline patterns, gender composition of the faculty, and many other issues. As Clark has suggested, understanding faculty work may require disaggregation into the "small worlds" of the individual disciplines and the particular contexts of the many strata of institutions (Clark 1997).

Likewise, part-time instructional faculty and staff are not a homogeneous group. While it is true that part-time instructional faculty and staff were not generally in positions that had the same benefits, job security, and working conditions as full-time faculty, there was variation in their employment characteristics (such as academic rank, tenure status, type of appointment, and income). For example, about 30 percent of part-time instructional faculty and staff in 4-year institutions held academic ranks of assistant, associate, or full professor. Although the majority of those employed part time held the academic rank of instructor or lecturer, the variation across the academic ranks in 4-year institutions suggests that part-time faculty held different types of appointments at their institutions (table A).

In addition, the percentage of part-time instructional faculty and staff who held a doctorate or first-professional degree was higher in 4-year than in 2-year institutions, perhaps because the doctorate or first-professional degree is more often a requirement in 4-year institutions. Thirty-eight percent of part-time faculty in 4-year institutions held a doctorate or first-professional degree compared with 13 percent of those in 2-year institutions. Overall, about one-quarter of part-time faculty members held a doctorate or first-professional degree and one-half held a master's degree as their highest degree. In the fall of 1992, part-time faculty members were 46 years old on average, and full-time faculty were 48 years old on average. Seven percent of those employed part time were 65 or older. Part-time faculty were also distributed across the age ranges of people typically in mid-career: about one-third of part-time faculty were 35–44 years old (34 percent) or 45–54 years old (30 percent) (figure A).

Gender

In the fall of 1992, part-time instructional faculty and staff were more likely to be female (45 percent) than were full-time instructional faculty and staff (33 percent), although the majority of both full- and part-time faculty were male (67 percent and 55 percent, respectively). About 45 percent of part-time faculty in 4-year institutions, part-time faculty in 2-year institutions, and full-time faculty in 2-year institutions were female, while 30 percent of the full-time faculty members in 4-year institutions were female.

Regardless of the type of institution, women were underrepresented in several program areas. In disciplines that have been historically male dominated, women held proportionately fewer positions, regardless of employment status. Among part-time faculty in 4-year institutions, for example, 34 percent of instructional faculty and staff in business, law, and communications, and 25 percent of those in the natural sciences and engineering were women.

These broad categories of program areas may mask differences in specific disciplines, however. In *Characteristics and Attitudes of Instructional Faculty and Staff in the Humanities* (Conley 1997), for example, NSOPF:93 data were presented separately for four disciplines that make up the humanities: English and literature, foreign languages, history, and philosophy and religion. Although the report focused only on full-time instructional faculty and staff, the data showed clear patterns among the humanities disciplines with respect to gender. Female faculty members were more likely to be employed in English and literature and foreign languages than in history or philosophy and religion.

Part-time faculty in the humanities

In the fall of 1992, about 60 percent of those employed part time in the humanities were working part time because full-time employment was unavailable, a higher percentage than

Table A.—Percentage distribution of instructional faculty and staff, by academic rank, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Academic rank				
	Full professor	Associate professor	Assistant professor	Instructor or lecturer	Other rank/not applicable
Part-time instructional faculty and staff	8.6	6.0	6.4	69.2	9.8
4-year institutions	12.3	9.0	9.8	58.7	10.1
Business, law, and communications	20.9	6.9	5.0	57.9	9.2
Humanities	7.7	4.4	5.8	74.0	8.2
Natural sciences and engineering	14.1	7.0	8.7	56.9	13.3
Social sciences and education	9.7	6.7	9.1	63.6	10.9
Vocational training	7.1	5.2	3.5	79.7	4.5
All other program areas*	11.1	14.7	15.3	49.2	9.7
2-year institutions	4.2	2.5	2.5	81.3	9.5
Business, law, and communications	3.1	2.5	4.1	80.8	9.5
Humanities	6.1	2.1	1.3	81.0	9.4
Natural sciences and engineering	4.2	2.7	2.3	81.3	9.6
Social sciences and education	4.8	4.1	3.1	76.7	11.4
Vocational training	1.0	2.7	0.6	89.9	5.8
All other program areas*	4.2	1.3	3.1	81.9	9.5
Full-time instructional faculty and staff	30.4	23.4	23.5	16.2	6.4
4-year institutions	33.6	26.4	26.9	9.8	3.5
Business, law, and communications	31.1	26.7	29.5	10.8	1.9
Humanities	36.1	25.8	21.8	13.4	2.9
Natural sciences and engineering	41.2	26.1	23.6	6.5	2.6
Social sciences and education	4.8	28.5	26.3	8.1	2.2
Vocational training	0.3	28.1	32.4	13.6	5.6
All other program areas*	27.3	25.3	30.7	11.2	5.6
2-year institutions	19.0	13.0	11.7	39.3	17.0
Business, law, and communications	20.3	11.9	11.4	40.1	16.4
Humanities	24.6	12.9	12.6	33.4	16.5
Natural sciences and engineering	20.5	14.0	11.2	38.3	15.9
Social sciences and education	18.7	18.1	12.3	29.7	21.1
Vocational training	12.5	6.1	4.5	65.6	11.3
All other program areas*	15.6	11.9	13.8	40.8	17.9

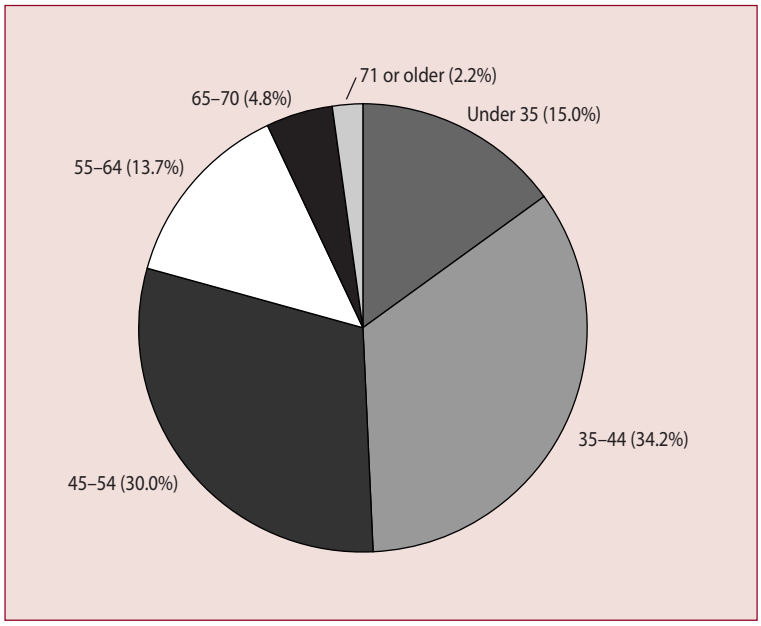
*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

in most other program areas. Part-time faculty members may have selected multiple reasons for working part time, however. In 4-year institutions, part-time humanities faculty were more likely to be employed at the instructor or lecturer level than were part-time faculty in other program areas with the exception of social sciences and education, and vocational training. For example, while 74 percent of part-time humanities faculty in 4-year institutions held the academic rank of instructor or lecturer and 8 percent held the rank of full professor, 58 percent of part-time business, law, and communications faculty held the rank of instructor or lecturer and 21 percent held the rank of full professor (table A). Yet there was no substantive difference across program areas in the number of years part-time faculty members in 4-year institutions had held their current job (almost 7 years, table B). In both 4-year and 2-year institutions, a higher proportion of part-time humanities faculty reported that they were only employed by their sampled institution than part-time faculty members in other program areas, with the exception of natural sciences and engineering faculty in 4-year institutions and social sciences and education faculty in 2-year institutions. Taken together, these data suggest that the employment characteristics of part-time instructional faculty and staff in the humanities

Figure A.—Percentage distribution of part-time instructional faculty and staff, by age: Fall 1992



NOTE: Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

were different from those employed part time in other program areas, especially in 4-year institutions.

