



U.S. Department of Education  
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NCES 2006-01

# Working Paper Series

## **2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) Field Test Methodology Report**

**May 2006**

The Working Paper Series was initiated to promote the sharing of the valuable work experience and knowledge reflected in these preliminary reports. These reports are viewed as works in progress, and have not undergone a rigorous review for consistency with NCES Statistical Standards prior to inclusion in the Working Paper Series.





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# Working Paper Series

## 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) Field Test Methodology Report

May 2006

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# Executive Summary

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## Introduction

The 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06), conducted for the U.S. Department of Education's National Center for Education Statistics (NCES), collected information about the education and employment experiences of students in the two years following their first enrollment in postsecondary education. The primary objective of BPS:04/06 is to follow a cohort of students from the start of their postsecondary education and collect further data from them in 2006 and 2009.

This report describes the methodology and findings of the BPS:04/06 field test, which took place during the 2004–05 school year. The BPS:04/06 field test was used to plan, implement, and evaluate methodological procedures, instruments, and systems proposed for use in the full-scale study scheduled for the 2005–06 school year.

## Sample Design

The respondent universe for the BPS:04/06 field test consisted of all students who began their postsecondary education for the first time during the 2002-03 academic year at any postsecondary institution in the United States or Puerto Rico. The students sampled were first-time beginning postsecondary students (FTBs) who attended postsecondary institutions eligible for inclusion in the National Postsecondary Student Aid Study (NPSAS:04)<sup>1</sup> and who met the eligibility criteria for NPSAS:04.

The BPS:04/06 field test sample was comprised of 2,610<sup>2</sup> students who had been identified as potential FTBs by their base-year sample institution, 310 of whom were confirmed as FTBs during the base-year interview. The remainder of the sample consisted of approximately 180 nonrespondents to the base-year interview, as well as a supplemental sample of potential FTBs who were not included in the NPSAS:04 field test.<sup>3</sup>

## Instrumentation

Unlike instruments in previous BPS cycles, the BPS:04/06 student instrument was designed as a web-based instrument to be used both for self-administered “interviews” via the Web as well as by interviewers in both computer-assisted telephone interviews (CATI) and computer-assisted personal interviews (CAPI). In addition, a study website was developed for access to the self-administered interview and to provide sample members with additional information about the study.

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<sup>1</sup> Riccobono, J., Siegel, P., Cominole, M., Dudley, K., Charleston, S., and Link, M. (2005). 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test Methodology Report (NCES 2005–02). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

<sup>2</sup> Reported number of institutions and students have been rounded to protect the confidentiality of individual student data.

<sup>3</sup> Sufficient student samples were obtained for the NPSAS:04 field test from the first 80 institutions that provided enrollment lists, so the remaining institutions in the base year sample were not included. However, students from the additional enrollment lists were used for the supplemental sample for the BPS follow-up field test.

The instrument was designed to accommodate the mixed-mode data collection approach and to ensure the collection of the highest quality data. Design considerations included the following: appropriate question wording for both self-administered and interviewer-administered surveys; providing extensive help text to assist self-administered respondents and interviewers; and pop-up boxes indicating out-of-range values.

The instrument consisted of six sections grouped by topic. The first section was administered to base-year nonrespondents, and determined student eligibility for the NPSAS:04 study and the BPS study. The second section contained questions relating to postsecondary enrollment since the base year, collecting detail about all institutions attended and enrollment dates. The third section focused on the most recent enrollment characteristics, asking about major or field of study if declared, grade point average, education expenses, work while enrolled, student loan debt, and loan repayment, if applicable. The fourth section focused on the employment experiences of respondents no longer enrolled in postsecondary education. The fifth section of the interview gathered background and demographic information about students and their family members. The final section requested contacting information to make contact easier for the next follow-up interview.

## **Data Collection Design and Outcomes**

### **Interviewer Training**

Field test training programs were developed for Help Desk operators (who also served as telephone interviewers) and field interviewers. Programs on successfully locating and interviewing sample members were developed for all telephone interviewers. Topics covered in telephone interviewer training included administrative procedures required for case management, quality control of interactions with sample members, parents, and other contacts; the purpose of BPS:04/06 and the uses of the data; and the organization and operation of the web-based student instrument to be used in data collection. Help Desk operators received essentially the same training as telephone interviewers because they were expected to complete the instrument over the telephone if requested by a caller; however, Help Desk operators also received specific training on “frequently asked questions” regarding the instrument and technical issues related to completing of the instrument via the Web.

### **Student Locating and Interviewing**

The BPS:04/06 field test data collection design involved initial locating of sample members, providing an opportunity for the student to complete the self-administered interview via the Web, and following up web nonrespondents after 3 weeks and attempting to conduct either a telephone or personal interview. Prior to the start of data collection, batch-locating activities were conducted to update address and telephone information. Sources for this task included the Central Processing System (CPS), the U.S. Postal Service National Change of Address (NCOA) system, FASTData, and Telematch. Students were then sent a notification mailing containing a lead letter, informational brochure, and username and password for completing the interview via the Web. Telephone contact began for self-administered web nonrespondents 3 weeks after the initial mailing. Locating and tracing activities by telephone interviewers occurred simultaneously with efforts to gain cooperation from sample members. When all tracing options were exhausted by the interviewer, cases were sent to RTI’s Call Center

Services (CCS). Cases for which further contacting information was obtained were sent back for contact by telephone interviewers; those for whom no additional information could be obtained were finalized as unlocatable.

Of the 2,610 sample members, 380 were excluded due to ineligibility, 1,510 were located, and 1,060 of those who were located completed the student interview, yielding an unweighted response rate<sup>4</sup> of 48 percent. The average time to complete the student interview for all respondents was about 25 minutes. Self-administered respondents, on average, took 23 minutes to complete the interview and respondents to the telephone interview took about 27 minutes.

## Evaluation of Operations and Data Quality

As noted above, the BPS:04/06 field test was used to plan, implement, and evaluate methodological procedures, instruments, and systems proposed for use in the full-scale study scheduled for the 2005–06 school year; therefore, assessments of operations, procedures, and data quality were critical at this stage.<sup>5</sup> Evaluations of operations and procedures focused on the timeline for data collection from students (self-administered and interviewer-administered), tracing and locating procedures, refusal conversion efforts, the effectiveness of incentives for increasing early response via the Web during production interviewing and for refusal conversion, and the length of the student interview. Evaluations of data quality included an examination of items with high rates of missing data, the reliability of the student instrument, use of online help text, conversion efforts of nonrespondents to critical items in the instrument, and question delivery and data entry quality control procedures.

## Data Files

Data from field tests such as BPS:04/06 are not released to the public; however, all data file processing procedures were tested rigorously to prepare for the full-scale effort. Procedures tested included a review of online coding and editing systems, range and consistency checks for all data, and post data-collection data editing. Detailed documentation was also developed to describe question text, response options, logical imputations, and recoding.

## Planned Changes for the BPS:04/06 Full-Scale Study

General changes for efficiency and clarity have been suggested for the study regarding tracing and locating and student interviewing. More substantial changes suggested for the BPS:04/06 full-scale study include the following:

- A subset of cases believed to have questionable eligibility<sup>6</sup> will be administered a brief set of items to quickly verify eligibility for BPS before progressing to the main follow-up interview.

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<sup>4</sup> The BPS field test data are unweighted and therefore should not be used for analytic purposes.

<sup>5</sup> All comparisons have been tested using a significance level of 0.05.

<sup>6</sup> A review of institutional record data and/or financial aid data collected during the full-scale base year study suggests that some cases identified as first time beginners (FTBs) in the student interview might not be eligible for inclusion in the BPS:04 cohort.

- Prompting calls will be made to base-year nonrespondents to increase interview participation during the early response period of data collection.
- Incentives will be paid in the following manner: \$30 for early response (all interviews completed within the first weeks of data collection), \$20 during the production interviewing phase of data collection (when telephone interviewers make outbound calls to obtain interviews), \$30 for all CAPI interviews, and \$30 for nonresponse conversion, including refusals, hard to locate, and high call counts (more than 10 calls).
- The full-scale instrument will use the coding systems chosen based on the comparison during the field test data collection based on efficiency and accuracy. To code major/field of study, an assisted coder will be used. To code occupations, an assisted coder based on O\*NET that searches based on job title and duties will be used.



# Working Paper Foreword

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In addition to official NCES publications, NCES staff and individuals commissioned by NCES produce preliminary research reports that include analyses of survey results, and presentations of technical, methodological, and statistical evaluation issues.

The *Working Paper Series* was initiated to promote the sharing of the valuable work experience and knowledge reflected in these preliminary reports. These reports are viewed as works in progress, and have not undergone a rigorous review for consistency with NCES Statistical Standards prior to inclusion in the Working Paper Series.

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# Foreword

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This report describes and evaluates the methods and procedures used in the field test of the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06). The BPS:04/06 field test is the first of two follow-up interviews planned for the cohort of first time beginning students (FTBs) identified as part of the field test of the 2004 National Postsecondary Student Aid Study (NPSAS:04). BPS:04/06 included important changes from previous BPS studies, namely the development of a single web-based instrument for self-administration by sample members and use by telephone interviewers alike.

We hope that the information provided in this report will be useful to interested readers. This study was based on a purposive and complementary sample of the nationally representative sample of institutions to be used in the BPS:04/06 full-scale study. Additional information about BPS:04/06 is available on the Web at <http://www.nces.ed.gov/surveys/bps>.

C. Dennis Carroll  
Associate Commissioner  
Postsecondary Studies Division



# Acknowledgments

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The authors gratefully acknowledge the assistance of staff members of the National Center for Education Statistics (NCES) for their advice, guidance, and review in the design of the field test study, and in preparation of this document. We are particularly grateful to C. Dennis Carroll, Associate Commissioner, Postsecondary Studies Division (PSD); Paula R. Knepper, Senior Technical Advisor, Postsecondary Studies Division (PSD); James Griffith, Program Director, Postsecondary Longitudinal and Sample Survey Studies (PLSSS); Tracy Hunt-White, BPS Project Officer; and Linda Zimble, Statistician (PLSSS), for their constructive input and review.

Particular thanks are also extended to the Technical Review Panel members, who provided considerable insight and guidance in the development of the design and instrumentation of the study. Thanks are also extended to the many project staff members, with special acknowledgment given to Craig Hollingsworth and Sharon Powell for their tireless efforts in preparing this document.

Most of all, we are greatly indebted to the students who generously participated in the survey. Their willingness to take the time to share information made this study a success.



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# Chapter 1

## Overview of BPS:04/06

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This working paper documents the methodological procedures and related evaluations for the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test. RTI International (RTI), with the assistance of MPR Associates, Inc. (MPR), is conducting the BPS:04/06 field test and subsequent full-scale study for the National Center for Education Statistics (NCES) of the U.S. Department of Education, Washington, DC (Contract No. ED-02-CO-0011), as authorized by Title I, Section 153 of the Education Sciences Reform Act [P.L. 107–279]. For reference, BPS was authorized by the following legislation:

The General Education Provisions Act, as amended, 20 U.S.C. §1221 e-1 (2001).

The Higher Education Act of 1965, as amended by the Higher Education Amendments of 1986, Title XIII(a), Section 1303, and Title XIV, 20 U.S.C. §1070 et seq. (1994).

The Higher Education Act of 1965, Augustus F. Hawkins – Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, 20 U.S.C. §2911 to 2976 (2001).

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

This introductory chapter describes the background, purposes, schedule, and products of the BPS:04/06 study, as well as the unique purposes of the field test. Chapter 2 describes field test design and procedures. Chapter 3 presents data collection results, including the results of two experiments implemented as part of the field test data collection. Chapter 4 presents evaluations of the quality of the data collected during the field test, and finally, chapter 5 summarizes the major recommendations for the full-scale study design based on field test findings. Materials used during the field test are provided as appendixes to the report and cited in the text where appropriate.

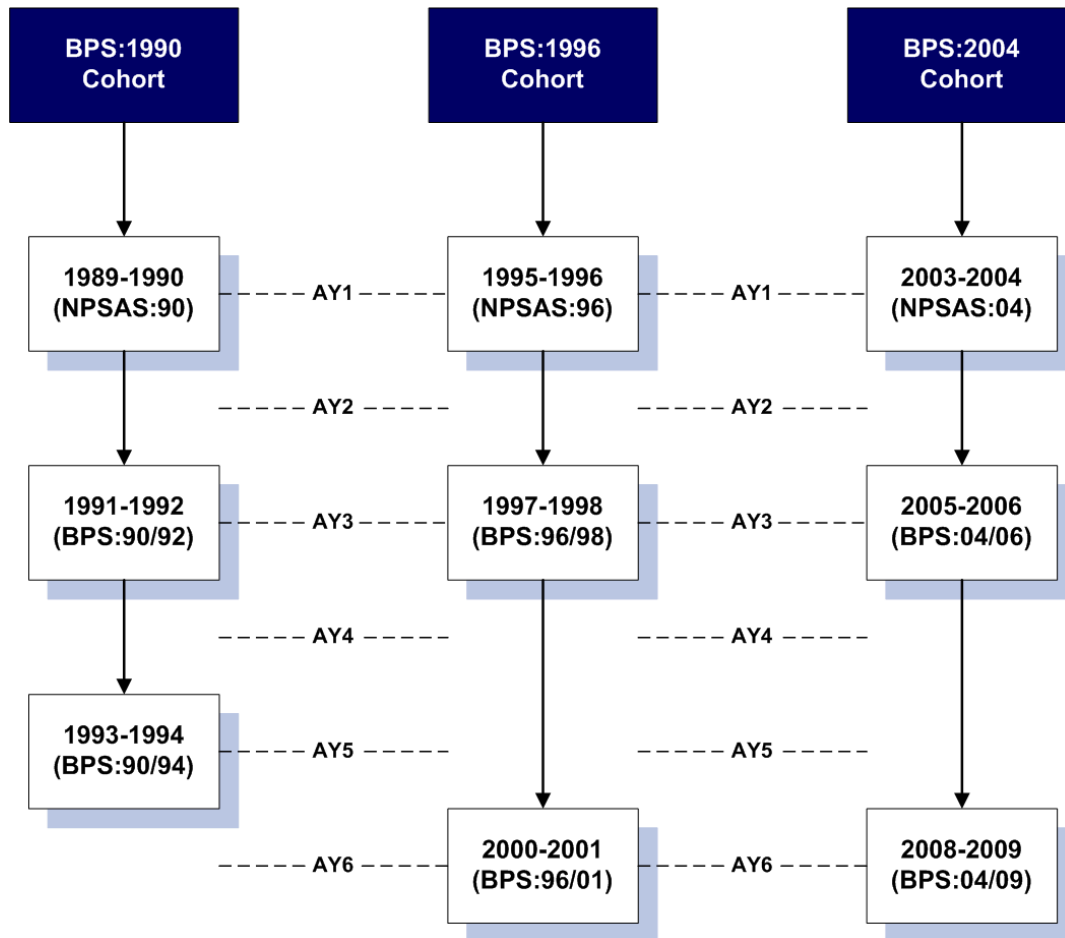
All analyses conducted to evaluate the effectiveness of the BPS:04/06 procedures are discussed. Unless otherwise indicated, a criterion probability level of 0.05 was used for all tests of significance. Throughout this document, reported numbers of sample institutions and students have been rounded to further ensure the confidentiality of individual student data. As a result, row and column entries in tables may not sum to their respective totals, and reported percentages (based on unrounded numbers) may differ somewhat from those that would result from these rounded numbers.

### 1.1 Background and Objectives of BPS

Each academic year, several million students begin postsecondary education for the first time. The Beginning Postsecondary Students Longitudinal Study (BPS) series provides an opportunity to describe these students during their first year, and at multiple times after their first year. As one of several studies sponsored by NCES to respond to the need for a national, comprehensive database on postsecondary education, the BPS series addresses issues related to enrollment, persistence, progress, attainment, continuation into graduate/professional school, employment, and rates of return to society.

The BPS series of studies is uniquely able to identify students as first-time beginners (FTBs) through its base study—the National Postsecondary Student Aid Study (NPSAS), a recurring survey of nationally representative, cross-sectional samples of postsecondary students designed to determine how students and their families pay for postsecondary education. Once identified, the BPS study series follows FTBs over a period of six years to monitor their progress in the issues of postsecondary education described above. Figure 1-1 presents the timelines for data collection for the base year and subsequent follow-up studies for each BPS in the series.

**Figure 1-1. Chronology of the Beginning Postsecondary Students (BPS) Longitudinal Study: 1990 to 2009**



NOTE: NPSAS = National Postsecondary Student Aid Study. BPS = Beginning Postsecondary Students Longitudinal Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

The purpose of the BPS:04/06 follow-up is to monitor the academic progress and persistence in postsecondary education of 2003–04 FTB students during the 3 years following their initial entry into a postsecondary institution. The data collection will focus on continued education and experience, education financing, entry into the workforce, the relationship between experiences during postsecondary education and various societal and personal outcomes, and returns to the individual and to society on the investment in postsecondary education.

The second follow-up of the BPS:04 cohort, scheduled for 2009, will monitor students' academic progress in the 6 years following their first entry into postsecondary education and will be able to assess completion rates in 4-year programs. Data collected will continue to focus on education and employment, and the survey will include many of the questions used in the first follow-up. The second follow-up will also be enhanced to focus on graduate and professional school access issues, and to further explore rate of return issues for those who will have completed their education.

## 1.2 Overview of the Field Test Study Design

The major purpose of the BPS:04/06 field test was to plan, implement, and evaluate operational and methodological procedures, instruments, and systems proposed for use in the full-scale study, particularly procedures that have not been previously tested. Some of the major topics tested and evaluated in the field test included the following:

- Web-based self-administered interviewing, with help desk support, followed by computer-assisted telephone interview (CATI) and computer-assisted personal interview (CAPI) data collection.
- Two experiments to determine:
  1. whether prompting telephone calls made to sample members during the early response period of self-administered interviewing would increase response rates compared to sample members who did not receive the telephone prompt; and
  2. whether offering a monetary incentive to sample members during the production interviewing phase of data collection would increase response rates compared to sample members not offered an incentive.
- A comparison of two systems designed to code major field of study and occupational categories to determine which system to use in the full-scale data collection.

## 1.3 Schedule and Products of BPS:04/06

Table 1-1 summarizes the schedule for the field test, as well as the proposed schedule for the full-scale study in 2006. Electronically documented, restricted-access research files (with associated electronic codebooks) as well as NCES Data Analysis Systems (DASs) for public release will be constructed from the full-scale data and made available to a variety of organizations and researchers. BPS:04/06 will produce

- a full-scale methodology report, providing details of sample design and selection procedures, data collection procedures, weighting methodologies, estimation procedures and design effects, and the results of nonresponse bias analyses;
- special tabulations of issues of interest to the higher education community, as determined by NCES; and
- a descriptive summary of significant findings for dissemination to a broad audience.

**Table 1-1. Schedule of major BPS:04/06 activities: 2005–07**

Activity	Start date <sup>1</sup>	End date <sup>2</sup>
Field test		
Sampling	8/02/2004	11/12/2004
RIMS/OMB forms clearance	7/01/2004	3/25/2005
Instrument development	8/02/2004	11/24/2004
Tracing	8/02/2004	7/29/2005
Help Desk training	10/15/2004	6/05/2005
Data collection	4/01/2005	7/31/2005
Self-administered	4/01/2005	7/31/2005
Telephone interviewing—CATI	4/25/2005	7/31/2005
In-person interviewing—CAPI	6/06/2005	7/31/2005
Data files and documentation	4/01/2005	9/30/2005
Methodological reporting	5/02/2005	11/4/2005
Full-scale		
Sampling	8/01/2005	9/30/2005
Implement intensive locating procedures	9/30/2005	10/03/2006
Instrument development	9/12/2005	2/14/2006
Data collection	3/20/2006	10/03/2006
Self-administered	3/20/2006	10/03/2006
Telephone interviewing—CATI	4/10/2006	10/03/2006
In-person interviewing—CAPI	4/19/2006	10/03/2006
Data files and documentation	3/20/2006	1/30/2007
Methodological reporting	5/01/2006	5/20/2007
Special tabulations and DAS files	5/01/2006	5/31/2007
Descriptive report	5/01/2006	5/31/2007

<sup>1</sup> This is the date on which the activity was or will be initiated.

<sup>2</sup> This is the date on which the activity was or will be completed.

NOTE: RIMS/OMB = Regulatory Information Management Service (ED)/Office of Management and Budget; CATI = computer-assisted telephone interviewing; CAPI = computer-assisted personal interviewing; DAS = Data Analysis System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

# Chapter 2

## Design and Method of the BPS:04/06 Field Test

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The purpose of the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test was to fully test all procedures, methods, and systems of the study in a realistic operational environment prior to implementing them in the full-scale study. This chapter describes the design of the field test data collection. An overview of the sampling design, sample member locating and contacting activities, interview design, and data collection procedures is presented, together with a description of the systems developed to support the BPS:04/06 field test data collection.

### 2.1 Sampling Design

The respondent universe for the BPS:04/06 field test consisted of all students who began their postsecondary education for the first time during the 2002–03 academic year at any Title IV-eligible postsecondary institution in the United States or Puerto Rico. The sample students were the first-time beginners (FTBs) from the 2004 National Postsecondary Student Aid Study (NPSAS:04) field test.

Institutions eligible for the NPSAS:04 field test were required during the 2002–03 academic year to meet all the requirements for distributing Title IV aid, including:

- offering an educational program designed for persons who have completed secondary education;
- offering at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offering courses that are open to more than the employees or members of the company or group (e.g., union) that administers the institution; and
- being located in the 50 states, the District of Columbia, or Puerto Rico.

Institutions providing only vocational, recreational, or remedial courses or only in-house courses for their own employees were excluded, as were U.S. Service Academies because of their unique funding/tuition base.

These institution eligibility criteria were completely consistent with previous NPSAS studies with two exceptions. First, the requirement to be eligible to distribute Title IV aid was implemented beginning with NPSAS:2000.<sup>1</sup> Second, the previous NPSAS studies excluded institutions that only offered correspondence courses. NPSAS:04 included such institutions if they were eligible to distribute Title IV student aid.

The institutional sampling frame for the NPSAS:04 field test was constructed from the 2001 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics (IC) and header files, and the 2001 Fall Enrollment file. A field test sample of 200 institutions was selected purposively from the complement of institutions selected for the full-scale study. This

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<sup>1</sup> An indicator of Title IV eligibility was added to the analysis files from earlier NPSAS studies to facilitate comparable analyses.

ensured that no institution would be burdened with participating in both the field test and full-scale studies while maintaining the representativeness of the full-scale sample. Certainty institutions for the full-scale study were excluded from the field test. The certainty institutions either were in strata where all institutions were selected or had expected frequencies of selection greater than unity (1.00). The field test sample of institutions was selected to approximate the distribution by institutional stratum for the full-scale study. The distribution of the field test institutional sample is presented in table 2-1. Overall, about 98 percent of the sampled institutions met the NPSAS eligibility requirements; of those, about 89 percent provided enrollment lists for student sampling.

The students eligible for the BPS:04/06 field test were those eligible to participate in the NPSAS:04 field test who were FTBs at NPSAS sample institutions in the 2002–03 academic year. Consistent with previous studies, NPSAS-eligible students were those enrolled in eligible institutions who satisfied the following eligibility requirements:

- were enrolled in either (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; or (c) an occupational or vocational program that required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award;
- were *not* concurrently enrolled in high school; and
- were *not* concurrently or solely enrolled in a General Equivalency Diploma (GED) or other high school completion program.

**Table 2-1. NPSAS:04 field test institution sample sizes and yield, by sampling stratum: 2004**

Institutional sampling stratum	Frame	Sample	Eligible institutions		Provided list	
			Number	Percent <sup>1</sup>	Number	Percent <sup>2</sup>
Total	6,674	200	200	97.5	170	88.7
Public less-than-2-year	321	#	#	66.7	#	100.0
Public 2-year	1,225	70	70	98.6	60	84.3
Public 4-year non-doctorate-granting	358	20	20	100.0	20	95.5
Public 4-year doctorate-granting	276	10	10	100.0	10	91.7
Private not-for-profit 2-year or less	379	10	10	83.3	10	100.0
Private not-for-profit 4-year non-doctorate-granting	1,076	50	50	97.8	40	84.4
Private not-for-profit 4-year doctorate-granting	537	20	20	100.0	10	86.7
Private for-profit less-than-2-year	1,390	20	10	93.3	10	100.0
Private for-profit 2-year or more	1,112	10	10	100	10	100.0

# Rounds to zero.

<sup>1</sup> Percent is based on the number sampled within the row under consideration.

<sup>2</sup> Percent is based on the number eligible within the row under consideration.

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) field test.



NPSAS-eligible students who were FTB students at the NPSAS sample institutions were eligible for the BPS:04/06 field test. Those NPSAS-eligible students who enrolled in a postsecondary institution for the first time during the NPSAS year (i.e., July 1, 2002–June 30, 2003) after completing high school were considered pure FTBs and were eligible for BPS:04/06. Those students who had enrolled for at least one course after completing high school but had never completed a postsecondary course before the 2002–03 academic year were considered effective FTBs and were also eligible for membership in the BPS:04 cohort.

The student sample sizes for the NPSAS:04 field test were set to approximate the distribution planned for the NPSAS:04 full-scale study, with the exception that additional FTBs were selected in order to have more available for the BPS:04/06 field test. As shown in table 2-2, the NPSAS:04 field test was designed to sample 1,290 students, including 810 first time beginner students; 360 other undergraduate students; and 130 graduate and first-professional students. There were eight student sampling strata for the NPSAS:04 field test:

- four sampling strata for undergraduate students:
  - FTB in-state tuition students,
  - FTB out-of-state tuition students,
  - other undergraduate in-state tuition students, and
  - other undergraduate out-of-state tuition students;
- three sampling strata for graduate students:
  - master’s,
  - doctoral,
  - other graduate students; and
- a sampling stratum for first-professional students.

The numbers of FTB students shown in table 2-2 included both true FTBs who began their postsecondary education for the first time during the NPSAS field test year and effective FTBs who had not completed a postsecondary class prior to the NPSAS field test year. Unfortunately, postsecondary institutions cannot readily identify their FTB students. Therefore, the NPSAS sampling rates for students identified as FTBs and other undergraduate students by the sample institutions were adjusted in order to achieve the expected counts after accounting for expected false positive and false negative rates. The false positive and false negative FTB rates experienced in NPSAS:96 (i.e., the most recent NPSAS to include a BPS base-year cohort) were used to set appropriate sampling rates for the NPSAS:04 field test.<sup>2</sup> The overall expected and actual student sample sizes are shown in table 2-2.

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<sup>2</sup> The NPSAS:96 false positive rate was 27.6 percent for students identified as potential FTBs by the sample institutions, and the false negative rate was 9.1 percent for those identified as other undergraduate students.

**Table 2-2. Expected and actual NPSAS:04 field test student samples, by student type and level of institutional stratum: 2005**

Student type and institutional stratum	Expected student sample size <sup>1</sup>	Actual student sample size
Total	1,290	1,280
Potential FTB	810	790
Less-than-2-year	200	80
2-year	360	410
4-year	250	300
Other undergraduate	360	360
Less-than-2-year	30	10
2-year	80	70
4-year	250	280
Master's (4 year)	60	30
Doctoral (4-year)	40	30
Other graduate (4-year)	10	60
First-professional (4-year)	20	20

<sup>1</sup> Based on sampling rates, Fall 2001 Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment file counts, and Fall 2001 IPEDS Completions file counts.

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. FTB = first time beginner; NPSAS:04 = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

To create the student sampling frame for NPSAS:04, each participating institution was asked to provide a list of eligible students from which the student samples were selected. For the NPSAS:04 field test, students were selected from the first 80 institutions that provided lists. These 80 institutions provided a sufficient variation and number of sample students for the NPSAS:04 field test. However, because only 1,290 expected sample students were selected from the participating institutions, the sample size per institution was too small to adequately test procedures during the BPS:04/06 field test. Consequently, student lists from institutions not already used for the NPSAS:04 field test were used to supplement the field test sample for BPS:04/06, as described below.

Table 2-3 provides the interview results from the NPSAS:04 field test for each of the institutional stratum. Of the 1,280 students sampled for the field test, 1,160 were determined to be NPSAS-eligible. There were 820 student interview respondents, and 310 of these were confirmed as FTBs in the student interview.

**Table 2-3. NPSAS:04 field test student sample, by institutional stratum, eligibility, response status, and FTB status: 2004**

Institutional stratum	Number sampled	Number eligible	NPSAS:04 field test respondents		
			Number	Number confirmed FTBs	Nonrespondents
Total	1,280	1,160	820	310	340
Public					
Less-than-2-year	40	30	20	10	10
2-year	380	320	200	100	120
4-year non-doctorate-granting	190	180	140	60	40
4-year doctorate-granting	200	190	140	30	50
Private not-for-profit					
2-year or less	60	60	40	10	20
4-year non-doctorate-granting	230	220	170	60	50
4-year doctorate-granting	90	90	70	20	20
Private for profit					
Less-than-2-year	60	40	20	10	20
2-year or more	50	40	30	10	10

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. First-time beginner (FTB) status was determined by student interview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) field test.

The BPS:04/06 field test sample was drawn from the NPSAS:04 field test interview study respondents who confirmed their FTB status, and from most of the nonrespondents who were identified as potential FTBs by their institutions. However, to obtain the 1,000 interviews needed to adequately test the interview and procedures across institutional strata, the field test sample included a supplemental sample of potential FTBs not previously contacted for the NPSAS:04 field test. Each of these three groups is described below. Table 2-4 provides the details of the field test sample distribution.

- Confirmed FTBs who responded to NPSAS:04—All 310 of the students who responded to the NPSAS field test student interview and verified their FTB status.
- Potential FTBs who were NPSAS:04 nonrespondents—Of the 340 students sampled for but who did not respond to the NPSAS:04 field test student interview, 210 were identified as FTBs by their sample institution and had a valid Social Security number.<sup>3</sup> To improve the likelihood that base-year nonrespondents would be eligible for inclusion in the BPS:04 cohort, the indicator for FTB status according to U.S. Department of Education's Central Processing System (CPS)<sup>4</sup> was considered whenever possible. Students who matched to CPS (2002/03) and were identified as FTBs (90 students) were included in the sample, as were base-year nonrespondents identified as potential FTBs by their institution who did not match to CPS (80

<sup>3</sup> To conserve resources, the follow-up sample of base-year nonrespondents was restricted to those with a valid Social Security number to increase the likelihood that they could be matched to sources used for locating.

<sup>4</sup> This designation indicates that students were FTBs during the 2002–03 academic year, as were base-year interview respondents.

students), for a total of 180 students. Due to the difficulty in locating and interviewing nonrespondents to prior studies, students identified as FTBs by their institution who matched to CPS but were not identified by CPS as FTBs (40 students) were excluded from the sample.

- Potential FTBs not yet contacted—A supplemental sample of 2,120 students selected for the NPSAS:04 field test but not included in the final base-year student sample was also included in the BPS:04/06 field test sample. To increase the likelihood of locating and interviewing an FTB from this group of students, the supplemental sample was restricted to those identified as FTBs by institution indicators with a valid Social Security number, and with locating information either from CPS or Telematch.

The number of students in each group fielded for the BPS:04/06 field test data collection are presented in table 2-4. The field test sample for BPS:04/06 was designed to yield a total of 1,000 respondents.

**Table 2-4. BPS:04/06 field test sample sizes, by institutional stratum: 2004**

	Total	Public 4-year	Public 2-year	Private not-for-profit 4-year	Private for-profit less-than 2-year	Other
Total sample	2,610	430	700	440	590	440
Responding FTBs from the NPSAS:04 field test	310	90	110	80	10	20
Base-year nonrespondents to be included in BPS:04/06 sample <sup>1</sup>	180	30	80	20	20	30
Supplemental sample of students with SSN and indicator of FTB from institution and locator information from either CPS or tracing	2,120	310	520	340	570	390

<sup>1</sup> Excludes 40 cases for whom CPS FTB indicator was “no.”

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. Other includes public less-than 2-year, private not-for-profit 2-year, private not-for-profit less-than 2-year, and private for-profit 2-year and higher institutions. FTB = First Time Beginner; SSN = Social Security number; CPS = Central Processing System. BPS:04/06 = 2004/06 Beginning Postsecondary Students Longitudinal Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) field test.

## 2.2 Data Collection Design

This section provides an overview of the procedures implemented for the BPS:04/06 field test data collection. The field test design offered sample members the option of completing a web-based, self-administered interview rather than either a telephone or in-person interview. It also tested the efficacy of telephone prompting and paying cash incentives on improving response rates, and compared results from different coding systems developed for coding major/field of study and occupation. Other design topics presented include website design, tracing and contacting sample members, and data collection systems.

### 2.2.1 Interview Design

The BPS:04 longitudinal series, beginning with the NPSAS:04 base-year interview, was the first of the BPS series to provide respondents the option of completing a self-administered interview. A single, web-based interview was developed to use in three modes: self-administered interview, computer-assisted telephone interview (CATI), and computer-assisted personal

interview (CAPI). Sample members could access the interview directly from the study website by entering the Study ID and password provided to them in a mailing. Telephone interviewers could access the interview via RTI's integrated case management system, while field interviewers accessed the interview through an independent case management system installed on each field laptop.

The content of the first follow-up interview remained primarily the same as that used in prior BPS first follow-up interviews (BPS:90/92 and BPS:96/98), building upon data elements developed with input from the study's Technical Review Panel (TRP) as well as from the National Center for Education Statistics (NCES). (See appendix A for a list of TRP members and appendix B for a list of the final set of data elements). The interview consisted of six sections, grouped by topic. Only base-year nonrespondents were asked questions in the first section, which determined eligibility both for NPSAS and for BPS. This section collected a subset of information already collected for respondents; specifically, postsecondary enrollment during the NPSAS year (July 1, 2002 to June 30, 2003), type of program, reasons for attending the sample institution, information on high school completion, and date of birth. The next section—education history—was asked of all respondents and focused on their enrollment after the first year; that is, between July 1, 2003 and the time of the follow-up interview. All institutions attended and any degrees or certificates earned were collected, together with the dates of enrollment.

The third section, education characteristics, focused on the respondent's experiences while enrolled. Questions pertained to the most recent degree sought, major or field of study if declared, grade point average, education expenses, work while enrolled, student loan debt, and loan repayment, if applicable. The fourth section of the interview, on post-enrollment employment, was asked only of respondents who were no longer enrolled in postsecondary education, whether or not they completed a degree/certificate. The fifth section collected and updated as needed student demographic characteristics, including race/ethnicity, citizenship, voting behavior, marital status and family composition, volunteerism, disability status, and goals. The final section collected contact information that will be used in locating sample members for the final follow-up data collection in 2008 (as part of BPS:04/09).

Respondents were guided through each section of the interview according to skip logic that took into account both their current interview answers and any preloaded data available from the base year. Help text was available by clicking on the help text link on each interview page. Pop-up messages were used to clarify inconsistent and out-of-range values, and to convert item nonresponse.

Like past BPS interviews, coding systems for standardizing the collection of data on schools attended, major or field of study, occupation, and industry were included in the BPS:04/06 field test interview. As part of the field test data collection, the effectiveness and time involved in using different coding systems for *major* and *occupation* were evaluated to identify the most efficient and reliable system for full-scale data collection.

During data collection, text strings were collected for all majors and occupations before the strings were coded. For *major*, respondents were randomly assigned to use either a pair of drop-down boxes containing general areas and, as applicable, secondary areas of study, or an assisted coder which returned one or more specific areas of study that matched most closely to the text string provided by the respondent. If no areas matched, respondents were offered the

dual drop-down boxes used by the other group. The same set of general and specific areas was used for the drop-down boxes and the assisted coder.

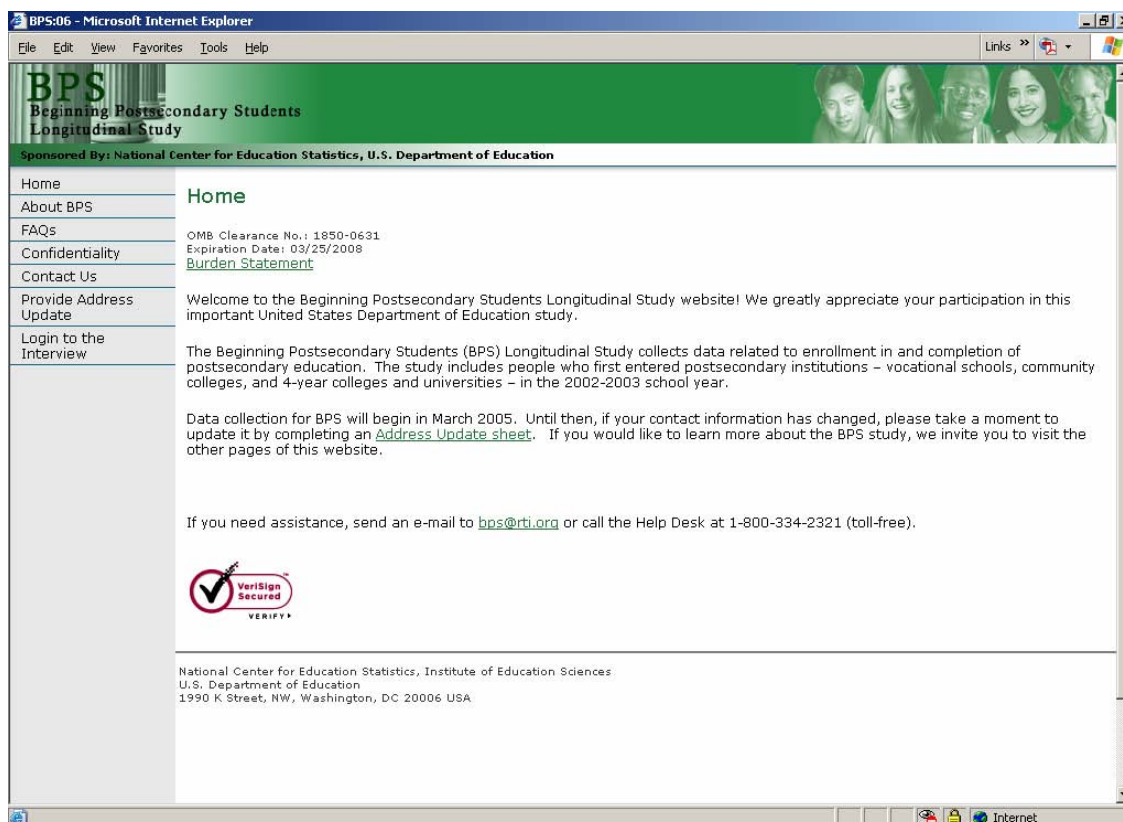
Two different assisted coding systems for occupation, built from the O\*NET database (for more information on O\*NET, see <http://online.onetcenter.org>), were tested during the field test. Respondents were asked to first enter their job title and job activities. In the first version (O\*NET-A) an assisted coder then returned a set of possible categories based on the job title provided. In the second version (O\*NET-B) an assisted coder then returned a set of possible categories based on both the provided job title and activities. Like the major coder, the same set of codes was available from the two different O\*NET coders; only the mechanism for identifying the codes differed. If none of the options based on the database search was selected, respondents were directed to a series of drop-down menus from which they selected a general category, a specific category, and finally a detailed category. Results of the *major* and *occupation* coding system comparisons are presented in chapter 4.