Teaching and support from the institution

The majority (92 percent overall) of part-time instructional faculty and staff reported that their principal activity at their employing institution in the fall of 1992 was teaching, regardless of their program area of teaching or the type of institution in which they taught. Part-time instructional faculty and staff taught principally undergraduate students. On average, they taught 1.6 undergraduate courses per semester. A higher percentage of part-time faculty (86 percent) than full-time faculty (70 percent) reported teaching only undergraduate students.

Part-time faculty perceived a lower level of support from their institution than full-time faculty. For example, only 3 percent of full-time instructional faculty and staff reported that office space was not available compared with 33 percent of those employed part time.

Ninety-four percent of those teaching part time agreed that teaching effectiveness should be the primary criterion for promotion. Seventy-nine percent of those teaching full time also agreed that teaching effectiveness should be the primary criterion for promotion.

Other employment of part-time faculty

Twenty-four percent of part-time instructional faculty and staff in 4-year institutions and 21 percent of those in 2-year institutions reported that their only employment in the fall of 1992 was part time at their current institution (figure B). In other words, about three-quarters had other employment. The average number of additional jobs held by part-time faculty was 1.7 (table B). Part-time faculty who held three or more other jobs constituted a small proportion of the part-time faculty population (12 percent in 2-year institutions and 14 percent in 4-year institutions).

About one-half (49 percent) of part-time faculty members also held full-time employment. More than one-half (64 percent) of part-time faculty who had more than one job reported that the employment status of their other main job was full time. Some (e.g., Fulton 2000) have argued that part-time faculty members who have full-time jobs in the field bring real-life experience to the classroom and can enhance program quality.

Motivations for holding a part-time position

NSOPF:93 asked those employed part time to identify their motivations for part-time employment. The answers provided a unique opportunity to examine and perhaps distinguish for the first time groups of part-time faculty from one another based on their motivations for holding part-time positions. Figure C shows the percentages of part-time instructional faculty and staff who reported each of several reasons.[2]

[2]The question that asked respondents why they were working part time allowed multiple responses. As a result, respondents may be assigned to more than one category.

About 70 percent of part-time instructional faculty and staff in both 4-year and 2-year institutions cited "to be in academia" as a reason for holding part-time employment in the fall of 1992. Around one-half (54 percent in 4-year institutions and 50 percent in 2-year institutions) of part-time instructional faculty and staff said they preferred part-time employment. Seventy percent of part-time faculty who preferred part-time employment reported that their other main job was full time (not shown). Thus, to a majority of those employed part time, academia appears to bear at least some intrinsic value.

Table B.—Average number of years instructional faculty and staff held their current job at a postsecondary institution and the average number of additional jobs held during the term, by employment status, institution type, and program area: Fall 1992

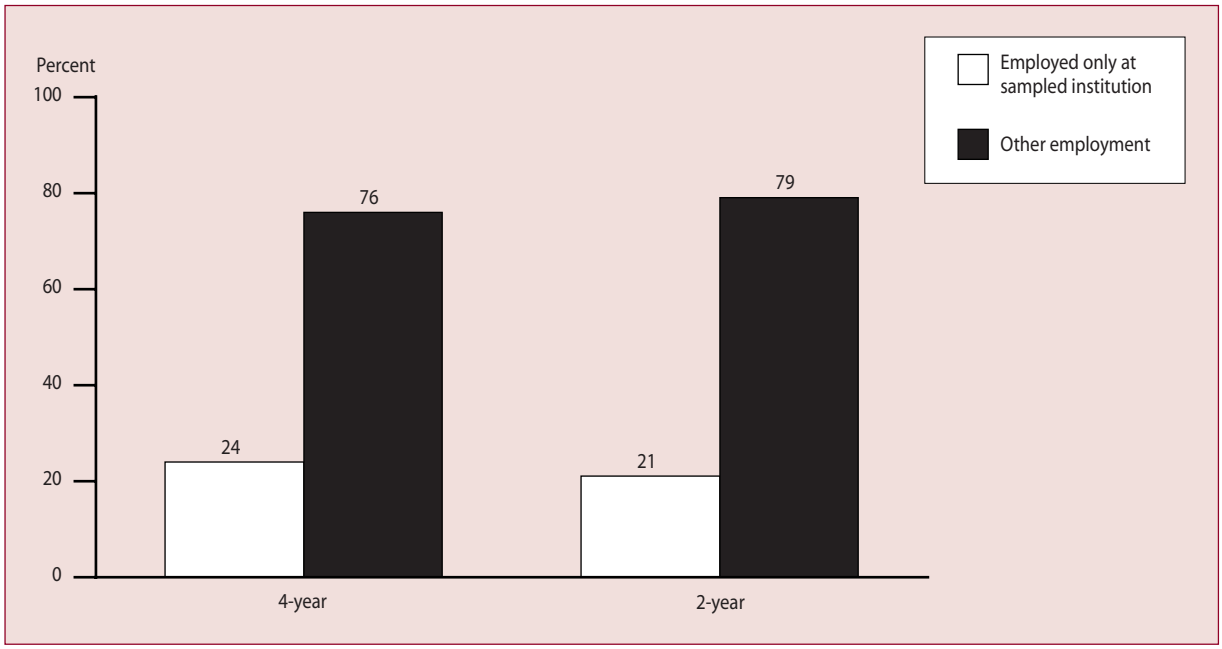
Employment status, institution type, and program area	Average years held in current job	Average number of additional jobs held
Part-time instructional faculty and staff	6.3	1.7
4-year institutions	6.6	1.7
Business, law, and communications	6.5	1.6
Humanities	6.0	1.7
Natural sciences and engineering	6.3	1.5
Social sciences and education	5.4	1.6
Vocational training	5.3	1.5
All other program areas*	7.9	1.9
2-year institutions	5.9	1.6
Business, law, and communications	6.5	1.5
Humanities	5.5	1.7
Natural sciences and engineering	5.9	1.5
Social sciences and education	6.2	1.8
Vocational training	5.6	1.5
All other program areas*	5.7	1.9
Full-time instructional faculty and staff	11.2	1.8
4-year institutions	11.1	1.9
Business, law, and communications	9.7	1.9
Humanities	13.0	1.8
Natural sciences and engineering	12.3	1.9
Social sciences and education	11.5	1.9
Vocational training	10.5	1.6
All other program areas*	9.8	1.8
2-year institutions	11.5	1.6
Business, law, and communications	10.9	1.5
Humanities	12.8	1.5
Natural sciences and engineering	12.0	1.7
Social sciences and education	12.2	1.5
Vocational training	11.1	2.0
All other program areas*	10.0	1.7

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

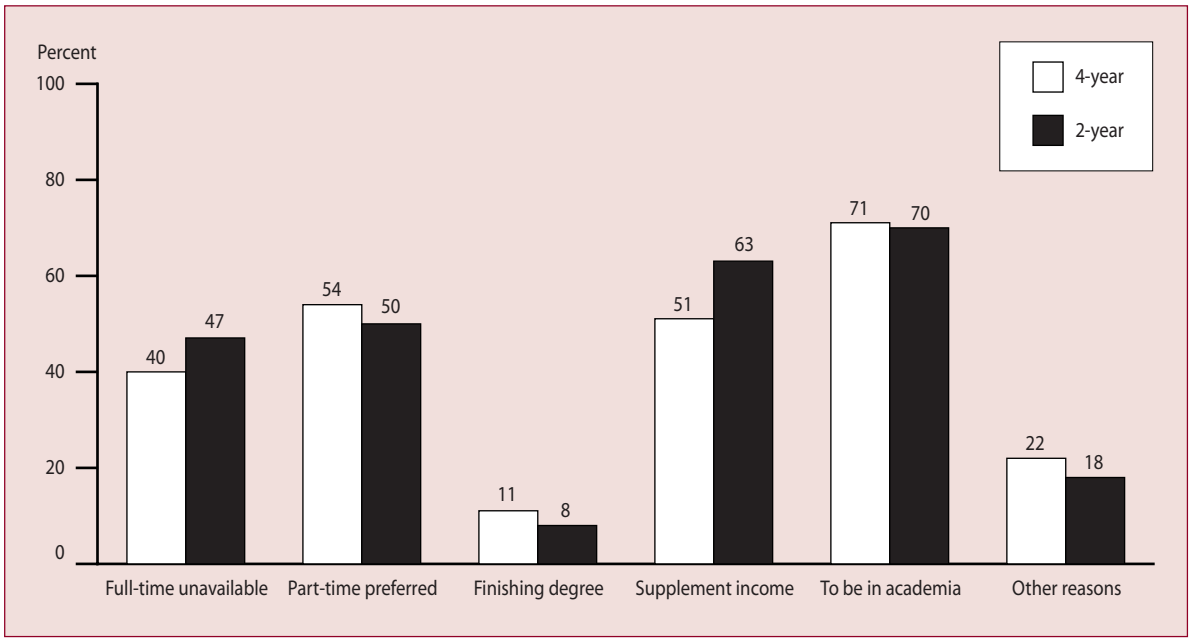
Figure B.—Percentage distribution of part-time instructional faculty and staff, by presence or absence of other employment during the term and type of institution: Fall 1992