### **2.2.2 Pre-Data Collection Activities**

Prior to the start of data collection, a study website was designed for use by BPS:04/06 field test sample members for updating address information and accessing the self-administered interview. The website also provided general information about the BPS set of studies, previous findings, contact information for the study Help Desk and project staff at RTI, and links to the NCES and RTI websites. The website was made available to sample members at the time of the first mailing to them, prior to data collection.

Figure 2-1 shows the home page for the BPS:04/06 field test website. Designed according to NCES web policies, it used a two-tier approach to security to protect any data collected. At the first tier, sample members could log onto the secure areas of the website using a unique Study ID and password provided them prior to the start of data collection. At the second tier, data entered on the website were protected with Secure Sockets Layer (SSL) technology, which allowed only encrypted data to be transmitted over the Internet.

Figure 2-1. Home page for the BPS:04/06 field test website: 2005



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

## 2.3 Student Locating and Contacting

### 2.3.1 Pre-Data Collection Locating and Contacting

Tracing activities for all students selected for the BPS:04/06 field test were conducted prior to the start of data collection and before any mailouts to students and their families occurred. Batch searches using the U.S. Department of Education's CPS and the U.S. Postal Service's National Change of Address (NCOA) database were conducted using contact information available for each sample member and their parents. In November 2004, an initial mailing was sent to the parents of dependent sample members. The mailing included a study leaflet (see appendix C), an address update sheet, and a business reply envelope, together with a letter introducing the BPS:04/06 study and requesting parents' cooperation and assistance in locating the sample member. All updated addresses produced by the parent mailing were noted in the receipt control system (described below).

### 2.3.2 Student Notification Mailings

In January 2005, a mailing to students was sent to the best known address. The accompanying letter announced the upcoming data collection and asked sample members to update their address information. The mailing included a study leaflet, address update sheet, and a business reply envelope. A link to the study website was provided so that sample members could update their address directly. Closer to the start of self-administered interviewing, all

address information for sample members was sent to Gannett Co., Inc.'s Telematch service to obtain new telephone numbers and/or update existing numbers.

Immediately prior to the April 1, 2005 start of data collection, a postcard announcing the availability of the web-based self-administered interview was sent to each sample member's current address. The postcard provided a unique Study ID and password and informed sample members that by completing the interview by April 24, 2005, they would receive \$30. The postcard was folded and sealed with a mailing tab to ensure the privacy of the enclosed information. At the same time as the postcard mailing, a comparable mailing was sent via electronic mail (e-mail) to those sample members for whom a working e-mail address was available (provided during the base-year interview by the student or the institution, or in response to the student notification mailing via the address update sheet or the student website). Additional e-mail prompts were sent to nonrespondents throughout the course of data collection to encourage their participation.

### **2.3.3 Locating During Interviewing**

Once telephone interviewing began, telephone interviewers would conduct limited tracing and locating activities as needed. These included calling all telephone numbers and contacts for a sample member or talking to persons answering the telephone to determine how to contact the sample member. When a sample member could not be located at a known address during CATI, interviewers conducted limited tracing using First Data Solutions FASTData batch locating service and directory assistance services. Cases that could not be located using any of the existing address information were identified for intensive tracing in RTI's Call Center Services (CCS). Cases that failed to be located a second time were either sent to the field for locating and interviewing, or returned to CCS for additional intensive tracing.

#### **Intensive Tracing**

The most difficult locating cases were sent to CCS for intensive tracing using a number of online tracing sources, beginning with the credit bureau services (Experian, TransUnion, and Equifax) for those cases with a Social Security number. Any new information obtained was processed immediately and the case returned to production interviewing. Remaining cases underwent a more intensive level of tracing, which included calls to directory assistance, alumni offices; contacts with neighbors and/or landlords, and other locating strategies. Each case was handled individually based on the extent of information already available, the age of the locating data, and the presence of a Social Security number.

#### **Field Tracing**

During the field test, a subset of the unlocatable cases was sent to field interviewers for tracing and interviewing. Field interviewers received all address information available for an assigned case, the results of any tracing conducted to date, and the results of efforts made by telephone interviewers to reach the sample member. Field interviewers used any and all tracing resources available to them, including many local resources not otherwise known or available outside the geographic area, contacts with the U.S. Postal Service, and searches of public records.



### 2.3.4 Student Interviewing

The BPS:04/06 field test data collection began with an early response period of about three weeks (April 1 through April 24, 2005), during which sample members could complete a self-administered interview via the Internet. A toll-free hotline to the study Help Desk was set up to assist those who had problems accessing the website or questions about the survey. If technical difficulties prevented a sample member from completing the interview, a Help Desk staff member, also trained to conduct telephone interviews (see appendix D for sample training materials), would encourage him or her to complete a telephone interview rather than attempt the web interview.

An application designed for the Help Desk documented all calls from sample members and provided

- information needed to verify a sample member's identity;
- login information allowing a sample member to access the web interview;
- systematic documentation of each call; and
- a method for tracking calls that could not be immediately resolved.

Reports on the types and frequency of problems experienced by sample members as well as a way to monitor the resolution status of all Help Desk inquiries were available to project staff.

At the end of the early response period, the production interviewing phase of data collection (outbound CATI) began. Professionally-trained interviewers placed outgoing calls to sample members to complete a telephone interview. The interviewer-administered interview was identical to the self-administered interview, except that instructions to interviewers on how to administer each question were embedded at the top of each CATI screen. An automated call-scheduler assigned cases to interviewers and allowed calls to be scheduled by case priority and time of day. If a self-administered interview was in progress or had recently been completed, the scheduler would prevent a CATI call to that case. If a sample member told an interviewer that he or she preferred to complete the self-administered interview, interviewers would set a call back appointment for 2 weeks from the date of the original contact for follow-up in the event that a self-administered interview had not yet been completed.

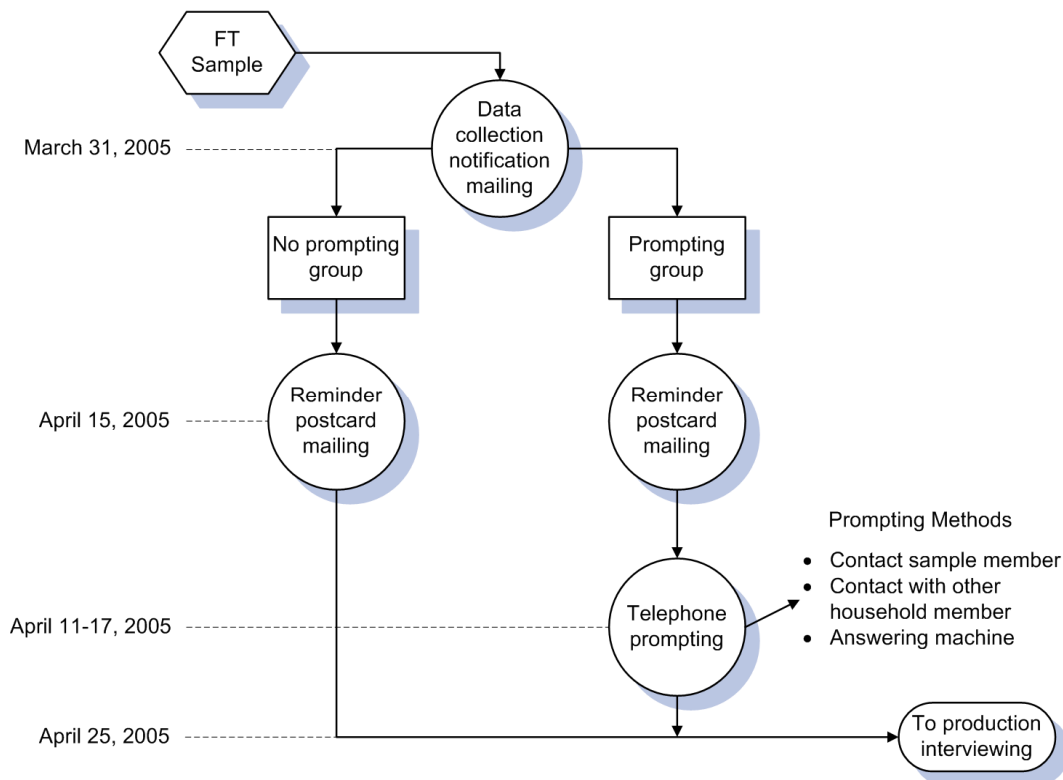
CAPI or field interviewing with sample members who had not yet responded began June 6, 2005, following several weeks of CATI interviewing. Field interviews were conducted either in person or by telephone by local field interviewers assigned to any one of ten geographic clusters based on the last known address for the sample member: San Bernardino, Fresno, and Oakland, CA; Atlanta, GA; Topeka, KS; Brooklyn, NY; Greensboro, NC; Akron, OH; Philadelphia, PA; and Portsmouth, VA. Cases assigned to the field could not be accessed by CATI interviewers but could still be completed as a self-administered interview over the Internet. Like the CATI interview, the CAPI interview presented interviewer instructions at the top of each screen.

### 2.3.5 Prompting Experiment

Two experiments to improve response rates were included in the BPS:04/06 field test data collection. The first evaluated the effectiveness of prompting calls in increasing response rates during the early response period. The entire field test sample was notified that the interview link was available on the study website as of April 1, 2005, and that by completing the self-administered interview within the specified time frame, they would receive \$30. A Study ID and password for each sample member was provided as well. Sample members were contacted both by regular mail and by e-mail, if an e-mail address was available.

Prior to data collection, the field test sample was randomly assigned to two groups: one would receive prompting calls about halfway through the early response period. These calls were distributed throughout the one week prompting period. Messages were left for sample members beginning with the third call, and a maximum of five call attempts were made overall. Figure 2-2 outlines the prompting experiment.

**Figure 2-2. Field test data collection prompting experiment: 2005**



NOTE: FT = Field test.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

The prompting calls served to provide another reminder about the study and the time frame in which the interview needed to be completed to qualify for the early response incentive, and provided the required login information if needed. Furthermore, the prompting calls allowed early tracing and locating of the sample member for individuals no longer at the address on file. While every effort was made to trace sample members in advance of the start of data collection, it was often several weeks into data collection before change of address notifications were received. For sample members in the prompting group who were unlocatable, more intensive tracing was conducted before the case was routed for telephone interviewing, saving time and project resources. Following the early response period, interview completion rates for the two groups (prompted versus not prompted) were compared. The results of the prompting experiment are presented in chapter 3.

### **2.3.6 Use of Incentives**

The BPS:04/06 field test offered sample members an early response incentive of \$30 for completing the web-based self-administered interview before production interviewing began on April 25, 2005. In addition, a nonresponse conversion incentive of \$30 was offered if, during production interviewing, a sample member refused to be interviewed, was found to have a good mailing address but no telephone number, or was identified as hard to reach (i.e., those with 10 or more call attempts and with whom contact had been established but no appointment scheduled). In these cases, the respondent was removed from the experimental portion of data collection and offered a nonresponse incentive of \$30. The nonrespondent incentive mailing consisted of a letter tailored to the specific type of nonrespondent (see appendix C) and an offer to receive a \$30 check upon completion of the interview. All cases assigned to the field (CAPI) were also eligible to receive the \$30 incentive.

In addition to the early response and nonresponse incentives, a second field test experiment evaluated the impact of paying monetary incentives during production interviewing when interviewers placed outgoing calls to complete telephone interviews. The effectiveness of monetary incentives in improving response rates during early response and nonresponse conversion periods has been established in past data collection efforts for BPS and studies with similar populations (i.e., NPSAS, B&B, ELS).<sup>5</sup> Table 2-5 summarizes the various types of incentives used in the BPS:04/06 field test and figure 2-3 presents the design of the incentive programs. Results of the incentive experiment are discussed in chapter 3.

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<sup>5</sup> 2004 National Postsecondary Student Aid Study (NPSAS:04) Methodology Report (<http://nces.ed.gov/pubs2005/200502.pdf>); the 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) Methodology Report (<http://nces.ed.gov/pubs2004/200402.pdf>); and the Education Longitudinal Study of 2002 (ELS:02) Base Year Field Test Report at <http://nces.ed.gov/pubs2003/200303.pdf>.

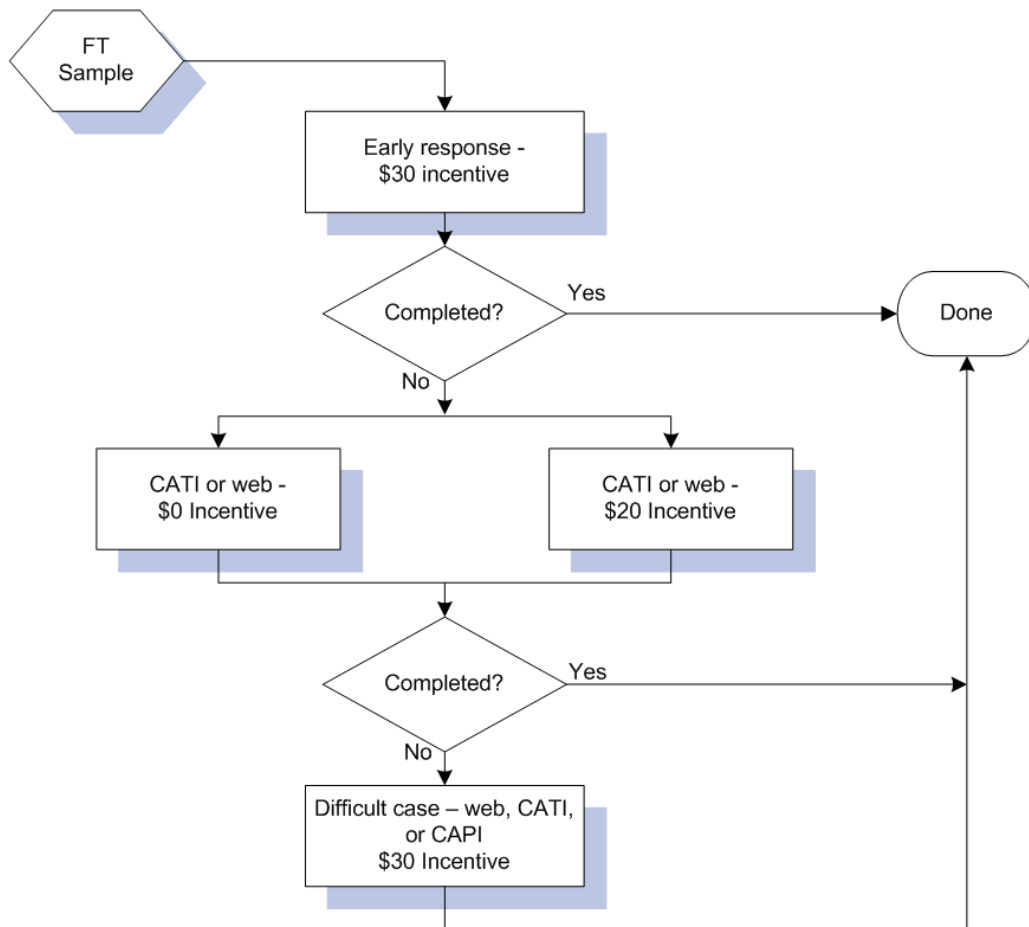
**Table 2-5. Incentives used in the BPS:04/06 field test, by type: 2005**

Type of incentive	Description
Early response	All sample members invited to complete self-administered interview by 4/24/2005 to receive \$30 early incentive.
Production interviewing	Experimental design to randomly assign sample members to \$0 or \$20 for complete interviews. Lasted from end of early period (4/25/2005) until sample member qualified for nonresponse incentive.
Nonresponse conversion <sup>1</sup>	\$30 offered for the following conditions: <ul style="list-style-type: none"> <li>• refusal,</li> <li>• high call count, and</li> <li>• hard to find.</li> </ul>

<sup>1</sup> Sample members who did not respond during either the early response period or the production interviewing period became eligible for the nonresponse conversion incentive if they refused to participate, did not respond after repeated call attempts, or were determined to be hard to locate. A subset of nonrespondent cases was interviewed in the field (CAPI) if they were last located in an identified geographic cluster. All respondents who completed via CAPI were eligible for the nonresponse conversion incentive.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

**Figure 2-3. Field test data collection incentive experiment: 2005**



NOTE: FT = Field test; CATI = Computer-assisted telephone interview; CAPI = Computer-assisted personal interview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

## 2.4 Data Collection Systems

### 2.4.1 Instrument Development and Documentation System (IDADS)

The Instrument Development and Documentation System (IDADS) was a combination web and Visual Basic (VB) environment in which project staff developed, reviewed, modified, and communicated changes to specifications, code, and documentation for the BPS:04/06 field test instrument. All information relating to the instrument was stored in a Structured Query Language (SQL) Server database and was made accessible through web browser and Windows VB interfaces. There were three modules within IDADS: specification, programming, and documentation.

**Specification module.** The IDADS specification module provided tools and graphical user interfaces for creating, searching, reviewing, commenting on, updating, importing, and exporting information associated with instrument development. A web interface provided access to the instrument specifications for project staff at MPR Associates, Inc. (MPR), and NCES.

**Programming module.** Once specifications were finalized, the programming module within IDADS produced hypertext transfer markup language (HTML), Active Server Pages (ASP), and JavaScript template program code for each screen based on the contents of the SQL Server database. This output included question wording, response options, and code to write the responses to a database, as well as code to automatically handle such web instrument functions as backing up and moving forward, recording timer data, and linking to context-specific help text. Programming staff edited the automatically-generated code to customize screen appearance and to program response-based routing.

**Documentation module.** The documentation module contained the finalized version of all instrument items, their screen wording, and variable and value labels. Also included were the more technical descriptions of items such as variable types (alpha or numeric), to whom the item was administered, and frequency distributions for response categories. The documentation module was used to generate the instrument facsimiles and the deliverable Electronic Codebook (ECB) input files.

### 2.4.2 Integrated Management System (IMS)

All aspects of the study were controlled using an Integrated Management System (IMS). The IMS was a comprehensive set of desktop tools designed to give project staff and NCES access to a centralized, easily accessible repository for project data and documents. The BPS:04/06 IMS consisted of several components: the management module, the Receipt Control System (RCS) module, and the instrumentation module.

**Management module.** The management module of the IMS included tools and strategies to assist project staff and the NCES project officer in managing the field test data collection. All management information pertinent to the study was located there, accessible via the Web, and protected by SSL encryption and a password-protected login. The IMS contained the current project schedule, monthly progress reports, daily data collection reports and status reports (generated by the RCS described below), project plans and specifications, project deliverables, instrument specifications, staff contacts, the project bibliography, and a document archive. The

IMS also had a download area from which staff at MPR and NCES could retrieve files as necessary.

**Receipt Control System (RCS).** The RCS is an integrated set of systems that was used to monitor all activities related to data collection, including tracing and locating. Through the RCS, project staff were able to perform stage-specific activities, track case statuses, identify problems early, and implement solutions effectively. The RCS's locator data were used for a number of daily tasks related to sample maintenance. Specifically, the mailout system produced mailings to sample members, the query system enabled administrators to review the locator information and status for a particular case, and the mail return system enabled project staff to update the locator database as mailings or address update sheets were returned or forwarding information was received. The RCS also interacted with the CCS database, sending locator data between the two systems as necessary.

A subcomponent of the RCS, the Field Case Management System (FCMS), controlled field interviewing activities. The FCMS allowed field staff to conduct tracing and CAPI, communicate with RTI staff via e-mail, transmit completed cases, and receive new cases.

**Instrumentation module.** The instrumentation module managed development of the multimode web data collection instrument within IDADS. Developing the instrument with IDADS ensured that all variables were linked to their item/screen wording and thoroughly documented.

### 2.4.3 The Variable Tracking System (VTS)

The central mechanism for constructing input files for the NCES ECB was a software application called the Variable Tracking System (VTS). The VTS tracked and stored documentation for both interview and derived variables required for the ECB and NCES' Data Analysis System (DAS). This included weighted and unweighted variable distributions, variable labels and codes, value labels, and a text field describing the development of each variable and the programming code used to construct it. Input files for the ECB and DAS systems were automatically produced by the VTS according to NCES specifications.

# Chapter 3

## Data Collection Outcomes

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The data collection effort for the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test involved several steps, including attempting to locate sample members, initiating intensive locating efforts for hard-to-locate sample members, evaluating the utility of incentives paid throughout the course of data collection, and completing either a self-administered, telephone, or in-person interview.

This chapter reports the data collection outcomes of the field test. The response rates are reported first, including an overall summary of results, followed by a discussion of interviewing outcomes by prior response status, mode, and tracing. The second section discusses the interview burden on respondents, including times to complete various sections and transmit data. Results are presented for the entire interview, overall and by section. Timing results by mode of administration are also discussed. The third section discusses the results of the prompting experiment, and the fourth section offers conclusions.

### 3.1 Response Rates

This section will discuss contacting and interviewing outcomes, including response rates by mode and base-year response status; and locating and interviewing outcomes by tracing sources and methods.

#### 3.1.1 Overall Summary of Interviewing Results

Overall locating and interviewing results for the BPS:04/06 field test are presented in figure 3-1. The sample for the field test study consisted of those sample members who participated in the base-year study—the 2004 National Postsecondary Student Aid Study (NPSAS:04) field test, as well as nonrespondents to the base-year interview, and a supplemental sample who were identified as potential first-time beginners (FTBs) by their sample institutions (described in chapter 2). Of the 2,610 sample members, 1,890 were located and 720 were not located. Of the cases that were located, 10 were excluded and 380 were found to be ineligible. The overall unweighted response rate<sup>6</sup> among eligible sample members was 47.7 percent. Among cases that were located, however, the response rate was 70.2 percent.

Table 3-1 presents the distribution of response rates by type of interview completed and prior response status. Full interviews were completed by 99 percent of base-year respondents, and by 99 percent of the supplemental sample members. Approximately 95 percent of interviews completed by base-year nonrespondents were full interviews, while 5 percent of base-year nonrespondents completed a partial interview.

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<sup>6</sup> The BPS field test sample was a purposive, non-representative sample selected specifically to test the systems and procedures required for full-scale data collection. The data, therefore, are unweighted and should not be used for analysis.

**Table 3-1. Completeness of the BPS:04/06 field test interview, by NPSAS:04 response status: 2005**

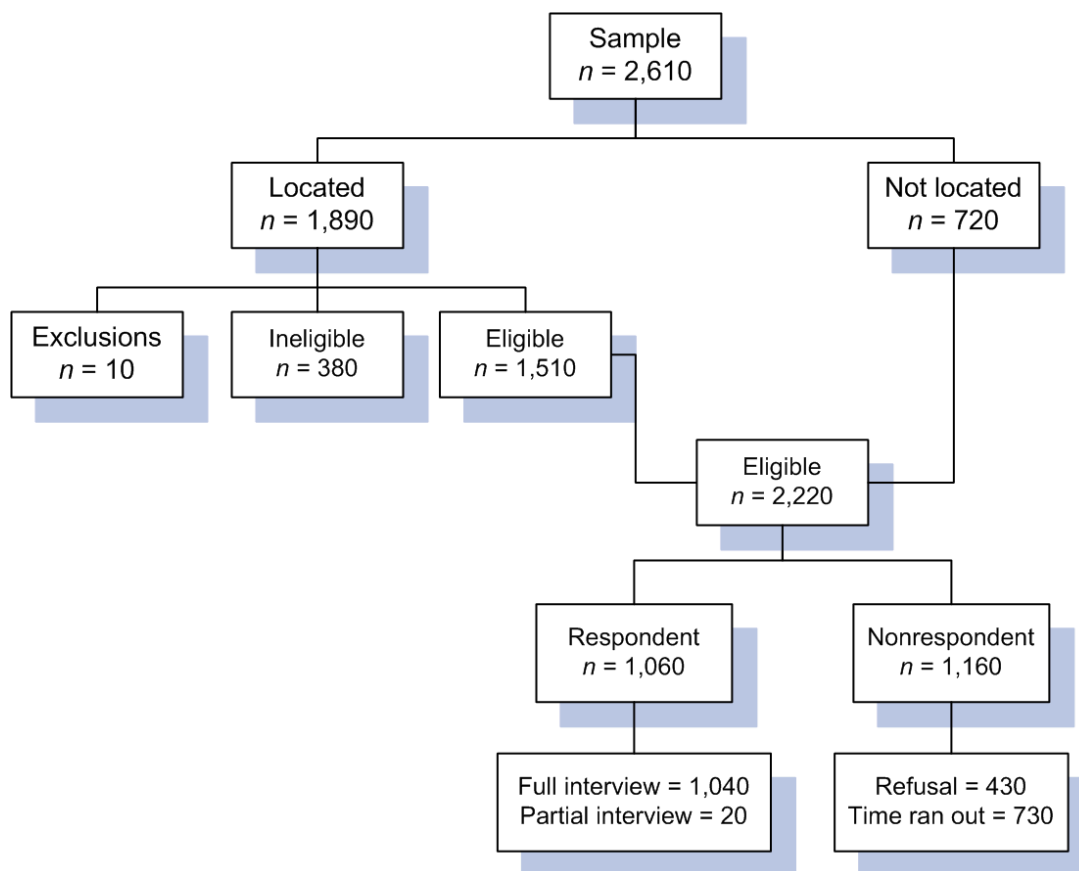
BPS:04/06 response status	NPSAS:04 response status						
	Total	Respondents		Nonrespondents		Supplemental sample	
		Number	Percent	Number	Percent	Number	Percent
Total	1,060	230	100.0	40	100.0	780	100.0
Full interview	1,040	230	98.7	40	95.3	770	98.6
Partial interview	20	#	1.3	#	4.7	10	1.4

# Rounds to zero.

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. NPSAS:04 = 2004 National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

**Figure 3-1. Overall locating and interviewing results for BPS:04/06: 2005**



NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

### 3.1.2 Interviewing Outcomes by Prior Response Status

Table 3-2 presents the distribution of response rates overall and by base-year response status. Response rates are presented in two ways: among eligible sample members, and among eligible sample members who were located. Among all eligible sample members, approximately 48 percent completed the first follow-up interview. The response rate among eligible sample members who were base year respondents was 74 percent. Among all eligible base year



nonrespondents, 27 percent completed the first follow-up interview, and approximately 45 percent of eligible supplemental sample members completed an interview.

Approximately 83 percent of sample members who participated in the base-year interview were located, and nearly 90 percent of those located completed the interview. Locate and response rates were much lower among those who were not interviewed in the base year. For nonrespondents, 57 percent were located, and 47 percent of those located completed the interview. Among the supplemental sample, 66 percent were located, and 68 percent of those located completed an interview.

**Table 3-2. Numbers of BPS:04/06 field test of those located, sampled and eligible students and response rates, by base-year response status: 2005**

Prior response status	Sampled students	Eligible students	Located		Responding students		
			Number	Percent	Number	Percent of those located	Percent of eligible
Total	2,610	2,220	1,510	68.0	1,060	70.2	47.7
NPSAS:04 respondent	310	310	260	82.9	230	89.5	74.2
NPSAS:04 nonrespondent	180	160	90	57.2	40	47.3	27.0
Supplemental sample	2,120	1,750	1,160	66.3	780	67.7	44.9

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. NPSAS:04 = 2004 Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

Response rates among those located by the sector of the base-year institution are presented in table 3-3. Response rates ranged from 47 percent for private not-for-profit less than 4-year institutions, to 82 percent for private not-for-profit 4-year doctorate-granting institutions. Among all eligible sample members, including those not located, response rates ranged from 32 percent for private for-profit less-than-two-year institutions, to 70 percent for private not-for-profit 4-year doctorate-granting institutions.

**Table 3-3. Numbers of BPS:04/06 field test sampled and eligible students and response rates, by institutional stratum: 2005**

Institutional stratum	Sampled students	Eligible students	Located		Responding students		
			Number	Percent	Number	Percent of those located	Percent of eligible
Total	2,610	2,220	1,510	68.0	1,060	70.2	47.7
Public less-than-2-year	20	10	10	66.7	10	75.0	50.0
Public 2-year	700	560	380	66.5	250	66.1	44.0
Public 4-year nondoctorate-granting	180	160	130	79.1	100	75.2	59.5
Public 4-year doctorate-granting	260	240	170	73.0	140	80.3	58.6
Private not-for-profit less than 4-year	70	60	30	57.6	20	47.1	27.1
Private not-for-profit 4-year nondoctorate-granting	320	300	270	88.6	220	81.5	72.2
Private not-for-profit 4-year doctorate-granting	120	110	100	85.0	80	82.3	69.9
Private for-profit less-than-2-year	590	490	260	52.8	150	60.2	31.8
Private for profit 2-year or more	360	280	170	60.1	100	60.0	36.0

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

### 3.1.3 Interviewing Outcomes by Mode

The distribution of interview completions by mode of administration is presented in table 3-4. About 48 percent completed the self-administered interview, and nearly 52 percent completed an interview administered by an interviewer, either a telephone or a personal interview (41 percent and 11 percent, respectively). The majority of self-administered interviews (80 percent) were completed during the early response period (the first three weeks of data collection).

Computer-assisted telephone interviewing (CATI) began on April 25, 2005, and continued until the end of July. By the end of data collection, 430 interviews had been completed by telephone, including 20 partial interviews.

The last phase of field test data collection was computer-assisted personal interviewing (CAPI). Table 3-5 presents locate and interview rates among cases sent for field interviewing. In the field test, about 450 cases were sent for CAPI. Overall, about 200 of those cases were located, and 61 percent of these located were interviewed.

Table 3-5 also presents CAPI response rates by base-year response status and stratum of the base-year institution. Among CAPI cases, response rates were 90 percent for base-year respondents, 68 percent for nonrespondents, and 56 percent for members of the supplemental sample. Once located, CAPI response rates ranged from 46 percent for private for profit 2-year or more institutions, to 100 percent for private not-for-profit less than 4-year institutions.

**Table 3-4. Distribution of interview completions, by mode of administration: 2005**

Mode of administration	Total	Percent
All respondents	1,060	100.0
Self-administered	510	48.3
Interviewer-administered	550	51.7
CATI	430	41.1
CAPI	110	10.6
Nonrespondents	1,550	†

† Not applicable.

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. CATI = computer-assisted telephone interview; CAPI = computer-assisted personal interview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

**Table 3-5. Locate and interview rates for field cases, by base-year response status and institutional stratum: 2005**

	Number sent to field	Located		Responding students		
		Number	Percent	Number <sup>1</sup>	Percent of those located	Percent of cases sent to field
Total	450	200	43.7	120	60.5	26.5
Base-year response status						
NPSAS:04 respondent	50	20	39.6	20	89.5	35.4
NPSAS:04 nonrespondent	40	20	53.7	20	68.2	36.6
Supplemental sample	360	150	43.1	90	55.8	24.1
Institutional stratum						
Public less-than-2-year	#	#	#	#	#	#
Public 2-year	140	70	46.8	40	58.5	27.3
Public 4-year nondoctorate-granting	10	10	57.1	#	50.0	28.6
Public 4-year doctorate-granting	20	10	60.9	10	71.4	43.5
Private not-for-profit less than 4-year	10	#	18.2	#	100.0	18.2
Private not-for-profit 4-year nondoctorate-granting	20	10	53.3	10	87.5	46.7
Private not-for-profit 4-year doctorate-granting	20	10	52.6	10	70.0	36.8
Private for-profit less-than-2-year	160	60	34.2	40	63.6	21.7
Private for profit 2-year or more	60	30	52.4	20	45.5	23.8

# Rounds to zero.

<sup>1</sup> Includes 10 cases who were assigned to a field interviewer but completed via computer-assisted telephone interview (CATI).

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. NPSAS:04 = 2004 National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

### 3.1.4 Locating and Interviewing Outcomes

#### Tracing

For the BPS:04/06 field test, tracing began in the fall of 2001 by updating address and other contact information collected during the NPSAS:04 field test interview. Several tracing resources were used, including the Central Processing System (CPS), which contains federal financial aid application information, TransUnion's credit information, and databases from Telematch, Comserv, Inc.'s Death Information System (DIS), FASTData, and the National Change of Address (NCOA) file. All 2,610 potential field test cases were sent for batch tracing, and the sample was subsequently stratified and subsampled, based in part upon the information gathered during batch tracing. Table 3-6 shows the record match rate for each method of batch tracing employed.

In addition, as part of each mailing to sample members and their parents, sample members were asked to complete an address update form either on the study website or on a hardcopy form. Table 3-7 shows the locate and interview rates for those who returned some form of address update sheet. Almost all sample members who provided updated address information

were located (97 percent), and about 76 percent of those who updated their contact information completed an interview.

Locate and interview rates by intensive tracing status are shown in table 3-8. Of cases that were sent to the first stage of intensive tracing, or CCS-1, 42 percent were located, and 28 percent of those completed an interview. Among cases sent to the second stage of intensive tracing, or CCS-2, 26 percent were located and 31 percent of them were interviewed.

**Table 3-6. Batch processing record match rates, by tracing source: 2005**

	Number of records sent	Number of records matched	Percent matched
Total <sup>1</sup>	8,770	3,320	37.9
NCOA <sup>2</sup>	2,600	490	19.0
CPS	2,610	970	37.3
Telematch	2,610	1,810	69.5
FASTData <sup>3</sup>	960	50	4.9

<sup>1</sup> Percent is based on the number of records sent for batch tracing. Since records were sent to multiple tracing sources, multiple record matches were possible.

<sup>2</sup> The entire sample was sent to the NCOA, excluding 10 cases that did not have mailing addresses.

<sup>3</sup> The FASTData search was conducted only for a subset of the original sample because it occurred late in data collection, after many cases had been completed or otherwise finalized.

NOTE: Numbers have been rounded to the nearest 10. NCOA = National Change of Address; CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

**Table 3-7. Interview completion rates, by address update reply: 2005**

Type of address update	Provided update		Located		Interviewed, given located	
	Number	Percent	Number	Percent	Number	Percent
Total	420	100.0	410	96.9	310	75.9
Parent mailing	70	15.5	60	95.4	60	88.7
Advance notification mailing	190	44.9	180	95.2	130	72.6
Website reply	170	39.6	170	99.4	120	74.5

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

**Table 3-8. Interview completion rates, by intensive tracing status: 2005**

Sent to CCS	Located		Interviewed, given located		
	Number	Percent	Number	Percent	
CCS-1	940	390	41.7	110	27.9
CCS-2	100	30	26.3	10	30.8

NOTE: Numbers have been rounded to the nearest 10. CCS = RTI's Call Center Services.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

## 3.2 Interview Burden

The following section presents the results of various analyses of the burden associated with the BPS:04/06 field test interview. The time required to complete the student interviews is examined. Next, timing measures associated with interviewing staff—hours and calls per case—are presented.

### 3.2.1 Time to Complete the Student Interview

**Overall interview completion times.** In order to monitor the time required to complete the student interview, two time stamp variables were associated with each interview question. The first, the start timer, was set to the clock time on the respondent's or interviewer's computer at the time that a particular web page was displayed on the screen. The second time stamp variable, the end timer, was set to the clock time on the respondent's or interviewer's computer at the moment the respondent or interviewer clicked the "Continue" button to submit the answers from that page.

From the two time stamp variables, an on-screen time and transit time were calculated. The on-screen time was calculated by subtracting the start time from the end time for each web page that the respondent received. The transit time was calculated by subtracting the end time of the preceding page from the start time of the current page; it includes the time required for the previous page's data to be transmitted to the server, for the server to store the data and assemble and serve the current page, and for the current page to be transmitted to and loaded on the respondent's or interviewer's computer.

A total on-screen time was then calculated for all respondents by summing the on-screen times for each web page that the respondent received. For each respondent, a total transit time was calculated by summing all the transit times. The total on-screen and total transit times were then summed to determine the total instrument time.

On average, the BPS:04/06 field test interview took 25 minutes to complete. Table 3-9 presents the average interview completion time overall and by mode of administration. Interviewer-administered respondents, with an average time of 27 minutes, took longer to complete the field test interview than web respondents, who averaged 23 minutes ( $t = -8.77$ ,  $p < 0001$ ).

Base-year enrollment, the first and one of the shortest sections of the field test interview, took about 4 minutes to complete. It was administered to base-year nonrespondents in order to determine eligibility for BPS:04/06. Section A focused on critical NPSAS and BPS eligibility criteria such as high school completion and the date of first postsecondary enrollment.

The second section collected information about respondents' enrollment history, and took an average of about 3 minutes to complete. Respondents were asked to report enrollment information at all schools attended since the base year (or, including the base year for NPSAS nonrespondents). The time to complete section B varied depending on the number of schools attended.

Section C proved the longest section in the BPS:04/06 field test interview, lasting nearly 7 minutes. This section asked respondents to provide information about their degree program, major or field of study, GPA, academic experiences, jobs while enrolled, earnings, and loan

status. Section C applied only to respondents who had been enrolled in postsecondary education at some point since the NPSAS base year (the 2003–04 academic year).

**Table 3-9. Average time in minutes to complete field test interview, by interview section and mode of administration: 2005**

Interview section	All respondents		Self-administered		Interviewer-administered	
	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time
Total interview	950	25.0	430	23.0	520	26.6
Section A - Base year	790	3.7	360	3.3	440	4.0
Section B - History	1,010	2.5	470	2.5	530	2.6
Section C - Characteristics	1,020	6.7	480	6.8	540	6.7
Section D - Employment	600	4.0	180	4.0	420	3.9
Section E - Background	1,000	5.6	480	5.3	530	6.0
Section F - Locating	990	3.5	490	3.2	510	3.8

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. The number of cases in each section may vary because not all sections were applicable to all sample members. Outliers were excluded from this analysis. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview times. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

Respondents who were not currently enrolled received section D (employment). The average completion time for this section was about 4 minutes. Respondents who reported employment in at least one job were asked questions about their occupation, industry, earnings, degrees/certificates required for employment, benefits, and possible spells of unemployment. The employment section took an average of about 5 minutes to complete for employed respondents, and just under a minute for respondents who were not currently employed.

The background section (section E), lasting about 6 minutes, was one of the longest sections. This section applied to all respondents and focused on basic demographics about students and their families. Topics of interest included income, household composition, and dependents. In addition, the background section investigated citizenship status, community service, and disability status.

The locating section collected contact information for the purpose of the next BPS follow-up. Respondents were asked to provide information that could be used to contact them for the next interview. On average, the locating section took about 4 minutes.

**Timing by completion mode.** Table 3-10 presents the average on-screen and transit times by completion mode for respondents who completed a web interview or a telephone interview. The amount of time spent both on-screen and in transit was significantly different, depending on the mode of administration. For instance, self-administered respondents experienced the shortest on-screen completion time with an average of about 19 minutes, compared to nearly 24 minutes for those who completed a telephone interview ( $t = -14.37$ ,  $p < .0001$ ). However, self-administered respondents experienced significantly longer transit times than did telephone respondents (4 minutes compared with 3 minutes, respectively;  $t = 12.59$ ,  $p < .0001$ ).

As presented in table 3-11, most self-administered respondents completed the interview with some type of fast connection (73 percent). As expected, those who completed with a dial-up modem connection experienced longer transit times than all fast connections combined (8 minutes compared to 4 minutes,  $t = -7.76, p < .01$ ).

**Table 3-10. Average on-screen and transit time in minutes, by response mode: 2005**

Response mode	Number of cases	Average total on-screen time	Average total transit time	Average total completion time
Total	950	21.7	3.3	25.0
Self-administered	430	18.8	4.2	23.0
Interviewer-administered <sup>1</sup>	420	23.5	2.7	26.1

<sup>1</sup> Computer-assisted telephone interview (CATI) only. Computer-assisted personal interview (CAPI) timing data are excluded since the CAPI interview was administered on a stand-alone laptop, not transmitted over the Internet.

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. Outliers were excluded from this analysis. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview times. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section. Overall interview times are presented for completed interviews.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

**Table 3-11. Average time in minutes to complete field test self-administered interview, by internet connection type: 2005**

Internet connection type	Number of cases	Percent of cases	Total interview time	Transit time
Dial-up modem	40	8.3	26.4	8.4
Fast connection	310	73.0	22.0	3.5
Cable modem	160	38.5	22.6	3.4
Digital subscriber line (DSL)	80	17.7	23.4	4.3
Integrated services digital network (ISDN)	10	1.2	20.1	3.4
Corporate local area network (LAN; T1 or T3)	70	15.6	22.5	4.2
Do not know connection type	80	17.7	22.2	4.1
Other	#	0.9	26.0	5.5

# Rounds to zero.

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. Outliers were excluded from this analysis. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview times. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section. Overall interview times are presented for completed interviews.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

**Timing of coding systems.** The BPS:04/06 field test implemented an experiment to test the efficacy of two coding systems to categorize field of study and occupation.<sup>7</sup> Cases were randomly assigned to one of the two coding systems, and the results were evaluated to determine if there was a difference in the amount of time required to complete the coding process.

For major coding, respondents were asked to enter a text string describing their major.<sup>8</sup> Respondents were either given the “double drop-down” list of majors, from which they could select a general and specific category, or the assisted coder that returned a set of categories based on a keyword search of the database. The two types of occupation coding systems, based on O\*NET, searched the database according to text strings describing occupation title and duties. The first version searched the database only on job title, and the second version searched based on both job title and job activities.

The timing results for the coding systems are presented in table 3-12. For field of study, the double drop-down system required more time than the assisted coder, taking 0.9 minutes, compared to 0.4 minutes, respectively ( $t = 17.83$ ;  $p < .0001$ ). Coding system completion times were also examined by administration mode. Mode differences were observed within the major coding system; however, the difference was attributable to transit time. In other words, the observed time difference was due to internet connection speed rather than the coding system itself. The version of occupation coding system did not change the amount of time required to categorize occupation. Both occupation coding systems took 0.8 minutes to complete.

**Table 3-12. Completion time, by type of coding system: 2005**

	Number of cases	Minutes
Major/field of study		
Double drop-down	400	0.9
Assisted coder	410	0.4
Occupation		
O*NET-A	210	0.8
O*NET-B	220	0.8

NOTE: Numbers have been rounded to the nearest 10. O\*NET-A and O\*NET-B are based on the U.S. Department of Labor’s Employment and Training Administration’s O\*NET, a comprehensive database of worker attributes and job characteristics. For more information, visit <http://online.onetcenter.org/>. Outliers were excluded from this analysis. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview times. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section. Overall interview times are presented for completed interviews.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

<sup>7</sup> See chapter 2 for a more detailed description of the coding systems.

<sup>8</sup> Respondents were able to report double majors, however, this analysis examines the time required to code the first major only.



### 3.2.2 Interviewer Hours

Telephone interviewing for the field test required about 2,900 telephone interviewer hours, exclusive of training, supervision, monitoring, administration, and quality circle meetings. The average time spent per completed interview was 2.74 hours. Since the average time to administer the interview was 26.6 minutes for CATI and CAPI cases, the large majority of interviewer time was spent in other activities. While a small percentage of non-interview time was required to bring up a case, review its history, and close the case (with the appropriate reschedule, comment, and disposition entry when completed), the bulk of time was devoted to locating and contacting the sample member.

### 3.2.3 Number of Calls

As indicated above, a significant amount of interviewer time was spent attempting to locate and contact sample members. Table 3-13 shows the number of telephone calls made to sample members overall, by current response status, prior response status, and by mode of completion. An average of 16 calls was made per sample member, depending on response status and mode of completion. There was no statistical difference in calls per case by base-year response status. Those interviewed in BPS:04/06 were called 10 times, on average, compared to those not interviewed, who were called an average of 20 times ( $t = 12.86; p < .0001$ ). Interviews completed via the Web required significantly fewer calls (7 calls) compared to CATI (15 calls,  $t = -8.58; p < .0001$ ) and to CAPI (11 calls,  $t = -2.68; p < .01$ ).

Interview nonresponse is an increasing problem for CATI and CAPI studies, affecting the cost of data collection and the quality of the resulting data. Call screening devices, such as telephone answering machines, caller ID, call-blocking, and privacy managers, help sample members avoid unwanted telephone calls, but they can also affect the representativeness of data, lower study response rates, and increase project costs by requiring additional call attempts and interviewer time.

Of the 2,610 field test cases, 1,570 (60 percent) had at least one answering machine event. Among completed interviews, an average of 18 calls was required to complete an interview in cases in which an answering machine was reached at least once, compared to just 1 call for cases in which no answering machine was reached during the course of contacting the respondent ( $t = -22.3; p < .0001$ ).

**Table 3-13. Call counts, by current and prior response status, administration mode, and institutional stratum: 2005**

	Number of cases	Average number of calls
Total	2,610	15.9
Response status		
BPS:04/06 respondent	1,060	10.4
BPS:04/06 nonrespondent	1,550	19.6
Prior response status		
NPSAS:04 respondent	310	15.0
NPSAS:04 nonrespondent	180	18.2
Supplemental sample	2,120	15.8
Administration mode		
Self-administered	510	6.5
Interviewer-administered	550	14.0
CATI	430	14.9
CAPI	110	10.6
BPS nonrespondent	1,550	19.6
Institutional stratum		
Public less-than-2-year	20	24.3
Public 2-year	700	15.3
Public 4-year nondoctorate-granting	180	17.1
Public 4-year doctorate-granting	260	15.2
Private not-for-profit less than 4-year	70	22.7
Private not-for-profit 4-year nondoctorate-granting	320	14.5
Private not-for-profit 4-year doctorate-granting	120	11.4
Private for-profit less-than-2-year	590	15.6
Private for profit 2-year or more	360	18.5

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. CATI = computer-assisted telephone interview; CAPI = computer-assisted personal interview; NPSAS = 2004 National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

### 3.3 Results of Prompting Experiment

As discussed in chapter 2, the BPS:04/06 field test implemented an experiment to evaluate the effectiveness of prompting calls<sup>9</sup> in increasing web-based, self-administered interview response rates during the early response period.

Following the early response period, interview completion rates for the two prompting groups (prompted versus not prompted) were compared.<sup>10</sup> As anticipated, participation rates were higher among sample members who were prompted with reminder calls: 21.5 percent

<sup>9</sup> One-half of the field test sample was randomly assigned to the group that received calls by interviewing staff to remind them of the study and request their participation. These calls were made half-way through the early response period—approximately 2 weeks after the start of data collection.

<sup>10</sup> In a few cases, an interview was completed prior to the time during which prompting calls were made. Such cases were excluded from the prompting analysis.

participated compared with just 10.4 percent of non-prompted sample members ( $z = 5.52$ ;  $p < .05$ ). Table 3-14 shows the interview participation rates by prompting status.

Table 3-15 presents interview participation rates by the type of prompting call. The most effective prompting calls were those in which sample members were contacted directly (26 percent participated). Leaving messages with contacts or on an answering machine resulted in participation rates of 21 percent and 17 percent, respectively.

Interview participation rates by base-year response status and prompting outcome are shown in table 3-16. Prompting calls did not have a significant effect on interview participation among base-year respondents. Prompting calls did increase response rates among base-year nonrespondents—21 percent of those who received prompting calls participated compared to 9 percent of those not prompted ( $z = 5.57$ ;  $p < .01$ ). The most significant finding is that, among prompted cases, there was no difference in interview participation between base-year respondents and nonrespondents, which suggests that the prompting calls increase the likelihood that nonrespondents participate at the same rate observed for base-year respondents.

**Table 3-14. Interview participation rates, by prompting status: 2005**

Type of prompting	Percent interview participation <sup>1</sup>
Prompted	21.5*
Not prompted	10.4

\*  $p < .05$ .

<sup>1</sup> Participation includes completed interviews as well as cases determined to be ineligible.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

**Table 3-15. Interview participation rates among prompted cases, by type of prompting: 2005**

Type of prompting	Interview participation <sup>1</sup>
Spoke to sample member	26.0*
Not prompted	10.4
Spoke to sample member	26.0
Left message on machine	16.6
Spoke to sample member	26.0*
Left message with contact	21.4
Left message on machine	16.6
Left message with contact	21.4

\*  $p < .05$ .

<sup>1</sup> Participation includes completed interviews as well as cases determined to be ineligible.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

**Table 3-16. Interview participation rates, by base-year response status and prompting status: 2005**

Prompt status	Interview participation <sup>1</sup>
Base-year respondents	
Prompted	25.0
Not prompted	21.0
Base-year nonrespondents	
Prompted	20.8*
Not prompted	9.1
Prompted cases	
Base-year respondents	25.0
Base-year nonrespondents	20.8

\*  $p \leq 0.05$ .<sup>1</sup> Participation includes completed interviews as well as cases determined to be ineligible.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

### 3.4 Results of Incentive Programs

Table 3-17 presents the response rates obtained during each phase of data collection, by the type of incentive offered. The results of each phase of data collection are discussed below.

**Early response period.** All sample members were eligible to receive a \$30 incentive for completing the student interview within the first 3.5 weeks of data collection. A total of 520 sample members participated in the early response period, constituting 20 percent of the entire sample ( $n = 2,610$ ). Of those who participated during the early response period, approximately 110 were found to be ineligible for the study,<sup>11</sup> and were not included in the final count of completed interviews. Thus, 410, or 16 percent of eligible sample members completed the web-based self-administered interview during the early response period. Furthermore, about 39 percent of all completed interviews ( $n = 1,060$ ) were obtained during the early period.

**Production interviewing.** The BPS:04/06 field test incentive experiment was designed to evaluate whether an incentive offered during the production interviewing phase affected the rate at which sample members participated. Results presented here are based on all sample members, excluding any cases determined to be ineligible ( $n = 380$ ), those who completed during the early response period ( $n = 410$ ), and all cases assigned to field interviewers ( $n = 450$ ).<sup>12</sup> At the end of the early response period, interviewers began contacting the remaining sample members ( $n = 1,400$ ) in an effort to have them complete a telephone interview. Prior to data collection, sample members were randomly assigned to a \$0 or a \$20 incentive group. A total of 22 percent of sample members eligible for the \$20 response incentive completed the interview. By contrast, a 16 percent response rate was attained for sample members who were not eligible for an incentive ( $z = 2.66$ ;  $p < .05$ ).

<sup>11</sup> As determined at the end of the early response period. By the end of all data collection activities, a total of about 380 sample members were determined to be ineligible.

<sup>12</sup> Cases assigned to field interviewers were pulled from the “production interviewing” queue early in the production interviewing phase. Because they did not receive the same treatment in terms of the amount of time available to work a given case, these cases were analyzed separately, as part of the nonresponse conversion incentive.

**Table 3-17. Interview completions, by incentive type: 2005**

Type of incentive	Eligible sample	Number of complete interviews	Percent <sup>1</sup>
Early response			
\$30	2,500 <sup>2</sup>	410	16.3
Production interviewing <sup>3</sup>			
Total	1,400	270	19.3
\$0	670	110	16.3
\$20	730	160	21.9
Nonresponse incentive <sup>4</sup>			
\$30	1,130	250	22.0
CAPI			
\$30	450	120	26.5

<sup>1</sup> Percent is based on the number of eligible sample members within the row under consideration.

<sup>2</sup> Excludes 110 cases determined to be ineligible at the end of the early response period.

<sup>3</sup> Excludes the 380 ineligible cases, cases completed during the early response period, and cases assigned to field interviewers.

<sup>4</sup> Excludes the 380 ineligible cases, cases completed either during the early response period or production interviewing, and cases assigned to field interviewers.

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. Results are not presented for the 20 partial interviews as they were ineligible to receive a financial incentive.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

**Nonresponse conversion.** After removing the 270 cases completed during the production interviewing phase, approximately 1,130 remaining sample members met the conditions required for the offer of a \$30 nonresponse conversion incentive (refusal, high call count, or were difficult to locate). About 250 interviews (22 percent) were completed in response to this incentive offer.

**CAPI.** Early in the production interviewing phase, 450 cases were assigned to field interviewers in an attempt to increase the likelihood of successful locating and interviewing outcomes for sample members that were particularly hard to locate (e.g. cases with no successful contact, and inconclusive results from tracing activities). Of these, 120 completed a personal interview (CAPI), for a response rate of 26.5 percent.

### 3.5 Conclusion

The purpose of the BPS:04/06 field test was to fully test all data collection procedures. The tracing, locating, and interviewing methods were successful for the field test and will be implemented again for the full-scale study. The results from the prompting experiment indicate that reminder calls made during the early response period of data collection have a positive impact on interview participation, particularly for base-year nonrespondents. The results from the production interviewing incentive experiment suggest that paying an incentive does increase the likelihood of a response. The full-scale study will first implement the prompting calls during the early response period to encourage web completion (and reduce costs associated with telephone interviewing) and then implement a similar type of incentive during production interviewing to increase interview completion via CATI. To reduce respondent burden and improve data quality, certain items will be eliminated or modified to decrease the respondents' overall time in the interview and to improve usability of the web instrument.



# Chapter 4

## Evaluation of Data Quality

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This chapter includes summaries of evaluations conducted throughout the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test data collection, as well as a detailed analysis of the quality of data collected. Analyses of quality control procedures, coding processes, and item-level nonresponse are presented.

### 4.1 Identification of First-Time Beginners

All students who were interviewed in the 2004 National Postsecondary Student Aid Study (NPSAS:04) base year field test and confirmed as first-time beginners (FTBs) were included in the field test follow-up sample. No eligibility screening was performed on this group during the BPS first follow-up interview. However, all base-year nonrespondents to the student interview were asked the same set of items used to determine eligibility during the NPSAS:04 base-year interview. Approximately 17 percent of the base-year nonrespondents<sup>13</sup> who were potential FTBs were found to be ineligible for inclusion in the BPS:04 cohort.

### 4.2 Data Quality Evaluations

#### 4.2.1 Reliability Reinterview Response Rates

A subsample of respondents to the BPS:04/06 field test was selected at random to participate in a reinterview designed to assess the temporal stability of items sampled from the field test instrument. After completing the initial interview (see appendix E), respondents selected for the reinterview were asked to participate again in no less than three weeks. Respondents were asked to participate in the reinterview within the mode of initial interview administration, either web-based self-administered interview or computer-assisted telephone interview (CATI), thus ensuring correspondence between the main interview and the reinterview (a facsimile of the reinterview is provided in appendix F).

In total, 300 respondents comprised the reinterview sample. Overall, 62 percent of those selected ( $n = 190$ ) ultimately completed the reinterview. Approximately equal proportions of respondents who completed a self-administered interview (61 percent) and CATI (63 percent) participated. The sample sizes per item vary because some items were not applicable to all respondents.

#### 4.2.2 Reliability Reinterview Results

Tables 4-1 through 4-4 identify reliability estimates for each item included in the reinterview, by interview section. For each item, the number of cases, percent agreement between the initial interview and reinterview, and relational statistic are presented. For discrete variables, percent agreement was based on the extent to which responses to the initial interview were identical to responses to the reinterview. Responses to the only continuous variable included in the reinterview (amount earned during the school year) were considered to match the initial interview when the responses were within one standard deviation of each other.

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<sup>13</sup> Excludes deceased cases and base-year respondents.

Relational statistics are shown to illustrate the strength of the association between two variables, with 1.00 indicating a perfect correlation (i.e., an exact match between the item on the initial interview and the same item on the reinterview for all respondents). For the purposes of reporting the relational statistic, Cramer’s *V* was used for items with discrete, unordered response categories (e.g., *yes/no*). Kendall’s tau-b ( $\tau_b$ ) estimated the relationship between items with ordered categories (e.g., *not at all, occasionally, and frequently*). Lastly, the Pearson product-moment correlation coefficient (*r*) was used for variables yielding interval or ratio responses (e.g., *income*).

High percent agreement and strong correlational statistics indicate the items’ stability over time, whereas a lack of agreement and lower correlations suggest respondents’ answers are prone to vary in the short period between the interview and reinterview administrations.

### Enrollment History

As shown in table 4-1, one item from the enrollment history section—*taken a break from school for more than four months*—was included in the reinterview. A total of 88 percent of participants provided the same response on both the interview and the reinterview. At .61, the relational statistic was lower compared to percent agreement. However, for this and several other items, the deflated relational statistic is associated with little variation across response categories (i.e., restriction of range). In the case of *taken a break from school for more than four months*, the majority of students reported continuous enrollment. Although in the reinterview only a small number of students changed their answer, because of the minimal variation in the response options, these slight changes to the distribution of the variable contributed to the low relational statistic shown in table 4-1.

**Table 4-1. Reliability statistics: Enrollment history: 2005**

Item description	Number of cases <sup>1</sup>	Percent agreement <sup>2</sup>	Relational statistic
Taken break from school for more than four months <sup>3</sup>	190	88.2	0.61 <sup>4,5</sup>

<sup>1</sup> Analyses were conducted only for respondents with responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

<sup>2</sup> This percentage reflects an exact match of the paired responses.

<sup>3</sup> This item applies to all respondents.

<sup>4</sup> The relational statistic presented is Cramer’s *V*.

<sup>5</sup> This relational statistic appears to be deflated due to little variation across valid response categories. As a result, minor changes in the distribution of responses between the initial interview and the reinterview tend to lower the relational statistic.

NOTE: Numbers have been rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

### Enrollment Characteristics

Regarding the enrollment characteristics section shown in table 4-2, several of the major variables achieved 80 percent agreement or higher: *major declared/undeclared* (86 percent), *primary major-general* category (80 percent), and *frequency of formal changes in major* (85 percent). The values of the relational statistics varied for each, due to differences in variation across response options. The percent agreement for the *primary major-specific* category was lower (65 percent) compared to the other major variables, although it exhibited a strong



relational statistic (.86). The relational statistic, influenced as it is by variation in responses, increases when the range of possible response options increases.

Turning to financial variables, the *number of jobs held during the academic year* and the *amount earned during the school year* reflected a high percent agreement between the interview and reinterview: 85 and 100 percent, respectively.

Five variables in the enrollment characteristics section assessed the extent to which parents helped the respondent financially. These items demonstrated considerable temporal stability, with 80 percent or more of participants reporting the same response over time.

**Table 4-2. Reliability statistics: Enrollment characteristics: 2005**

Item description	Number of cases <sup>1</sup>	Percent agreement <sup>2</sup>	Relational statistic
Major declared/undeclared <sup>3</sup>	180	85.9	0.57 <sup>4,5</sup>
Primary major - general category <sup>3</sup>	160	79.9	0.81 <sup>4</sup>
Primary major - specific category <sup>3</sup>	160	65.4	0.86 <sup>4</sup>
Frequency of formal changes in major <sup>6</sup>	150	85.0	0.69 <sup>4</sup>
Number of jobs during academic year <sup>3</sup>	190	85.0	0.72 <sup>4</sup>
Amount earned during school year <sup>3,8</sup>	60	100.0	0.97 <sup>7</sup>
Help from parents: tuition and fees <sup>9</sup>	160	85.3	0.70 <sup>4</sup>
Help from parents: other educational expenses <sup>9</sup>	160	82.8	0.67 <sup>4,5</sup>
Help from parents: housing <sup>9</sup>	160	81.0	0.62 <sup>4,5</sup>
Help from parents: other living expenses <sup>9</sup>	160	80.4	0.61 <sup>4,5</sup>
Help from parents: no financial support <sup>9</sup>	160	84.1	0.58 <sup>4,5</sup>

<sup>1</sup> Analyses were conducted only for respondents with responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

<sup>2</sup> This percentage reflects an exact match of the paired responses.

<sup>3</sup> This item applies to respondents who have been enrolled since the base year.

<sup>4</sup> The relational statistic presented is Cramer's *V*.

<sup>5</sup> This relational statistic appears to be deflated due to little variation across valid response categories. As a result, minor changes in the distribution of responses between the initial interview and the reinterview tend to lower the relational statistic.

<sup>6</sup> This item applies to respondents who have been enrolled since the base year and declared at least one major.

<sup>7</sup> Pearson's product-moment correlation coefficient *r* was used.

<sup>8</sup> Includes respondents who reported the amount earned during the school year in the same unit for both the interview and reinterview (e.g., per year, term, month, week, or hour). The amount reported in the reinterview is considered to match the amount reported in the initial interview when within the range of plus or minus one standard deviation unit of the initial interview amount. Standard deviations were calculated separately by groups based on the unit of time respondents reported their earnings.

NOTE: Numbers have been rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

## Employment

The employment section is summarized in table 4-3. The *occupation code* was consistently reported in the initial interview and reinterview by 54 percent of respondents. The corresponding relational statistic was .69. Examination of the job title text strings revealed variability over time in the job titles provided by respondents. As a result, the occupation codes derived from the text strings were not constant between the two interview administrations for some respondents.

Across the two administration time points, the *industry code* matched 42 percent of the time and exhibited a strong relational statistic (.60) due to the considerable variation across the numerous industry response categories.

Items pertaining to the *degree required* for respondent occupations demonstrated high percent agreement, particularly with respect to *license* (88 percent), *certificate* (88 percent), and *bachelor's or associate's* (89 percent) degree requirements. The item *degree required: none* matched over time for 75 percent of respondents. Although the relational statistics varied from .16 to .41 for these four items, the discrepancy with high percent agreement is related to lack of variation in these dichotomous variables.

**Table 4-3. Reliability statistics: Employment: 2005**

Item description	Number of cases <sup>1</sup>	Percent agreement <sup>2</sup>	Relational statistic
Occupation code <sup>3</sup>	60	54.0	0.69 <sup>4</sup>
Industry code <sup>3</sup>	60	41.8	0.60 <sup>4</sup>
Degree required: license <sup>3</sup>	60	87.5	0.41 <sup>4,5</sup>
Degree required: certificate <sup>3</sup>	60	87.5	0.16 <sup>4,5</sup>
Degree required: bachelor's or associate's <sup>3</sup>	60	89.3	0.20 <sup>4,5</sup>
Degree required: none <sup>3</sup>	60	75.0	0.28 <sup>4,5</sup>

<sup>1</sup> Analyses were conducted only for respondents with responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

<sup>2</sup> This percentage reflects an exact match of the paired responses.

<sup>3</sup> This item applies to respondents who are not currently enrolled and are employed.

<sup>4</sup> The relational statistic presented is Cramer's *V*.

<sup>5</sup> This relational statistic appears to be deflated due to little variation across valid response categories. As a result, minor changes in the distribution of responses between the initial interview and the reinterview tend to lower the relational statistic.

NOTE: Numbers have been rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

## Background

One item in the background section—*respondent born in the U.S.*—demonstrated nearly perfect agreement between the interview and reinterview (table 4-4). More moderate associations were observed for the *number in household* (68 percent) and *earnings in 2004* (55 percent). Whether respondents had volunteered in the last year evoked the same response in the interview and reinterview for 90 percent of the sample. When asked to rate their agreement with statements pertaining to their volunteer work, respondents provided consistent responses to this series of items 42 to 58 percent of the time. Corresponding relational statistics ranged from .29 to .40. Finally, respondent intentions to teach at the elementary or secondary education levels showed high reliability, with 77 percent agreement between the initial interview and reinterview.

**Table 4-4. Reliability statistics: Background: 2005**

Item description	Number of cases <sup>1</sup>	Percent agreement <sup>2</sup>	Relational statistic
Number in household <sup>3</sup>	190	68.1	0.76 <sup>4</sup>
Earnings in 2004 <sup>3</sup>	170	54.5	0.69 <sup>4</sup>
Respondent born in the U.S. <sup>3</sup>	180	99.5	0.96 <sup>5</sup>
Community service - volunteered in the last year <sup>3</sup>	190	89.8	0.78 <sup>5</sup>
Rate volunteer: career choice <sup>6</sup>	60	43.1	0.40 <sup>5</sup>
Rate volunteer: additional education <sup>6</sup>	60	42.4	0.36 <sup>5</sup>
Rate volunteer: networking <sup>6</sup>	60	44.1	0.38 <sup>5</sup>
Rate volunteer: apply skills to the real world <sup>6</sup>	60	52.5	0.29 <sup>5</sup>
Rate volunteer: skill expansion <sup>6</sup>	60	57.6	0.30 <sup>5</sup>
Rate volunteer: resume <sup>6</sup>	60	54.2	0.34 <sup>5</sup>
Rate volunteer: obtain job <sup>6</sup>	60	45.8	0.37 <sup>5</sup>
Rate volunteer: choice of majors <sup>6</sup>	60	43.1	0.34 <sup>5</sup>
Plan on teaching K-12 <sup>3</sup>	180	77.2	0.63 <sup>5,7</sup>

<sup>1</sup> Analyses were conducted only for respondents with responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

<sup>2</sup> This percentage reflects an exact match of the paired responses.

<sup>3</sup> This item applies to all respondents.

<sup>4</sup> The relational statistic presented is Kendall's tau-*b*.

<sup>5</sup> The relational statistic presented is Cramer's *V*.

<sup>6</sup> This item applies to respondents who volunteered in the past 12 months.

<sup>7</sup> This relational statistic appears to be deflated due to little variation across valid response categories. As a result, minor changes in the distribution of responses between the initial interview and the reinterview tend to lower the relational statistic.

NOTE: Numbers have been rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

### 4.3 Recode Analysis

The reliability of the procedures used to code *major/field of study* and *occupation* were assessed by expert coders who evaluated a random sample of major and occupation codes representing 50 percent of respondents in the full sample. The interview was either self-administered via a web-based survey or administered by a trained interviewer via CATI or computer-assisted personal interview (CAPI), thus allowing mode comparisons within the experimental coding methods.

Two expert coders assessed each case that completed the coding process. Per respondent, one coder used the same coding method employed in the original interview, while the other used the alternative coding method. Percent agreement was calculated for each possible combination of variable type (*major* or *occupation*), coding method (double drop-down or assisted for *major*, and O\*NET-A or O\*NET-B for *occupation*), and survey mode (self- or interviewer-administered). The percent agreement for each comparison is presented in table 4-5.

#### 4.3.1 Major

For *major*, respondents were randomly assigned to use either a pair of drop-down boxes containing general areas and, as applicable, secondary areas of study, or an assisted coder which returned one or more specific areas of study that matched most closely to the text string provided by the respondent. If no areas matched, respondents were offered the dual drop-down boxes used

by the other group. The same set of general and specific areas was used for the drop-down boxes and the assisted coder.

As shown in table 4-5, the *major/field of study* assisted coding system demonstrated 82 percent agreement when the expert coders used the same method employed in the interview and 80 percent agreement when the alternative coding method was used. Corresponding overall results for the double drop-down method were 76 percent and 73 percent, respectively. Comparisons within each coding method did not show differences across modes (self-administered interview versus CATI/CAPI). Demonstrating the reliability of the coding methods and their corresponding administration modes, percent agreement did not change significantly when the expert coder used the opposite coding method employed in the interview.

**Table 4-5. Major and occupation coding quality analysis, by percent and number in agreement with expert coders using same or different coding method: 2005**

Method used by respondent	Agreement when expert coder used same method		Agreement when expert coder used different method	
	Number	Percent	Number	Percent
<b>Major</b>				
Double drop-down	160	76.3	150	73.3
Self-administered interview	90	78.4	80	72.6
CATI/CAPI	70	73.6	60	74.4
Assisted coder	160	82.2	160	79.6
Self-administered interview	90	85.3	80	76.9
CATI/CAPI	80	78.9	80	82.5
<b>Occupation</b>				
O*NET-A	70	68.9	70	62.4
Self-administered interview	30	75.7	30	64.1
CATI/CAPI	50	65.2	40	61.4
O*NET-B	80	76.1	80	73.4
Self-administered interview	20	66.7	20	64.7
CATI/CAPI	60	80.8	60	77.3

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. CATI = computer-assisted telephone interview; CAPI = computer-assisted personal interview. O\*NET-A and O\*NET-B are based on the U.S. Department of Labor’s Employment and Training Administration’s O\*NET, a comprehensive database of worker attributes and job characteristics. For more information, visit <http://online.onetcenter.org/>. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

### 4.3.2 Occupation

As described in chapter 2, two coding systems were used for categorizing occupation, O\*NET-A and O\*NET-B.<sup>14</sup> A list of potential codes was returned after an automatic keyword search, with the option to select *none of these*. In O\*NET-A, the keyword search was based solely on job titles. The keyword search used in O\*NET-B was based on both job title and job activities. When selecting *none of these*, respondents were directed to a series of drop-down menus in which they identified a general category, a specific category, and finally, a detailed category.

<sup>14</sup> Developed for the U.S. Department of Labor’s Employment and Training administration, O\*NET is a comprehensive database of worker attributes and job characteristics. For more information, visit <http://online.onetcenter.org/>.

The *occupation* coding system O\*NET-A achieved 69 percent agreement when the expert coding system and interview coding system were the same. When the expert coder used the opposite method, the rate of agreement was not significantly different at 62 percent. Similarly, O\*NET-B garnered a 76 percent agreement when coding systems matched, compared to 73 percent when the expert coder used the alternative coding system. Both systems demonstrate agreement rates that are not statistically different from one another. Furthermore, the fact that percent agreement did not change significantly for either coding system when the expert coder used the alternative system suggests that both are reliable methods. Within each coding method, statistically significant mode differences were not apparent.

#### 4.4 Help Text Analysis

The BPS:04/06 field test offered general and screen-specific help text on all instrument screens. The general help text provided answers to frequently asked questions about response types and browser settings for questionnaire completion. The screen-specific help provided definitions of terms and phrases used in question wording and response options, and explained the type of information requested. Each help text screen also provided a toll-free telephone number so that sample members could call the BPS:04/06 Help Desk for additional assistance.

The number of times respondents clicked the help text button for each screen were tallied to determine the rate of help text access per screen relative to the number of respondents to whom the screen was administered. The screen-level rate of help text access was analyzed overall and by mode of interview administration to identify screens that may have been problematic for users.

Overall, the mean percentage of help text hits per screen was less than one percent (0.6). Table 4-6 presents the rates of help text access for the interview screens in which help text was accessed at a rate of three percent or more.

The item that asked about the type of school job had the highest rate of help text access, at nearly 6 percent. This item asked respondents to categorize their employer type into one of five options (work study, paid assistantship, cooperative employment, paid practicum, and none of the above). Furthermore, the majority of requests for help text on this screen were from interviewer-administered respondents. Approximately 10 percent of all interviewer-administered respondents used help text for this form, compared to 1 percent among self-administered respondents ( $z = -5.76; p < .01$ ).

**Table 4-6. Rates of help text access: 2005**

Item description	Number administered to	Percent of help text access
Type of associate's degree	180	3.4
Clock hour requirement	170	3.6
Date started at NPSAS during the NPSAS year	130	4.8
Beginning and ending dates of enrollment: school 1	1,060	3.0
Type of school job	780	5.5
Longest spell of unemployment	80	3.7
Untaxed benefits	100	4.8

NOTE: NPSAS = 2004 National Postsecondary Student Aid Study. Numbers have been rounded to the nearest 10.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

### 4.4.1 Conversion Text Analysis

In order to minimize item-level nonresponse, the BPS:04/06 instrument implemented conversion text for 17 key items. These key items covered topics such as eligibility, employment, GPA, income, race, and citizenship status. If respondents did not provide an answer before continuing to the next screen, the original screen was reloaded with conversion text to encourage item completion. This additional text emphasized the confidential nature of the study as well as the importance of individual responses and explained how the information was to be used in research.

Table 4-7 presents the results of the conversion text analysis. Conversion text was generally successful, yielding conversion rates between 18 to 100 percent. Items with a high rate of nonresponse conversion included those requesting information on enrollment dates and finances. The exception to this, an item requesting spouse's earnings, only converted respondents 18 percent of the time.

Conversion text rates produced similar results for both self-administered and interviewer-administered interviews (table 4-7). However, two screens (amount borrowed for undergraduate loans and race) demonstrated statistically significant differences in conversion rates. More specifically, for these two screens, respondents were more likely to convert to a valid response when completing the interview in a self-administered mode. Conversion text resulted in a valid response for 69 percent of self-administered respondents to the item that asked for the amount borrowed in undergraduate loans, compared with 43 percent conversion among interviewer-administered respondents ( $z = 2.31$ ;  $p < 0.5$ ). Conversion text on the screen that collected respondents' race was also more successful among self-administered respondents, with 61 percent of cases subsequently providing a valid response, compared to 13 percent among interviewer-administered respondents ( $z = 3.77$ ;  $p < 0.5$ ).

**Table 4-7. Overall conversion results, by mode of administration: 2005**

Description	Total number of cases	Total percent converted	Self-administered		Interviewer-administered	
			Number of cases	Percent converted	Number of cases	Percent converted
Cumulative GPA	60	45.6	10	75.0	50	40.8
Amount borrowed for undergraduate loans	80	57.0	40	69.1	40	43.2
Race	60	28.1	20	61.1	40	12.8
Earnings in 2004	50	50.0	10	69.2	40	43.6
Spouse's earnings in 2004	10	18.2	#	100.0	10	20.0
Monthly rent or mortgage payment amount	10	76.9	10	100.0	10	57.1
Number of credit cards in own name	10	50.0	#	50.0	#	50.0
Date first began NPSAS ever	20	56.3	#	100.0	20	53.3
Date attended first school	10	100.0	#	100.0	#	100.0

# Rounds to zero.

NOTE: Numbers have been rounded to the nearest 10. Detail may not sum to totals because of rounding. CATI = computer-assisted telephone interview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

## 4.5 Item-level Nonresponse

Missing data for items in the field test student interview were associated with a number of factors: (1) a true refusal, (2) an unknown answer, (3) an inappropriate question for that respondent that he or she could not answer, (4) confusion related to the question wording or response options, or (5) hesitation to provide a best guess response. This section discusses items with high rates of missing data (including *don't know* responses) to identify items leading to higher rates of nonresponse for reconsideration in the full-scale.

Total nonresponse rates were calculated for each of the items administered to at least 100 respondents. Of over 300 items, only four yielded a total nonresponse rate greater than 10 percent. Item-level nonresponse rates were examined by mode, and no statistically significant differences between self-administered and interviewer-administered nonresponse rates were observed for these four items. Results of the item-level nonresponse analysis are presented in table 4-8.

The first three items with more than 10 percent nonresponse were all associated with enrollment dates. These items asked respondents to report the beginning and ending dates of their enrollment at each school attended since the base year (the 2002–03 academic year), as well as their enrollment intensity (full-time or part-time). Respondents who had been continuously enrolled were asked to provide the beginning and ending dates of their enrollment. Respondents who had not been continuously enrolled were asked to report the beginning and ending dates of spells of enrollment separated by at least four months. Nearly 70 percent of respondents who were administered this set of items did not provide a response. However, closer examination of the cases that did not give a response to the enrollment date items revealed that the nonresponse was most likely due to confusion about the gate item that asked whether the respondent had been continuously enrolled. The enrollment dates provided in the items collecting the first spell of enrollment indicated that these respondents had been continuously enrolled, so had nothing to report for the second spell. These items will be refined in the full-scale questionnaire.

The other item with a high rate of nonresponse asked respondents to report their parents' income in 2004. Although the response categories offered broad ranges, 27 percent of respondents provided a *don't know* response. Nearly 3 percent of respondents left the screen blank, for a total nonresponse rate of 29 percent.

**Table 4-8. Interview item nonresponse, by items with over 10 percent missing: 2005**

Item description	Number administered to	Percent don't know	Percent blank	Total percent nonresponse
Intensity of enrollment at school 1: spell 2	290	†	69.3	69.3
Beginning month and year of enrollment at school 1: spell 2	290	†	68.3	68.3
Ending month and year of enrollment at school 1: spell 2	290	†	69.2	69.2
Parent's income in 2004	820	26.6	2.6	29.1

† Not applicable.