NOTE: Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Figure C.—Percentage of part-time instructional faculty and staff, by reasons for holding a part-time position and type of institution: Fall 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

On the other hand, a substantial percentage of those employed in 4-year institutions (40 percent) and in 2-year institutions (47 percent) reported that the lack of full-time employment was at least partially the reason why they were working part time. One-half (51 percent) of part-time faculty in 4-year institutions and 63 percent of those in 2-year institutions were working part time to supplement their income. About 10 percent of part-time faculty in both 4- and 2-year institutions said they were working part time because they were finishing their degrees.

Conclusion

The academic labor market is rapidly changing (Rhoades 1998). Increases in part-time faculty and the possible negative impacts of these increases on the quality of the academy are areas of increasing concern (Lee 1995; Grenzke 1998). An understanding that not all part-time faculty are the same, just as not all full-time faculty are the same, is vital for those wrestling with how best to react to the altered academic labor market of the new millennium. NSOPF:93 data indicate that certain issues may be of particular concern when analyzing part-time faculty characteristics, work life, and attitudes. These issues include differences by gender, academic discipline, perceived level of support from the institution, presence or absence of full-time employment elsewhere, and motivations for accepting part-time employment.

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Data source: 1993 National Study of Postsecondary Faculty (NSOPF:93).

For technical information, see the complete report:

Conley, V.M., and Leslie, D.W. (2002). *Part-Time Instructional Faculty and Staff: Who They Are, What They Do, and What They Think* (NCES 2002–163).

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To obtain the complete report (NCES 2002–163), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch), or contact GPO (202–512–1800).

Methodology

Student Aid Study

National Postsecondary Student Aid Study 1999–2000 (NPSAS:2000) Methodology Report

John A. Riccobono, Melissa B. Cominole, Peter H. Siegel, Tim J. Gabel, Michael W. Link, and Lutz K. Berkner

This article was originally published as the Executive Summary of the Technical Report of the same name. The sample survey data are from the NCES National Postsecondary Student Aid Study (NPSAS).

Introduction

The National Postsecondary Student Aid Study (NPSAS), a comprehensive study of financial aid among postsecondary education students in the United States and Puerto Rico, provides information on trends in financial aid and on the ways in which families pay for postsecondary education. NPSAS represents students attending all types and levels of institutions, including public, private for-profit, private not-for-profit, less-than-2-year, 2-year, and 4-year institutions. The NPSAS data are part of the comprehensive information that the National Center for Education Statistics (NCES) provides on student financial aid receipt and other characteristics of those enrolled in postsecondary education.

NPSAS also serves as the base-year survey for longitudinal studies of postsecondary students. Thus, the 1999–2000 NPSAS (NPSAS:2000) was the base-year survey for a sample of baccalaureate degree recipients who were interviewed again in 2001.

This report describes the methods and procedures used for NPSAS:2000. The NPSAS:2000 sample design and collection procedures included notable changes from those used for previous NPSAS cycles. For example, NPSAS:2000 was the first to restrict institutional sampling to institutions having Title IV Program Participation Agreements with the U.S. Department of Education. It was also the first to employ a Web-based instrument for collection of institutional records. However, sufficient comparability in survey design and instrumentation was maintained to ensure that important comparisons with data from previous NPSAS cycles could be made.

Target Population and Sample Design

The target population for NPSAS:2000 consisted of all students who were enrolled in postsecondary institutions in the United States or Puerto Rico that had Title IV Program Participation Agreements with the Department of Education at any time between July 1, 1999, and June 30, 2000 (defined as the NPSAS:2000 year).

The institutional sampling frame for NPSAS:2000 was constructed from the 1998–99 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics (IC) file and, because NPSAS:2000 also served as the base-year survey for a longitudinal study of baccalaureate recipients, the 1996–97 IPEDS Completions file. Eligible institutions were partitioned into 22 institutional strata based on institutional control, highest level of offering, and percentage of baccalaureate degrees awarded in education. Approximately 1,100 institutions were initially selected for NPSAS:2000, and all but 10 of these institutions were found to be eligible. Sampling frames for selecting students consisted of enrollment lists or data files provided by the institutions for those students enrolled during the NPSAS:2000 year.

The desired number of sample students was determined by accounting for expected rates of nonresponse and ineligibility among sample students in different strata and rates of misclassification of baccalaureate recipients (as determined from NPSAS:93 and the NPSAS:2000 field test). These sampling procedures resulted in the selection of about 70,200 students for NPSAS:2000, including 16,600 potential baccalaureate recipients. Almost 6,000 of these sample members were determined to be ineligible for NPSAS:2000 during various phases of data collection, resulting in a final eligible sample of about 64,500 students.

Data Collection Design and Outcomes

NPSAS:2000 involved a multistage effort to collect information related to student aid. All student sample members were first matched to the Department of Education's Central Processing System (CPS) to collect an electronic student aid report (Institutional Student Information Report, or ISIR) for each federal financial aid applicant. The second stage involved abstracting information from the student's records at the sampled postsecondary institution, using a Web-based computer-assisted data entry (CADE) system. Interviews were then conducted with sampled students, primarily using a computer-assisted telephone interviewing (CATI) procedure. To help reduce the level of nonresponse to CATI, computer-assisted personal interviewing (CAPI) procedures using field interviewers were also used for the first time on a NPSAS study.

Over the course of data collection, some data were obtained from the Department of Education's National Student Loan Data System (NSLDS), the ACT, and the Educational Testing Service. These additional data sources provided information that was not collected from the institutions or the students and provided a way to "fill in" institutional record abstraction (CADE) data or student interview (CATI) data that were missing for individual sample members (e.g., demographic characteristics). The additional data sources also provided a way to check or confirm information obtained from student records or the interview.

Institutional Contacting

Once institutions were sampled, attempts were made to contact the chief administrator of the selected institutions to verify institutional eligibility, solicit participation of eligible institutions, and request appointment of an Institutional Coordinator. Coordinators were asked to provide lists or data files of all eligible students enrolled in any term within the NPSAS:2000 year. Several checks on quality and completeness of student lists were implemented before the sample students were selected. For applicable schools, separate checks were made for baccalaureate recipients, undergraduate students, graduate students, and first-professional students. Of the nearly 1,100 eligible institutions, 1,000 provided a student enrollment list or data file that could be used for sample selection, for an overall weighted institutional participation rate of 95 percent.

Institutional Record Abstraction

A CADE software system was developed for use in collecting data from student records. Institutions could choose either to enter the data themselves using a Web-based instrument or to have a field data collector enter the data. The CADE instrument was structured into eight sections: locating (telephone and address) information, demographic characteristics, admissions testing, enrollment, tuition data, financial aid awards, need analysis, and—for those students not previously matched successfully to the CPS, but who had applied for federal financial aid for the study year—ISIR.

The CADE record abstraction process began when a student sample had been selected from an institution's list and transmitted to the CPS for obtaining financial aid application data. Upon completion of the CPS matching, a number of data elements were preloaded into the CADE database,

thus initializing the CADE system. In addition, the system was customized for each institution by preloading the names of up to 10 institution financial aid programs and up to 10 state financial aid programs. Once CADE was initialized for a particular institution, the Institutional Coordinator was notified by telephone that the CADE data collection could begin. Institutions that had chosen field data collection were also notified by telephone of CADE initialization, at which time an appointment was made for a field data collector to visit the institution.