NOTE: Numbers have been rounded to the nearest 10. Spell = spell of enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

## 4.6 Question Delivery and Data Entry Error Rates

Regular monitoring of CATI interviews improves interviewing and enhances data quality. Monitoring throughout the BPS:04/06 field test helped to meet these important quality objectives:

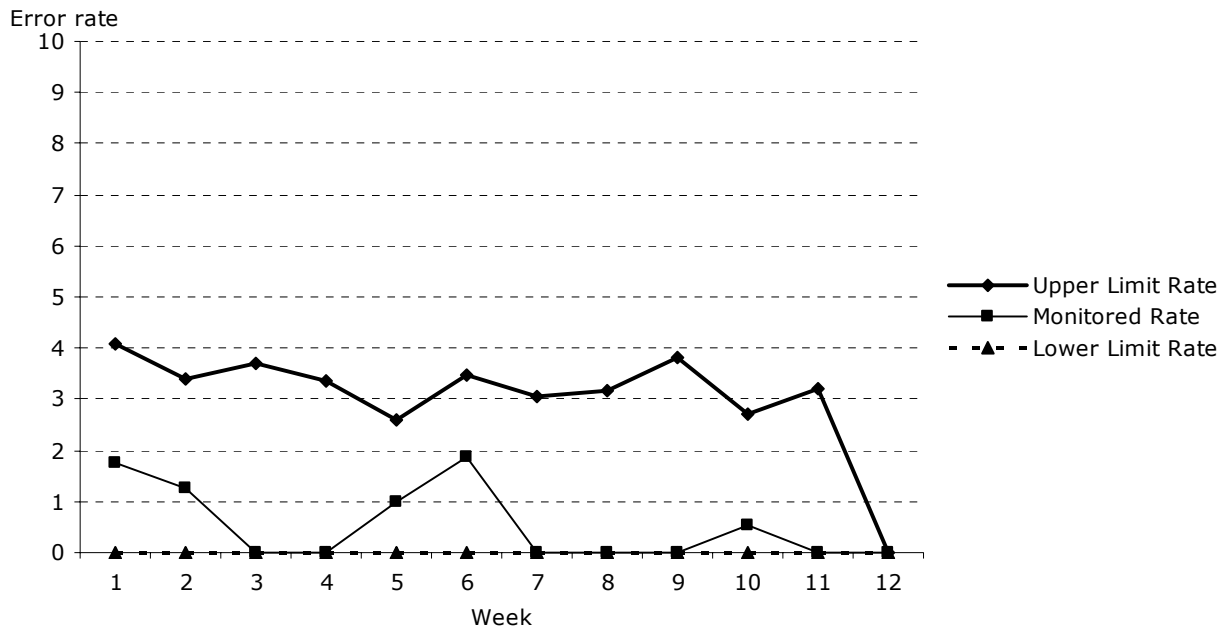
- identification of problem items;
- reduction in the number of interviewer errors;
- improvement in interviewer performance by reinforcing desired strategies; and
- assessment of the quality of the data collected.

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

Daily, weekly, and cumulative question delivery and data entry outcomes were measured and displayed on the Integrated Management System (IMS). During CATI data collection, 2,024 items were monitored. Of these items, call center staff observed only 22 total errors, yielding very low error rates overall. Fifteen of these errors occurred during question delivery, whereas 7 of them occurred during data entry. Typically, error rates by week fell below 2 percent. Figures 4-1 and 4-2 illustrate the question delivery and data entry errors respectively. The error rate peaks are attributable to the addition of new interviewer staff, who are more prone to errors due to their experience level. Because of call center schedule considerations, monitoring began during the second week of data collection. Likewise, monitoring efforts were reduced during the final weeks of data collection given the lighter caseloads.

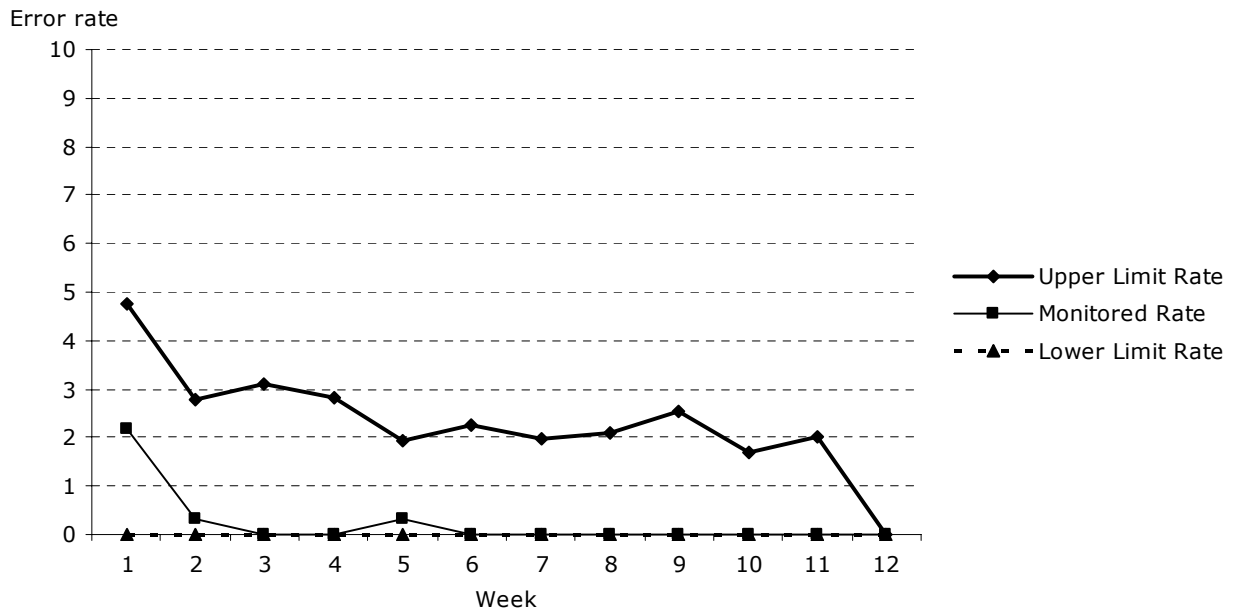


Figure 4-1. Question delivery errors, by week: 2005



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

Figure 4-2. Data entry errors, by week: 2005



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

## 4.7 Data Collection Evaluations

### 4.7.1 Help Desk

In order to gain a better understanding of the problems encountered by students attempting to complete the interview via the Web, a software program was developed to record each Help Desk incident that occurred during data collection. For each occurrence, Help Desk staff confirmed contact information for the sample member, recorded the type of problem, provided a description of the problem and resolution, identified the incident status (pending or resolved), and indicated the approximate time required to assist the caller. Help Desk staff were trained to answer incoming calls to the Help Desk hotline, as well as conduct telephone interviews as needed. Help Desk staff assisted sample members with questions about the web instrument, and provided technical assistance to sample members who experienced problems while completing the self-administered web interview. Help Desk agents also responded to voice mail messages left by respondents when the Call Center was closed.

Table 4-9 provides a summary of Help Desk incidents. Help Desk staff assisted 110 sample members (4 percent of the sample) with 143 incidents. The most common type of incident (50 percent) recorded by the Help Desk was from sample members requesting their Study ID and/or password, with another 20 percent of the calls related to browser settings and computer problems. Fourteen percent of incidents were respondents who called because of a preference to complete the interview over the telephone, while another 13 percent of calls were for other miscellaneous issues. Program errors, questionnaire content, questions about the study, and reports of website unavailability accounted for the remaining 3 percent of Help Desk calls.

**Table 4-9. Help Desk requests, by type of incident reported: 2005**

Type of incident reported	Number of requests	Percent of requests
Total	143	100.0
Study ID/password	71	49.7
Browser settings/computer problems	28	19.6
Called Help Desk to complete the interview	20	14.0
Website down/unavailable	2	1.4
Program error call-in	1	<1.0
Questionnaire content	1	<1.0
Questions about the study	1	<1.0
Other problems, not classifiable	19	13.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

## 4.8 CATI Quality Circle Meetings

Quality Circle (QC) meetings were vital components for ensuring that project staff, call center supervisory staff, and telephone interviewers were communicating on a regular basis about the goals of the study and addressing challenges encountered along the way. These meetings provided a forum for discussing elements of the CATI instrument, questionnaire design, and interview cooperation tactics, and were a way for project staff to motivate the group toward the goals of the study and acquire feedback on data collection issues. Meetings were held bi-weekly at the Call Center and an agenda was provided to those in attendance. For interviewing staff unable to attend the meeting, notes were distributed electronically to the Call Center supervisory staff and passed along accordingly. A summary of issues addressed in the meetings is outlined below:

- clarification of questions and item responses,
- BPS eligibility criteria,
- submission of problem sheets,
- the importance of providing detailed case comments,
- methods of gaining cooperation from sample members and gatekeepers, and
- general morale boosting and reinforcement of positive interviewing techniques.

Throughout the duration of the study, a variety of issues were addressed at the QC meetings that reinforced specific content from training and contributed to prompt problem solving. Some of the issues covered in quality circle meetings included the following:

**Writing problem sheets.** Reporting problems when they occur is an important part of telephone interviewing. Interviewers were trained to report problems electronically and to provide specific detail, including but not limited to, the problem that occurred, when it occurred, and the specific point in the interview in which it occurred. Problem sheets further delineated how the issue was addressed. Review of problem sheets in QC meetings was a critical means through which staff learned to recognize and manage the different problems they would encounter.

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

**Gaining cooperation.** Discussions focused on the difficulty of gaining a sample member's trust during the initial phases of the call. Refusal avoidance strategies were revisited during QC meetings and adapted, as needed, for problems specific to the BPS:04/06 field test data collection. For example, obtaining new contact information from parents (for students no longer living at home) was a focal point for many discussions. Interviewers shared tips for overcoming parent concerns, and found ways to benefit and learn from each other's experiences.

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

**Interviewer debriefings.** At the conclusion of the BPS:04/06 field test, project staff held debriefing meetings with the telephone and field interviewers to learn more about the field test experience. Interviewer debriefings focused on what worked well and what could be improved with respect to:

- interviewer training sessions,
- tracing strategies,
- refusal conversion, and
- interview questions and coding systems that were difficult for the respondents to answer or the interviewers to code.

A summary of the telephone and field interviewer debriefing meetings was prepared and will be considered when planning the BPS:04/06 full-scale data collection.

## 4.9 File Preparation

### 4.9.1 Overview of the BPS:04/06 Field Test Files

The field test data files for BPS:04/06 contain a number of component data files from a variety of sources. Included are student-level data collected from student interviews and government financial aid databases. The following files were produced at the end of the BPS:04/06 field test:

- *Student data file.* Contains student interview data collected from approximately 1,060 respondents. Topics include enrollment history, education characteristics, employment, and background.
- *CPS 2003–04 data file.* Contains data received from the Central Processing System (CPS)<sup>15</sup> for the approximately 1,300 sample members who matched to the 2003–04 federal aid application files.
- *CPS 2004–05 data file.* Contains data received from the Central Processing System (CPS)<sup>16</sup> for the approximately 970 sample members who matched to the 2004–05 federal aid application files.
- *NSLDS file.* Contains raw loan-level data received from the National Student Loan Data System (NSLDS) for the nearly 1,600 sample members who received loans. This is a history file with separate records for each transaction in the loan files. Therefore, there can be multiple records per case spanning several academic years.
- *Pell data file.* Contains raw grant-level data received from the NSLDS for the approximately 1,300 sample members who received Pell Grants during the 2004–05 academic year or prior years. This is a history file with a separate record for each transaction in the Pell system. Therefore, there can be multiple records per case.

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<sup>15</sup> The Central Processing System is a database run by the U.S. Department of Education and contains FAFSA (Free Application for Federal Student Aid) data for all students who applied for federal aid. See chapter 2 for a more detailed summary.

<sup>16</sup> See note 11.

### 4.9.2 Range and Consistency Checks

The web-based student instrument included edit checks to ensure that the data collected were within valid ranges. Examples of some of the general online edit checks include the following:

- Range checks were applied to all numerical entries such that only valid numeric responses could be entered.
- A consistency check was triggered when a respondent provided a valid answer and then checked a *none of the above* option. Respondents and interviewers were advised to uncheck other options before checking the *none of the above* option. Conversely, if a respondent selected *none of the above* first and then checked a valid answer, the valid response was kept.
- If a respondent clicked an *other* box and did not type a response into the other specify textbox, an edit check was activated that reminded the respondent to enter text.
- Consistency checks were also used for cross-item comparisons. For example, if a respondent indicated that he or she was 23 years of age but graduated from high school in 1988, the respondent was asked to verify this information.

### 4.9.3 Post Data-Collection Editing

The BPS:04/06 field test data were edited using procedures developed and implemented for previous studies sponsored by the National Center for Education Statistics (NCES), including the base year study, the 2004 National Postsecondary Student Aid Study (NPSAS:04). These procedures were tested again during the field test in preparation for the full-scale study.

Following data collection, the information collected by the student instrument was subjected to various QC checks and examinations. These checks were to confirm that the collected data reflected appropriate skip patterns. Another evaluation examined all variables with missing data and substituted specific values to indicate the reason for the missing data. A variety of explanations are possible for missing data. For example, an item may not have been applicable to certain students, a respondent may not have known the answer to the question, or a respondent may have just skipped the item entirely. Table 4-10 lists the set of missing data codes used to assist analysts in understanding the nature of missing data associated with BPS data elements.

**Table 4-10. Description of missing data codes: 2005**

Missing data code	Description
-3	Not applicable
-6	Out of range
-7	Item was not reached (partial interviews)
-8	Item was not reached due to an error
-9	Data missing, reason unknown

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test.

Skip-pattern relationships in the database were examined by methodically running cross-tabulations between gate items and their associated nested items. In many instances, gate-nest relationships had multiple levels within the instrument. That is, items nested within a gate question may themselves have been gate items for additional items. Therefore, validating the gate-nest relationships often required several iterations and many multiway cross-tabulations to ensure the proper data were captured.

The data cleaning and editing process for the BPS:04/06 field test data files involved a multistage process that consisted of the following steps:

1. Blank or missing data were replaced with  $-9$  for all variables in the instrument database. A one-way frequency distribution of every variable was reviewed to confirm that no missing or blank values remained. These same one-way frequencies revealed any out-of-range or outlier values, which were investigated and checked for reasonableness against other data values. Example: hourly wages of \$0.10, rather than \$10.00. Creating SAS formats from expected values and the associated value labels also revealed any categorical outliers.

Descriptive statistics were produced for all continuous variables. All values less than zero were temporarily recoded to missing. Minimum, median, maximum, and mean values were examined to assess reasonableness of responses and anomalous data patterns were investigated and corrected as necessary.

2. Legitimate skips were identified using instrument source code. Gate-nest relationships were defined to replace  $-9$ 's (missing for unknown reason) with  $-3$ 's (not applicable) as appropriate. Two-way cross-tabulations between each gate-nest combination were evaluated, and high numbers of nonreplaced  $-9$  codes were investigated to ensure skip-pattern integrity.

Nested values were further quality checked to reveal instances in which the legitimate skip code overwrote valid data. This typically occurred when a respondent answered a gate question and the appropriate nested item(s), but then went back and changed the value of the gate, thus following an alternate path of nested item(s). Responses to the first nested item(s) remained in the database and, therefore, required editing.

3. Variable formatting (e.g., formatting dates as YYYYMM) and standardization of time units, for items that collected amount of time in multiple units, were performed during this step. In addition, any new codes assigned by expert coders reviewing Integrated Postsecondary Education Data System (IPEDS) codes from the student interview (including those institutions that were unable to be coded during the interview) were merged with the interview data files.

Also at this step, logical recodes were performed when the value of missing items could be determined from answers to previous questions or preloaded values. For instance, if the student did not work while enrolled, then the amount earned should have been coded to \$0 rather than  $-3$  or  $-9$ .

4. One-way frequency distributions for all categorical variables and descriptive statistics for all continuous variables were examined. Out-of-range or outlier values were replaced with the value of  $-6$  (bad data, out of range).

5. One-way frequencies on all categorical variables were regenerated and examined. Variables with high counts of -9 values were investigated. Because respondents could skip most items without providing an answer, -9's did remain a valid value, especially for sensitive items, such as those asking for income information.
6. Concurrent with the data cleaning process, detailed documentation was developed to describe question text, response options, recoding, and the *applies to* text for each delivered variable. The documentation information can be found in the student instrument facsimile in appendix E.

## 4.10 Conclusions

This chapter evaluated the quality of data collected by the BPS:04/06 field test instrument, and analyzed the quality control procedures, coding processes, and item-level nonresponse.

The recode analysis yielded no differences in the error rate between coding variants in both the *major* and *occupation* coders. Therefore, the coders chosen for the full-scale survey will be based on the previously discussed timing analyses. The low percentage of help text hits, the successful administration of conversion text, and low item nonresponse rates suggest that the complete interview is a viable instrument. Respondents had some difficulty with the dates of enrollment and income questions, and these will be reconsidered during the full-scale instrumentation process. No major data quality issues were uncovered based on the quality assurance, CATI monitoring, and range and consistency checks.





# Chapter 5

## Recommendations for the Full-Scale Study

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The purpose of the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) field test was to test procedures and inform planning for the full-scale study. Chapters 3 and 4 of this report documented key field test outcomes and evaluation results. Overall, essential aspects of the field test data collection, including the design and implementation of a single web-based instrument for self, telephone, and in-person interviewing were conducted successfully, while some results warranted procedural and/or substantive modifications to the full-scale study design. Recommended changes to the sampling design, tracing and data collection plans, and instrument are summarized below.

### 5.1 Sample Design

The BPS:04/06 field test sample was comprised largely of a supplemental sample of students selected from institution student lists submitted for the 2004 National Postsecondary Student Aid Study (NPSAS:04) field test data collection but not used. Over 80 percent of sample members were in the supplemental sample, and among the supplemental sample members and the base-year nonrespondents (7 percent of the sample), 17 percent were found to be study ineligible. For the full-scale, in contrast, a subsample of only 500 base-year nonrespondents will have unknown eligibility and will require administration of the first section of the interview on eligibility determination.

However, in the full-scale administration, some base-year respondents will require a rescreening of their eligibility. First, among the 24,990 students who participated in the base-year interview and were identified as first-time beginners (FTBs), 1,370 students had evidence—from among institution records and/or federal financial aid sources<sup>17</sup>—contradicting their eligibility for BPS (false positives). Second, the institution and federal financial aid records for 1,420 students originally classified as “other undergraduates” in the NPSAS:04 base-year interview suggest that they may actually be eligible FTBs (false negatives).

It is recommended that a brief set of items be developed to quickly verify eligibility for BPS before progressing to the main follow-up interview. These items would be administered to NPSAS interview nonrespondents and those with a questionable FTB status. The items should begin with a question verifying that the respondent’s first enrollment in a postsecondary institution after high school occurred during the 2003–2004 academic year (excluding courses completed during high school and courses started but not completed) then confirm enrollment dates at the NPSAS sample institution and any additional institutions attended between high school and the end of the 2003-2004 academic year.

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<sup>17</sup> The extant data sources that were reviewed to check eligibility of the full-scale sample were not reviewed for the field test sample. Cases from the full-scale sample were identified during a review of eligible FTB cases conducted after the NPSAS full-scale data collection was completed. A comparable analysis was not conducted after the NPSAS field test, but was performed on the supplemental sample as part of identification for the BPS field test sample.

## 5.2 Tracing

Intensive tracing of sample members for the BPS:04/06 field test was performed by RTI's Call Center Services (CCS). Tracing activities were focused primarily on the supplemental sample, whose locating information consisted of the local and permanent addresses provided by the sample institution at the time of the base-year data collection in 2003. The locating data for the supplemental sample were significantly outdated, and no interim locating had been conducted since it was not included in the base-year interview.

For the BPS:04/06 full-scale data collection, only a relatively small proportion of the sample will be base-year nonrespondents. Consequently, tracing activities can be more proportionately distributed across the entire sample, and address information for base-year respondents will have been updated in the time since the first interview. Prior to the first mailing to the full-scale sample, it will be helpful to compare results from different tracing sources to determine which offer the most complete information in the shortest amount of time, while staying within the budget allocated for tracing activities. Once data collection begins, those options found to be most efficient for the BPS:04/06 sample should be consulted first.

## 5.3 Training

Following the completion of field test data collection, both telephone and field interviewers participated in a debriefing during which they were asked for feedback on specific aspects of the data collection. Interviewers' suggestions for improving the training program involved the level of complexity of situations presented during mock sessions. For interview training, some interviewers indicated that the mock cases were simpler than are typically encountered during data collection. Interviewers wanted more experience with handling complex respondent situations, tracing (for field interviewers), and gaining cooperation from sample members and gatekeepers (for telephone interviewers). For Help Desk training, in contrast, the situations practiced in training were far more complex than encountered during data collection. The large majority of calls to the Help Desk were for Study IDs and passwords rather than for the more extensive computer hardware and software issues covered in training.

Interviewer training always includes extensive review and practice of the coding systems, and this practice will be emphasized in the full-scale interviewer training sessions. Interviewers will also be reminded to confirm selections with respondents during training.

## 5.4 Data Collection

The field test data collection included an experiment evaluating the benefit of prompting calls in improving sample members' likelihood of responding during the early response period. As discussed in chapter 3, there was no significant difference in interview participation between prompted base-year respondents and prompted base-year nonrespondents. Prompting calls increased the likelihood of participation of nonrespondents to the level of respondents. Consequently, it is recommended that the full-scale data collection plan include prompting calls to base-year nonrespondents.

During the field test data collection, all sample members received \$30 for a completed interview during the early response period, prior to the start of production interviewing when telephone interviewers began making outgoing calls. An experiment conducted during production interviewing offered half of the sample \$20 for a completed interview, while the

other half was not offered an incentive. A comparison of response rates showed that sample members were more likely to complete an interview when offered \$20 than they were when offered no incentive. Therefore, an offer of a \$20 incentive during production interviewing is recommended for use during the BPS:04/06 full-scale data collection.

In their debriefing, interviewers discussed how to successfully gain the cooperation of sample members and their gatekeepers. According to interviewers, both sample members and gatekeepers, particularly parents, were more willing to cooperate when the incentive offer was mentioned early in the contact. For the full-scale, the offer of an incentive should be included as part of the introductory scripts developed for tracing and interviewing sample members, once a sample member's location is confirmed.

If, during production interviewing, a sample member refused to participate in the interview, was difficult to locate (e.g., had a known address but no telephone number), or had received more than 15 calls without a successful contact, the case was identified as "difficult" and offered a nonresponse conversion incentive of \$30 for a completed interview. An additional 18 percent of completed interviews were obtained during the nonresponse conversion phase of data collection.

Interviewers reported that sample members and gatekeepers with high call counts often complained about excessive calls during interviewing. Even when contacts with the sample member and/or other household members were not made, caller identification technology allowed the calls to be identified without someone actually answering the telephone. In order to improve the willingness of sample members and gatekeepers to cooperate with interviewers, the criterion of 15 calls to qualify a case as "high call count" should be decreased to 10 calls.

## 5.5 Instrumentation

Feedback on the BPS:04/06 field test interview was obtained from a number of sources, including project staff observations while monitoring interviews, feedback from interviewers during quality circle meetings and as part of the debriefing, and from the National Center for Education Statistics (NCES) and members of the technical review panel who had the opportunity to review the survey as a self-administered and interviewer-administered interview. Modifications to the instrument include the clarifying items found to be particularly difficult, adding items to address particular topics of interest, and refining skip logic, particularly for base-year respondents.

As discussed in chapter 2, the field test interview compared coding systems used for coding text strings collected for *major/field of study* and *occupation*. For *major/field of study*, a set of drop-down boxes was compared to an assisted coding system on reliability and time required. For *occupation*, two versions of an O\*NET coder were compared on the same dimensions. While the results (see chapter 4) showed no difference in the reliability of coders, the assisted coder for *major/field of study* took less time than the drop-down boxes and was the preferred method among interviewers. Consequently, the assisted coder is recommended for use in the BPS:04/06 full-scale instrument. For *occupation*, although the two types of coding systems were comparable in both reliability and timing, O\*NET-B collects both job title and duties, yields more information about respondent jobs, and is recommended for use in the full-scale instrument.

## 5.6 Conclusion

The purpose of the BPS:04/06 field test was to fully test all data collection procedures in preparation for the full-scale study. The primary focus of the field test was to evaluate the efficacy of the web-based student interview for administration as a self-administered and interviewer-administered, via computer-assisted telephone interview (CATI) and computer-assisted personal interview (CAPI) instrument. As discussed in this working paper, the BPS:04/06 field test instrument was successful, and will require only minor modifications prior to full-scale administration. The tracing and locating procedures implemented for the field test, as well as the Help Desk support provided to web users, were successful for the field test and will be employed again as designed for the full-scale study. Materials developed for both Help Desk and interviewer training will include more realistic mock cases.

The greatest challenge to the field test data collection was the inclusion of almost 2,200 supplemental sample members who did not participate in the base year, NPSAS:04 field test. Because it helped to improve their likelihood of participation in the interview, prompting of base-year nonrespondents will be used during the early response period for the full-scale study. With the recommended incentive plan, it is anticipated that full-scale data collection will achieve the desired response rate of 85 percent.

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# **Appendix A**

## **Technical Review Panel Contact List**

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**Appendix B**  
**Data Elements for the**  
**BPS:04/06 Student Interview**

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## Appendix B: Data Elements for the BPS:04/06 Student Interview

### A. BPS eligibility/enrollment in 2003–04 (*nonrespondents to 2004 interview only*)

1. Confirm enrollment at NPSAS in 2003–04.
2. Confirm first-time beginner (FTB) status in 2003–04
3. Reasons for enrolling:
  - Complete a certificate, associate's or bachelor's degree program
  - Take courses to transfer to 4-year school
  - Gain job/occupational skills
  - Recreational courses/self-improvement (no degree)
4. Other institutions attended in 2003–04 (name, location, type)
5. Months enrolled and attendance (full or part-time) in 2003–04
6. Took remedial courses in first year (yes/no)
7. Race/ethnicity

### B. Enrollment since 2004

1. Current enrollment status (at time of interview)
  - a. Still enrolled
    - Enrolled at NPSAS or last institution reported in 2004
    - Enrolled at another institution
  - b. No longer enrolled
    - Completed program
      - Type of certificate/degree earned
      - Date awarded
    - Left before completion
      - Completed 2 or more courses with a passing grade
      - Reasons for leaving
2. Enrollment in 2004–05
  - a. Enrolled at last institution reported in 2004 (yes/no)
    - Months enrolled
    - Primarily full-time or part-time
  - b. Enrolled at another institution in 2004–05 (yes/no)
    - Name of institution and location (online coding of type)
    - Months enrolled
    - Primarily full-time or part-time
3. Enrollment in 2005–06
  - a. Enrolled at last institution reported in 2005 (yes/no)
    - Months enrolled
    - Primarily full-time or part-time

- b. Enrolled at another institution in 2005–06 (yes/no)
  - Name of institution and location (online coding of type)
  - Months enrolled
  - Primarily full-time or part-time

**C. Characteristics of current or last undergraduate enrollment**

1. Educational program characteristics
  - a. Degree goal (certificate, associate's, bachelor's, none)
  - b. Major
  - c. Enrolled in a 5-year program (bachelor's degree students)
  - d. Class level
  - e. GPA
  - f. Academic performance
    - Ever withdraw from courses for academic reasons
    - Ever get incomplete grades
    - Ever retake a course to raise grades
2. Academic and social integration (if still enrolled at first school)  
Frequency (never/sometimes/often) of:
  - a. Talking with faculty outside class
  - b. Meeting advisor about academic plans
  - c. Informal meetings with faculty
  - d. Attend study groups
  - e. Participate in school clubs
  - f. Attend fine arts activities
  - g. Participate in sports
3. Residence, work and financial support
  - a. Type of residence (on campus/off campus/with parents)
  - b. Working while enrolled (current job)
    - Primary role: student or employee?
    - Participation in work study, internship, co-op
    - On/off campus job
    - Number of hours per week worked
    - Hourly/weekly earnings
    - Relationship of job to studies
    - Could you afford school without working?
  - c. Financial support from parents (respondents under 30)
    - none
    - pay for tuition and/or fees
    - pay for food or housing



- provide money for other expenses

**D. Employment – Respondents who are not currently enrolled**

1. Currently employed (yes/no)?
2. Current job characteristics (if employed)
  - a. Number of hours worked per week
  - b. Wages/salary
  - c. Occupation
  - d. Type of employer
  - e. Employer-provided health care benefits
  - f. Held position or similar job
    - while enrolled
    - before enrolled
  - g. Related to coursework
  - h. Related to career goals
  - i. Degree, certificate, or license required, include type of license/certification
  - j. Did respondent participate in internship or practicum
  - k. Was this first job after leaving school?
  - l. Did school help with job placement
3. Did the education/training you received help qualify you for a new job or better position
4. Unemployment periods of more than 3 months since end of enrollment
  - If yes, how many times
  - What was the longest period of unemployment
5. If not currently employed: looking for a job?

**E. Current demographics**

1. Respondent's current marital status
2. Respondents under 24:
  - Parent's marital status
  - Number of siblings in college
  - Estimated parental income (in ranges)
3. Household composition (with whom do you live?)
4. Number of dependent children
  - Age of youngest child
5. Annual income
  - Own earnings (ranges)
  - Spouse's earnings (ranges)
  - Income from other sources
    - TANF (AFDC or state equivalent)

- Social Security
  - Disability or worker's compensation
  - Food stamps
  - Child support
  - Income from investments
6. Spouse's level of education
  7. Spouse currently enrolled in school (postsecondary)
- F. Student loan and other debt**
1. Student loan debt
    - Total amount borrowed in student loans (all years)
    - Total amount still owed
    - Currently repaying loans (yes/no)
      - Amount of monthly payment
      - Are parents helping to repay loans? (respondents under 30)
  2. Amount of spouse's student loans
    - Spouse's monthly repayment amount
  3. Other monthly payments
    - Rent or mortgage
    - Auto loan or lease
  4. Number of credit cards
    - Usually payoff or carry balance
    - Current outstanding balance on credit cards
- G. Civic participation**
1. Current citizenship
  2. Voting (if citizen)
    - Registered to vote?
    - Voted in the last presidential election?
  3. Volunteering/community service
    - Voluntary activities in last 12 months?
    - Type of activities
    - Hours per month
    - Reasons for participating (Required by school, encouraged by school, part of classwork, through fraternity/sorority or other school-based program)
    - Satisfaction with community service opportunities at this school
- H. Disabilities** (First 3 questions from NPSAS:04)
- Do you have a long-lasting condition such as blindness, deafness, or a severe vision or hearing impairment?

- Do you have a long-lasting condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?
- Excluding any conditions already mentioned, do you have any other physical, mental, emotional, or learning condition that has lasted six months or more?

**I. Personal goals**

1. Highest level of education ever expected
2. Plans to pursue a teaching career
3. Importance of the following
  - being a community leader
  - being financially well-off
  - having children
  - influencing political structure
  - leisure time
  - living close to relatives
  - moving away from hometown
  - steady work

**J. Supplementary data from outside sources:**

- Financial aid application data (from CPS-Central Processing System)
- Annual and cumulative federal student loan amounts (from NSLDS- National Student Loan Data System)
- Annual Pell Grant amounts (from NSLDS)
- Annual Tuition and Student Budgets (from IPEDS)



## Appendix C

# Advance Contacting and Mailout Materials

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## Brochure

*What*  
is BPS?

*Who*  
is conducting the study?

*Why*  
should I participate?

*How*  
will the data be used?

*When*  
will the study be conducted?

Will my answers be  
*Confidential?*

How can I  
*Participate?*

*How long*  
will it take?

Where can I get a copy of the  
*Results?*

Where Can I Get  
**More Information**  
About BPS?

For more information on participating, visit the  
study's website at

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

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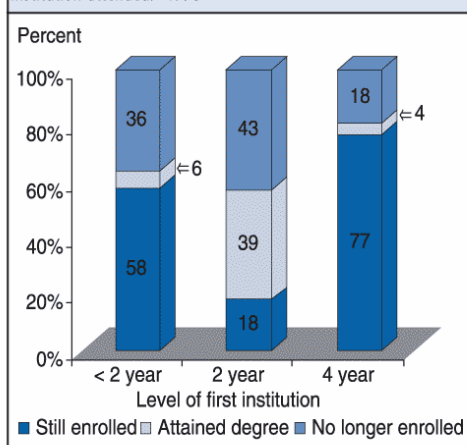
**Beginning Postsecondary  
Students  
Longitudinal Study**

## What is BPS?

The Beginning Postsecondary Students (BPS) Longitudinal Study collects data related to enrollment in and completion of postsecondary education. The study includes people who first entered postsecondary institutions — vocational schools, community colleges, and 4-year colleges and universities — in the 2002-03 school year. BPS participants will be interviewed in 2005 and again in 2008, as they continue their education, enter the work force, and pursue other interests. As a participant in the BPS study, the information you provide will be combined with information collected from thousands of other participants to produce national statistics. In prior BPS studies, we have learned that

- 92 percent of beginning students work while enrolled.
- 58 percent of students receive financial aid.
- those students receiving financial aid are more likely than those who do not receive financial aid to complete their degree in 5 years or less .
- about one-half of the students completed a degree or certificate in 5 years or less.
- 29 percent of students leave the college where they started to transfer elsewhere.

Enrollment status and degree attainment of beginning students at any postsecondary institution after 3 years, by level of first institution attended: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics. *Descriptive Summary of 1995-96 Beginning Postsecondary Students: Three Years Later*, (NCES 2000-154), by Washington, DC: 2000.

## Who is conducting the study?

The BPS study is conducted under contract for the National Center for Education Statistics (NCES), U.S. Department of Education, by RTI International (RTI), a nonprofit research organization located in North Carolina. BPS is authorized by the Education Sciences Reform Act of 2002 (P.L. 107-279).

## Why should I participate?

By participating, you have the opportunity to help researchers, counselors, and others better understand the costs and benefits of postsecondary education. This study helps us determine

- What percentage of beginning students complete their degree programs?
- Do students receiving financial aid complete their programs in the same length of time as those who do not receive financial aid?
- Is increased financial aid associated with completion?
- How long does it take students to complete various types of degree programs?

## How will the data be used?

Data collected from BPS are made available to the public in various ways. Presentations on study findings are made at conferences. Descriptive reports are published by NCES on selected topics. In addition, researchers from a variety of fields will use the data to look at persistence in and completion of postsecondary education programs, and the relationship between education and work.

## When will the study be conducted?

BPS data collection will begin in the spring of 2005. When completed, the study will include about 26,000 students.

## Will my answers be kept Confidential?

Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. The answers that you provide are compiled with the responses from other students and reported to the general public in statistical form. The graph in this brochure is a good example of how data are reported.

The following procedures have been implemented to ensure the confidentiality of your responses:

- Your answers are secured behind firewalls and are encrypted during Internet transmission using Secure Sockets Layer (SSL) protocol. All data entry modules are password protected and require the user to log in before accessing confidential data.
- Project staff may be severely fined or imprisoned for disclosure of individual responses.
- Confidentiality procedures are reviewed and approved by RTI's Institutional Review Board (Committee for Protection of Human Subjects).

## How can I Participate?

To find out more about BPS, visit the study's website at: <https://surveys.nces.ed.gov/bps/>

## How long will it take?

On average, the interview lasts about 25 minutes. Web interview time may vary depending on your Internet connection speed. If you do not have access to a computer with a fast connection, you may prefer to call the Help Desk (1-800-334-2321) to complete the interview by telephone.

## Where can I get a copy of the Results?

Results are scheduled to be released in 2007 and will be posted on the NCES website as soon as they are available at:

<http://nces.ed.gov/surveys/bps/>



## Parent Letter

«Date»

«CFname»«CMname» «CLname»«Csuffix1»  
«CAddr1»  
«CAddr2»  
«CCity», «CState» «CZip» «CZip4»

Study ID: «caseid»  
BPS FS1/«CAddr\_ID»

Dear «Cpfname» «Cplname»:

Students who first began their postsecondary education in the 2002-03 school year were selected to participate in the Beginning Postsecondary Students (BPS) Longitudinal Study sponsored by the U.S. Department of Education. This study collects information, over time, on students' postsecondary experiences, work while enrolled, persistence in school, degree completion, and employment following enrollment. The enclosed pamphlet describes BPS in more detail and presents selected findings from prior BPS studies.

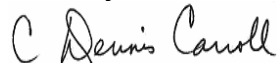
«sPfname» «sPlname» has been randomly selected to participate in this cycle of BPS. We need your help to update our records for «pronoun2». (IF SAMPLE TYPE = NPSAS04RESP then - When we last talked to «sPfname» in 2003, «pronoun1» listed you as someone who would always know how to get in touch with «pronoun2».) ***Please take a few minutes to update the enclosed Address Update Information sheet and return it in the enclosed postage paid envelope.***

We will be re-contacting «sPfname» and other study participants beginning in early spring 2005 to ask questions about their recent education and employment experiences. Your help in updating our records will ensure the success of the study. Only a limited number of people were selected for the study. Therefore, each person selected represents many others, and it is extremely important that we be able to contact them.

NCES has contracted with RTI International to conduct this cycle of the BPS data collection. Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected. If you have any questions about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

We sincerely appreciate your assistance and thank you in advance for helping us conduct this important study.

Sincerely,



C. Dennis Carroll, Ph.D.  
Associate Commissioner  
Postsecondary Studies Division

## Address Update Form

Study ID: «caseid»

### Address and Telephone Information

**Step 1.** *This is the address and telephone number we have for <<sPfname>> <<sPlname>>. Please review the information displayed on the left. Check here if all information pre-printed in this section is currently correct.*

**Step 2.** *If not currently correct, please update in the space provided to the right.*

«fname» «mname» «lname» «suffix» «addr1» «addr2» «city», «state» «zip»«zip4»  «sarea1» «sphone1»  BPS FT1/«Addr_ID»	<h4 style="text-align: center; margin: 0;">Update Information</h4> Name: _____  Address: _____ _____  Home phone: (____) _____ Work phone: (____) _____ Cell phone: (____) _____
--	---

**Step 3.** *Please provide us with information on the best times and dates for us to call <<sPfname>> <<sPlname>>.*

- a. Best time to call (in your time zone): \_\_\_\_:\_\_\_\_  am  pm *through* \_\_\_\_:\_\_\_\_  am  pm
- b. Which days are best for us to call?  Sun  Mon  Tues  Wed  Thur  Fri  Sat

**Step 4.** *Please provide an e-mail address that we can use to contact <<sPfname>> <<sPlname>> .*

School E-Mail Address: \_\_\_\_\_

Personal E-Mail Address: \_\_\_\_\_

***Thank you for your assistance. This information is completely confidential.  
Please return this page in the enclosed postage paid envelope.***

## Initial Letter to Base Year Respondents

«Date»

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

Study ID: «caseid»  
FT1/«Addr\_ID»

Dear «p\_fname» «p\_lname»:

In 2003, you participated in an interview for the U.S. Department of Education that focused on your early experiences as a postsecondary student and how you paid for your school expenses that year. We are now seeking your help with a follow-up interview with you and students like you who began their education in 2002-03. This new interview, conducted as part of the Beginning Postsecondary Students (BPS) Longitudinal Study, will focus on your experiences since the first interview, as you continued in, completed, or left postsecondary education. Results from previous BPS studies have been used by educators and policymakers to better understand the rate at which beginning students are completing degree programs, the factors preventing them from completing degree programs, and the effects of financial aid and jobs on academic performance.