Records for about 59,300 students (92 percent of the eligible students) were abstracted, with almost 70 percent of these abstracted by the institutions themselves using the NPSAS CADE Web Site.

Student Locating and Interviewing

Using information provided by CADE, sample members were traced to their current location prior to conducting the interview using the CATI system. The most current information for the student and any other contacts was preloaded into the CATI system to assist the interviewers in locating sample members. Cases that were not located during the CATI locating process were submitted to the tracing operations unit for intensive locating. Overall, 81 percent of the eligible sample members were located.

The CATI system developed for NPSAS:2000 presented interviewers with screens of questions to be asked of the respondents, with the software guiding the interviewer and respondent through the interview. The student interview consisted of seven sections administered sequentially, namely: eligibility, enrollment, financial aid, employment, education experiences and expectations, disabilities, and locating information. To reduce interview burden and to guide the interview, information collected from CADE and other sources was preloaded before the interviews. Online coding programs developed by NCES (for industry/occupation, IPEDS, and field of study coding) were embedded in the overall interview administration system.

Student interviews were conducted primarily by CATI. A paper-copy mail questionnaire or an "abbreviated" telephone interview was also available. All students finalized as "unlocatable" in CATI were eligible for field locating and/or CAPI. Nonresponding and unlocatable cases falling within predetermined geographic clusters were assigned to field staff for CAPI. CAPI procedures included attempts to locate, gain cooperation from, and interview sample members either by telephone or in person. Similar cases not in an identified cluster were assigned to field locators. Field locators then attempted to locate the students and convince them to call an 800 number to complete the interview in CATI.

Of the eligible sample members located, about 44,500 (87 percent) were interviewed. Adjusting for institution nonresponse, the overall weighted CATI response rate was 66 percent. Ninety-one percent of those interviewed completed the full interview.

Study Respondents

Students included in the final NPSAS:2000 analysis file were those students with completed institutional records (CADE) data and/or completed student interview (CAPI or CATI) data. Using this definition, about 61,800 of the 64,500 eligible sample students were classified as *study respondents,* for an unweighted student yield of 96 percent. After adjusting for institutional nonresponse and for attendance at more than one institution, the overall weighted study response rate was 89 percent.

Evaluation of Operations and Data Quality

Evaluations of NPSAS:2000 operations and procedures focused on the time line for data collection, the effectiveness of student tracing and locating procedures, refusal conversion efforts, the use of incentives for selected respondent groups, and the length of the student interview. Evaluations of data quality included analysis of nonresponse bias, examination of items with high rates of "don't know" and "refusal" responses, interviewer use of online help text, item coding and administration errors, quality control procedures, and analysis of the stability of item responses over time.

Data Files

Data are available for the 61,800 study respondents, including about 49,900 undergraduate students, 10,600 graduate students, and 1,200 first-professional students. Statistical analysis weights adjusting for unequal sampling rates and differential propensities to respond were computed for respondents.

Products

NPSAS:2000 reports or data products that have been or will be published include the following:

National Postsecondary Student Aid Study: Student Financial Aid Estimates for 1999–2000 (NCES 2001–209). Available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001209, this report briefly describes key findings from NPSAS:2000.

Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1999–2000 (NCES 2002–168). Available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002168, this report contains detailed tables on the characteristics of undergraduates enrolled during 1999–2000, including age, race/ethnicity, gender, income, financial aid receipt, community service, veteran status, and more. It also includes an essay on the diversity of undergraduate students.

Student Financing of Undergraduate Education: 1999–2000 (NCES 2002–167). Available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002167, this report focuses on how undergraduate students enrolled during 1999–2000 financed their education, providing detailed tables on the distribution and average amounts of grants, loans, and work-study funds received by students from federal, state, institutional, and private sources. These data are shown by selected student characteristics, such as age, gender, race/ethnicity, income, and attendance status for the various types of institutions. Information includes tuition, total student budgets, and the net price of attendance by type of institution. The report also includes an essay on students who borrow at the federal loan limits.

Student Financing of Graduate and First-Professional Education: 1999–2000 (NCES 2002–166). Available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002166, this report describes the characteristics of graduate and first-professional students enrolled during 1999–2000, including age, race, gender, income, financial aid receipt, community service, veteran status, and more. It also describes those graduate and first-professional students who received financial aid—including grants, loans, and work-study—from federal, state, institutional, or other sources, by selected student characteristics. In addition, the report includes an essay on graduate students with assistantships.

NPSAS:2000 Undergraduate and Graduate/First-Professional Data Analysis Systems. These Windows-based software applications provide public access to the NPSAS:2000 survey data. Users can generate tables of percentages, means, or correlation coefficients by choosing the Data Analysis System variables of interest and specifying what function should be used.

NPSAS:2000 Restricted-Use Electronic Codebook and Data Files. This data product provides the complete data obtained through NPSAS:2000, documented by the electronic codebook. It is available only to researchers who have applied for and received authorization from NCES to access restricted-use research files. Contact Cynthia Barton, Data Security Officer, at 202–502–7307, or e-mail cynthia.barton@ed.gov.

Data source: The 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

For technical information, see the complete report:

Riccobono, J.A., Cominole, M.B., Siegel, P.H., Gabel, T.J., Link, M.W., and Berkner, L.K. (2002). *National Postsecondary Student Aid Study 1999–2000 (NPSAS:2000) Methodology Report* (NCES 2002–152).

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To obtain the complete report (NCES 2002–152), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Classification of Instructional Programs: 2000 Edition

This article was originally published as the Introduction to the Handbook of the same name.

The *Classification of Instructional Programs: 2000 Edition* (CIP:2000) is the third revision of the National Center for Education Statistics (NCES) taxonomy of instructional programs. Previous revisions of the CIP were published in 1985 and 1990. Two drafts of the CIP:2000 were made available for public review in 2000 and revised as a result of that review process. The sections that follow delineate the methods, processes, and procedures used to develop the CIP:2000 and provide information on the CIP's structure, contents, and organization. They also provide a guide to identifying changes that have been made to the CIP taxonomy.

Development of the CIP:2000: Process and Procedures

NCES engaged a wide range of CIP users and stakeholders in the development of the CIP:2000. Meetings and discussions were held with representatives of federal agencies, accrediting and professional associations, academic societies, institutional administrators, and other interested parties in an effort to develop mutually agreed-upon program classifications and descriptions. An extensive examination of government and private data resources on instructional programs was also undertaken. Postsecondary institutional catalogs and course listings were analyzed, as were commercial databases and published lists of approved programs. NCES also analyzed its own data files as well as those of other federal agencies, state agencies, and other organizations to identify programs for inclusion in the CIP. These databases included the Completions File of the Integrated Postsecondary Education Data System (IPEDS); the Postsecondary Transcript Data File of the National Longitudinal Study; databases sponsored by the National Occupational Information Coordinating Committee (NOICC); the National Science Foundation's Survey of Earned Doctorates; the Dictionary of Occupational Titles of the Department of Labor; the Standard Occupational Classification System of the Department of Commerce; and various databases and publications of the Bureau of Labor Statistics and the Bureau of the Census. A similarly extensive review process involving the Provincial Ministries of Education, education associations, and institutions of Canada was undertaken by Statistics Canada.

Defining the CIP: Its Contents, Structure, Purposes, and Uses

The CIP is a taxonomic coding scheme of instructional programs. It is intended to facilitate the organization, collection, and reporting of program completions data using classifications that capture the majority of reportable program completion activity. The CIP titles and program descriptions are intended to be generic categories into which program completions data can be placed, not exact duplicates of specific major field of study titles used by individual institutions.

The CIP is not intended to be a regulatory device. CIP codes and their associated programs are standard statistical coding tools that reflect current practice, not a prescriptive list of officially recognized or permitted programs. Codes that have been added, deleted, or moved reflect variations in instructional program offerings and reported data that have occurred since the 1990 edition of the CIP was produced.

CIP codes, for the most part, are not intended to correspond exclusively to any specific degree or program level. In most cases, any given instructional program may be offered at various levels, and CIP codes are intended to capture all such data.