The interview will take about 25 minutes to complete on the web whenever it is convenient for you. When data collection begins in March, you will receive a postcard that will provide specific information on how to participate. If you complete the interview on the web by the date indicated on the postcard, you will **receive a \$30 check** as a token of our appreciation.

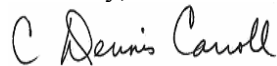
Your participation, while voluntary, is critical to the study's success. By law, we are required to protect your privacy. Your responses will be secured behind firewalls and will be encrypted during Internet transmission. Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

Enclosed you will find a pamphlet with a brief description of BPS, findings from prior BPS studies, and confidentiality procedures. If your contact information has changed, you may provide your new address and telephone number on the enclosed address update sheet and return it to us in the business reply envelope provided. To find out more about this BPS interview and to update your contact information online, visit the study's website at <http://surveys.nces.ed.gov/bps>.

The BPS study is being conducted for the U. S. Department of Education's National Center for Education Statistics by RTI International. If you have any questions about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

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

Sincerely,



C. Dennis Carroll, Ph.D.  
Associate Commissioner  
Postsecondary Studies Division

## **Appendix C. Advance Contacting and Mailout Materials**

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The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information which could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

## Initial Letter to Base Year Nonrespondent

«Date»

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

Study ID: «caseid»  
FT1/«Addr\_ID»

Dear «p\_fname» «p\_lname»:

You have been randomly selected to take part in the Beginning Postsecondary Students (BPS) Longitudinal Study sponsored by the U.S. Department of Education. I am writing to ask you to participate in this important study by completing an interview about your experiences as a postsecondary student at <<INSTITUTION NAME>> in 2002–03, and your education and employment experiences since you first enrolled. Results from previous BPS studies have been used by educators and policymakers to better understand the rate at which beginning students are completing degree programs, the factors preventing them from completing degree programs, and the effects of financial aid and jobs on academic performance.

The interview will take about 25 minutes to complete on the web whenever it is convenient for you. When data collection begins in March, you will receive a postcard that will provide specific information on how to participate. If you complete the interview on the web by the date indicated on the postcard, you will **receive a \$30 check** as a token of our appreciation.

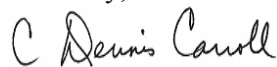
Your participation, while voluntary, is critical to the study's success. By law, we are required to protect your privacy. Your responses will be secured behind firewalls and will be encrypted during Internet transmission. Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

Enclosed you will find a pamphlet with a brief description of BPS, findings from prior BPS studies, and confidentiality procedures. If your contact information has changed, you may provide your new address and telephone number on the enclosed address update sheet and return it to us in the business reply envelope provided. To find out more about this BPS interview and to update your contact information on line, visit the study's website at <http://surveys.nces.ed.gov/bps>.

The BPS study is being conducted for the U. S. Department of Education's National Center for Education Statistics by RTI International. If you have any questions about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

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

Sincerely,



C. Dennis Carroll, Ph.D.  
Associate Commissioner  
Postsecondary Studies Division

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information which could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

## Data Collection Announcement Postcard

BPS «panelinfo»  
Case ID «caseid»



*Beginning  
Postsecondary  
Students  
Longitudinal  
Study*

**Complete your BPS interview**

by **«date»** and

receive \$«incent\_amt» as a token of our appreciation.

**To complete a web interview over our secure website, log on to:**

**<https://surveys.nces.ed.gov/bps/>**

**Your Study ID is: «caseid»**

**Your Password is: «password»**

**For questions or problems completing your web interview, call the BPS Help Desk at  
1-800-334-2321.**

**Thank you for participating in BPS!**

Dear «fname» «lname»:

Interviews for the Beginning Postsecondary Students (BPS) longitudinal study are now being conducted. If you complete your BPS interview by «date», you will **receive a \$«incent\_amt» check as a token of our appreciation.**

You may access the web interview by logging on to our secure website at <https://surveys.nces.ed.gov/bps/> using the Study ID and password provided below.

**Study ID** = «caseid»

**Password** = «password»

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. If you have questions or problems completing your interview online, simply call the **BPS Help Desk at 1-800-334-2321.**

If you have any questions or concerns about the study itself, please contact the BPS Project Director, Dr. Jennifer Wine, toll free at 1-877-225-8470 (e-mail: [jennifer@rti.org](mailto:jennifer@rti.org)), or the NCES Project Officer, Ms. Tracy Hunt-White, at 202-502-7438 (e-mail: [tracy.hunt-white@ed.gov](mailto:tracy.hunt-white@ed.gov)).

**Thank you in advance for making BPS a success.**

## Data Collection Prompt Flyer

«Date»



*Beginning  
Postsecondary  
Students  
Longitudinal Study*

**Complete your BPS interview and  
receive  as a token of our appreciation.**

To complete a [WEB INTERVIEW](https://surveys.nces.ed.gov/bps/) over our secure website, log on to


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

Your Study ID is: «caseid»

Your Password is: «password»

To complete a [TELEPHONE INTERVIEW](#) with a professional interviewer, or for help  
completing the web interview please call **1-800-334-2321**.

Dear «fname» «lname»:

Interviews for the Beginning Postsecondary Students (BPS) longitudinal study are now being conducted. If you complete your BPS interview soon, you will **receive a  check as a token of our appreciation.**

You may access the web interview by logging on to our secure website at <https://surveys.nces.ed.gov/bps/> using the Study ID and password provided below.

**Study ID** = «caseid»

**Password** = «password»

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. If you have questions or problems completing your interview online, or would like to complete your interview over the telephone with a professional interviewer, simply call the **BPS Help Desk at 1-800-334-2321**.

If you have any questions or concerns about the study itself, please contact the BPS Project Director, Dr. Jennifer Wine, toll free at 1-877-225-8470 (e-mail: [jennifer@rti.org](mailto:jennifer@rti.org)), or the NCES Project Officer, Ms. Tracy Hunt-White, at 202-502-7438 (e-mail: [tracy.hunt-white@ed.gov](mailto:tracy.hunt-white@ed.gov)).

**Thank you in advance for making BPS a success.**



## Computer-Assisted Personal Interview (CAPI) Lead Letter

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Study ID \_\_\_\_\_

Dear \_\_\_\_\_:

The Beginning Postsecondary Students Longitudinal Study (BPS) is now being conducted. Sponsored by the US Department of Education, the results of this study will be used to better understand the rate at which beginning students are completing degree programs, the factors preventing them from completing degree programs, and the effects of financial aid and jobs on academic performance.

Your participation is critical to the success of the study. We need you to complete a brief interview with our Field Interviewer, which can be arranged at a time convenient to your schedule. All of your responses will be kept confidential and will be protected to the fullest extent allowable under law. When you complete your interview, **we will pay you \$30** to reimburse you for your time.

Thank you for helping to make BPS a success. Please do not hesitate to contact me by telephone at 1-877-225-8470 or via e-mail at [jennifer@rti.org](mailto:jennifer@rti.org) if I can provide any additional information or assistance about the study or your interview. If you'd like to schedule an appointment to complete the interview, call our field interviewer directly (please call collect, if it's long distance) at the number below, or you may call her supervisor toll-free at 1-877-582-9769.

Thank you for your time and willingness to participate.

Sincerely yours,



Jennifer Wine, Ph.D.  
BPS Project Director

## Field Interviewer Authorization Letter

June 3, 2005

To Whom It May Concern:

This letter is to verify that «FI\_Name» is representing RTI International (RTI) during data collection for a national research study conducted for the National Center for Education Statistics of the U.S. Department of Education.

This individual is a «Position» for the Beginning Postsecondary Students (BPS) longitudinal study (Contract No.ED-02-CO-0011) which collects information on students' postsecondary experiences, work while enrolled, persistence in school, degree completion, and employment following enrollment. Your assistance in helping this person locate, contact, and interview sample members for this important study would be greatly appreciated.

If you would like to verify the employment status of this individual, please contact Jeff Franklin, the BPS Data Collection Task Leader, at 1-800-334-8571, weekdays between 8:15 AM and 5:00 PM ET. If you have any questions about the study, you may reach me at (202) 502-7438, (M-F). Thank you for your cooperation.

Sincerely,



Tracy Hunt-White  
BPS Project Officer  
U.S. Department of Education  
National Center for Education Statistics

## Reinterview Letter (web)

«Date»

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

Study ID: «caseid»  
«panelinfo»

Dear «fname» «lname»:

On behalf of the U.S. Department of Education and the staff of the Beginning Postsecondary Students (BPS) longitudinal study, I would like to thank you for completing your recent BPS interview.

You may recall that at the end of your BPS interview, you agreed to participate in a quality control interview. The purpose of this second interview, which takes about five minutes, is to determine how well our questions collect reliable information. To complete it, log in to our secure website at <https://surveys.nces.ed.gov/bps/> by **August 31, 2005** using the Study ID and password provided below:

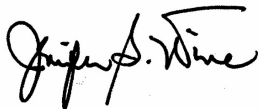
**Study ID** = «caseid»  
**Password** = «password»

Enclosed is a magnetic picture frame containing the Study ID number and password you will need in order to complete your interview on the web. Once you've completed it, you may keep the picture frame as a token of our appreciation.

Please do not hesitate to contact me toll free at 1-877-225-8470 if I can provide any additional information or assistance.

Again, thank you for your time. Your ongoing participation in this study is very important to ensuring its success. We will contact you again in a few days if we haven't received your response.

Sincerely,



Jennifer Wine, Ph.D.  
Project Director

## Reinterview FedEx Card Insert (web)



### **Beginning Postsecondary Students Longitudinal Study**

**To complete your reinterview,  
visit BPS on the web at:**

**<https://surveys.nces.ed.gov/bps/>**

**Study ID:**

**Password:**

**For more information, call the  
BPS Help Desk:**

**1-800-334-2321**

## Refusal Letter

«Date»

«fname» «mname» «lname» «suffix»      Study ID: «caseid»  
«addr1»    «panelinfo»  
«addr2»  
«city», «state» «zip»

Dear «fname» «lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the Beginning Postsecondary Students Longitudinal Study (BPS). Because the results from this study will help develop policy regarding participation in higher education, your experiences and opinions will help determine how future tax dollars are spent. You will **receive a \$30 check as a token of our appreciation** for the time you took to complete the survey.

Please call us at **1-800-334-2321** to complete a telephone interview or, if you wish to complete the interview yourself over our secure website, log on to <https://surveys.nces.ed.gov/bps/>. You will need the Study ID and password provided below to access the web interview.

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

Be assured that all of your answers will be kept confidential and will be protected to the fullest extent allowable under law.

Please do not hesitate to contact me directly at 1-877-225-8470 (toll-free) or by e-mail at [jennifer@rti.org](mailto:jennifer@rti.org) if I can provide any additional information about the study or your interview.

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

Sincerely,



Jennifer Wine, Ph.D.  
Project Director

## Thank You Letter

«Date»

«fname» «mname» «lname» «suffix»      Study ID: «caseid»  
«addr1»                                      «panelinfo»  
«addr2»  
«city», «state» «zip»

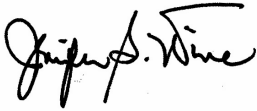
Dear «fname» «lname»:

On behalf of the U.S. Department of Education and the staff of the Beginning Postsecondary Students Longitudinal Study, I would like to thank you for completing your BPS interview. Your participation in this study is very important to ensuring its success. Enclosed you will find a check to reimburse you for your time completing the interview.

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

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

Sincerely,



Jennifer Wine, Ph.D.  
Project Director

## Reinterview Thank You Letter

«Date»

«fname» «mname» «lname» «suffix»      Study ID: «caseid»  
«addr1»                                      «panelinfo»  
«addr2»  
«city», «state» «zip»

Dear «fname» «lname»:

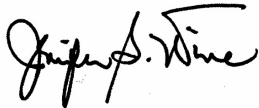
On behalf of the U.S. Department of Education and the staff of the Beginning Postsecondary Students Longitudinal Study, I would like to thank you for completing your BPS interview. Your participation in this study is very important to ensuring its success.

Enclosed you will find a check to reimburse you for your time completing the interview. I would like to remind you about the quality control interviewing for which you were selected. We will be contacting you in a couple of weeks to conduct a very brief re-interview. This second interview will determine whether or not our questions are worded appropriately.

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

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

Sincerely,



Jennifer Wine, Ph.D.  
Project Director





# Appendix D Training Materials

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Help Desk/Telephone Interviewers

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Field Interviewers

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## Help Desk Training Agenda (March 21–24, 2005)

***Monday, March 21, 2005***

***6:00 p.m.–10:00 p.m.***

Welcome and Introduction  
Confidentiality  
Your Role as a Help Desk Operator  
Study FAQ  
Help Desk FAQs  
Intro to Help Desk Application  
Help Desk Application Round Robin #1  
Wrap-up/questions

***Tuesday, March 22, 2005***

***6:00 p.m.–10:00 p.m.***

Welcome and Review  
Help Desk FAQ Review  
Help Desk Application Round Robin (cont.)  
Demonstration Mock  
Q x Q Review  
FAQ Review  
Open-Ended Coding Practice

***Wednesday, March 23, 2005***

***6:00 p.m.–10:00 p.m.***

Welcome and Review  
Open-Ended Coding Practice  
FAQ Review  
Round Robin Mock #1  
Front-End Practice  
Paired Mock

***Thursday, March 24, 2005***

***6:00 p.m.–10:00 p.m.***

Welcome and Review  
Refusal Avoidance  
FAQ Review  
Help Desk Application Review  
Front End Review  
Certification Interviews/FAQ Certification/Wrap-up

Additional Training

- Individual Mock Interview
- Paired Mock Interview
- Coding Exercises
- Written Exercises

## Help Desk Table of Contents

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## Field Interviewer Training Agenda June 2–June 5, 2005

### Thursday, June 2, 2005

Registration/Breakfast

- Topic 1 Welcome and Introduction to BPS:04/06
- Topic 2 Overview of the Training Session/FI Responsibilities
- Topic 3 Confidentiality and Informed Consent

BREAK

- Topic 4 Demonstration Interview
- Topic 5 Q x Q Review (Part 1)

LUNCH

- Topic 5 Q x Q Review (Part 2) and Discussion
- Topic 6 Introduction to the IBM Thinkpad Laptop

BREAK

- Topic 7 Open-Ended Coding Practice
- Topic 8 Round Robin Mock and FAQs

ADJOURN

### Friday, June 3, 2005

- Topic 9 BPS Case Management System

BREAK

- Topic 10 Tracing Techniques

LUNCH

- Topic 11 Case Assignment Folders
- Topic 12 Paired Mock #1 of BPS Interview

BREAK

- Topic 13 Explaining the Study, Obtaining Participation
- Topic 14 Transmission of Completed Cases (Mocks 1,2)
- Topic 15 Practice Contacting/Locating/Interviewing

ADJOURN

Evening Study Hall (As Needed w/ Field Supervisor)

## Field Interviewer Training Agenda (continued)

### Saturday, June 4, 2005

- |  |   |
|--|---|
| Topic 15   | Practice Contacting/Locating/Interviewing, cont'd |
| Topic 16   | Eudora email practice session                     |
| Topic 17   | Quality Control Measures                          |
| Topic 18   | CMS Review Session                                |
| BREAK  |   |
| Topic 19   | Open-Ended Coding Practice                        |
| Topic 20   | Certification Mock #1 and 2: —Paired Mocks        |
| LUNCH  |   |
| Topic 20   | Certification: Paired Mocks #1 and 2              |
| Topic 21   | Finish/Review Paired Mocks                        |
| BREAK  |   |
| Topic 22   | Transmission of Completed Cases (Mocks 3,4)       |
| Topic 23   | Headway: Production, Time, & Expense Reports      |
| Topic 24   | Trouble-shooting PC issues                        |
| ADJOURN  |   |
| Evening Study Hall (As Needed w/ Field Supervisor) |   |

### Sunday, June 5, 2005

- |                             |   |
|-----------------------------|---|
| Topic 25                    | Review Transmission/E-mail              |
| Topic 26                    | Review ePT&E                            |
| BREAK                       |   |
| Topic 27                    | BPS Goals and Reporting Requirements    |
| Topic 28                    | Assignments & FS/FI Conference Schedule |
| Topic 29                    | FI Training Evaluation                  |
| Question and Answer Session |   |
| ADJOURN 12:00pm             |   |

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## Section A: Base Year

### ZRID

*Identification number*

*Applies to: All respondents.*

### KAELIG

*NPSAS enrollment during NPSAS year*

Before we begin the main interview, I need to ask you some questions that will determine your eligibility for this study.

According to our information, you were enrolled at [NPSAS] between July 1, 2002 and June 30, 2003. Is that correct?

0 = No

1 = Yes, I was enrolled at [NPSAS] during the 2002-2003 school year

2 = Yes, but I dropped out before completing any terms

3 = Yes, but I was still enrolled in high school during the entire 2002-2003 school year

*Applies to: Base year non-respondents or questionable FTBs.*

Instrument Code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0)

### KADRPMY

*Date left NPSAS*

When did you last attend [NPSAS] between July 1, 2002 and June 30, 2003?

*Applies to: Base year non-respondents or questionable FTBs who dropped out before completing a term*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and KAELIG = 2

### KADRPTM

*Left NPSAS with a completed term*

[If KADRPMY = -9 or KADRPMY = -9]

When you last attended [NPSAS] during the 2002-2003 school year, did you leave at the end of the term, or did you leave before the term ended? [else]

Is that date, [KADRPMY], at the end of the term, or did you leave before the term ended?

1 = Left at the end of the term

2 = Left before the term ended

*Applies to: Base year non-respondents or questionable FTBs who dropped out before completing a term.*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and KAELIG = 2

### KADRPRF

*Received full tuition refund*

Did you receive a full refund of your tuition when you left [NPSAS] during the 2002-2003 school year?

0 = No

1 = Yes

*Applies to: Base year non-respondents or questionable FTBs who left before the term ended.*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and KADRPTM not in (1, -3)

### KATYPE

*Type of degree at NPSAS*

What degree or certificate were you working on at [NPSAS] during the 2002-2003 school year?

1 = Bachelor's degree—4 year program

2 = Associate's degree

3 = Undergraduate certificate or diploma (occupational or technical program)

4 = Undergraduate, not enrolled in a degree program

5 = First professional degree

6 = Master's degree

7 = Doctoral degree

8 = Post-baccalaureate certificate

9 = Graduate, not enrolled in a degree program

10 = Post-master's certificate

12 = Bachelor's degree—5 year program

13 = Combination of degrees

*Applies to: Base year non-respondents or questionable FTBs*

Instrument code: (Y\_BASEYR = 1 Y\_FTQST = 1) or Y\_BASEYR = 0

**KABA4, KABA5, KAAA, KACRT, KAPRF, KAMA, KAPHD, KAPBC, KAPMC, KAOTHER, KADGSP**

What combination of degrees and/or certificates were you working on at [NPSAS] during the 2002–2003 school year?

(Please check all that apply)

0 = No

1 = Yes

**KABA4**—Bachelor’s degree—4 year program

**KABA5**—Bachelor’s degree—5 year program

**KAAA**—Associate’s degree

**KACRT**—Undergraduate certificate or diploma

**KAPRF**—First professional degree (only include the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry, theology, or veterinary medicine)

**KAMA**—Master’s degree

**KAPHD**—Doctoral degree

**KAPBC**—Post baccalaureate certificate

**KAPMC**—Post-master’s certificate

**KAOTHER**—Other

**KADGSP**—Other, please specify

*Applies to: Base year non-respondents or questionable FTBs who indicated they were enrolled in a combination of degrees*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and KATYPE = 13

**TGRCB**

*Combination graduate status*

Internal/derived variable: Combination graduate

If KAMA (KAMA = 1 or KAPHD = 1 or KAPBC = 1 or KAPMC = 1) and (KABA4 < 1 and KABAS < 1 and KAAA < 1 and KACRT < 1 and KAPRF < 1) then TGRCB = 1 else TGRCB = 0

0 = Not a combination graduate

1 = Combination graduate

*Applies to: Base year non-respondents or questionable FTBs*

Instrument code: (Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0

**KAPRDG**

*Earned prior degree/certificates*

Prior to your enrollment at [NPSAS] during the 2002–2003 school year, had you completed any degrees or certificates beyond high school?

Please do not include certificates of achievement, such as for completion of a class in CPR, lifesaving, or other areas not requiring study at the postsecondary level.

0 = No

1 = Yes

*Applies to: Base year non-respondents or questionable FTBs.*

Instrument code: (Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0

**KAVERLV**

*Verification of student degree level*

According to our records, you began your undergraduate studies during the 2002–2003 school year. However, you have just selected a graduate level degree. Were you an undergraduate or graduate student during the 2002–2003 school year?

1 = I was an undergraduate student in the 2002–2003 school year

2 = I was a graduate student in the 2002–2003 school year

*Applies to: Base year non-respondents or questionable FTBs who indicated they were working on a graduate degree or were just taking graduate level classes.*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and (KATYPE in (6, 7, 8, 9, 10) or TGRCB = 1)

**KACKHOUR**

*Clock hour requirement*

Did your certificate/diploma program require at least 3 months or 300 clock hours of instruction?

0 = No

1 = Yes

*Applies to: Base year non-respondents or questionable FTBs who were working on a certificate.*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and (KATYPE = 3 or KACRT = 1)



**KAELCRD**

*Enrolled for transferable credit*

During your enrollment at [NPSAS] in the 2002-2003 school year, were you enrolled in a course for credit that could be transferred to another school?

0 = No

1 = Yes

*Applies to: All respondents.*

Recode note: If KATYPE < 4 and KATYPE < 9 then KAECRD = 1.

**KANPELG**

*NPSAS eligibility flag*

if KAVERLV > "0" and TGRCB < "1" and (KATYPE < "6" and KATYPE < "7" and KATYPE < "8" and KATYPE < "9" and KAVERLV = -9 and if

KANPELG = 1

KABPSELG = -9

if KAELIG = "3" then

KANPELG = 0

elseif KAELIG = "2" and KADRPTM = "2" and KADRPRF = "1" then

KANPELG = 0

elseif KAELIG = "0" then

KANPELG = 0

elseif KAPRDG = "1" then

KANPELG = 2

KABPSELG = 0

elseif KAVERLV = "2" then

KANPELG = 2

KABPSELG = 0

elseif KATYPE = "9" and KAVERLV = "-9" then

KANPELG = 2

KABPSELG = -9

elseif (KATYPE = "6" or KATYPE = "7" or KATYPE = "8" or KATYPE = "9" or

KATYPE = "10") and KAVERLV = "-9" then

KANPELG = 2

KABPSELG = -9

elseif KATYPE = "13" and TGRCB = "1" and KAVERLV = "-9" then

KANPELG = 2

KABPSELG = -9

elseif (KATYPE = "3" or (KATYPE = 13 and KACRT = 1)) and

KACKHOUR = "0" then

KANPELG = 0

elseif (KATYPE = "4" or KATYPE = "9") and KAELCRD = "0" then

KANPELG = 0

Internal/derived variable: NPSAS eligibility

0 = Not eligible

1 = Eligible

2 = Not eligible (grad student or nonresponse)

*Applies to: All respondents.*

Recode note: If Y\_BASEYR = 1 and Y\_FTQST = 0 then KANPELG = 1

**KAASSOC**

*Type of associate's degree*

What type of associate's degree were you working on at [NPSAS]?

1 = Associate in Arts (AA), Associate in Science (AS), Associate in General Education (AGE), or a transfer program

2 = Associate in Applied Science (AAS), or other degree in an occupational/technical area

*Applies to: Base year non-respondents or questionable FTBs working on an associate degree during the 2002-2003 school year.*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and KATYPE = 2 or KAAA = 1)

**KADGPR**

*Type of First professional degree*

What specific First professional degree were you working toward at [KBMRSCH] during the 2002-2003 school year?

19 = Theology (MDiv/MHL/BD/ordination)

20 = Law (JD/LLB)

21 = Medicine (MD) or osteopathic medicine (DO)

22 = Dentistry (DDS/DMD)

23 = Chiropractic (DC/DCM)

24 = Pharmacy (PharmD)

25 = Optometry (OD)

26 = Podiatry (DPM/DP/PodD)

27 = Veterinary medicine (DVM)

28 = Other degree not listed

*Applies to: Base year non-respondents or questionable FTBs working on a First professional degree.*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and (KATYPE = 5 or KAPRF = 1)

**KAPRSP**

*Other type of First professional degree*

What specific First professional degree were you working toward at [KBMRSCH] during the 2002-2003 school year?

*Applies to: Base year non-respondents or questionable FTBs working on another type of First professional degree.*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and (KATYPE = 5 or KAPRF = 1) and KADGPR = 28

**KANFST**

*NPSAS was first school attended after high school*  
 Was [NPSAS] the first college or trade school you enrolled in after completing your high school requirements?

- 0 = No
- 1 = Yes

*Applies to: Base year non-respondents or questionable FTBs.*

Instrument code: (Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0

**KAFSTMY**

*Date attended first school*

In what month and year did you first attended any college, university, or trade school after high school?

*Applies to: Base year non-respondents or questionable FTBs whose First school was not NPSAS.*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and KANFST in (0, -9)

**KADGBMY**

*Date first began NPSAS ever*

In what month and year did you first attend [NPSAS] after completing high school requirements?

*Applies to; Base year non-respondents or questionable FTBs.*

Instrument code: (Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0

**KANPSTMY**

*Date started at NPSAS during the NPSAS year*

In what month and year did you first attend [NPSAS] during the 2002-2003 school year (that is, between July 1, 2002 and June 30, 2003)?

*Applies to: Base year non-respondents or questionable FTBs who first attended the NPSAS school prior to the NPSAS school prior to the NPSAS year*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and ((0 < KADGBMY < 200207) or (0s in either month or year))

**KACMPCLS**

*Completed postsecondary course after high school*

Did you complete any classes for credit at a university, college, or trade school between the time you completed high school and July 1, 2002?

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

Recode note: if KABPSELG = 1 then KACMPCLS = 0

**KABPSELG**

*BPS eligibility flag*

KABPSELG = 0

if (KANFST) = 1 and (((KADGBYY) = 2002 AND (KADGBMM) >= 7) OR ((KADGBYY) = 2003 AND (KADGBMM) <= 6 and (KADGBMM) > 0)) then

KABPSELG = 1

elseif (KANFST) <> 1 and (((KADGBYY) = 2002 AND (KADGBMM) >= 7) OR ((KADGBYY) = 2003 AND (KADGBMM) <= 6 and (KADGBMM) > 0)) AND (((KAFSTYY) = 2002 AND (KAFSTMM) >= 7) or ((KAFSTYY) = 2003 AND (KAFSTMM) <= 6 and (KAFSTMM) > 0))) then

KABPSELG = 1

elseif (KACMPCLS) = 0 then

KABPSELG = 1

end if

Internal/derived variable : BPS eligibility

0 = Not BPS eligibility

1 = BPS eligible

*Applies to: All respondents.*

Recode note: If Y\_BASEYR = 1 and Y\_FTQST = 0 then KABPSELG = 1.

**KAUGYR**

*Undergraduate level last term at NPSAS*

[If TCURENR = 1]

What is your year or level at [KBMRSCH]?

[If TCURENR = 0]

What was your year or level when you were last Enrolled at [KBMRSCH]?

- 1 = First year or freshman
- 2 = Second year or sophomore
- 3 = Third year or junior
- 4 = Fourth year or senior
- 5 = Fifth year or higher undergraduate
- 6 = Unclassified undergraduate
- 7 = Graduate student taking undergraduate classes

*Applies to: Base year non-respondents or questionable FTBs who were enrolled in a degree program.*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and KATYPE in (1, 2, 3, 5, 6, 7, 8, 10, 12, 13, -9)

**KARSNA, KARSNB, KARSNC, KARSND  
KARSNE, KARSNX, KARSNS, KARSSP**

What was your main purpose for enrolling at [NPSAS]?

(If more than one, please check all that apply.)

0 = No

1 = Yes

**KARSNA**—Complete a degree or certificate program

**KARSNB**—Take courses to transfer to a 4-year school

**KARSNC**—Gain job/occupational skills

**KARSND**—Take recreational courses/self-improvement

**KARSNE**—Personal interest or enrichment

**KARSNX**—None of the above

**KARSNS**—Other

**KARSSP**—Other, please specify

*Applies to: Base year non-respondents or questionable FTBs.*

Instrument code: (Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0

**KAREMEVR**

*Ever take remedial courses after completing high school*

After completing high school, did you take any remedial or developmental courses to improve your basic skills, such as in mathematics, reading, writing, or study skills?

0 = No

1 = Yes

*Applies to: Base year non-respondents or questionable FTBs.*

Instruments code: (Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0

**KADIPL**

*Type of high school completion*

Which of the following best describes your high school completion?

1 = Received a high school diploma

2 = Passed a GED (General Educational Development test)

3 = Received a high school completion certificate

4 = Attended a foreign high school

5 = Did not complete high school

6 = Was home schooled

*Applies to: Base year non-respondents or questionable FTBs.*

Instrument code: (Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0

**KAHSYR**

*Year completed high school*

[If KADIPL = 4 then]

When did you complete high school?

[elseif KADIPL = 1 then]

When did you receive your high school diploma?

[elseif KADIPL = 3 then]

When did you receive your high school certificate?

[elseif KADIPL = 2 then]

When did you receive your GED?

[else]

When did you complete high school?

Year:

*Applies to: Base year non-respondents or questionable FTBs.*

Instrument code: (Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0

Recode note: If KADIPL = 5 then KAHSYR = 0.

**KAHSCMP**

*Completing high school requirements while enrolled in 2002-2003*

Were you completing high school requirements for the entire time you were enrolled at [NPSAS] between July 1, 2002 and June 30, 2003?

0 = No

1 = Yes

*Applies to: All respondents*

Recode note: if KABPSELG = 1 then KAHSCMP = 0.

**KADOBMY**

*Date of birth*

So that the rest of this interview may be customized for you, please answer the following questions.

In what month and year were you born?

*Applies to: Base year non-respondents or questionable FTBs.*

Instrument code: (Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0

**KALT30**

*Categorical ranges of age*

What is your age? Are you...

1 = Under 24

2 = 24-29

3 = 30 or over

*Applies to: Base year non-respondents or questionable FTBs who did not provide a date of birth.*

Instrument code: ((Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0) and KADOBYY = -9

**TAGE**

*Age as of January 1, 2005*

Internal variable

Calculate age as of January 1, 2005 based on KADOB.

If KADOBYY=blank and KALT30=1 THEN

TAGE=21;

If KADOBYY=blank and KALT30=2 THEN

TAGE=26;

If KADOBYY=blank and KALT30=3 THEN

TAGE=31;

*Applies to: All respondents.*

## Section B: Enrollment History

### KBSTLENR

*Still enrolled at last known school*

[If (Y\_BASEYR = 1 and Y\_FTQST = 1) or Y\_BASEYR = 0 (R gets section A) then]

Earlier, you said you were enrolled at [last known school] for the 2002-2003 school year. Are you still enrolled there? {if interview occurs May-June, display note:}

If you are not enrolled now due to summer break, but plan to enroll next fall, please check “yes.”

[Do not show the 3rd response option.]

[ELSE]

When we talked to you last, you said you were enrolled at [last known school] for the 2003-2004 school year. Are you still enrolled there?

{if interview occurs may-June, display note:}

If you are not enrolled now due to summer break, but plan to enroll next fall, please check “yes.”

[Show the 3rd response option.]

0 = No

1 = Yes

2 = I was never enrolled at [last known school]

*Applies to: All respondents.*

### KBANY

*Enrolled at any school since 2003*

Have you enrolled at any school since July 2003?

0 = No

1 = Yes

*Applies to: Respondents who never enrolled at [Y\_LKSCH].*

Instrument code: KBSTLENR = 2, -9

### KBEARN

*Earned degree or certificate from last known school*

Have you completed your program of study and received a degree or certificate from [last known school]?

0 = No

1 = Yes

*Applies to: Respondents no longer enrolled at [Y\_LKSCH].*

Instrument code: KBSTLENR = 0

### KBCMPL

*Completed at least 2 courses at last known school*

Before leaving [last known school], had you completed at least two courses with a passing grade?

0 = No

1 = Yes

*Applies to: Respondents no longer enrolled at [Y\_LKSCH] and who did not complete a degree or certificate yet.*

Instrument code: KBSTLENR = 0 and KBEARN <> 1

### KBDEG

*Type of degree earned at last known school*

What degree or certificate did you earn from [Y\_LKSCH]?

1 = Bachelor's degree—4 year program

2 = Associate's degree

3 = Undergraduate certificate or diploma (occupational or technical program)

5 = Professional degree

12 = Bachelor's degree—5 year program

13 = Combined degrees (such as a combined BA/MA award)

*Applies to: Respondents who earned a degree or certificate at last known school.*

Instrument code: KBEARN = 1

### TDEG

*Degree fill: section b*

If KBDEG = 1 or KBDEG = 12 or KBDEG = 2 or KBDEG = 5 then

TDEG = “was your degree”

If KBDEG = 3 then

TDEG = “was your certificate or diploma”

If KBDEG = 13 then

TDEG = “were your degrees”

ELSE

TDEG = “was your degree/certificate”

*Applies to: Respondents who earned a degree or certificate at last known school.*

Instrument code: KBEARN = 1

**KBBA4, KBBA5, KBAA, KBCRT, KBOTHER, KBPRF, KBDGSP**

What combination of degrees were you awarded by [last known school]?

- 0 = No
- 1 = Yes

- KBBA4**—Bachelor’s degree—4 year program
- KBBA5**—Bachelor’s degree—5 year program
- KBAA**—Associates degree
- KBCRT**—Undergraduate certificate or diploma (occupational or technical program)
- KBDGSP**—Other, please specify
- KBPRF**—First professional degree (only includes the following programs: chiropractic dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine)
- KBOTHER**—Other

*Applies to: Respondents who earned a combination degree at last known school.*

Instrument code: KBEARN = 1 and KBDEG = 13

**KBDGMY**

*Date degree was awarded by last known school*

In what month and year [TDEG] awarded?

*Applies to: Respondents who earned a degree or certificate at last known school.*

Instrument code: KBEARN = 1

**KBSCH01**

*School name 1*

[If (Y\_BASEYR = 1 and Y\_FTBQST = 1) or Y\_BASEYR = 0 then]

DatesSPan = “July 1, 2002 and June 30, 2005”  
[else]

DateSPan = “July 1, 2003 and June 30, 2005”

What other school did you attend between [date] and [date]? Please provide the state and city in which it was located. (If the school was located in another country, select “foreign country”

From the list. You can also search for a school by state without listing a city.)

From the list below, click on the name of the school you attended since the 2002-2003 school year. If the school is not listed:

Make sure the school is not located in a different city. You may change the city and/or state and click “Continue” to get a new list of schools. If you still cannot find your school, click “Unable to Find School”.

*Applies to: All respondents.*

**KBIPED01**

*IPEDS school code 1*

Note: Institutions that could not be coded are included.

- 999996 = Foreign institution
- 999997 = Institution name unknown
- 999998 = Institution city unknown
- 999999 = State unknown

*Applies to: All respondents*

**KBCT01**

*School 1 city*

*Applies to: All respondents.*

**KBST01**

*School 1 state*

- |                          |                            |
|--------------------------|----------------------------|
| 1 = Alabama              | 33 = New York              |
| 2 = Alaska               | 34 = North Carolina        |
| 3 = Arizona              | 35 = North Dakota          |
| 4 = Arkansas             | 36 = Ohio                  |
| 5 = California           | 37 = Oklahoma              |
| 6 = Colorado             | 38 = Oregon                |
| 7 = Connecticut          | 39 = Pennsylvania          |
| 8 = Delaware             | 40 = Rhode Island          |
| 9 = District of Columbia | 41 = South Carolina        |
| 10 = Florida             | 42 = South Dakota          |
| 11 = Georgia             | 43 = Tennessee             |
| 12 = Hawaii              | 44 = Texas                 |
| 13 = Idaho               | 45 = Utah                  |
| 14 = Illinois            | 46 = Vermont               |
| 15 = Indiana             | 47 = Virginia              |
| 16 = Iowa                | 48 = Washington            |
| 17 = Kansas              | 49 = West Virginia         |
| 18 = Kentucky            | 50 = Wisconsin             |
| 19 = Louisiana           | 51 = Wyoming               |
| 20 = Maine               | 52 = Puerto Rico           |
| 21 = Maryland            | 53 = Canada                |
| 22 = Massachusetts       | 54 = American Samoa        |
| 23 = Michigan            | 55 = Guam                  |
| 24 = Minnesota           | 56 = Micronesia            |
| 25 = Mississippi         | 57 = Marshall Island       |
| 26 = Missouri            | 58 = Northern Marianas     |
| 27 = Montana             | 59 = Palau Island          |
| 28 = Nebraska            | 60 = Virgin Islands        |
| 29 = Nevada              | 61 = American Military     |
| 30 = New Hampshire       | 62 = Mexico                |
| 31 = New Jersey          | 63 = Other foreign country |
| 32 = New Mexico          |                            |

*Applies to: All respondents*

**KBLEVL01**

*School 1 level*

- 1 = 4-year
- 2 = 2-year
- 3 = Less-than-2-year
- 4 = Some other type of school

*Applies to: All respondents.*

**KBCTRL01**

*School 1 control*

- 1 = Public
- 2 = Private not-for-profit
- 3 = Private for-profit
- 4 = Some other type of school

*Applies to: All respondents.*

**KBCNT01**

*Taken break from school 1 of more than 4 months*

[If (y\_baseyr = 1 and y\_ftbqst = 1) or y\_baseyr = 0 then]

if KBSTLENR = 1 then

Since July 2002, have you taken summers and school breaks?

elseif KBSTLENR = 0 then

Since July 2002, had you taken off more than 4 months from [KBSCH01] other than for summers and school breaks?

else

Since July 2002, did you take off more than 4 months from [KBSCH01] other than for summers and school breaks?

end if

[ELSE]

if KBSTLENR = 1 then

Since July 2003, have you taken off more than 4 months from [KBSCH01] other than for summers and school breaks?

elseif KBSTLENR = 0

Since July 2003, had you taken off more than 4 months from [KBSCH01] other than for summers and school breaks?

else

Since July 2003, did you take off more than 4 months from [KBSCH01] other than for summers and school breaks?

end if

end if

0 = No

1 = Yes

*Applies to: All respondents.*

**KBD01B01–KBD01E01**

*Beginning month and year of enrollment school 1 spell 1*

[If KBCNT01 = 0 then]

Next, we want to collect your enrollment history at [KBSCH01] by collecting the dates of your enrollment periods, or spells, there. Please provide the beginning and ending date (month and year) for your enrollment at [KBSCH01] [ if Y\_BASEYR=0 then July 2002 / else July 2003 ]and June 2005. (For example, if your first enrollment period started school in August 2003 and ended in December 2004, select August 2003 from the first drop down and December 2004 from the second for that spell.)

[If KBCNT01 = 1 then]

Select “Add spell” for each additional spell of enrollment after the first. [If date of interview is before June 2005 then]. Include all months you were enrolled and all months you plan to be enrolled. If were enrolled for any portion of a month, please include that month. [If KBCNT01 ne 0 and (Y\_BASEYR = 1 and Y\_FTQBST ne 1) then]. Next, we want to collect your enrollment history at [KBSCH01]

by collecting the dates of your enrollment periods, or spells, there. Please provide the beginning and ending date (month and year for your enrollment at [KBSCH01] between July 2003 and June 2005. (For example, if your first enrollment period started school in August 2003 and ended in December 2004, select August 2003 from the first drop down and December 2004 from the second for the spell.)

[If KBCNT01 = 1 then] Select “Add spell” for each additional spell of enrollment after the first.

[If date of the interview is before June 2005 then]

Include all months you were enrolled and all months you plan to be enrolled. If you were enrolled for any portion of a month, please include that month.

*Applies to: All respondents.*

**KBEMX01**

*Monthly enrollment indicator-school 1*

*Applies to: All respondents*

**KB01ST01**

*Intensity of enrollment: school 1 spell 1*

[If KBCNT= (1 or missing) and currently enrolled at school 1] During each period of enrollment at [school 1], have you been mainly a full-time student, a part-time student, or an equal of mix of both? [If KBCNT= (1 or missing) and not currently enrolled at school 1] During each period of enrollment at [school 1], were you mainly a full-time student, a part-time student, or an equal of mix of both? [KBCNT01 = 0 and not currently enrolled at school 1] while enrolled at [school 1], were you mainly a full-time student, a part-time student, or an equal mix of both? [KBCNT01 = 0 and currently enrolled at school 1] while enrolled at [school 1], have you been mainly a full-time student, a part-time student, or an equal mix of both?

- 1 = Mainly full-time
- 2 = Mainly part-time
- 3 = Equal mix of full-time and part-time

*Applies to: All respondents.*

**KBENR01**

*Enrolled at additional school-1*

If (BASEYR = 1 and Y\_FTBQST = 1) or Y\_BASEYR = 0 (R gets section A)

Have you enrolled at any other schools since July 1, 2002?

Else:

Have you enrolled at any other schools since July 1, 2003?

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

**KBSCH02**

*School 2 name*

*Applies to: Respondents with additional schools.*

**TCURENR**

*Current enrollment flag*

Derived/internal variable: Number of schools

Current enrollment is defined as any respondent who indicates that they are currently enrolled at the time of the interview.

- 0 = Not currently enrolled
- 1 = Currently enrolled

*Applies to: All respondents.*

**KBNUMSCH**

*Total schools attended*

Derived/internal variable KBNUMSCH is calculated based on enrollment history during the 2002-2005 school year and respondents reporting of attendance at other institutions.

- If no other schools attended, KBNUMSCH=1;
- If 1 other school attended, KBNUMSCH=2;
- If 2 other school attended, KBNUMSCH=3;
- If 3 other school attended, KBNUMSCH=4;
- If 4 other school attended, KBNUMSCH=5;
- If 5 other school attended, KBNUMSCH=6;

- 1 = NPSAS only
- 2 = NPSAS plus one other school
- 3 = NPSAS plus two other schools
- 4 = NPSAS plus three other school
- 5 = NPSAS plus four other schools
- 6 = NPSAS plus five other school

*Applies to: All respondents.*

**KBMRS**

*Most recent school list*

Which of the following schools do you consider to be your primary school?

(If you have more than one primary school, which of the schools have you attended most recently?)

- 1 = [Y\_LKSCH]
- 2 = [School 2]
- 3 = [School 3]

*Applies to: respondents who reported attending more than one school.*

Instrument code: KBENR01 = 1

**KBMRSCH**

*Most recent school fill*

Which of the following schools do you consider to be your primary school?

(If you have more than one primary school, which of the schools have you attended most recently?)

*Applies to: All respondents.*



## Section C: Characteristics

### KCDG

*Degree type at most recent school*

[TCURENR=1]

What undergraduate degree or certificate are you currently working on at [KBMRSCH]?

[TCURENR=0]

What undergraduate degree or certificate were you working on when you were last enrolled at [KBMRSCH]

- 1 = Bachelor's degree—4 year program
- 2 = Associate's degree
- 3 = Undergraduate certificate or diploma (occupational or technical program)
- 4 = Undergraduate, not enrolled in a degree program
- 5 = First professional degree
- 6 = Master's degree
- 7 = Doctoral degree
- 8 = Post-baccalaureate certificate
- 9 = Graduate, not enrolled in a degree program
- 12 = Bachelor's degree—5 year program
- 13 = Combined degree

*Applies to: Respondents who have enrolled since the base year and (have not yet completed their degree at [Y\_LKSCH] or have been enrolled there since the last interview or respondents who have never been enrolled since the last, interview.)*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and (KBEARN <> 1 and KBSTLENR <> 0 or (KBMRS = -9 and KBENR01 not in (0, -9)))

Recode note : If KCDG in (4, 9) then KCDBLMAJ = 0.

If KCDG = 5 then KCDBLMAJ = 1

### KCBA4, KCBA5 ,KCAA, KCCRT, KCPRF, KCMA, KCPHD, KCPBC, KCPMC, KCDGSP, KCOTHER

[if TCURENR = 1]

What combination of degrees are you working on at [KBMRSCH]

Please select the two degrees you are pursuing at [KBMRSCH] from the list below.

[if TCURENR ne 1]

What combination of degrees were you working on at [KBMESCH]?

Please select the two degrees you were pursuing at [KBMESCH] from the list below.

- 0 = No
- 1 = Yes

**KCBA4**—Bachelor's degree—4 year program

**KCBA5**—Bachelor's degree—5 year program

**KCAA**—Associate's degree—4 year program

**KCCRT**—Undergraduate certificate or diploma (occupational or technical program)

**KCPRF**—First professional degree (only includes the following programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine)

**KCMA**—Master's degree

**KCPHD**—Doctoral degree

**KCPBC**—Post-baccalaureate certificate

**KCPMC**—Post-master's certificate

**KCDGSP**—Other, please specify

**KCOTHER**—Other

*Applies to: Respondents who have been enrolled since the base year and who have earned a combined degree at most recent school.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCDG - 13

### KCDBLMAJ

*Major declared/undeclared*

[TCURENR=1] *Have you declared a major yet at [KBMRSCH]?*

[TCURENR =0] *Had you already declared a major when you were last enrolled at [KBMRSCH]?*

- 0 = Not in a degree program
- 1 = Yes, I have/had declared a major
- 2 = No, I have/had not declared a major yet
- 3 = Yes, I have/had declared a double major

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2,-9) and KBANY not in (0,-9)

**KCMAJ1A**

*Major: primary string*

[TCURENR=1]

What is your [if KCDBLMAJ=3 primary] major field of study at [KBMRSCH]?

[TCURENR=0]

What was your [if KCDBLMA=3 primary] major or field of study at [KBMRSCH] when you were last enrolled there?

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2,-9) and KBANY not in (0,-9)

Recode note: If KCDBLMAJ = 2 then KCMAJ1A = "UNCDECLARED".

If KCDG in (4, 9) then KCMAJ1A = "NOT IN DEGREE PROGRAM".

**KCMAJ1C2**

*Primary major-general category*

- 1 = Agriculture/natural resources/related
- 2 = Architecture and related services
- 3 = Area/ethnic/cultural/gender studies
- 4 = Arts-visual and performing
- 5 = Biological and biochemical sciences
- 6 = Business/management/marketing/related
- 7 = Communication/journalism/comm. tech
- 8 = Computer/info sciences/support tech
- 9 = Construction trades
- 10 = Education
- 11 = Engineering technologies/technicians
- 12 = English language and literature/letters
- 13 = Family/consumer sciences, human sciences
- 14 = Foreign languages/literature/linguistics
- 15 = Health professions and studies
- 16 = Legal professions and studies
- 17 = Library science
- 18 = Mathematics and statistics
- 19 = Mechanical/repair technologies/techs
- 20 = Multi/interdisciplinary studies
- 21 = Parks/recreation/leisure/fitness studies
- 22 = Precision production
- 23 = Personal and culinary services
- 24 = Philosophy, religion & theology
- 25 = Physical sciences
- 26 = Psychology
- 27 = Public administration/social services
- 28 = Science technologies/technicians
- 29 = Security & protective services
- 30 = Social sciences and history (except psychology)
- 31 = Transportation & materials moving
- 32 = Other
- 98 = Not in a degree program

99 = Undeclared

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2,-9) and KBANY not in (0, -9)

If KCDG in (4, 9) then KCMAJ1C2 = 98.

**KCMAJ1C4**

*Primary major-specific code*

98 = Not in a degree program

99 = Undeclared

- 101 = Agricultural and related sciences
- 102 = Natural resources and conservation
- 201 = Architecture and related sciences
- 301 = Area/ethnic/cultural/gender studies
- 401 = Art history, criticism and conservation
- 402 = Design & applied arts
- 403 = Drama/theatre arts and stagecraft
- 404 = Fine and studio art
- 405 = Music
- 406 = Music history, literature, and theory
- 407 = Visual and performing arts, other
- 408 = Commercial and advertising art
- 409 = Dance
- 501 = biochem/biophysics/molecular biology
- 502 = Botany/plant biology
- 503 = Genetics
- 504 = Microbiological sciences & immunology
- 505 = Physiology, pathology & related sciences
- 506 = Zoology/animal biology
- 507 = Biological and biomedical sciences, other
- 601 = Accounting and related services
- 602 = Business admin/management/operations
- 603 = Business operations support/assistance
- 604 = Finance/financial management services
- 605 = Human resources management and services
- 606 = Marketing
- 607 = Business/mgt/marketing/related. Other
- 608 = Management information systems/services
- 701 = Communication/journalism/related pgms
- 702 = Communication technologies
- 801 = Computer/info tech administration/mgmt
- 802 = Computer programming
- 803 = Computer science
- 804 = Computer software and media applications
- 805 = Computer systems analysis
- 806 = Computer systems networking/telecom
- 807 = Data entry/microcomputer applications
- 808 = Data processing
- 809 = Information science/studies
- 810 = Computer/info sci/support svcs, other
- 901 = Construction trades
- 1001 = Curriculum and instruction
- 1002 = Educational/administration/supervision

1003 = Educational/instructional media design  
 1004 = Special education and teaching  
 1005 = Student counseling/personnel services  
 1006 = Education, other  
 1007 = Early childhood education and teaching  
 1008 = Elementary education and teaching  
 1009 = Secondary education and teaching  
 1010 = Adult and continuing education/teaching  
 1011 = Teacher ed: specific levels. Other  
 1012 = Teacher ed: specific subject areas  
 1013 = Bilingual & multicultural education  
 1014 = Ed assessment  
 1015 = Higher education  
 1101 = Biomedical/medical engineering  
 1102 = Chemical engineering  
 1103 = Civil engineering  
 1104 = Computer engineering  
 1105 = Electrical/electronics/comms engineering  
 1106 = Engineering technologies/technicians  
 1107 = Environmental/environmental health eng  
 1108 = Mechanical engineering  
 1109 = Engineering, other  
 1201 = English language and literature/letters  
 1301 = Family/consumer sciences, human sciences  
 1401 = Foreign languages/literature/linguistics  
 1501 = Alternative/complementary medicine/sys  
 1502 = Chiropractic  
 1503 = Clinical/medical lab sciences/allied  
 1504 = Dental support services/allied  
 1505 = Dentistry  
 1506 = Health & medical administrative services  
 1507 = Health/medical services/allied health  
 1508 = Health/medical technicians/technologists  
 1509 = Medicine, including psychiatry  
 1510 = Mental/social health services and allied  
 1511 = Nursing  
 1512 = Optometry  
 1513 = Osteopathic medicine/osteopathy  
 1514 = Pharmacy/pharmaceutical sciences/admin  
 1515 = Podiatric medicine/podiatry  
 1516 = Public health  
 1517 = Rehabilitation & therapeutic professions  
 1518 = Veterinary medicine  
 1519 = Health/related clinical services, other  
 1601 = Law  
 1602 = Legal support services  
 1603 = Legal professions and studies, other  
 1701 = Library science  
 1801 = Mathematics  
 1802 = Statistics  
 1901 = Mechanical/repair technologies/techs  
 2001 = Multi/interdisciplinary studies  
 2101 = Parks, recreation and leisure studies

2102 = Health and physical education /fitness  
 2201 = Precision production  
 2301 = Culinary arts and related services  
 2302 = Personal services, other  
 2401 = Philosophy  
 2402 = Religion/religious studies  
 2403 = Theology  
 2501 = Astronomy & astrophysics  
 2502 = Atmospheric sciences and meteorology  
 2503 = Chemistry  
 2504 = Geological & earth sciences/geosciences  
 2505 = Physics  
 2506 = Physical sciences, other  
 2601 = Behavioral psychology  
 2602 = Clinical psychology  
 2603 = Education/school psychology  
 2604 = Psychology, other  
 2701 = Public administration  
 2702 = Social work  
 2703 = Public administration & social svcs oth  
 2801 = Science technologies/technicians  
 2901 = Corrections  
 2902 = Criminal justice  
 2903 = Fire protection  
 3001 = Anthropology (except psychology)  
 3002 = Archeology  
 3003 = Criminology  
 3004 = Demography & population  
 3005 = Economics  
 3006 = Geography & cartography  
 3007 = History  
 3008 = International relations & affairs  
 3009 = Political science & government  
 3010 = Sociology  
 3011 = Urban studies/affairs  
 3012 = Social sciences, other  
 3101 = Transportation & materials moving  
 3201 = Other

*Applies to: Respondents who have enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

Recode note: If KCDBLMAJ = 2 then KCMAJ1C4 = 99.

If KCDG in (4, 9) then KCMAJ1C4 = 98.

### KCMAJCHG

*Frequency of formal changes in major*

[TCURENR=1]

Since declaring your major the first time, how many times have you formally change your major since enrolling at [KBMRSCH]?

[TCURENR=0]

Since declaring your major the first time, how many times did you formally change your major while you were enrolled at [KBMRSCH]?

0 = Never

1 = One time

2 = More than one time

*Applies to Respondents who have been enrolled since the base year and declared at least one major.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCDBLMAJ in (1, 3, -9)

### KCUGYR

*Undergraduate level last term*

[If TCURENR = 1]

What is your year or level at [KBMRSCH]?

[If TCURENR = 0]

What was your year or level during your most recent term at [KBMRSCH]?

1 = First year or freshman

2 = Second year or sophomore

3 = Third year or junior

4 = Fourth year or senior

5 = Fifth year or higher undergraduate

6 = Unclassified undergraduate

7 = Graduate student

*Applies to Respondents who have been enrolled since the base year and were working on a degree.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCDG not in (4, 9, -9)

### KCGPA1

*GPA measured on 4.00 scale*

[TCURENR=1]

Is your grade point average (GPA) at [KBMRSCH] measured on a 4.00 scale?

[TCURENR=0]

Was your grade point average (GPA) at [KBMRSCH] measured on a 4.00 scale?

1 = Yes

2 = No, it is measured on another grading scale

3 = No, the school does not award grades

4 = Yes, but no GPA yet

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

### KCGPA

*Cumulative GPA*

[If TCURENR = 1]

What is your cumulative GPA at [KBMRSCH]?

[If TCURENR = 0]

What was your cumulative GPA at [KBMRSCH] through the end of your most recent term there?

Range: 0.00 to 4.00

*Applies to: Respondents who have been enrolled since the base year and were graded on a 4.0 point GPA scale.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCGPA = 1

### KCGPAEST

*Estimate of GPA*

Which if the following would you say best describes your grade point average at [KBMRSCH] through the end of your most recent term there?

1 = Mostly A's (3.75 and above)

2 = A's and B's (3.25-3.74)

3 = Mostly B's (2.75-3.24)

4 = B's and C's (2.25-2.74)

5 = Mostly C's (1.75-2.24)

6 = C's and D's (1.25-1.74)

7 = Mostly D's or below (below 1.24)

*Applies to: Respondents who have been enrolled since the base year and were graded on a 4.0 scale but did not enter an exact GPA or who were graded on another scale other than 4.0.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and (KCGPA1 in (1, 2, 4, -9) and KCGPA in (-9, -3)

### KCDROP, KCINCOMP, KCRPT

While enrolled at [KBMRSCH], did you ever...

0 = No

1 = Yes

**KCDROP**—Withdraw from a course when failing

**KCINCOMP**—Receive grade of incomplete

**KCRPT**—Repeat a course of a higher grade

*Applies to: Respondents who have been enrolled since the base year.*

Instrument codes: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

**KCADVSR, KCACDMTG, KCSOCIAL, KCSTDYGP, KCCLUBS, KCARTS, KCVARSPT,**

[TCURENR=1]

Please indicate whether you participated in the following activities never, sometimes, or often. During the time that you have been enrolled at [most recent school], did you ever...

[TCURENR=0]

Please indicate whether you participated in the following activities never, sometimes, or often. While you were enrolled at [most recent school], did you ever...

0 = Never

1 = Sometimes

2 = Often

**KCADVSR**—Talk with faculty about academic matters, outside of class time (including e-mail)

**KCACDMTG**—Meet with advisor concerning academic plans

**KCSOCIAL**—Have informal or social contacts with faculty members outside of classrooms and offices

**KCSTDYGP**—Attend study groups outside of the classroom

**KCCLUBS**—Participate in school clubs

**KCARTS**—Attend music, choir, drama, or other fine arts activities

**KCVARSPT**—Participate in varsity, intramural, or club sports

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

**KCSCHRES**

*Residence while enrolled*

[TCURENR=1]

Do you live on campus, with your parent(s) or guardian(s), or some place else?

[TCURENR=0]

When you were last enrolled at [most recent school], did you live on campus, with your parent(s) or guardian(s), or some place else?

1 = On-campus or in other, school-provided housing

2 = With parent(s).guardian(s)

3 = Some place else (off campus)

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

**KCPRPAF**

*Parents deceased*

[TCURENR=1]

Do you live on campus, with your parent(s) or guardian(s), or some place else?

[TCURENR=0]

When you were last enrolled at [most recent school], did you live on campus, with your parent(s) or guardian(s), or some place else?

Please check here if both of your parents/guardians are deceased

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

**KCDISTNC**

*Distance in miles from NPSAS school to home*

[TCURENR=1]

How far (in miles) is [most recent school] from your permanent home?

[TCURENR=0=]

How far (in miles) was [most recent school] from your permanent home?

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

**KCNUMJOB**

*Number of jobs while enrolled*

[TCURENR=1]

The next few questions focus on any jobs you have for pay while enrolled at [most recent school]. How many jobs were you working during your most recent term there?

[TCURENR=0]

The next few questions focus on any jobs you had for pay during your last term of enrollment at [at most recent school].

How many jobs did you have at that time?

0 = I did work for pay

1 = I worked one job at a time

2 = I usually worked more than one job at the same time

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

**KCONOFF**

*Job on or off campus*

[if KCONUMJOB=1 AND TCURENR=1]

Is your job located primarily on or off campus?

[if KCONUMJOB gt 1 and TCURENR=1]

Since you have more than one job at a time, please refer to the one at which you work the most hours. Is your job located primarily on or off campus?

[if KCONUMJOB=1 and TCURENR=0]

Was your job located primarily on or off campus?

[if KCONUMJOB gt 1 and TCURENR=0]

Since you had more than one job at a time, please refer to the one at which you worked the most hours.

Was your job located primarily on or off campus?

1 = On campus

2 = Off campus

3 = both on and off campus

*Applies to: Respondents who have been enrolled since the base year and were employed.*

Instrument code: KBSTLENR not in (2, -9) and

KBANY not in (0, -9) and KCONUMJOB > 0

**KCWRKST**

*Type of school job*

Which of the following best describes your job?

1 = Work study

2 = Paid assistantship

3 = Cooperative employment (co-op placement)

4 = None of the above

*Applies to: Respondents who have been enrolled since the base year and were employed.*

Instrument code: KBSTLENR not in (2, -9) and

KBANY not in (0, -9) and KCONUMJOB > 0

**KCEMPTY**

*Type of employer*

[TCURENR=1]

In your job, do you work for...

[TCURENR=0]

In your job, did you work for...

1 = [KBMRSCH]

2 = A for profit company

3 = A nonprofit organization

4 = A local, state, or federal government

5 = The military (including civilian employees of the military)

6 = Self-employed

*Applies to: Respondents who have been enrolled since the base year and were employed.*

Instrument code: KBSTLENR not in (2, -9) and

KBANY not in (0, -9) and KCONUMJOB > 0

**KCRELMAJ**

*Job related to major*

[TCURENR=1]

Would you say your job is related to your major or field of study at [most recent school]?

[TCURENR=0]

Would you say your job was related to your major or field of study at

[most recent school]?

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled since the base year and are employed and declared at least one major.*

Instrument code: KBSTLENR not in (2, -9) and

KBANY not in (0, -9) and KCONUMJOB > 0 and

KCDBLMAJ in (1, 3, -9)

**KCRELCRS**

*Job related to coursework*

[TCURENR=1]

Would you say your job is related to your coursework at [most recent school]?

[TCURENR=0]

Would you say your job was related to your coursework at [most recent school]?

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled since the base year and are employed and were not working towards a degree or did not declare a major.*

Instrument code: KBSTLENR not in (2, -9) and

KBANY not in (0, -9) and KCONUMJOB > 0 and

KCDBLMAJ in (0, 2)

**KCERNAMT**

*Amount earned during school year*

[KCNUMJOB=1 and TCURENR=1]

How much have you earned from your job during the 2004-2005 school year? Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB gt 1 and TCURENR=1]

How much have you earned from all your jobs during the 2004-2005 school year? Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB=1 and TCURENR=0]

How much did you earn from all your jobs you held during the last school year in which you were enrolled at [most recent school]?

Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB gt 1 and TCURENR=0]

How much did you earn from all the jobs held during the last school year in which you were enrolled at [most recent school]?

Please exclude summer employment unless you were enrolled and working during the summer.

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

Recode note: If KCNUMJOB = 0 then KCERNAMT = 0.

**KCEARNT**

*Time frame for school year earnings*

[KCNUMJOB=1 and TCURENR=1]

How much have you earned from your job during the 2004-2005 school year? Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB gt 1 and TCURENR=1]

How much have you earned from all your jobs during the 2004-2005 school year? Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB=1 and TCURENR=0]

How much did you earn from all your jobs you held during the last school year in which you were enrolled at [most recent school]?

Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB gt 1 and TCURENR=0]

How much did you earn from all the jobs held during the last school year in which you were enrolled at [most recent school]?

Please exclude summer employment unless you were enrolled and working during the summer.

1 = For the entire school year

2 = Per term/semester

3 = Per month

4 = Per week

5 = Per hour

*Applies to: Respondents who have been enrolled since the base year and were employed.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCNUMJOB > 0

**KCERNS**

*Number of months or terms worked*

[TCURENR = 1]

How many [terms/months] will you have worked while you were enrolled at [most recent school] during the 2004-2005 school year?

Please exclude summer employment unless you were enrolled and working during the summer.

[else]

About how many [terms/months] did you work during the last school year in which you were enrolled at [most recent school]?

Please exclude summer employment unless you were enrolled and working during the summer.

*Applies to: Respondents who have been enrolled since the base year and were employed and reported their earnings in semesters/terms or months.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCNUMJOB > 0 and KCEARNT in (2, 3)

### KCHOURS

*Hours worked weekly when last enrolled*

[If KCONUMJOB=1 and TCURENR=1]

While enrolled at [most recent school], how many hours do you work per week (on average)?

Please exclude summer hours if you were not enrolled during the summer.

[if KCONUMJOB gt 1 and TCURENR=1]

While enrolled at [most recent school], how many hours do you work per week (on average)?

Please exclude summer hours if you were not enrolled during the summer.

[if KCONUMJOB=1 and TCURENR=0]

During your last term of enrollment at [most recent school], how many hours did you work per week (on average)?

Please exclude summer hours if you were not enrolled during the summer.

[if KCONUMJOB gt 1 and TCURENR=0]

During your last term of enrollment at [most recent school], how many hours did you work per week (on average) at all your jobs?

Please exclude summer hours if you were not enrolled during the summer.

Hours

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

Recode note: if KCONUMJOB = 0 then KCHOURS = 0

### KCWKSWK

*Proportion of weeks worked while enrolled*

[TCURENR=1]

Would you say you work during all the weeks you are enrolled, most of them, half of them, or less than half?

[TCURENR=0]

Would you say you work during all the weeks you were enrolled, most of them, half of them, or less than half?

- 1 = All
- 2 = Most
- 3 = Half
- 4 = Less than half

*Applies to: Respondents who have been enrolled since the base year, were employed and reported a positive amount of earnings in terms of weeks or hours.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCONUMJOB > 0 and KCEARNT in (4, 5) and KCERNAMT > 0

### KCTOTERN

*Total earnings: section c*

if KCEARNT=1 then KCTOTERN=KCERNAMT;

if KCEARNT=2 AND 1<=KCERNS<4 then

KCTOTERN=KCERNAMT\*KCERNS;

if KCEARNT=3 AND 1<=KCERNS<12 then

KCTOTERN=KCERNAMT\*KCERNS;

if KCEARNT=4 AND 1<=KCERNS<52 then

KCTOTERN=KCERNAMT\*KCERNS;

if KCEARNT=5 AND 1<=KCERNS<3000 then

KCTOTERN=KCERNAMT\*KCERNS;

*Applies to: All respondents.*

Recode note: If KCONUMJOB = 0 then KCTOTERN = 0.

### KCENRWRK

*Primary role while working-student or employee*

[TCURENR=1]

While enrolled at [most recent school] and working, would you say you are primarily...

[TCURENR=0]

While enrolled at [most recent school] and working, would you say you were primarily...

1 = A student working to meet expenses or

2 = An employee who decided to enroll in school

*Applies to: Respondents who have been enrolled since the base year and have a job.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCONUMJOB > 0

### KCAFFORD

*Afford school without working*

Could you had afforded to attend school if you had not worked?

1 = No

2 = Yes

*Applies to: Respondents who have been enrolled since the base year and do not consider themselves primarily employees who decided to enroll in school or who do not have a job.*

Instrument code: KBSTLENR not in (2, -9) or KCONUMJOB = 0)

Recode note: If KCONUMJOB = 0 then KCAFFORD = 1.



**KCPRPAA–KCPRPAE, KCPAF2**

[TCURENR=1]

Which of the following do your parents/guardians help you pay?

(Please check all that apply.)

[TCURENR=0]

Which of the following did your parents/guardians help you pay when you were last enrolled at [most recent school]?

(Please check all that apply.)

0 = No

1 = Yes

**KCPRPAA** Tuition and fees

**KCPRPAB**—Other educational expenses such as books and supplies

**KCPRPAC**—Housing costs, including utilities

**KCPRPAD**—Other living expenses such as food (meal plan) and transportation

**KCPRPAE**—None of the above—no financial assistance from parents

**KCPAF2**—None of the above—both parents/guardians were deceased

*Applies to: Respondents under the age of 30 with parents who have been enrolled since the base year.*

Instrument code: TAGE < 30 and KCPRPAF = 0 and KBSTLENR not in (2, -9) and KBANY not in (0, -9)

**KCPLAN**

*Plan for enrollment in 05-06*

What are your plans for enrolling at [most recent school] for the 2005-2006 school year (July 1, 2005 through June 30, 2006)?

1 = I plan to be enrolled at [most recent school] during the 2005-06 school year

2 = I do not plan to be enrolled at [most recent school] during the 2005-06 school year

3 = I have already completed my degree/certificate at [most recent school]

*Applies to: Respondents who have been enrolled since the base year And did not choose [Y\_LKSCH] as their [KBMRSCH] or who did not earn a degree at [Y\_LKSCH] or who had never attended [Y\_LKSCH].*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and ((KBMRS > 1) or (KBMRS = -9) and KBENR01 not in (0, -9) or KBEARN <> 1 and KBSTLENR <> 0

**KCDGERN**

*Degree earned at most recent school*

Have you already earned a degree from [most recent school]?

1 = No

2 = Yes

*Applies to: Respondents who have been enrolled since the base year and plan to enroll in the 05-06 school year and (who did not choose [Y\_LKSCH] as their [KBMRSCH] or earned a degree at [Y\_LKSCH] or was still enrolled at [Y\_LKSCH] or was never enrolled at [Y\_LKSCH].*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and (KCPLAN in (1, -9)) and (((KBMRS > 1) or (KBMRS = -9 and KBENR01 not in (0, -9)) or KBEARN <> 0 or KBSTLENR in (1, 2, -9)

**KCDEG**

*Type of degree earned at most recent school*

What degree or certificate did you earn from [most recent school]?

1 = Bachelor's degree—4 year program

2 = Associate's degree

3 = Undergraduate certificate or diploma (occupational or technical Program)

12 = Bachelor's degree—5 year program

13 = Combined degrees (such as a combined BA/MA award)

*Applies to: Respondents who have been enrolled since the base year and already earned a degree at [KBMRSCH].*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and (KCDGERN = 1 or KCPLAN = 3)

**TCDEG**

*Degree fill: section c*

Internal/derived variable

if KCDEG = 1 or KCDEG = 13 or KCDEG = 2 or KCDEG = 5 then

TCDEG = "was your degree"

else if KCDEG = 3 then

TCDEG = "was your certificate or diploma"

else if KCDEG = 13 then

TCDEG = "were your degree"

else

TCDEG = "was your degree/certificate"

*Applies to: Respondents who have been enrolled since the base year and already earned a degree at [KBMRSCH].*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and (KCDGERN = 1 or KCPLAN = 3)

**KCBA4E, KCBA5E, KCAAE, KCCRTE, KCDGSPE, KCPRFE, KCOTHERE**

What combination of degrees were you awarded by [most recent school]?

0 = No

1 = Yes

**KCBA4E**—Bachelor’s degree—4 year program

**KCBA5E**—Bachelor’s degree—5 year program

**KCAAE**—Associate’s degree

**KCCRTE**—Undergraduate certificate or diploma (occupational or technical program)

**KCDGSPE**—Other, please specify

**KCPRFE**—First professional degree (only includes the following programs: chiropractic, dentistry, law medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine)

**KCOTHERE**—Other

*Applies to: Respondents who have been enrolled since the base year and earned a combined degree at [KBMRSCH].*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCDEG = 13

**KCDGMY**

*Date degree was awarded by most recent school*

In what month and year [TCDEG] awarded?

*Applies to: Respondents who have been enrolled since the base year and earned a degree at [KBMRSCH].*

Instrument code: (KBSTLENR not in (2, -9) and KBANY not in (0, -9)) and KCDGERN = 1 or KCPLAN = 3

**KCDROPA–KCDROPH, KCDROPX**

Why did you decide to leave [most recent school]? (Please check all that apply.)

0 = No

1 = Yes

**KCDROPA**—Academic problems

**KCDROPB**—Classes not available/scheduling not convenient

**KCDROPC**—Dissatisfaction with program/school/faculty

**KCDROPD**—Financial reasons

**KCDROPE**—Family responsibilities

**KCDROPF**—Personal reasons

**KCDROPG**—Finished taking desired classes

**KCDROPH**—Called for military service

**KCDROPX**—Other

*Applies to: Respondents who have been enrolled since the base year but who do not plan to be enrolled during the 05-06 school year and are not currently enrolled.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCPLAN = 2 and TCURENR = 0

**KCUGLN**

*Amount borrowed for undergraduate loans*

[If TCURENR=1]

How much have you already borrowed in student loans for your undergraduate education? (Please do not include any money borrowed from family or friends.)

[if TCURENR=0]

How much did you borrow in student loans for your undergraduate education? (Please do not include any money borrowed from family or friends.)

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

**KCUGOWE**

*Amount owed for undergrad education*

How much of that amount do you still owe?

\* ALL OF IT

*Applies to: All respondents.*

Recode note: if KCUGLN = 0 then KCUGOWE = 0.

**KCRPYST**

*Currently repaying any education loans*

Are you currently repaying your education loans?

1 = Yes

2 = No, my loans are paid

3 = No

*Applies to: Respondents who have been enrolled since the base year and borrowed money for their undergraduate education.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9 and KCUGLN > 0

**KCRPYAMT**

*Monthly payment on education loans*

How much do you pay each month on your education loans?

*Applies to: Respondents who have been enrolled since the base year and Borrowed money for their undergraduate education.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9 and KCUGLN > 0

Recode note: if KCRPYST in (2, 3) then KCRPYAMT = 0

**KCFAMLN**

*Parents helping to repay loans*

Are your parents/guardians helping you to repay your education loans?

0 = No

1 = Yes

*Applies to Respondents under 30 with parents/guardians who are repaying education loans and those who (are not currently enrolled or receive financial support from their parents/guardians) and who have been enrolled since the base year.*

Instrument code: TAGE < 30 and KCPRPAF = 0 and KCPAF2 = 0 and (TCURENR = 0 or KCPRPAE = 0) and KCRPYST = 1 and KBSTLENR not in (2, -9) and KBANY not in (0, -9)

## Section D: Employment

### KDJSTAT

*Currently employed*

Are you currently employed?

0 = No

1 = Yes

2 = No, I am waiting to report to work or temporarily laid off

3 = No, I am a homemaker

4 = No, I am disabled

*Applies to: Respondents who are not currently enrolled.*

Instrument code: TCURENR = 0

### KDJBDTY

*Job duties*

What do you do in your job?

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

### KDJBTL

*Job title*

What is your job title?