Organization of the CIP:2000

The CIP:2000 is divided into six chapters and appendix A that contain information and codes that are distinguishable from each other. The chapters contain the following types of instructional programs:

Chapter I contains academic and occupationally specific instructional programs offered for academic credit at one or more postsecondary educational levels. These programs usually result in recognized completion points and awards such as degrees, diplomas, certificates, or some other formal award.[1]

[1]Note that the numerical sequences in chapter I occasionally skip codes or Series numbers. This results from either deletions of code numbers that appeared in previous editions of the CIP, or moves of 2- or 4-digit Series and/or 6-digit codes to new locations or chapters.

Chapter II contains residency programs in various dental, medical, and veterinary specializations offered in teaching hospitals and similar locations that may lead to advanced professional certification if board approval is sought and obtained. These residency programs are in a separate chapter to preclude confusion with research degree programs with similar names in the clinical, biological, and agricultural sciences.

Chapter III contains technology education and industrial arts programs that are taught at high schools and other nonpostsecondary levels.

Chapter IV contains Reserve Officer Training Corps (ROTC) programs that are offered for limited regular credit and that lead to professionally recognized completions, but that do not lead to academic awards or completions.

Chapter V contains personal improvement and leisure-time programs that are not typically offered for academic credit, but that may receive some form of recognition and may lead to a completion award.

Chapter VI contains instructional programs that lead to general diplomas and certificates awarded at the secondary education level only.

Appendix A contains instructional programs offered in French to Canadian residents and others for whom French is the first language, or to other students enrolled in schools, colleges, and universities in Canada in which the primary language of instruction is French.

Organization of the Taxonomy

The CIP taxonomy is organized on three levels: (1) a 2-digit Series, (2) a 4-digit Series, and (3) a 6-digit program level, with the 2-digit Series codes and programs representing the most general groupings of related programs, the 4-digit Series codes and programs representing intermediate groupings of programs that have comparable content and objectives, and the 6-digit codes representing the specific instructional programs.

The numbering format for the 2-digit Series consists of a 2-digit number followed by a period. (*Examples*: 01., 13., and 22.) Codes and program titles at this level appear in bold type and in capital letters. (*Examples:* **01. AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES; 13. EDUCATION**; and **22. LEGAL PROFESSIONS AND STUDIES**.)

Program descriptions at the 2-digit Series level begin with the standard phrase "Instructional programs," followed by a general description of the content areas and topics associated with the instructional programs within that Series.

The numbering sequence for the 4-digit Series consists of the 2-digit Series number followed by a period and an assigned 2-digit number following the period that is uniquely associated with that 4-digit Series. Codes and program titles at the 4-digit level appear in bold type. (*Examples:* **01.01 Agricultural Business and Management** and **51.02 Communication Disorders Sciences and Services**.) The programs that comprise the 4-digit groupings are listed in numerical sequence. Within a 4-digit Series, single instructional programs with a more general focus appear at the beginning of the Series and an *"Other"* program entry appears as the final program entry within the Series. This convention of including an "other" program code was established to provide a category for reporting on programs that fall within a 4-digit Series but do not have a separate program code. (*Example:* Within Series 01.01, Agricultural Business and Management, the code and program 01.0101 Agricultural Business and Management, General, appears first and 01.0199, Agricultural Business and Management, Other, is the last program code.)

Program descriptions are not provided at the 4-digit summary level. The user is instead informed where the instructional content for the Series is contained. (*Example:* For Series 01.01, Agricultural Business and Management, the program description is indicated as follows: *Instructional content for this group of programs is defined in codes 01.0101–01.0199*.)

Six-digit codes are the most detailed program classifications within the CIP. They are the basic unit of analysis used by NCES and institutions in tracking and reporting program completions and field of study data. There is at least one 6-digit code within every 4-digit Series. The numbering sequence is similar to the 4-digit Series sequence, with two more digits added after the 4-digit Series number; the standard format for the 6-digit codes is XX.XXXX. (*Examples*: 01.0101, 05.0101, 51.0201.) Program titles appear in bold type. (*Examples:* **01.0101 Agricultural Business and Management, General; 01.0102 Agribusiness/Agricultural Business Operations**; and **51.0201 Communication Disorders, General**.)

Each 6-digit program appears with a description that indicates the instructional content of the program. These

subject matter listings are intended as a general guide to the content areas addressed by the instructional program. Programs offered at different levels may cover more or fewer topics than those listed.

The program descriptions generally identify the objectives and content of the instructional programs. Program descriptions for academic or general programs begin with the phrase "A program that focuses on..." Program descriptions that begin with the phrase "A program that prepares individuals for..." or the phrase "generally prepares individuals..." indicate that the program is designed to prepare individuals for specific occupations upon completion.

Example:
01. AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES. Instructional programs that focus on agriculture and related sciences and that prepare individuals to apply specific knowledge, methods, and techniques to the management and performance of agricultural operations.

01.01 Agricultural Business and Management. Instructional content for this group of programs is defined in codes 01.0101–01.0199.

01.0102 Agribusiness/Agricultural Business Operations. A program that prepares individuals to manage agricultural businesses and agriculturally related operations within diversified corporations. Includes instruction in agriculture, agricultural specialization, business management, accounting, finance, marketing, planning, human resources management, and other managerial responsibilities.

Series and Code Titles

The titles of Series and programs presented in the CIP:2000 generally represent the most commonly used current titles of programs and program groupings. However, some titles have been maintained in the CIP:2000 either because of their historical importance and their continued usage by large numbers of institutions and schools, or because the terminology is accepted by accreditors and professional bodies in some cases where programs are governed by regulations related to preparation for licensed occupations.

Single titles are comprised of one word or phrase, such as "Psychology" or "Civil Engineering," that conveys the most commonly used or accepted name describing a program.

In some cases, more than one title may be used for the same instructional program. The CIP:2000 uses words or phrases separated by slashes in situations where (1) two or more commonly accepted names exist for the same program, (2) the same program has different names at different educational levels, or (3) the program has undergone a recent name change but many institutions still use the older name for the program. (*Example:* "Engineering Technologists/Technicians" is the slashed title of Series 15., which includes programs that prepare engineering technologists [the preferred term, but not the only one used] and also engineering technicians [an alternative title].) Different terms may also be used at different educational levels in some cases. (*Example*:"Family and Consumer Sciences/ Human Sciences," where the term Human Sciences is the new title but it has not yet been universally adopted and thus the older title is still referenced.)

The CIP:2000 groups closely related programs together in 6-digit codes and in Series so that institutions may report data for them in discrete codes and not in undifferentiated "other" categories. The titles of closely related programs captured under the same code are separated by commas and/or the conjunction "and." (*Example:* The title of Series 50., "Visual and Performing Arts," indicates that it contains programs in both the visual or plastic arts [fine art, applied art, crafts, photography, etc.] and the kinetic or performing arts [music, dance, theatre, etc.]. Likewise, the title of code 03.0201, "Natural Resources Management and Policy," indicates that this code is the appropriate place to report data on majors in either or both natural resources management and natural resources policy.)

Principles Governing the Inclusion of Programs in the CIP

For purposes of the CIP, NCES defines an instructional program as follows:

> A combination of courses and experiences that is designed to accomplish a predetermined objective or set of allied objectives such as preparation for advanced study, qualification for an occupation or range of occupations, or simply the increase of knowledge and understanding. (Chismore and Hill 1978, p.165)

Under this definition, instructional programs included in the CIP must meet all of the following operational criteria:

(1) An instructional program must be offered by, through, or under the auspices of an education institution or other recognized provider.

(2) The program must consist of more than one isolated course or learning experience and must not be a haphazard collection of unrelated courses or experiences.

(3) There must be a set of structured learning experiences, defined by an institution or other provider, leading to a completion point that is formally certified by a degree, another formal award, or some other form of recognition.