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

### KDOC2C2

*Occupation general category*

11 = Management Occupations

13 = Business and Financial Operations Occupations

15 = Computer and Mathematical Occupations

17 = Architecture and Engineering Occupations

19 = Life, Physical and Social Science Occupations

21 = Community and Social Services Occupations

23 = Legal Occupations

25 = Education, Training, and Library Occupations

27 = Arts, Design, Entertainment, Sports, and Media Occupations

29 = Healthcare Practitioners and Technical Occupations

31 = Healthcare Support Occupations

33 = Protective Service Occupations

35 = Food Preparations and Serving Related Occupations

37 = Building and Grounds Cleaning and Maintenance Occupations

39 = Personal Care and Service Occupations

41 = Sales and Related Occupations

43 = Office and Administrative Support Occupations

45 = Farming, Fishing, and Forestry Occupations

47 = Construction and Extraction Occupations

49 = Installation, Maintenance, and Repair Occupations

51 = Production Occupations

53 = Transportation and Material Moving Occupations

55 = Military Specific Occupations

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

### KDOC2C4

*Occupation specific category*

111 = Top Executives

112 = Advertising, Marketing, Promotions, Public Relations, and Sales Managers

113 = Operations Specialties Managers

119 = Other Management Occupations

131 = Business Operations Specialists

132 = Financial Specialists

151 = Computer Specialist

152 = Mathematical Science Occupations

171 = Architects, Surveyors, and Cartographers

172 = Engineers

173 = Drafters, Engineering, and Mapping Technicians

191 = Life Scientists

192 = Physical Scientists

193 = Social Scientists

194 = Life, Physical, and Social Science Technicians

211 = Counselors, Social Workers, and Other Community and Social Service Specialists

212 = Religious Workers

231 = Lawyers, Judges, and Related Workers

232 = Legal Support Workers

251 = Postsecondary Teachers

252 = Primary, Secondary, and Special Education School Teachers

253 = Other Teachers and Instructors

254 = Librarians, Curators, and Archivists

259 = Other Education, Training, and Library Occupations

271 = Art and Design Workers

272 = Entertainers and Performers, Sports and Related Workers

273 = Media and Communication Workers

274 = Media and Communication Equipment Workers

291 = Health Diagnosing and Treating Practitioners  
 292 = Health Technologists and Technicians  
 299 = Other Healthcare Practitioners and Technical Occupations  
 311 = Nursing , Psychiatric, and Home Health Aides  
 312 = Occupational and Physical Therapist Assistants and Aides  
 319 = Other Healthcare Support Occupations  
 331 = First-Line Supervisors/Managers, Protective Service Workers  
 332 = Fire Fighting and Prevention Workers  
 333 = Law Enforcement Workers  
 339 = Other Protective Service Workers  
 351 = Supervisors, Food Preparation and Serving Workers  
 352 = Cooks and Food Preparation Workers  
 353 = Food and Beverage Serving Workers  
 359 = Other Food Preparation and Serving Related Workers  
 371 = Supervisors, Building and Grounds Cleaning and Maintenance Workers  
 372 = Building Cleaning and Pest Control Workers  
 373 = Grounds Maintenance Workers  
 391 = Supervisors, Personal Care and Service Workers  
 392 = Animal Care and Service Workers  
 393 = Entertainment Attendants and Related Workers  
 394 = Funeral Service Workers  
 395 = Personal Appearance Workers  
 396 = Transportation, Tourism, and Lodging Attendants  
 399 = Other Personal Care and Service Workers  
 411 = Supervisors, Sales Workers  
 412 = Retail Sales Workers  
 413 = Sales Representatives, Services  
 414 = Sales Representatives, Wholesale and Manufacturing  
 419 = Other Sales and Related Workers  
 431 = Supervisors, Office and Administrative Support Workers  
 432 = Communications Equipment Operators  
 433 = Financial Clerks  
 434 = Information and Record Clerks  
 435 = Material Recording, Scheduling, Dispatching, and Distributing Workers  
 436 = Secretaries and Administrative Assistants  
 439 = Other Office and Administrative Support Workers  
 451 = Supervisors, Farming, Fishing, and Forestry Workers  
 452 = Agricultural Workers

453 = Fishing and Hunting Workers  
 454 = Forest, Conservation, and Logging Workers  
 471 = Supervisors, Construction and Extraction Workers  
 472 = Construction trades Workers  
 473 = Helpers, Construction Trades  
 474 = Other Construction and Related Workers  
 475 = Extraction Workers  
 491 = Supervisors of Installation, Maintenance, and Repair Workers  
 492 = Electrical and Electronic Equipment Mechanics, Installers, and Repairers  
 493 = Vehicle and Mobile Equipment Mechanics, Installers, and Repairers  
 499 = Other Installation, Maintenance, and Repair Occupations  
 511 = Supervisors, Production Workers  
 512 = Assemblers and Fabricators  
 513 = Food Processing Workers  
 514 = Metal Workers and Plastic Workers  
 515 = Printing Workers  
 516 = Textile, Apparel, and Furnishings Workers  
 517 = Woodworkers  
 518 = Plant and System Operators  
 519 = Other Production Occupations  
 531 = Supervisors, Transportation and Material Moving Workers  
 532 = Air Transportation Workers  
 533 = Motor Vehicle Operators  
 534 = Rail Transportation Workers  
 535 = Water Transportation Workers  
 536 = Other Transportation Workers  
 537 = Material Moving Workers  
 551 = Military Officer Special and Tactical Operations Leaders/Managers  
 552 = First-Line Enlisted Military Supervisor/Managers  
 553 = Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDOC2C6**

*Occupation detail code*

0 = No specific level chosen

111011 = Chief Executives

111021 = General and Operations Managers

111031 = Legislators

112011 = Advertising and Promotions Managers

112021 = Marketing Managers

112022 = Sales Managers

112031 = Public Relations Managers

**Appendix E. Facsimile of Field Test Instrument—Section D: Employment**

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113011 = Administrative Services Managers	131079 = Human Resources, Training, Labor Relations Specialists, All Other
113021 = Computer and Information Systems Managers	131081 = Logisticians
113031 = Financial Managers	131111 = Management Analysts
113041 = Compensation and Benefits Managers	131121 = Meeting and Convention Planners
113042 = Training and Development Managers	131199 = Business Operations Specialists, All Other
113049 = Human Resources Managers, All Other	132011 = Accountants and Auditors
113051 = Industrial Production Managers	132021 = Appraisers and Assessors of Real Estate
113061 = Purchasing Managers	132031 = Budget Analysts
113071 = Transportation, Storage, and Distribution Managers	132041 = Credit Analysts
119011 = Farm, Ranch, and Other Agricultural Managers	132051 = Financial Analysts
119012 = Farmers and Ranchers	132052 = Personal Financial Advisors
119021 = Construction Managers	132053 = Insurance Underwriters
119031 = Education Administrators, Preschool and Child Care Center/Program	132061 = Financial Examiners
119032 = Education Administrators, Elementary and Secondary School	132071 = Loan Counselors
119033 = Education Administrators, Postsecondary	132072 = Loan Officers
119039 = Education Administrators, All Other	132081 = Tax Examiners, Collectors, and Revenue Agents
119041 = Engineering Managers	132082 = Tax Preparers
113051 = Food Service Managers	132099 = Financial Specialists, All Other
119061 = Funeral Directors	151011 = Computer and Information Scientists, Research
119071 = Gaming Managers	151021 = Computer Programmers
119081 = Lodging Managers	151031 = Computer Software Engineers, Applications
119111 = Medical and Health Services Managers	151032 = Computer Software Engineers, Systems Software
119121 = Natural Sciences Managers	151041 = Computer Support Specialists
119131 = Postmasters and Mail Superintendents	151051 = Computer Systems Analysts
119141 = Property, Real Estate, and Community Association Managers	151061 = Database Administrators
119151 = Social and Community Service Manager	151071 = Network and Computer Systems Administrators
119199 = Managers, All Other	151081 = Network Systems and Data Communications Analysts
131011 = Agents and Business Managers of Artists, Performers, and Athletes	151099 = Computer Specialists, All Other
131021 = Purchasing Agents and Buyers, Farm Products	152011 = Actuaries
131022 = Wholesale and Retail Buyers, Except, Farm Products	152021 = Mathematicians
131023 = Purchasing Agents, Except Wholesale, Retail, and Farm Products	152031 = Operations Research Analysts
131031 = Claims Adjusters, Examiners, and Investigators	152041 = Statisticians
131032 = Insurance Appraisers, Auto Damage	152091 = Mathematical Technicians
131041 = Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation	152099 = Mathematical Scientists, All Other
131051 = Cost Estimators	171011 = Architects, Except Landscape and Naval
131061 = Emergency Management Specialists	171012 = Landscape Architects
131071 = Employment, Recruitment, and Placement Specialists	171021 = Cartographers and Photogrammetrists
131072 = Compensation, Benefits, and Job Analysis Specialists	171022 = Surveyors
131073 = Training and Development Specialists	172011 = Aerospace Engineers
	172021 = Agricultural Engineers
	172031 = Biomedical Engineers
	172041 = Chemical Engineers
	172051 = Civil Engineers
	172061 = Computer Hardware Engineers
	172071 = Electrical Engineers
	172072 = Electronics Engineers, Except Computer

172081 = Environmental Engineers	193022 = Survey Researchers
172111 = Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	193031 = Clinical, Counseling, and School Psychologists
172112 = Industrial Engineers	193032 = Industrial-Organizational and Psychologists
172121 = Marine Engineers and Naval Architects	193039 = Psychologists, All Other
172131 = Materials Engineers	193041 = Sociologists
172141 = Mechanical Engineers	193051 = Urban and Regional Planners
172151 = Mining and Geological Engineers, Including Mining Safety Engineers	193091 = Anthropologists and Archeologists
172161 = Nuclear Engineers	193092 = Geographers
172171 = Petroleum Engineers	193093 = Historians
172199 = Engineers, All Others	193094 = Political Scientists
173011 = Architectural and Civil Drafters	193099 = Social Scientists and Related Workers, All Other
173012 = Electrical and Electronics Drafters	194011 = Agricultural and Food Science Technicians
173013 = Mechanical Drafters	194021 = Biological Technicians
173019 = Drafters, All Others	194031 = Chemical Technicians
173021 = Aerospace Engineering and Operations Technicians	194041 = Geological and Petroleum Technicians
173022 = Civil Engineering Technicians	194051 = Nuclear Technicians
173023 = Electrical and Electronic Engineering Technicians	194061 = Social Science Research Assistants
173024 = Electro-Mechanical Technicians	194091 = Environmental Science and Protection Technicians, Including Health
173025 = Environmental Engineering Technicians	194092 = Forensic Science Technicians
173026 = Industrial Engineering Technicians	194093 = Forest and Conservation Technicians
173027 = Mechanical Engineering Technicians	194099 = Life, Physical, and Social Science Technicians, All Other
173029 = Engineering Technicians, Except Drafters, All Other	211011 = Substance Abuse and Behavioral Disorder Counselors
173031 = Surveying and Mapping Technicians	211012 = Educational, Vocational, and School Counselors
191011 = Animal Scientists	211013 = Marriage and Family Therapists
191012 = Food Scientists and Technologies	211014 = Mental Health Counselors
191013 = Soil and Plant Scientists	211015 = Rehabilitation Counselors
191021 = Biochemists and Biophysicists	211019 = Counselors, All Other
191022 = Microbiologists	211021 = Child, Family, and School Social Workers
191023 = Zoologists and Wildlife Biologists	211022 = Medical and Public Health Social Workers
191029 = Biological Scientists, All Other	211023 = Mental Health and Substance Abuse Social Workers
191031 = Conservation Scientists	211029 = Social Workers, All Other
191032 = Foresters	211091 = Health Educators
191041 = Epidemiologists	211092 = Probation Officers and Correctional Treatment Specialists
191042 = Medical Scientists, Except Epidemiologists	211093 = Social and Human Service Assistants
191099 = Life Scientists, All Other	211099 = Community and Social Service Specialists, All Other
192011 = Astronomers	212011 = Clergy
192012 = Physicists	212021 = Directors, Religious Activities and Education
192021 = Atmospheric and Space Scientists	212099 = Religious Workers, All Other
192031 = Chemists	231011 = Lawyers
191032 = Materials Scientists	231022 = Arbitrators, Mediators, and Conciliators
192041 = Environmental Scientist and Specialists, Including Health	
192042 = Geoscientists, Except Hydrologists and Geographers	
192043 = Hydrologists	
192099 = Physical Scientists, All Other	
193011 = Economics	
193021 = Market Research Analysts	

**Appendix E. Facsimile of Field Test Instrument—Section D: Employment**

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231023 = Judges, Magistrates Judges, and Magistrates	251125 = History Teachers, Postsecondary
232011 = Paralegals and Legal Assistants	251126 = Philosophy and Religion Teachers, Postsecondary
232091 = Court Reporters	251191 = Graduate Teaching Assistant
232092 = Law Clerks	251192 = Home Economics Teachers, Postsecondary
232093 = Title Examiners, Abstractors, and Searchers	251193 = Recreation and Fitness Studies Teachers, Postsecondary
232099 = Legal Support Workers, All Other	251194 = Vocational Education Teachers, Postsecondary
251011 = Business Teachers, Postsecondary	251199 = Postsecondary Teachers, All Other
251021 = Computer Science Teachers, Postsecondary	252011 = Preschool Teachers, Except Special Education
251022 = Mathematical Science Teachers, Postsecondary	252012 = Kindergarten Teachers, Except Special Education
251031 = Architecture Teachers, Postsecondary	252022 = Middle School Teachers, Except Special and Vocational Education
251032 = Engineering Teachers, Postsecondary	252023 = Vocational Educational Teachers, Middle School
251041 = Agricultural Sciences Teachers, Postsecondary	252031 = Secondary School Teachers, Except Special and Vocational Education
251042 = Biological Science Teachers, Postsecondary	252032 = Vocational Education Teachers, Secondary School
251043 = Forestry and Conservation Science Teachers, Postsecondary	252041 = Special Education Teachers, Preschool, Kindergarten, and Elementary School
251051 = Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	252042 = Special Education Teachers, Middle School
251052 = Chemistry Teachers, Postsecondary	252043 = Special Education Teachers, Secondary School
251053 = Environmental Science Teachers, Postsecondary	253011 = Adult Literacy, Remedial Education, and GED Teachers and Instructors
251054 = Physics Teachers, Postsecondary	253021 = Self-Enrichment Education Teachers
251061 = Anthropology and Archeology Teachers, Postsecondary	253099 = Teachers and Instructors, All Other
251062 = Area, Ethnic, and Cultural Studies Teachers, Postsecondary	254011 = Archivists
251063 = Economics Teachers, Postsecondary	254012 = Curators
251064 = Geography Teachers, Postsecondary	254013 = Museum Technicians and Conservators
251065 = Political Science Teachers, Postsecondary	254021 = Librarians
251066 = Psychology Teachers, Postsecondary	254031 = Library Technicians
251067 = Sociology Teachers, Postsecondary	259011 = Audio-Visual Collections Specialists
251069 = Social Sciences Teachers, Postsecondary	259021 = Farm and Home Management Advisors
251071 = Health Sciences Teachers, Postsecondary	259031 = Instructional Coordinators
251072 = Nursing Instructors and Teachers, Postsecondary	259041 = Teacher Assistants
251081 = Education Teachers, Postsecondary	259099 = Education, Training, and Library Workers, All Other
251082 = Library Science Teachers, Postsecondary	271011 = Art Directors
251111 = Criminal Justice and Law Enforcement Teachers, Postsecondary	271012 = Craft Artists
251112 = Law Teachers, Postsecondary	271013 = Fine Artists, Including Painters, Sculptors, and Illustrators
251113 = Social Work Teachers, Postsecondary	271014 = Multi-Media Artists and Animators
251121 = Art, Drama, and Music Teachers, Postsecondary	271019 = Artists and Related Workers, All Other
251122 = Communications Teachers, Postsecondary	271021 = Commercial and Industrial Designers
251123 = English Language and Literature Teachers, Postsecondary	271022 = Fashion Designers
251124 = Foreign Language and Literature Teachers, Postsecondary	271023 = Floral Designers
	271024 = Graphic Designers
	271025 = Interior Designers



271026 = Merchandise Displayers and Window Trimmers	291071 = Physicians Assistants
271027 = Set and Exhibit Designers	291081 = Podiatrists
271029 = Designers, All Other	291111 = Registered Nurses
272011 = Actors	291121 = Audiologists
272012 = Producers and Directors	291122 = Occupational Therapists
272021 = Athletes and Sports Competitors	291123 = Physical Therapists
272022 = Coaches and Scouts	291124 = Radiation Therapists
272023 = Umpires, Referees, and Other Sports Officials	291125 = Recreational Therapists
272031 = Dancers	291126 = Respiratory Therapists
272032 = Choreographers	291127 = Speech-Language Pathologists
272041 = Music Directors and Composers	291129 = Therapists, All Other
272042 = Musicians and Singers	291131 = Veterinarians
272099 = Entertainers and Performers, Sports and Related Workers, All Other	291199 = Health Diagnosing and Treating Practitioners, All Other
273011 = Radio and Television Announcers	292011 = Medical and Clinical Laboratory Technologists
273012 = Public Address System and Other Announcers	292012 = Medical and Clinical Laboratory Technicians
273021 = Broadcast News Analysts	292021 = Dental Hygienists
273022 = Reporters and Correspondents	292031 = Cardiovascular Technologists and Technicians
273031 = Public Relations Specialists	292032 = Diagnostic Medical Sonographers
273041 = Editors	292033 = Nuclear Medicine Technologists
273042 = Technical Writers	292034 = Radiologic Technologies and Technicians
273043 = Writers and Authors	292041 = Emergency Medical Technicians
273091 = Interpreters and Translators	292051 = Dietetic Technicians
273099 = Media and Communication Workers, All Other	292052 = Pharmacy Technicians
274011 = Audio and Video Equipment Technicians	292053 = Psychiatric Technicians
274012 = Broadcast Technicians	292054 = Respiratory Therapy Technicians
274013 = Radio Operators	292055 = Surgical Technologists
274014 = Sound Engineering Technicians	292056 = Veterinary Technologists and Technicians
274021 = Photographers	292061 = Licensed Practical and Licensed Vocational Nurses
274031 = Camera Operators, Television, Video, and Motion Picture	292071 = Medical Records and Health Information Technicians
274032 = Film and Video Editors	292081 = Opticians, Dispensing
274099 = Media and Communication Equipment Workers, All Other	292091 = Orthodontists, Dispensing
291011 = Chiropractors	292099 = Health Technicians, All Other
291021 = Dentists	299011 = Occupational Health and Safety Specialists
291022 = Oral and Maxillofacial Surgeons	299012 = Occupational Health and Safety Technicians
291023 = Orthodontists	299091 = Athletic Trainers
291024 = Prosthodontists	299099 = Healthcare Practitioners and Technical Workers, All Other
291029 = Dentists, All Other Specialists	311011 = Home Health Aides
291031 = Dietitians and Nutritionists	311012 = Nursing Aides, Orderliness, and Attendants
291041 = Optometrists	311013 = Psychiatric Aides
291051 = Pharmacists	311021 = Physical Therapists Assistants
291061 = Anesthesiologists	311022 = Physical Therapists Aides
291062 = Family and General Practitioners	319011 = Massage Therapists
291063 = Internists, General	319091 = Dental Assistant
291064 = Obstetricians and Gynecologists	
291065 = Pediatricians, General	
291066 = Psychiatrists	
291067 = Surgeons	
291069 = Physicians and Surgeons, All Other	

**Appendix E. Facsimile of Field Test Instrument—Section D: Employment**

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319092 = Medical Assistants	359031 = Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
319093 = Medical Equipment Preparers	359099 = Food Preparation and Serving Related Workers, All Other
319094 = Medical Transcriptionists	371011 = First-Line Supervisors/Managers of Housekeeping and Janitorial Workers
319095 = Pharmacy Aides	371012 = First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers
319096 = Veterinary Assistants and Laboratory Animal Caretakers	372011 = Janitors and Cleaners, Except Maids and Housekeeping Cleaners
319099 = Healthcare Support Workers, All Other	372012 = Maids and Housekeeping Cleaners
331011 = First-Line Supervisors/Managers of Correctional Officers	372019 = Building Cleaning Workers, All Other
331012 = First-Line Supervisors/Managers of Police and Detectives	372021 = Pest Control Workers
331021 = First-Line Supervisors/Managers of Fire - Fighting and Prevention Workers	373011 = Landscaping and Groundskeeping Workers
331099 = First-Line Supervisors/Managers, Protective Service Workers, All Other	373012 = Pesticide Handlers, Sprayers, and Applicators, Vegetation
332011 = Fire Fighters	373013 = Tree Trimmers and Pruners
332021 = Fire Inspectors and Investigators	373019 = Grounds Maintenance Workers, All Other
332022 = Forest Fire Inspectors and Prevention Specialists	391011 = Gaming Supervisors
333011 = Bailiffs	391012 = Slot Key Persons
333012 = Correctional Officers and Jailers	391021 = First-Line Supervisors/Managers of Personal Service Workers
333021 = Detectives and Criminal Investigators	392011 = Animal Trainers
333031 = Fish and Game Wardens	392021 = Nonfarm Animal Caretakers
333041 = Parking Enforcement Workers	393011 = Gaming Dealers
333051 = Police and Sheriff Patrol Officers	393012 = Gaming and Sports Book Writers and Runners
333052 = Transit and Railroad Police	393019 = Gaming Service Workers, All Other
339011 = Animal Control Workers	393021 = Motion Picture Projectionists
339021 = Private Detectives and Investigators	393031 = Ushers, Lobby Attendants, and Ticket Takers
339031 = Gaming Surveillance Officers and Gaming Investigating	393091 = Amusement and Recreation Attendants
339032 = Security Guards	393092 = Costume Attendants
339091 = Crossing Guards	393093 = Locker Room, Coatroom, and Dressing Room Attendants
339092 = Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	393099 = Entertainment Attendants and Related Workers, All Other
339099 = Protective Service Workers, All Other	394011 = Embalmers
351011 = Chefs and Head Cooks	394021 = Funeral Attendants
351012 = First-Line Supervisors/Managers of Food Preparation and Serving Workers	395011 = Barbers
352011 = Cooks, First Food	395012 = Hairdressers, Hairstylists, and Cosmetologists
352012 = Cooks, Institution and Cafeteria	395091 = Makeup Artists, Theatrical and Performance
352013 = Cooks, Private Household	395092 = Manicurists and Pedicurists
352014 = Cooks, Restaurant	395093 = Shampooers
352015 = Cooks, Short Order	395094 = Skin Care Specialists
352019 = Cooks, All Other	396011 = Baggage Porters and Bellhops
352021 = Food Preparation Workers	396012 = Concierges
353011 = Bartenders	396021 = Tour Guides and Escorts
353021 = Combined Food Preparation and Serving workers, including Fast Food	396022 = Travel Guides
353022 = Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	396031 = Flight Attendants
353031 = Waiters and Waitresses	
353041 = Food Servers, Nonrestaurant	
359011 = Dining room and Cafeteria Attendants and Bartender Helpers	
359021 = Dishwashers	

<p>396032 = Transportation Attendants, Except Flight Attendants and Baggage Porters</p> <p>399011 = Child Care Workers</p> <p>399021 = Personal and Home Care Aides</p> <p>399031 = Fitness Trainers and Aerobics Instructors</p> <p>399032 = Recreation Workers</p> <p>399041 = Residential Advisors</p> <p>399099 = Personal care and Service Workers, All Other</p> <p>411011 = First-Line Supervisors/Managers of Retail Sales Workers</p> <p>411012 = First-Line Supervisors/managers of Non-Retail Sales Workers</p> <p>412011 = Cashiers</p> <p>412012 = Gaming Change Persons and Booth Cashiers</p> <p>412021 = Counter and Rental Clerks</p> <p>412022 = Parts Salespersons</p> <p>412031 = Retail Salespersons</p> <p>413011 = Advertising Sales Agents</p> <p>413021 = Insurance Sales agents</p> <p>413031 = Securities, Commodities, and Financial Services Sales Agents</p> <p>413041 = Travel Agents</p> <p>413099 = Sales Representatives, Services, All Other</p> <p>414011 = Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products</p> <p>414012 = Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</p> <p>419011 = Demonstrators and Product Promoters</p> <p>419012 = Models</p> <p>419021 = Real Estate Brokers</p> <p>419022 = Real Estate Sales Agents</p> <p>419031 = Sales Engineers</p> <p>419041 = Telemarketers</p> <p>419091 = Door-To-Door Sales Workers, News and Street Vendors, and Related Workers</p> <p>419099 = Sales and Related Workers, All Other</p> <p>431011 = First-Line Supervisors/Managers of Office and Administrative Support Workers</p> <p>432011 = Switchboard Operators, Including Answering Service</p> <p>432021 = Telephone Operators</p> <p>432099 = Communications Equipment Operators, All Other</p> <p>433011 = Bill and Account Collectors</p> <p>433021 = Billing and Posting Clerks and Machine Operators</p> <p>433031 = Bookkeeping, Accounting, and Auditing Clerks</p> <p>433041 = Gaming Cage Workers</p>	<p>433051 = Payroll and Timekeeping Clerks</p> <p>433061 = Procurement Clerks</p> <p>433071 = Tellers</p> <p>434011 = Brokerage Clerks</p> <p>434021 = Correspondence Clerks</p> <p>434031 = Court, Municipal, and License Clerks</p> <p>434041 = Credit Authorizers, Checkers, and Clerks</p> <p>434051 = Customer Service Representatives</p> <p>434061 = Eligibility Interviewers, Government Programs</p> <p>434071 = File Clerks</p> <p>434081 = Hotel, Motel, and Resort Desk Clerks</p> <p>434111 = Interviewers, Except Eligibility and Loan</p> <p>434121 = Library Assistants, Clerical</p> <p>434131 = Loan Interviewers and Clerks</p> <p>434141 = New Accounts Clerks</p> <p>434151 = Order Clerks</p> <p>434161 = Human Resources</p> <p>434171 = Receptionists and Information Clerks</p> <p>434181 = Reservation and Transportation Ticket Agents and Travel Clerks</p> <p>434199 = Information and Record Clerks, All Other</p> <p>435011 = Cargo and Freight Agents</p> <p>435021 = Couriers and Messengers</p> <p>435031 = Police, Fire, and Ambulance Dispatchers</p> <p>435032 = Dispatchers, Except Police, Fire, and Ambulance</p> <p>435041 = Meter Readers, Utilities</p> <p>435051 = Postal Service Clerks</p> <p>435052 = Postal Service Mail Carriers</p> <p>435053 = Postal Service Mail Sorters, Processors, and Processing Machine Operators</p> <p>435061 = Production, Planning, and Expediting Clerks</p> <p>435071 = Shipping, Receiving and Traffic Clerks</p> <p>435081 = Stock Clerks and Order Fillers</p> <p>435111 = Weighers, Measurers Checkers, and Samplers, Recordkeeping</p> <p>436011 = Executive Secretaries and Administrative Assistants</p> <p>436012 = Legal Secretaries</p> <p>436013 = Medical Secretaries</p> <p>436014 = Secretaries, Except Legal, Medical, and Executive</p> <p>439011 = Computer Operators</p> <p>439021 = Data Entry Keyers</p> <p>439022 = Word Processors</p> <p>439031 = Desktop Publishers</p> <p>439041 = Insurance Claims and Policy Processing Clerks</p> <p>439051 = Mail Clerks and Mail Machine Operators, Except Postal Service</p>
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**Appendix E. Facsimile of Field Test Instrument—Section D: Employment**

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439061 = Office Clerks, General	472142 = Paperhangers
439071 = Office Machine Operators, Except Computer	472151 = Pipelayers
439081 = Proofreaders and Copy Markers	472152 = Plumbers, Pipefitters, and Steamfitters
439111 = Statistical Assistants	472161 = Plasterers and Stucco Masons
439199 = Office and Administrative Support Workers, All Other	472171 = Reinforcing Iron and Rebar Workers
451011 = First-Line Supervisors/Managers of Farming, Fishing and Forestry Workers	472181 = Roofers
451012 = Farm Labor	472211 = Sheet Metal Workers
452011 = Agricultural Inspectors	472221 = Structural Iron and Steel Workers
452021 = Animal Breeders	473011 = Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
452041 = Graders and Sorters, Agricultural Products	473012 = Helpers--Carpenters
452091 = Agricultural Equipment Operators	473013 = Helpers--Electricians
452092 = Farmworkers and Laborers, Crop, Nursery, and Greenhouse	473014 = Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons
452093 = Farmworkers, Farm and Ranch Animals	473015 = Helpers--Piplayers, Plumbers, Pipefitters, and Steamfitters
452099 = Agricultural Workers, All Other	473016 = Helpers--Roofers
453011 = Fishers and Related Fishing Workers	473019 = Helpers, Construction Trades, All Other
453021 = Hunters and Trappers	474011 = Construction and Building Inspectors
454011 = Forest and Conservation Workers	474021 = Elevator Installers and Repairers
454021 = Fallers	474031 = Fence Erector
454022 = Logging Equipment Operators	474041 = Hazardous Materials Removal Workers
454023 = Log Graders and Scalers	474051 = Highway Maintenance Workers
454029 = Logging Workers, All Other	474061 = Rail-Track Laying and Maintenance Equipment Operators
471011 = First-Line Supervisors/Managers of Construction Trades and Extraction Workers	474071 = Septic Tank Servicers and Sewer Pipe Cleaners
472011 = Boilermakers	474091 = Segmental Pavers
472021 = Brickmasons and Blockmasons	474099 = Construction and Related Workers, All Other
472022 = Stonemasons	475011 = Derrick Operators, Oil and Gas
472031 = Carpenters	475012 = Rotary Drill Operators, Oil and Gas
472041 = Carpet Installers	475013 = Service Unit Operators, Oil, Gas, and Mining
472042 = Floor Layers, Except Carpet, Wood and hard Tiles	475021 = Earth Drillers, Except Oil and Gas
472043 = Floor Sanders and Finishers	475031 = Explosives Workers, Ordnance Handling Experts, and Blasters
472044 = Tile and Marble Setters	475041 = Continuous Mining Machine Operators
472051 = Cement Masons and Concrete Finishers	475042 = Mine Cutting and Channeling Machine Operators
472053 = Terrazzo Workers and Finishers	475049 = Mining Machine Operators, All Other
472061 = Construction Laborers	475051 = Rock Splitters, Quarry
472071 = Paving, Surfacing, and Tamping Equipment Operators	475061 = Roof Bolters, Mining
472072 = Pile-Driver Operators	475071 = Roustabouts, Oil and Gas
472073 = Operating Engineers and Other Construction Equipment Operators	475081 = Helpers--Extraction Workers
472081 = Drywall and Ceiling Tile Installers	475099 = Extraction Workers, All Other
472082 = Tapers	491011 = First-Line Supervisor/Managers of Mechanics, Installers, and Repairers
472111 = Electricians	492011 = Computer, Automated Teller, and Office Machine Repairers
472121 = Glaziers	492021 = Radio Mechanics
472131 = Insulation Workers, Floor, Ceiling, and Wall	
472132 = Insulation Workers, Mechanical	
472141 = Painters, Construction and Maintenance	

492022 = Telecommunications Equipment Installers and Repairers, Except Line Installers	499063 = Musical Instrument Repairers and Tuners
492091 = Avionics Technicians	499064 = Watch Repairers
492092 = Electronic Motor, Power Tool, and Related Repairs	499069 = Precision Instrument and Equipment Repairers, All Other
492093 = Electrical and Electronics Installers and Repairers, Transportation Equipment	499091 = Coin, Vending, and Amusement Machine Servicers and Repairers
492094 = Electrical and Electronics Repairers, Commercial and Industrial Equipment	499092 = Commercial Divers
492095 = Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	499093 = Fabric Menders, Except Garment
492096 = Electronic Equipment Installers and Repairers, Motor Vehicles	499094 = Locksmiths and Safe
492097 = Electronic Home Entertainment Equipment Installers and Repairers	499095 = Manufactured Building and Mobile Home Installers
492098 = Security and Fire Alarm Systems Installers	499096 = Riggers
493011 = Aircraft Mechanics and Service Technicians	499097 = Signal and Track switch Repairers
493021 = Automotive Body and Related Repairers	499098 = Helpers--Installation, Maintenance, and Repair Workers
493022 = Automotive Glass Installers and Repairers	499099 = Installation, Maintenance, and Repair Workers, All Other
493023 = Automotive Service Technicians and Mechanics	511011 = First-Line Supervisors/Managers of Production and Operating Workers
493031 = Bus and Truck Mechanics and Diesel Engine Specialists	512011 = Aircraft, Structure, Surfaces, Rigging, and Systems Assemblers
493041 = Farm Equipment Mechanics	512021 = Coil Winders, Tapers, and Finishers
493042 = Mobile Heavy Equipment Mechanics, Except Engines	512022 = Electrical and Electronic Equipment Assemblers
493043 = Rail Car Repairers	512023 = Electromechanical Equipment Assemblers
493051 = Motorboat Mechanics	512031 = Engine and Other Machine Assemblers
493052 = Motorcycle Mechanics	512041 = Structural Metal Fabricators and Fitters
493053 = Outdoor Power Equipment and Other Small Engine Mechanics	512091 = Fiberglass Laminators and Fabricators
493091 = Bicycle Repairers	512092 = Team Assemblers
493092 = Recreational Vehicle Service Technicians	512093 = Timing Device Assemblers, Adjusters, and Calibrators
493093 = Tire Repairers and Changers	512099 = Assemblers and Fabricators, All Other
499011 = Mechanical Door Repairers	513011 = Bakers
499012 = Control and valve Installers and Repairers, Except Mechanical Door	513021 = Butchers and Meat Cutters
499021 = Heating, Air Conditioning, and Refrigeration Mechanics and Installers	513022 = Meat, Poultry, and Fish Cutters and Trimmers
499031 = Home Appliance Repairers	513023 = Slaughters and Meat Packers
499041 = Industrial Machinery Mechanics	513091 = Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders
499051 = Electrical Power-Line Installers and Repairers	513092 = Food Batchmakers
499052 = Telecommunications Line Installers and Repairers	513093 = Food Cooking Machine Operators and Tenders
499061 = Camera and Photographic Equipment Repairers	514011 = Computer-Controlled Machine Tool Operators, Metal and plastic
499062 = Medical Equipment Repairs	514012 = Numerical Tool and process Control Programmers
	514021 = Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic
	514022 = Forging Machine Setters, Operators, and Tenders, Metal and Plastic
	514023 = Rolling Machine Setters, Operators, and Tenders, Metal and Plastic

**Appendix E. Facsimile of Field Test Instrument—Section D: Employment**

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514031 = Cutting, Punching and Press Machine Setters, Operators, and Tenders, Metal and Plastic	516061 = Textile Bleaching and Dyeing Machine Operators and Tenders
514032 = Drilling and Boring Machine Tool Setters Operators and Tenders, Metal and Plastic	516062 = Textile Cutting Machine Setters, Operators, and Tenders
514033 = Grinding, Lapping, Polishing and Buffering Machine Tool Setters, Operators, and Tenders, Metal and Plastic	516063 = Textile Knitting and Weaving Machine Setters, Operators, and Tenders
514034 = Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	516064 = Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders
514035 = Milling and Planning Machine Setters, Operators, and Tenders, Metals and Plastics	516091 = Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers
514041 = Machinists	516092 = Fabric and Apparel Patternmakers
514051 = Metal-Refining Furnace Operators and Tenders	516093 = Upholsterers
514052 = Pourers and Casters, Metal	516099 = Textile, Apparel, and Furnishings Workers, All Other
514061 = Modelmakers, Metal and Plastic	517011 = Cabinetmakers and Bench Carpenters
514062 = Patternmakers, Metal and Plastic	517021 = Furniture Finishers
514071 = Foundry Mold and Coremakers	517031 = Model Makers, Wood
514072 = Molding , Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	517032 = Patternmakers, Wood
514081 = Multiple Machine Tool Setters, Operators, and Tenders, metal and Plastic	517041 = Sawing Machine Setters, Operators, and Tenders, Wood
514111 = Tool and Die Makers	517042 = Woodworking Machine Setters, Operators, and Tenders, Except Sawing
514121 = Welders, Cutters, Solders, and Brazers	517099 = Woodworkers, All Other
514122 = Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	518011 = Nuclear Power Reactor Operators
514191 = Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	518012 = Power Distributors and Dispatchers
514192 = Lay-Out Workers, Metal and Plastic	518013 = Power Plant Operators
514193 = Plating and Coating machine Setters, Operators, and Tenders, Metal and Plastic	518021 = Stationary Engineers and Boiler Operators
514194 = Tool Grinders, Filers, and Sharpeners	518031 = Water and Liquid Waste Treatment Plant and System Operators
514199 = Metal Workers and Plastic Workers, All Other	518091 = Chemical Plant and System Operators
515011 = Bindery Workers	518092 = Gas Plant Operators
515012 = Bookbinders	518093 = Petroleum Pump System Operators, Refinery Operators, and Gaugers
515021 = Job Printers	518099 = Plant and System Operators, All Other
515022 = Prepress Technicians and Workers	519011 = Chemical Equipment Operators and Tenders
515023 = Printing Machine Operators	519012 = Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders
516011 = Laundry and Dry-Cleaning Workers	519021 = Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders
516021 = Pressers, Textile, Garment, and Related Materials	519022 = Grinding and Polishing Workers, Hand
516031 = Sewing Machine Operators	519023 = Mixing and Blending Machine Setters, Operators, and Tenders
516041 = Shoe and Leather Workers and Repairers	519031 = Cutters and Trimmers, Hand
516042 = Shoe Machine Operators and Tenders	519032 = Cutting and Slicing Machine Setters, Operators, and Tenders
516051 = Sewers, Hand	519041 = Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
516052 = Tailors, Dressmakers, and Custom Sewers	

519051 = Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	533099 = Motor Vehicle Operators, All Other
519061 = Inspectors, Testers, Sorters, Samplers, and Weighers	534011 = Locomotive Engineers
519071 = Jewelers and Precious Stone and Metal Workers	534012 = Locomotive Firers
519081 = Dental Laboratory Technicians	534013 = Rail Yard Engineers, Dinkey Operators, and Hostlers
519082 = Medical Appliance Technicians	534021 = Railroad Brake, Signal, and Switch Operators
519083 = Ophthalmic Laboratory Technicians	534031 = Railroad Conductors and Yardmasters
519111 = Packaging and Filling Machine Operators and Tenders	534041 = Subway and Streetcar Operators
519121 = Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	534099 = Rail Transportation Workers, All Other
519122 = Painters, Transportation Equipment	535011 = Sailors and Marine Oilers
519123 = Painting, Coating, and Decorating Workers	535021 = Captains, Mates, and Pilots of Water Vessels
519131 = Photographic Process Workers	535022 = Motorboat Operators
519132 = Photographic Processing Machine Operators	535031 = Ship Engineers
519141 = Semiconductor Processors	536011 = Bridge and Lock Tenders
519191 = Cementing and Gluing Machine Operators and Tenders	536021 = Parking Lot Attendants
519192 = Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders	536031 = Service Station Attendants
519193 = Cooling and Freezing Equipment Operators and Tenders	536041 = Traffic Technicians
519194 = Etchers and Engravers	536051 = Transportation Inspectors
519195 = Molders, Shapers, and Casters, Except Metal and Plastic	536099 = Transportation Workers, All Other
519196 = Paper Goods Machine Setters, Operators, and Tenders	537011 = Conveyor Operators and Tenders
519197 = Tire Builders	537021 = Crane and Tower Operators
519198 = Helpers--Production Workers	537031 = Dredge Operators
519199 = Production Workers, All Other	537032 = Excavating and Loading Machine and Dragline Operators
531011 = Aircraft Cargo Handling Supervisors	537033 = Loading Machine Operators, Underground Mining
531021 = First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand	537041 = Hoist and Winch Operators
531031 = First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators	537051 = Industrial Truck and Tractor Operators
532011 = Airline Pilots, Copilots, and Flight Engineers	537061 = Cleaners of Vehicles and Equipment
532012 = Commercial Pilots	537062 = Laborers and Freight, Stock, and Material Movers, Hand
532021 = Air Traffic Controllers	537063 = Machine Feeders and Offbearers
532022 = Airfield Operations Specialists	537064 = Packers and Packagers, Hand
533011 = Ambulance Drivers and Attendants, Except Emergency Medical Technicians	537071 = Gas Compressor and Gas Pumping Station Operators
533021 = Bus Drivers, Transit and Intercity	537072 = Pump Operators, Except Wellhead Pumpers
533022 = Bus Drivers, School	537073 = Wellhead Pumpers
533031 = Driver/Sales Workers	537081 = Refuse and Recyclable Material Collectors
533032 = Truck Drivers, Heavy and Tractor-Trailer	537111 = Shuttle Car Operators
533033 = Truck Drivers, Light or Delivery Services	537121 = Tank Car, Truck, and Ship Loaders
533041 = Taxi Drivers and Chauffeurs	537199 = Material Moving Workers, All Other
	551011 = Air Crew Officers
	551012 = Aircraft Launch and Recovery Officers
	551013 = Armored Assault Vehicle Officers
	551014 = Artillery and Missile Officers
	551015 = Command and Control Center Officers
	551016 = Infantry Officers
	551017 = Special Forces Officers

- 551019 = Military Officer Special and Tactical Operations Leaders/Managers, All Other
- 552011 = First-Line Supervisors/Managers of Air Crew Members
- 552012 = First-Line Supervisors/Managers of Weapons Specialists/Crew Members
- 552013 = First-Line Supervisors/Managers of All Other Tactical Operations Specialists
- 553011 = Air Crew Members
- 553012 = Aircraft Launch and Recovery Specialists
- 553013 = Armored Assault Vehicle Crew Members
- 553014 = Artillery and Missile Crew Members
- 553015 = Command and Control Center Specialists
- 553016 = Infantry
- 553017 = Radar and Sonar Technicians
- 553018 = Special Forces
- 553019 = Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members, All Other

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDIND**

*Industry verbatim string*

In what type of industry are you currently working? (Earlier we asked about your occupational area of work. Occupation refers to job title and duties, while industry refers to the more general field of employment. For example, a restaurant manager has the occupation of manager in the industry of hospitality, while a manager at a department store has the occupation of manager in the retail trade industry.)