Types of instructional programs that meet the above criteria for inclusion in the CIP are as follows:

- postsecondary programs culminating in the following types of awards: postsecondary certificates for the completion of programs that are less than 1 academic year, at least 1 but less than 2 academic years, or at least 2 but less than 4 academic years; associate's degrees; bachelor's degrees; post-baccalaureate certificates; master's degrees; post-master's certificates; first-professional degrees; education specialist's degrees (Ed.Sp.); doctor's degrees; and post-doctorate certificates;
- residency programs conducted by the dental, medical, and veterinary professions that lead to advanced professional certification, including specific training offered by the U.S. military in programs parallel to civilian instructional programs;
- secondary and postsecondary Cadet and Junior/Senior ROTC programs;
- adult education programs leading to certificates of completion;
- secondary programs culminating in the following awards: regular/general high school diplomas and secondary/senior high graduation/completion diplomas/certificates; college/university preparatory and advanced high school/secondary school diplomas; vocational high school diplomas and secondary/vocational/industrial diplomas; programs culminating in diplomas, honors/regents high school diplomas and provincial graduation certificates; high school/secondary equivalence certificates; adult secondary school diplomas; certificates of competence and provincial certificates of education; certificates of Individualized Education Program (IEP) completion; and certificates for homeschooled instruction.

The CIP is a coding guide designed to assist in the collection of data on formal instructional programs only. The following programs are, therefore, not included in the CIP:

- in-house, professional, or on-the-job training activities that are not recognized by an education institution or provider and that do not lead to any kind of formal award, credit, or certification; and
- subject matter specializations or individual courses within a program that are not treated as a major and are generally not recognized by the education institution as a formal program offering.

An instructional program that meets the criteria stated above is eligible for inclusion in the CIP. To determine whether an eligible program would be retained or added, the following decision rules were used:

- federal survey data showing that at least 30 program completions have been reported over a 3-year period in at least 10 postsecondary institutions in three or more states (e.g., from surveys such as IPEDS or the National Science Foundation's Survey of Earned Doctorates);
- written requests for new codes provided via federal education surveys and meeting the threshold criterion above;
- requests from other federal agencies, state governments, or Canadian authorities for new or modified codes together with evidence of the existence of such programs and the need for them;
- evidence, including testimony, from authorities in a field who state, and provide evidence to show, that a new program exists and is offered; and/or
- empirical evidence of program viability based on the authors' review of primary sources and related databases at both the secondary and postsecondary levels.

Programs and codes could have been deleted from the current edition of the CIP for the following reasons:

- federal survey data showing that fewer than 30 program completions were recorded over a 3-year period, in less than 10 postsecondary institutions, and spread across fewer than three states;
- evidence, including testimony, from authorities in a field who state, and provide evidence to show, that a program is or will no longer be offered or recognized; and/or

- empirical evidence that a program is not in fact offered, based on the authors' review of primary sources and databases at both the secondary and postsecondary levels.

Revisions to the CIP:2000

The development of the CIP:2000 resulted in several significant changes to the program listings (additions, deletions, and movements of individual programs and program groups). The conventions used to implement these changes are delineated below.

Several new codes and programs were added to the CIP:2000 to reflect program titles and definitions that are currently used by education providers and professional associations. New programs were added when there was sufficient evidence that a new instructional program or Series of programs was evolving and when the programs met the operational criteria for inclusion. The identification of new programs resulted from meetings and extensive discussions between NCES and representatives of professional associations, academic societies, federal agencies, and institutional registrars and academic affairs officials. Searches of institutional and association program databases also informed the identification of new programs.

A standard procedure was used to identify programs that were added to the CIP:2000. The programs are presented in italics and labeled "*NEW*" in the Index of CIP:2000 Codes and Titles. They appear in bold italics and are also labeled "***NEW***" in the full program listing of the CIP:2000. (*Examples:* ***09.10 Publishing*** (***NEW***) and ***09.1001 Publishing*** (***NEW***).) These examples indicate that both a new 4-digit Series and a new 6-digit instructional program for Publishing were added to the CIP.[2]

Programs that are identified as ***"NEW"*** in the CIP:2000 are programs that were either added to the taxonomy for the first time or reinstated from previous CIP taxonomies. (*Examples:* Series *01.08, Agricultural Public Services,* and code/program *51.2209, Maternal and Child Health,* are classified as *NEW* because they were added to the CIP taxonomy for the first time. *Urban Forestry* [code 03.0508], *Comparative Psychology* [code 42.0501], and *Personality Psychology* [code 42.1001] are also classified as *NEW,* but they were reinstated from previous editions of the CIP.)

The CIP also contains several new CIP codes; that is, numeric codes that have been added to the taxonomy.[3] The codes do not necessarily reflect new programs, but typically result from a repositioning or reorganization of programs within the taxonomy. (*Example:* Code 51.3603 was added to the taxonomy because the Hypnotherapy program was moved from its program group in the CIP:1990 and integrated into a newly created program group, *Series 51.36, Movement and Mind-Body Therapies and Education.*)

Programs and codes that were deleted from the taxonomy are identified in distinct ways in the Full Listing of Program Codes, Titles, and Descriptions. The code for the deleted program appears in brackets and a "*Deleted*" qualifier appears after the program title. (*Example 1*: [04.07] Architectural Urban Design and Planning (Deleted); *Example 2:* [04.0701] Architectural Urban Design and Planning (Deleted, Report under 04.0301).) This information appears in the location formerly occupied by the program entry. The first example indicates that an entire 4-digit Series (group) was deleted from the taxonomy. The second example indicates that the 6-digit instructional program originally contained within the Series was eliminated and integrated into another 6-digit program. Instructions are provided to alert the CIP user where the deleted program should be reported (e.g., Report under 04.0301).

Several programs that occupied a particular location in the CIP:1990 were moved to new locations within the CIP:2000. Multiple sources were consulted before Series or program location changes (i.e., moves) were made. Programs that have been moved to new locations (i.e., placed under new program groups) are identified as follows: the program code appears in parentheses with instructions that indicate where the program has been moved to. (*Example:* (12.0405) Massage (Moved, Report under 51.3501).) This information is provided in the location formerly occupied by the program entry. Indications of where programs have been *moved from* are also made. (*Example*: 15.1201 Computer Engineering Technology/Technician (*Moved from 15.0301)*.[4]

[2] A comprehensive list of "*NEW*" programs is provided in table 1 of the complete handbook.

[3] A listing of the added CIP codes is provided in appendix C of the complete handbook.

[4] A summarized list of moved programs is provided in table 2 of the complete handbook. The Crosswalk of CIP:1990 to CIP:2000 Programs (table 3) provides detailed information on program moves.

Other Major Changes to the CIP:2000

- Several general programs were added at both the 4-digit Series and 6-digit code levels. (*Examples:* 01.00 Agriculture, General, and 01.0000 Agriculture, General; 46.00 Construction Trades, General, and 46.0000 Construction Trades, General.) These codes were added to permit reporting of undifferentiated or general programs in Series where no such opportunity existed previously.
- Several program groups (Series) were deleted from the CIP:2000. The deletions were made to implement a more logical organization of the program classifications. (*Examples*: Series 02. Agricultural Sciences; Series 20. Vocational Home Economics; Series 08. Marketing Operations/Marketing and Distribution; and Series 45.08 History.) These programs were, in most cases, moved (integrated) into other program groups. (*Examples*: Series 02. programs were integrated into Series 01. and 26.; Series 20. programs [of chapter 1] were moved into Series 19.; and Series 08. programs were integrated into Series 52.)[5]
- Several programs and program groups were moved to new locations in the CIP and assigned new CIP codes. Examples include the history and residency programs. History (previously located in Series 45.) was moved into a newly created program group (Series 54.); the residency programs were assigned a new Series code (Series 60.). Dental residency programs were moved to and should be reported under Series 60.01, medical residency programs were moved to and should be reported under Series 60.02, and veterinary residency programs were moved to and should be reported under Series 60.03.

Cross-References

Cross-references or crosswalks are provided to refer the CIP user to related codes/programs within the CIP. Their primary purpose is to refer the CIP user to a more appropriate code/classification for use in reporting a program. Cross-references are located immediately below the program that they are related to and are preceded by five dashes in the place where a CIP code would appear. They contain the precise title of the Series or program that the CIP user is referred to, followed by a (*Report under*) instruction that indicates which Series or program should be considered for use. Cross-references are made to specific programs (i.e., 6-digit programs) or to 4- or 2-digit groups.

Example:
14.0701 Chemical Engineering.

----- **Chemistry**. (Report under 40.05 Series)

----- **Chemical Technology/Technician.** (Report under 41.0301)

A second type of cross-reference uses a *(See also)* notation to refer the user to a similar program located in another 6-digit program or 4- or 2-digit Series that may be considered before final selection.

Example:
19.0201 Business Family and Consumer Sciences/Human Sciences.

----- **Hospitality Administration/Management.** (See also 52.09 Series)

Reference

Chismore, D., and Hill, Q. (1978). *A Classification of Educational Subject Matter.* U.S. Department of Education. Washington, DC: National Center for Education Statistics.

[5]These changes/movements are summarized in table 2 of the complete handbook and specified in the CIP:1990 to CIP:2000 crosswalk (table 3).

For technical information, see the complete report:

National Center for Education Statistics. (2002) *Classification of Instructional Programs: 2000 Edition* (NCES 2002–165).

For questions about content, contact Roslyn A. Korb (roslyn.korb@ed.gov).

To obtain the complete handbook (NCES 2002–165), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch), or contact GPO (202–512–1800).

Data Products, Other Publications, and Funding Opportunities

Data Products

ECLS-K Longitudinal Kindergarten–First Grade Public-Use Data Files and Electronic Codebook

The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), follows a nationally representative sample of about 22,000 kindergartners through the fifth grade, measuring their home and academic environments, opportunities, and achievements. This CD-ROM contains both kindergarten and first-grade public-use data from ECLS-K.

The CD-ROM contains an Electronic Codebook (ECB); a child-level data file containing data from children, parents, teachers, and schools for the first four waves of data collection; and survey and ECB documentation. User's manuals describing the longitudinal, base-year, and first-grade data files are included on the CD and include descriptions of the design of ECLS-K and information to help users access and use the longitudinal kindergarten/first-grade data files and ECB. The longitudinal user's manual is also available as a separate volume (NCES 2002–149) in the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

There are no additional data beyond the data already included in the base-year and first-grade CDs that were individually released. The ECB will be most useful for researchers examining both base-year and first-grade data simultaneously; only data and weights for children who participated in both kindergarten and first grade are included. Researchers interested in conducting cross-sectional or within-grade analyses should use the separate base-year and first-grade ECBs.

For questions about this CD-ROM, contact Jonaki Bose (jonaki.bose@ed.gov).

To obtain this CD-ROM (NCES 2002–148), call the toll-free ED Pubs number (877–433–7827).

Data File: CCD State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2000–01

The "State Nonfiscal Survey of Public Elementary/Secondary Education" is part of the Common Core of Data (CCD) collection of surveys. This survey provides public elementary and secondary student, staff, and graduate counts for the 50 states, District of Columbia, five outlying areas, Bureau of Indian Affairs schools, and U.S. Department of Defense Dependents (domestic and overseas) schools. The data are provided annually by state education agencies (SEAs) from their administrative records. The 2000–01 data set contains 59 records, one for each reporting state or jurisdiction.

For each state or jurisdiction, the data file includes the following information: name, address, and phone number of the SEA; number of teachers, by level; number of other staff, by occupational category; number of students, by grade and ungraded, as well as by race/ethnicity (five racial/ethnic categories); and number of high school completers (for school year 1999–2000), by type of completion (diploma, high school equivalency, or other completion) and by race/ethnicity.

The data can be downloaded from the NCES Web Site either as an Excel file or as a flat file that can be used with statistical processing programs such as SPSS or SAS. Documentation is provided in separate files.

For questions about this data product, contact Beth Young (beth.young@ed.gov).

To obtain this data product (NCES 2002–363), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Data File: Common Core of Data (CCD): School Years 1996–97 Through 1999–2000

The Common Core of Data (CCD) is the NCES primary database on elementary and secondary public education in the United States. CCD is a comprehensive, annual, national statistical database of all elementary and secondary schools and school districts, containing data that are comparable across all states. The 50 states and the District of Columbia, Bureau of Indian Affairs schools, Department of Defense Dependents schools, and outlying areas (American Samoa, Guam, the Northern Marianas, Puerto Rico, and the Virgin Islands) schools are included in the collection.

This CD-ROM contains portions of 4 years of CCD data, beginning with school year 1996–97 and continuing through 1999–2000, including data on migrant enrollment and high school completers. For schools and states, data are included for the last 3 years; for agencies, all 4 years. This CD-ROM contains approximately 300,000 school records, more than 65,000 agency records, and 177 state records. Agency-level finance data for fiscal years (FY) 1997, 1998, and 1999 have been merged with the appropriate agency nonfiscal records. Some of the agency fiscal and demographic data were obtained from the 1990 Decennial Census and F-33 survey conducted by the U.S. Bureau of the Census. State nonfiscal and fiscal data have also been merged into a single file; state-level fiscal data are available for FY 98 only.

For questions about this CD-ROM, contact Tai A. Phan (tai.phan@ed.gov).

To obtain this CD-ROM (NCES 2002–373), call the toll-free ED Pubs number (877–433–7827).

Data File: Public Libraries Survey: Fiscal Year 1999

The Public Libraries Survey (PLS) is conducted annually by NCES through the Federal-State Cooperative System for Public Library Data. The data are collected by a network of state data coordinators appointed by the Chief Officers of State Library Agencies. For fiscal year (FY) 1999, the PLS includes data from 9,048 libraries in the 50 states, the District of Columbia, and the outlying areas of Guam and the Northern Marianas. Data collected include population of legal service area, service outlets, public service hours, library materials, total circulation, circulation of

children's materials, reference transactions, library visits, children's program attendance, electronic services and information, staff, operating income, operating expenditures, and capital outlay.

Three data files were generated (in Microsoft Access and ASCII formats) from the FY 99 PLS:

- Public Library Data File, including data for the universe of public libraries;
- State Summary/State Characteristics Data File; and
- Public Library Outlet Data File, including data for the universe of public library service outlets (central or main libraries, branches, bookmobiles, and books-by-mail–only outlets).

These database files and related documentation are available on the NCES Web Site.

For questions about this data product, contact P. Elaine Kroe (patricia.kroe@ed.gov).

To obtain this data product (NCES 2002–376), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

National Household Education Surveys of 1991, 1993, 1995, 1996, and 1999: Data Files and Electronic Codebook

This set of two CD-ROMs contains all of the public-release data collected through the National Household Education Survey (NHES) from 1991 through 1999. The CDs contain data collected as part of 13 random-digit-dial household surveys about parent involvement in their children's education, early childhood education, adult participation in various educational activities, young children's school readiness, school safety and discipline, and civic education. Data documentation is provided for each file. Software is also included to help users navigate the data sets and produce extract files to be used with statistical programs such as SPSS, SAS, or Stata.

For questions about these CD-ROMs, contact Chris Chapman (chris.chapman@ed.gov).

To obtain these CD-ROMs (NCES 2002–005), call the toll-free ED Pubs number (877–433–7827).

Other Publications

The Nation's Report Card: U.S. History Highlights 2001

National Center for Education Statistics

The National Assessment of Educational Progress (NAEP), known as "The Nation's Report Card," is authorized by Congress, administered by NCES, and overseen by the National Assessment Governing Board (NAGB). For more than 30 years, NAEP has been the only ongoing national indicator of what American students know and can do in major academic subjects. In 2001, NAEP administered a U.S. history assessment to a national sample representative of students at grades 4, 8, and 12. The findings from the NAEP 2001 U.S. History Assessment provide a picture of U.S. students' knowledge, skills, and achievements in U.S. history.

This 20-page publication uses a full-color tabloid format to present highlights from the 2001 U.S. history assessment. It describes the assessment content, presents major findings, and provides information about practices in school that are related to U.S. history achievement. Results in 2001 are compared to results in 1994 and summarized by gender, race/ethnicity, and school characteristics. The publication also includes sample test questions and sample student responses.

For questions about content, contact Janis Brown (janis.brown@ed.gov).

To obtain this document (NCES 2002–482), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Directory of Public Elementary and Secondary Education Agencies: 1999–2000

Lena M. McDowell and John Sietsema

This directory provides a complete listing of agencies responsible for providing free public elementary/secondary instruction or education support services in the 50 states, District of Columbia, five outlying areas, Bureau of Indian Affairs schools, and U.S. Department of Defense Dependents (overseas) schools. The agencies are organized by state or jurisdiction and, within

each state or jurisdiction, by agency type. Agencies are divided into six types: regular school districts, supervisory union administrative centers, regional educational service agencies, state-operated agencies, federally operated agencies, and other agencies.

The entry for each listed agency (if complete) includes the following information: agency name, address, and phone number; name of county; metropolitan status code; grade span; student membership (number of students enrolled on the school day closest to October 1, 1999); number of regular high school graduates (1989–99 school year); number of students with Individualized Education Programs; number of teachers; and number of schools. This information comes primarily from the 1999–2000 "Local Education Agency Universe Survey," part of the NCES Common Core of Data (CCD).

This publication also includes summary tables on district size, grade span, and student population.

Author affiliations: L. McDowell and J. Sietsema, NCES.

For questions about this directory, contact Lena M. McDowell (lena.mcdowell@ed.gov) or John Sietsema (john.sietsema@ed.gov).

To obtain this directory (NCES 2002–314), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Findings From the *Condition of Education 2001:* Students Whose Parents Did Not Go to College

Susan P. Choy

The Condition of Education, published annually by NCES, summarizes important developments and trends in education using the latest available data. The report, which is required by law, is an indicator report intended for a general audience of readers who are interested in education. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available.

The 2001 edition also includes a special-focus essay on the access, persistence, and success of first-generation students (i.e., students whose parents did not attend college) in postsecondary education. This essay, published separately here, summarizes the findings of a series of recent nationally representative NCES studies—the National Education Longitudinal Study (NELS), Beginning Postsecondary Students Longitudinal Study (BPS), and Baccalaureate and Beyond Longitudinal Study (B&B)—about the experiences of high school graduates and postsecondary students whose parents did not attend college.

Author affiliation: S.P. Choy, MPR Associates, Inc.

For questions about content, contact John G. Wirt (john.wirt@ed.gov).

To obtain this publication (NCES 2001–126), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Pocket Projections: Projections of Education Statistics to 2011

William J. Hussar

Each year, NCES publishes this pocket summary of the *Projections of Education Statistics*. The pocket summary provides the reader with key information extracted from the full report. Included are data on enrollment at all education levels (including postsecondary), numbers of high school graduates, earned degrees conferred, classroom teachers, and expenditures for public elementary and secondary schools. This year's edition of *Pocket Projections* starts with 1988–89 data and includes estimates for 1999–2000 and projections for 2010–11.

Author affiliation: W.J. Hussar, NCES.

For questions about this pocket summary, contact William J. Hussar (william.hussar@ed.gov).

To obtain this pocket summary (NCES 2002–145), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

To obtain the complete Projections (NCES 2002–083), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch), or contact GPO (202–512–1800).

Mini-Digest of Education Statistics 2001

Charlene Hoffman

The *Mini-Digest of Education Statistics 2001* (the ninth edition) is a pocket-sized compilation of statistical information covering the broad field of American education from kindergarten through graduate school. It presents brief text summaries and short tables that

serve as a convenient reference for materials found in greater detail in the complete *Digest of Education Statistics*.

The *Mini-Digest* includes sections on elementary/secondary and postsecondary enrollments, teachers and staff, educational outcomes, and finance. The data are from numerous sources, especially surveys and activities carried out by NCES. Current and past-year data are included, as well as projections for elementary/secondary enrollment through 2011.

Author affiliation: C. Hoffman, NCES.

For questions about content, contact Charlene Hoffman (charlene.hoffman@ed.gov).

To obtain this publication (NCES 2002–026), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

To obtain the complete Digest (NCES 2002–130), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch), or contact GPO (202–512–1800).

Funding Opportunities

The AERA Grants Program

Jointly funded by the National Science Foundation (NSF), NCES, and the Office of Educational Research and Improvement (OERI), this training and research program is administered by the American Educational Research Association (AERA). The program has four major elements: a research grants program, a dissertation grants program, a fellows program, and a training institute. The program is intended to enhance the capability of the U.S. research community to use large-scale data sets, specifically those of the NSF and NCES, to conduct studies that are relevant to educational policy and practice, and to strengthen communications between the educational research community and government staff.

Applications for this program may be submitted at any time. The application review board meets three times per year. The following are examples of grants recently awarded under the program:

Research Grants

- Albert Beaton, Boston College—Examining Changes in International Multilevel Variance and Student Correlates of Mathematics Achievement Using Data From TIMSS 1995 and TIMSS 1999
- Terry Ishitani, Indiana State University—The Longitudinal Impact of "First-Generation" on College Student Attrition
- Sharon Judge, University of Tennessee—Resilient and Vulnerable At-Risk Children: What Makes the Difference?
- Ann O'Connell, University of Connecticut—Factors Associated With Growth in Proficiency During Kindergarten and Through First Grade
- Brian Powell, Indiana University—Parental Involvement, Educational Investment, and School Outcomes of Young Children From Biracial Families

Dissertation Grants

- Betsy McCoach, University of Connecticut—Does Grouping Matter? A Cross-Classified Random Effects Model of Children's Reading Growth During the First Two Years of School
- Sam Michalowski, City University of New York—The Organizational Context of School Violence and Disruption: A National Perspective
- Colin Ong-Dean, University of California, San Diego—Parents' Role in the Diagnosis and Accommodation of Disabled Children in the Educational Context
- Christina Sentovich, University of South Florida—Teacher Satisfaction in Public, Private, and Charter Schools: The Influence of Workplace Conditions and Professionalization—A Multilevel Analysis
- Sandra Way, University of Arizona—For Their Own Good? The Effects of School Discipline on Student Behavior and Academic Achievement
- Ying Zhou, Pennsylvania State University—Examining the Influences on Faculty Departure Using NSOPF–99

For more information, contact Edith McArthur (edith.mcarthur@ed.gov) or visit the AERA Grants Program Web Site (http://www.aera.net/grantsprogram).

The NAEP Secondary Analysis Grant Program

The NAEP Secondary Analysis Grant Program was developed to encourage education researchers to conduct secondary analysis studies using data from the National Assessment of Educational Progress (NAEP) and the NAEP High School Transcript Studies. This program is open to all public or private organizations and consortia of organizations. The program is typically announced annually, in the late fall, in the *Federal Register*. Grants awarded under this program run from 12 to 18 months and awards range from $15,000 to $100,000. The following grants were awarded for fiscal year 2002:

- Hua-Hua Chang, University of Texas at Austin—Improving the DIF Detection Procedures for NAEP Data Analysis
- Laura Desimone, Vanderbilt University—Preparation, Professional Development, and Policy in Mathematics: Does It All Add Up?
- Henry Braun, Educational Testing Service—Using State NAEP Data to Examine Patterns in Eighth-Grade Mathematics Achievement and the Efficacy of State Education Policy Initiatives
- Susan Lubienski, Iowa State University—A Closer Look at Mathematics Achievement and Instructional Practices: Examinations of Race, SES, and Gender in a Decade of NAEP Data
- Kendrick Curry, United Negro College Fund Special Programs Corporation—The Trickle Down Effect: How Teacher Quality and Recruitment Practices Affect the Achievement of African American Students in a Three-State Metropolitan Area
- Claudia Gentile, Educational Testing Service—Reading Test Design, Validity, and Fairness: A Re-Analysis of Data From the 2000 Fourth-Grade Reading Assessment
- Matthias von Davier, Educational Testing Service—A Tool for Improved Precision Reporting in Secondary Analysis of National and State Level NAEP Data
- Norman Webb, University of Wisconsin—Informing State Mathematics Reform Through State NAEP
- Laura O'Dwyer, Boston College—Estimating the Full NAEP Population Distribution: Imputing Scores for Excluded SD and LEP Students Using Hierarchical Linear Modeling Techniques

For more information, contact Alex Sedlacek (alex.sedlacek@ed.gov).