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KCDINDCD**

*Industry coder*

Occupation:

Industry:

Please fine the best category to describe the industry in which you work.

- 11 = Agriculture, forestry, fishing and hunting
- 21 = Mining
- 22 = Utilities
- 23 = Construction
- 31 = Manufacturing
- 42 = Wholesale trade
- 44 = Retail trade
- 48 = Transportation and warehousing

- 51 = Information
- 52 = Finance and Insurance
- 53 = Real estate and rental and leasing
- 54 = Professional, scientific and technical services
- 55 = Management of companies and enterprises
- 61 = Education services
- 62 = Health care and social assistance
- 71 = Arts, entertainment, and recreation
- 72 = Accommodation and food services
- 81 = Other services
- 92 = Public administration
- 561 = Administrative and support services
- 562 = Waste management and remediation services

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDSIMJOB**

*Held position or similar job*

[If text in KDJBTL]

Did you have your current job as a/an [KDJBTL], or a similar job, either before you enrolled at [most recent school] or while you were enrolled there? [else]

Did you have your current job, or a similar job, either before you enrolled at [most recent school] or while you were enrolled there?

- 0 = No
- 1 = Yes, I have a similar job to the one I had while enrolled
- 2 = Yes, I have the same job I had while I was enrolled

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDCURTYP**

*Type of employer*

Job title: [job title]

How would you describe your current employer?

- 0 = Self employed
- 1 = For-profit
- 2 = Nonprofit or not-for-profit
- 3 = Local government
- 4 = State government
- 5 = Federal government
- 6 = Military (including National Guard)

*Applies to: Respondents who are not currently enrolled and are not employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1 and KDSIMJOB in (0, 1)

**KDHOURS**

*Hours worked weekly*

[If KDSIMJOB = 2 and KCHOURS ne blank]



Earlier, you told us that, while enrolled, you were working [KCHOURS] hours per week in your job as a/an [KCBTL].

On average, how many hours do you work per week in your job now?

[else]

On average, how many hours do you work per week in your job as a/an [occupation]?

*Applies to: Respondents who are not currently enrolled.*

Instrument code: TCURENR = 0

Recode note: If KDJTAT in (0, 2, 3, 4) then KDHOURS = 0.

### **KDERNAMT**

*Amount earned from job*

If there is text in KDJBTL]

How much do you earn from your job as a/an [KDJBTL]?

[else]

How much do you earn from your job?

*Applies to: Respondents who are not currently enrolled.*

Instrument code: TCURENR = 0

Recode note: If KDJTAT in (0, 2, 3, 4) then KDERNAMT = 0.

### **KDEARNT**

*Time frame for earnings*

[If there is text in KDJBTL]

How much do you earn from your job?

- 1 = Per year
- 2 = Per month
- 3 = Per week
- 4 = Per hour

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

### **KDTOTERN**

*Total earnings*

Calculation of KDTOTERN:

If KDERNAMT = -9/blank then KDTOTERN = -9/blank

If KDEARNT = -9/blank then KDTOTERN = -9/blank

If KDEARNT = 1 (per year) then KDTOTERN = KDERNAMT

If KDEARNT = 2 (per month) then KDTOTERN = KDERNAMT x 12

If KDEARNT = 3 (per week) then KDTOTERN = KDERNAMT x 52

If KDEARNT = 4 (per hour) then KDTOTERN = KDERNAMT x 2000

*Applies to: Respondents who are not currently enrolled.*

Instrument code: TCURENR = 0

Recode note: If KDJSTAT in (0, 2, 3, 4) then KDTOTERN = 0.

### **KDTMPSMY**

*Date began job*

[If text in KDJBTL]

When did you first start your job as a/an [KDJBTL]?

[else]

When did you first start your job?

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

### **KDFIRSTJ**

*First job after leaving most recent school*

[If text in KDJBTL]

Was your job as a/an [KDJBTL] the first job you had after leaving [most recent school]? [else]

Was this job the first job you had after leaving [most recent school]?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and are not employed at the same job they had while enrolled.*

Instrument code: TCURENR = 0 and KDJSTAT = 1 and KDSIMJOB in (0, 1)

### **KDSCHPLC**

*School assisted in job placement*

[If text in KDJBTL]

Did [most recent school] help you find your job as a/an [KDJBTL]?

[else]

Did [most recent school] help you find your job?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDRELMAJ**

*Job related to major*

Would you say your job is related to your major or field of study at

[most recent school]?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and are not employed at the same job they had while enrolled and have a major.*

Instrument code: TCURENR = 0 and KDJSTAT = 1 and KDSIMJOB in (0, 1) and KCDBLMAJ in (1, 3, -9)

**KDRELCRS**

*Job related to coursework*

Would you say your job is related to your coursework at [most recent school]?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled, are not employed at the same job they had while enrolled and do not have a major.*

Instrument code: TCURENR = 0 and KDJSTAT = 1 and KDSIMJOB in (0, 1) and KCDBLMAJ in (0, 2)

**KDCONLIC**

*Degree required: license*

[If there is text in KDJBTL]

Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?

(Please check all that apply.)

[else]

Were any of the following required by your employer as a condition for working?

(Please check all that apply.)

License

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDCONCER**

*Degree required: certificate*

[If there is text in KDJBTL]

Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?

(Please check all that apply.)

[else]

Were any of the following required by your employer as a condition for working?

(Please check all that apply.)

Certificate

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDCONDEG**

*Degree required: BA/ASSOC*

[If there is text in KDJBTL]

Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?

(Please check all that apply.)

[else]

Were any of the following required by your employer as a condition for working?

(Please check all that apply.)

Degree (bachelor's or associate's degree)

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDCONNON**

*Degree required: none*

[If there is text in KDJBTL]

Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?

(Please check all that apply.)

[else]

Were any of the following required by your employer as a condition for working?

(Please check all that apply.)

None of the above

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDLICTY2**

*License/certificate code—general*

- |                    |                        |
|--------------------|------------------------|
| 1 = Accounting     | 13 = Personal services |
| 2 = Agriculture    | 14 = Public safety     |
| 3 = Arts           | 15 = Real Estate       |
| 4 = Business       | 16 = Repair            |
| 5 = Communications | 17 = Transportation    |
| 6 = Construction   | 18 = Vendor-specific   |
| 7 = Counseling     | business/computer      |
| 8 = Education      | certification          |
| 9 = Engineering    | 19 = food services     |
| 10 = Health        | 20 = Law               |
| 11 = Insurance     | 99 = Other             |
| 12 = Manufacturing |                        |

*Applies to: Respondents who are not currently enrolled, are employed and were required to have a license/certificate to work.*

Instrument code: TCURENR = 0 and KDJSTAT = 1 and (KDCONLIC = 1 or KDCONCER = 1)

**KDLICTY4**

*License/certificate code-specific*

- 1 = CPA
- 2 = Auditor
- 3 = Broker
- 4 = Bookkeeping
- 5 = Agriculture
- 6 = Pest control
- 7 = Forestry
- 8 = Wildlife management
- 9 = Professional arts
- 10 = Photography
- 11 = Other
- 12 = Finance
- 13 = Human resources/benefits
- 14 = Management
- 15 = Purchasing
- 16 = Communications
- 17 = Broadcast
- 18 = Architecture
- 19 = Building
- 20 = Welding
- 21 = Other
- 22 = Social Worker
- 23 = Therapist
- 24 = Counselor
- 25 = Elementary/secondary teaching
- 26 = Childcare
- 27 = Teacher aide
- 28 = Library
- 29 = Administration
- 30 = Professional engineer
- 31 = Engineer in training
- 32 = Engineering technician

- 33 = Medicine
- 34 = Dentistry
- 35 = Pharmacy
- 36 = Chiropractic
- 37 = Optometry
- 38 = Podiatry
- 39 = Registered nursing
- 40 = Licensed practical nursing
- 41 = Midwifery
- 42 = Physical therapy
- 43 = EMT/paramedic
- 44 = Medical/dental technician
- 45 = Physical therapy
- 46 = Veterinary medicine
- 47 = Veterinary technician
- 48 = Other health
- 49 = Insurance
- 50 = Underwriter
- 51 = Actuary law—attorney
- 52 = Mediator
- 53 = Paralegal
- 54 = Manufacturing
- 55 = Cosmetology
- 56 = Barber
- 57 = Massage
- 58 = Fitness/personal training
- 59 = Other personal services
- 60 = Public safety
- 61 = Law enforcement
- 62 = Real Estate
- 63 = Automotive mechanic
- 64 = Heating/air conditioning
- 65 = Electronics
- 66 = Aviation
- 67 = Jewelry/watch/lens/other fine craftsman
- 68 = Commercial transportation license
- 69 = Hazardous materials
- 70 = Xerox copier
- 71 = IBM
- 72 = Microsoft
- 73 = Cisco
- 74 = Other
- 75 = Food service
- 76 = Attorney
- 99 = Other

*Applies to: Respondents who are not currently enrolled, are employed and were required to have a license/certificate to work.*

Instrument code: TCURENR = 0 and KDJSTAT = 1 and (KDCONLIC = 1 or KDCONCER = 1)

**KDWOTR**

*Job attainment through training*

Would you have been able to get your current job without the training and education you have?

0 = No  
1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDEMPBEN**

*Employer offers benefits*

[If text in KDJBTL]

Does your employer offer health insurance as a benefit in your job as a/an [KDJBTL]?

[else]

Does your current employer offer health insurance as a benefit?

0 = No  
1 = Yes

*Applies to: Respondents who are not currently enrolled, employed and are not self employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1 and KDCURTYP <> 0

**KDRELCAR**

*Job related to career goals*

Do you consider your current job to be part of a career you are pursuing in your occupation or industry?

0 = No  
1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDINTERN**

*Had an internship or practicum*

Did you participate in an internship or practicum when you were last enrolled at [most recent school]?

0 = No  
1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDSEARCH**

*Looking for a job*

Are you looking for a job?

0 = No  
1 = Yes

*Applies to: Respondents who are not currently enrolled and are not employed.*

Instrument code: TCURENR = 0 and KDJSTAT not in (1, -3)

**KDNUMOUT**

*Number of spells of unemployment*

[If KDJSTAT=1]

Next we'd like to ask you about any spells of unemployment, lasting 3 months or more, that you may have had since you were last enrolled at [most recent school].

How many times have you been unemployed (for a period of at least 3 months) and looking for a job? [If KDJSTAT <> 1]

We'd like to ask you about any spells of unemployment lasting 3 months or more, that you may have had since you were last enrolled at [most recent school].

How many times have you been unemployed (for a period of at least 3 months) and looking for a job?

Pops up says: Please verify: You have been unemployed for at least 3 months \_ times?

0 = 0 spells of unemployment  
1 = 1 spells of unemployment  
2 = 2 spells of unemployment  
3 = 3 spells of unemployment  
4 = 4 spells of unemployment  
5 = 5 spells of unemployment  
6 = 6 spells of unemployment  
7 = 7 spells of unemployment  
8 = 8 spells of unemployment  
9 = 9 spells of unemployment  
10 = 10 spells of unemployment

*Applies to: Respondents who are not currently enrolled.*

Instrument code: TCURENR = 0

**KDUNTIMY**

*Longest spell of unemployment: year*

What was the longest period of unemployment you have had since you left [most recent school]?

Years:

Observed range: 1 – 5

*Applies to: Respondents who are not currently enrolled and had more than one spell of unemployment.*

Instrument code: TCURENR = 0 and KDNUMONT > 1

**KDUNTIMM**

*Longest spell of unemployment: months*

What was the longest period of unemployment you have had since you Left [most recent school]?

Months:

Observed range: 1 – 11

*Applies to: Respondents who are not currently enrolled and had more than one spell of unemployment.*

Instrument code: TCURENR = 0 and KDNUMONT > 1

## Section E: Background

### KEHISP

*Respondent of Hispanic/Latino origin*

In the next section, we would like to ask some questions about your background.

Are you of either Hispanic or Latino origin?

0 = No

1 = Yes

*Applies to: All respondents*

### KEHISA–KEHISD

Are you of...

(Please check all that apply.)

0 = No

1 = Yes

**KEHISA**—Cuban decent

**KEHISB**—Mexican-American, or Chicano descent

**KEHISC**—Puerto Rican descent

**KEHISD**—Some other Spanish, Hispanic or Latino origin

0 = No

1 = Yes

*Applies to: Respondents of Hispanic or Latino origin.*

Instrument code: KEHISP = 1

### KERACEA–KERACEE

What is your race?

(Please check one or more.)

0 = No

1 = Yes

**KERACEA**—White

**KERACEB**—Black or African American

**KERACEC**—Asian

**KERACED**—American Indian or Alaskan Native

**KERACEE**—Native Hawaiian or other Pacific Islander

*Applies to: All respondents.*

### KEUSBORN

*Respondent born in the U.S.*

Were you born in the United States?

0 = No

1 = Yes

*Applies to: All respondents.*

### KECITZN

*Citizenship status*

Are you a U.S. citizen?

1 = Yes

2 = No – Resident alien, permanent resident, or other eligible non-citizen; hold a temporary, resident's card

3 = No – Student visa, in the country on an F1 or F2 visa, or on a J1 or J2 exchange visitor visa

*Applies to: All respondents.*

Recode note: If KEUSBORN = 1 then KECITZN = 1.

### KEVOTE

*Registered to vote*

Are you registered to vote in U.S. elections?

0 = No

1 = Yes

*Applies to: Respondents age 18 and over.*

Instrument code: TAGE > 17

Recode note: If KECITZN > 1 then KEVOTE = 0.

### KEPRVST

*Vote in last presidential election*

Did you vote in the last presidential election?

0 = No

1 = Yes

*Applies to: US citizens who are registered to vote.*

Instrument code: KEVOTE in (1, -9) and TAGE > 17

### KEMARR

*Current marital status*

What is your current marital status?

1 = Single, never married

2 = Married

3 = Separated

4 = Divorced

5 = Widowed

*Applies to: All respondents*

### KEPARST

*Parent's marital status*

What is your parents'/guardians' marital status?

1 = Married/remarried

2 = Single

3 = Divorced/separated

4 = Widowed

*Applies to: Respondents less than 24 years of age with parents.*

Instrument code: (TAGE < 24) and (KCPRPAF = 0 and KCPAF2 = 0)

**KEPARINC**

*Parents income in 2004*

What was your parents'/guardians'/income in calendar year 2004?

- 1 = Under \$30,000
- 2 = \$30,000 to \$59,999
- 3 = \$60,000 to \$89,999
- 4 = \$90,000 and above
- 5 = Don't know

*Applies to: Respondents less than 24 years of age with parents.*

Instrument code: (TAGE < 24) and (KCPRPAF = 0 and KCPAF2 = 0)

**KESIBCOL**

*Siblings in college*

Do you have any brothers or sisters enrolled in college or in a vocational/trade school now?

- 0 = No
- 1 = Yes

*Applies to: Respondents less than 24 years of age.*

Instrument code: TAGE < 24

**KESIBCL**

*Siblings in college before respondent*

Did any of your brothers or sisters go to college or to a vocational/trade school before you did?

- 0 = No
- 1 = Yes

*Applies to: Respondents less than 24 years of age.*

Instrument code: TAGE < 24

**KEHOUSC**

*Number in household*

How many people are currently living in your household not including [KEMARR = 2] yourself or your spouse? / [else] yourself?

By household, I mean the place you live when you're not in school.

Observed range: 1 – 20

*Applies to: All respondents.*

**KEDEPS**

*Has dependent children*

[If KEMARR = 2]

Do you or your spouse have any children that you support financially?

[If KEMARR <> 2]

Do you have any children that you support financially?

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

**KEDEP2**

*Number of dependent children*

*How many?*

*Observed range: 1 – 8*

*Applies to: All respondents.*

Recode note: if KEDEPS = 0 then KEDEP2 = 0.

**KEDAGE**

*Age of youngest dependent child*

[If KEDEP2 GT 1]

What is the age of your youngest child?

[else]

How old is your child?

[KEDEP2 GT 1]

0 = Less than one year of age

*Applies to: Respondents with at least one dependent child.*

Instrument code: KEDEPS > 0

**KEINCOM**

*Earnings in 2004*

What was your income from all sources (including income from work, investment income, alimony, etc) prior to taxes and deductions for calendar year 2004? [If KEMARR=(2-5) (Please exclude your spouse's income.)]

- 1 = No income
- 2 = Less than \$1,000
- 3 = \$1,000-\$2,499
- 4 = \$2,500-\$4,999
- 5 = \$5,000-\$9,999
- 6 = \$10,000-\$14,999
- 7 = \$15,000-19,999
- 8 = \$20,000-\$29,999
- 9 = \$30,000-\$49,999
- 10 = \$50,000 and above

*Applies to: All respondents.*

**KEINCSP**

*Spouse's earnings in 2004*

How much would you estimate your spouse earned from all sources prior to taxes and deductions in calendar year 2004?

- 1 = No income
- 2 = Less than \$1,000
- 3 = \$1,000-\$2,499
- 4 = \$2,500-\$4,999
- 5 = \$5,000-\$9,999
- 6 = \$10,000-\$14,999
- 7 = \$15,000-19,999
- 8 = \$20,000-\$29,999
- 9 = \$30,000-\$49,999
- 10 = \$50,000 and above

*Applies to: Married respondents*

Instrument code: KEMARR = 2

**KEUNTAX**

*Received: untaxed benefits in 2004*

[If KEMARR = 2 then]

In 2004, did you or your spouse receive any untaxed income or Benefits, such as TANF (AFDC), Social Security, worker's compensation, Disability payments, or child support?

[else]

In 2004, did you receive any untaxed income or benefits, such as TANF (AFDC), Social Security, worker's compensation, disability payments, food stamps, or child support?

0 = No

1 = Yes

*Applies to: All respondents.*

**KETANF, KESOCSEC, KEWRKCMP, KEDISAB, KESTMPS, KECHILD, KETAXTYX**

[If KEMARR = 2 then]

Which if the following did you or your spouse receive in 2004?

(Please check all that apply.)

[else]

Which of the following did you receive in 2004?

(Please check all that apply.)

0 = No

1 = Yes

**KETANF** TANF (AFDC)

**KESOCSEC**—Social Security benefits

**KEWRKCMP**—worker's compensation

**KEDISAB**—Disability payments

**KESTMPS**—Food stamps

**KECHILD**—Child support

**KETAXTYX**—None of the above

*Applies to: Respondents who received untaxed benefits.*

Instrument code: KEUNTAX > 0

**KEHOUSE**

*Own home or pay rent*

Do you own a home or are you paying rent?

0 = Neither

1 = Own home (or pay mortgage)

2 = Pay rent

*Applies to: Respondents who do not live on a college campus.*

Instrument code: KESCHRES in (2, 3)

**KEMTGAMT**

*Monthly rent or mortgage payment amount*

How much is your monthly mortgage or rent payment?

*Applies to: Respondents who do not live on a college campus.*

Instrument code: KESCHRES in (2, 3)

Recode note: If KEHOUSE = 0 then KEMTGAMT = 0.

**KECARLON**

*Have a car payment*

Do you make loan or lease payments for a car, truck, motorcycle, or other vehicle?

0 = No

1 = Yes

*Applies to: All Respondents.*

**KECARAMT**

*Car payment amount*

How much do you pay for your auto loan or lease each month?

*Applies to: All respondents.*

Recode note: If KECARLON = 0 then KECARAMT = 0.

**KENUMCRD**

*Number of credit cards in own name*

How many credit cards do you have in your own name that are billed to you?

Observed range: 1 – 18

*Applies to: All respondents.*

**KEPAYOFF**

*Payoff or carry credit balance*

[If KENUMCRD=1]

Do you usually pay off your credit card balance each month, or carry the balance over from month to month?

[else]

Do you usually pay off your credit card balances each month, or carry Balances over from month to month?

1 = Pay off balances

2 = Carry balances

*Applies to: Respondents with credit card(s).*

Instrument code: KENUMCRD > 0

**KECRDBAL**

*Balance due on all credit cards*

[If KENUMCRD=1]

What was the balance on your credit card according to your last statement?

[else]

What was the balance of all your credit cards combined according to your last statements?

*Applies to: Respondents with credit card(s).*

Instrument code: KENUMCRD > 0

Recode note: If KEPAYOFF = 1 then KECRDBAL = 0.

**KESPLV**

*Spouse's education level*

What is your spouse's highest level of education?

- 1 = Did not complete high school
- 2 = High school diploma or equivalent
- 3 = Vocational/technical training
- 4 = Less than 2 years of college
- 5 = Associate's degree
- 6 = 2 or more years of college but no degree
- 7 = Bachelor's degree
- 8 = Master's degree or equivalent
- 9 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, divinity/theology, or veterinary medicine)
- 10 = Doctoral degree (PhD, EdD, etc) or equivalent
- 11 = Don't know

*Applies to: Married respondents.*

Instrument code: KEMARR = 2

**KESPCOL**

*Spouse in college*

Did your spouse attend college or graduate school during the

- 0 = No
- 1 = Yes, full-time
- 2 = Yes, part-time

*Applies to: Married respondents.*

Instrument code: KEMARR = 2

**KESPLN**

*Spouse's student loans*

Does your spouse currently have student loans?

- 0 = No
- 1 = Yes

*Applies to: Married respondents.*

Instrument code: KEMARR = 2

**KESPAMT**

*Spouse's student loan amount*

What is the current amount of your spouse's student loans?

*Applies to: Married respondents.*

Instrument code: KEMARR = 2

Recode note: If KESPLN = 0 then KESPAMT = 0.

**KESPLNPY**

*Spouse's monthly payment of student loans*

What are the monthly payments of your spouse's student loans?

*Applies to: Married respondents.*

Instrument code: KEMARR = 2

Recode note: If KESPLN = 0 then KESPAMT = 0.

**KECOMSRV**

*Community service/volunteer in last year*

Have you performed any community service or volunteer work in the last 12 months?

Please do not include charitable donations (such as food, clothing, money, etc.), paid community service, or court-ordered service?

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

**KEVLTA–KEVLTG, KEVLTX**

What type of community service or volunteer work did you perform?

(Please check all that apply.)

- 0 = No
- 1 = Yes

**KEVLTA**—Tutoring, other education-related work with kids

**KEVLTB**—Other work with kids (coaching, sports, Big Brother/Sister, etc.)

**KEVLTC**—Fundraising (political and non-political)

**KEVLTD**—Homeless shelter/soup kitchen

**KEVLTE**—Neighborhood improvement/clean-up/Habitat for Humanity

**KEVLTF**—Health services/hospital, nursing home, group home

**KEVLTG**—Service to the church

**KEVLTX**—Other

*Applies to: Respondents who volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

**KEVLHRS**

*Number of hours volunteered per month*

On average, how many hours did you volunteer more than one time in the past 12 months?

Hours

*Applies to: Respondents who volunteered more than one time in the past 12 months.*

Instrument code: KECOMSRV = 1 and KEVLONE = 0



**KEVLONE**

*One time volunteer event*

On average, how many hours did you volunteer each month during the last year?

One time event

0 = No

1 = Yes

*Applies to: Respondents who volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Recode note: If KEVLHRS > 0 then KEVLONE = 0.

**KESCHVA–KESCHVC, KESCHVX**

How did you become involved in your community service or volunteer work?

(Please check all that apply.)

0 = No

1 = Yes

**KESCHVA**—It was a school requirement

**KESCHVB**—I participated through my fraternity, sorority, or another campus organization

**KESCHVC**—I was asked to participate by a faculty member or another student

**KESCHVX**—Other

*Applies to: Respondents who volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

**KERTSVA–KERTSVH**

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with the following statements concerning your community service or volunteer work activities. If the item does not apply to your situation, choose “not applicable”

1 = Strongly Agree

2 = Agree

3 = Disagree

4 = Strongly Disagree

5 = Not Applicable

**KERTSVA**—It helped me choose a career

**KERTSVB**—It directed me to additional training and education

**KERTSVC**—It provided networking opportunities

**KERTSVD**—It revealed how to apply my knowledge, skills, and/or interests to real world experience

**KERTSVE**—It expanded my skills (leadership, communication, etc.)

**KERTSVF**—It’s an important part/addition to my resume

**KERTSVG**—It helped me obtain an internship or full-time job, either directly or indirectly

**KERTSVH**—It clarified my choice of majors

*Applies to: Respondents who volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

**KEDISSEN**

*Disability: long-lasting sensory condition*

The next few questions will help us better understand the educational services available for people with disabilities.

Do you have a long-lasting condition (6 months or more) such as Blindness, deafness, or a severe vision or hearing impairment?

0 = No

1 = Yes

*Applies to: All respondents.*

**KEDISMOB**

*Disability: condition that limits physical activities*

Do you have a long-lasting (6 months or more) condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?

0 = No

1 = Yes

*Applies to: All respondents.*

**KEDISOTH**

*Disability: other condition lasting six months or more*

Excluding any disabilities already mentioned, do you have any other physical, mental, emotional, or learning condition that has lasted six months or more?

(By this we mean any condition that limits your ability to learn, Remember, or concentrate; to dress, bathe, or get around the house; or to get to school, around campus, or to work.)

0 = No

1 = Yes

*Applies to: All respondents.*

**KEHIGHED**

*Highest education level expected*

What is the highest level of education you ever expect to complete?

- 1 = Bachelor's degree –4 year program
- 2 = Associate's degree
- 3 = Undergraduate certificate or diploma (occupational or technical program)
- 4 = No degree or certificate expected
- 5 = Professional degree (only includes the following programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, divinity, theology, or veterinary medicine)
- 6 = Master's degree
- 7 = Doctoral degree
- 8 = Post-baccalaureate certificate
- 10 = Post-master's certificate
- 12 = Bachelor's degree –5 year program

*Applies to: All respondents.*

**KEPLNTCH**

*Plan on teaching K-12*

Do you plan on becoming a teacher at the K-12 (kindergarten through grade 12) level?

- 1 = Definitely yes
- 2 = Probably yes
- 3 = Probably not
- 4 = Definitely not

*Applies to: All respondents.*

**KEPLINF KEWLOFF KESTEADY  
KELEADR KECLSFAM KEAREA  
KELEISUR KEKIDS KEIMPNON**

Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

0 = No

1 = Yes

**KEPLINF**—Influencing the political structure

**KEWLOFF**—Being very well-off financially

**KESTEADY**—Being able to find steady work

**KELEADR**—Being a leader in the community

**KECLSFAM**—Living close to parents and relatives

**KEAREA**—Getting away from the area where you grew up

**KELEISUR**—Having leisure time to enjoy interests

**KEKIDS**—Having children

**KEIMPNON**—None of the above

*Applies to: All respondents.*

# **Appendix F**

## **Facsimile of Reinterview Data Collection Instrument**

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Section B: History ..... F-3

Section C: Characteristics ..... F-5

Section D: Employment ..... F-9

Section E: Background ..... F-11



## Section B: History

### KBCNT01 and R\_KBCNT01

*Taken break from school 1 of more than 4 months*

[If (y\_baseyr = 1 and y\_ftbqst = 1) or y\_baseyr = 0 then]

if KBSTLENR = 1 then

Since July 2002, have you taken summers and school breaks?

else if KBSTLENR = 0 then

Since July 2002, had you taken off more than 4 months from  
[KBSCH01] other than for summers and school breaks?

else

Since July 2002, did you take off more than 4 months from  
[KBSCH01] other than for summers and school breaks?

end if

[ELSE]

if KBSTLENR = 1 then

Since July 2003, have you taken off more than 4 months from  
[KBSCH01] other than for summers and school breaks?

elseif KBSTLENR = 0

Since July 2003, had you taken off more than 4 months from  
[KBSCH01] other than for summers and school breaks?

else

Since July 2003, did you take off more than 4 months from  
[KBSCH01] other than for summers and school breaks?

end if

end if

0 = No

1 = Yes

*Applies to: All respondents.*



## Section C: Characteristics

### KCDBLMAJ and R\_KCDBLMAJ

*Major declared/undeclared*

[TCURENR=1] *Have you declared a major yet at [KBMRSCH]?*

[TCURENR =0] Had you already declared a major when you were last enrolled at [KBMRSCH]?

- 0 = Not in a degree program
- 1 = Yes, I have/had declared a major
- 2 = No, I have/had not declared a major yet
- 3 = Yes, I have/had declared a double major

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2,-9) and KBANY not in (0,-9)

### KCMAJ1C2 and R\_KCMAJ1C2

*Primary major - general category*

- 1 = Agriculture/natural resources/related
- 2 = Architecture and related services
- 3 = Area/ethnic/cultural/gender studies
- 4 = Arts-visual and performing
- 5 = Biological and biochemical sciences
- 6 = Business/management/marketing/related
- 7 = Communication/journalism/comm. tech
- 8 = Computer/info sciences/support tech
- 9 = Construction trades
- 10 = Education
- 11 = Engineering technologies/technicians
- 12 = English language and literature/letters
- 13 = Family/consumer sciences, human sciences
- 14 = Foreign languages/literature/linguistics
- 15 = Health professions and studies
- 16 = Legal professions and studies
- 17 = Library science
- 18 = Mathematics and statistics
- 19 = Mechanical/repair technologies/techs
- 20 = Multi/interdisciplinary studies
- 21 = Parks/recreation/leisure/fitness studies
- 22 = Precision production
- 23 = Personal and culinary services
- 24 = Philosophy, religion & theology
- 25 = Physical sciences
- 26 = Psychology
- 27 = Public administration/social services
- 28 = Science technologies/technicians
- 29 = Security & protective services
- 30 = Social sciences and history (except psychology)
- 31 = Transportation & materials moving
- 32 = Other

98 = Not in a degree program

99 = Undeclared

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2,-9) and KBANY not in (0, -9)

If KCDG in (4, 9) then KCMAJ1C2 = 98.

### KCMAJ1C4 and R\_KCMAJ1C4

*Primary major - specific category*

98 = Not in a degree program

99 = Undeclared

- 101 = Agricultural and related sciences
- 102 = Natural resources and conservation
- 201 = Architecture and related sciences
- 301 = Area/ethnic/cultural/gender studies
- 401 = Art history, criticism and conservation
- 402 = Design & applied arts
- 403 = Drama/theatre arts and stagecraft
- 404 = Fine and studio art
- 405 = Music
- 406 = Music history, literature, and theory
- 407 = Visual and performing arts, other
- 408 = Commercial and advertising art
- 409 = Dance
- 501 = biochem/biophysics/molecular biology
- 502 = Botany/plant biology
- 503 = Genetics
- 504 = Microbiological sciences & immunology
- 505 = Physiology, pathology & related sciences
- 506 = Zoology/animal biology
- 507 = Biological and biomedical sciences, other
- 601 = Accounting and related services
- 602 = Business admin/management/operations
- 603 = Business operations support/assistance
- 604 = Finance/financial management services
- 605 = Human resources management and services
- 606 = Marketing
- 607 = Business/mgt/marketing/related. Other
- 608 = Management information systems/services
- 701 = Communication/journalism/related pgms
- 702 = Communication technologies
- 801 = Computer/info tech administration/mgmt
- 802 = Computer programming
- 803 = Computer science
- 804 = Computer software and media applications
- 805 = Computer systems analysis
- 806 = Computer systems networking/telecom
- 807 = Data entry/microcomputer applications
- 808 = Data processing

809 = Information science/studies  
 810 = Computer/info sci/support svcs, other  
 901 = Construction trades  
 1001 = Curriculum and instruction  
 1002 = Educational/administration/supervision  
 1003 = Educational/instructional media design  
 1004 = Special education and teaching  
 1005 = Student counseling/personnel services  
 1006 = Education, other  
 1007 = Early childhood education and teaching  
 1008 = Elementary education and teaching  
 1009 = Secondary education and teaching  
 1010 = Adult and continuing education/teaching  
 1011 = Teacher ed: specific levels. Other  
 1012 = Teacher ed: specific subject areas  
 1013 = Bilingual & multicultural education  
 1014 = Ed assessment  
 1015 = Higher education  
 1101 = Biomedical/medical engineering  
 1102 = Chemical engineering  
 1103 = Civil engineering  
 1104 = Computer engineering  
 1105 = Electrical/electronics/comms engineering  
 1106 = Engineering technologies/technicians  
 1107 = Environmental/environmental health eng  
 1108 = Mechanical engineering  
 1109 = Engineering, other  
 1201 = English language and literature/letters  
 1301 = Family/consumer sciences, human sciences  
 1401 = Foreign languages/literature/linguistics  
 1501 = Alternative/complementary medicine/sys  
 1502 = Chiropractic  
 1503 = Clinical/medical lab sciences/allied  
 1504 = Dental support services/allied  
 1505 = Dentistry  
 1506 = Health & medical administrative services  
 1507 = Health/medical services/allied health  
 1508 = Health/medical technicians/technologists  
 1509 = Medicine, including psychiatry  
 1510 = Mental/social health services and allied  
 1511 = Nursing  
 1512 = Optometry  
 1513 = Osteopathic medicine/osteopathy  
 1514 = Pharmacy/pharmaceutical sciences/admin  
 1515 = Podiatric medicine/podiatry  
 1516 = Public health  
 1517 = Rehabilitation & therapeutic professions  
 1518 = Veterinary medicine  
 1519 = Health/related clinical services, other  
 1601 = Law  
 1602 = Legal support services  
 1603 = Legal professions and studies, other  
 1701 = Library science

1801 = Mathematics  
 1802 = Statistics  
 1901 = Mechanical/repair technologies/techs  
 2001 = Multi/interdisciplinary studies  
 2101 = Parks, recreation and leisure studies  
 2102 = Health and physical education /fitness  
 2201 = Precision production  
 2301 = Culinary arts and related services  
 2302 = Personal services, other  
 2401 = Philosophy  
 2402 = Religion/religious studies  
 2403 = Theology  
 2501 = Astronomy & astrophysics  
 2502 = Atmospheric sciences and meteorology  
 2503 = Chemistry  
 2504 = Geological & earth sciences/geosciences  
 2505 = Physics  
 2506 = Physical sciences, other  
 2601 = Behavioral psychology  
 2602 = Clinical psychology  
 2603 = Education/school psychology  
 2604 = Psychology, other  
 2701 = Public administration  
 2702 = Social work  
 2703 = Public administration & social svcs other  
 2801 = Science technologies/technicians  
 2901 = Corrections  
 2902 = Criminal justice  
 2903 = Fire protection  
 3001 = Anthropology (except psychology)  
 3002 = Archeology  
 3003 = Criminology  
 3004 = Demography & population  
 3005 = Economics  
 3006 = Geography & cartography  
 3007 = History  
 3008 = International relations & affairs  
 3009 = Political science & government  
 3010 = Sociology  
 3011 = Urban studies/affairs  
 3012 = Social sciences, other  
 3101 = Transportation & materials moving  
 3201 = Other

*Applies to: Respondents who have enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

Recode note: If KCDBLMAJ = 2 then KCMAJ1C4 = 99.

If KCDG in (4, 9) then KCMAJ1C4 = 98.



**KCMAJCHG and R\_KCMAJCHG**

*Frequency of formal changes in major*

[TCURENR=1]

Since declaring your major the first time, how many times have you formally change your major since enrolling at [KBMRSCH]?

[TCURENR=0]

Since declaring your major the first time, how many times did you formally change your major while you were enrolled at [KBMRSCH]?

- 0 = Never
- 1 = One time
- 2 = More than one time

*Applies to Respondents who have been enrolled since the base year and declared at least one major.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCDBLMAJ in (1, 3, -9)

**KCNUMJOB and R\_KCNUMJOB**

*Number of jobs during academic year*

[TCURENR=1]

The next few questions focus on any jobs you have for pay while enrolled at [most recent school]. How many jobs were you working during your most recent term there?

[TCURENR=0]

The next few questions focus on any jobs you had for pay during your last term of enrollment at [at most recent school].

How many jobs did you have at that time?

job(s)

- 0 = I did work for pay
- 1 = I worked one job at a time
- 2 = I usually worked more than one job at the same time

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

**KCERNAMT and R\_KCERNAMT**

*Amount earned during school year*

[KCNUMJOB=1 and TCURENR=1]

How much have you earned from your job during the 2004-2005 school year? Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB gt 1 and TCURENR=1]

How much have you earned from all your jobs during the 2004-2005 school year? Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB=1 and TCURENR=0]

How much did you earn from all your jobs you held during the last school year in which you were enrolled at [most recent school]?

Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB gt 1 and TCURENR=0]

How much did you earn from all the jobs held during the last school year in which you were enrolled at [most recent school]?

Please exclude summer employment unless you were enrolled and working during the summer.

*Applies to: Respondents who have been enrolled since the base year.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9)

Recode note: If KCNUMJOB = 0 then KCERNAMT = 0.

**KCEARNT and R\_KCEARNT**

*Time frame for school year earnings*

[KCNUMJOB=1 and TCURENR=1]

How much have you earned from your job during the 2004-2005 school year? Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB gt 1 and TCURENR=1]

How much have you earned from all your jobs during the 2004-2005 school year? Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB=1 and TCURENR=0]

How much did you earn from all your jobs you held during the last school year in which you were enrolled at [most recent school]?

Please exclude summer employment unless you were enrolled and working during the summer.

[KCNUMJOB gt 1 and TCURENR=0]

How much did you earn from all the jobs held during the last school year in which you were enrolled at [most recent school]?

Please exclude summer employment unless you were enrolled and working during the summer.

- 1 = For the entire school year
- 2 = Per term/semester
- 3 = Per month
- 4 = Per week
- 5 = Per hour

*Applies to: Respondents who have been enrolled since the base year and were employed.*

Instrument code: KBSTLENR not in (2, -9) and KBANY not in (0, -9) and KCNUMJOB > 0

**KCPRPAA and R\_KCPARPA—  
KCPRPAB and R\_KCPARPAB  
KCPAF2 and R\_KCPAF2**

[TCURENR=1]

Which of the following do your parents/guardians help you pay?

(Please check all that apply.)

[TCURENR=0]

Which of the following did your parents/guardians help you pay when

you were last enrolled at [most recent school]?

(Please check all that apply.)

0 = No

1 = Yes

**KCPRPAA and R\_KCPARPA—**Tuition and fees

**KCPRPAB and R\_KCPARPAB—**Other educational expenses such as books and supplies

**KCPRPAC and R\_KCPARPAC—**Housing costs, including utilities

**KCPRPAD and R\_KCPARPAD—**Other living expenses such as food (meal plan) and transportation

**KCPRPAE and R\_KCPARPAE—**None of the above - no financial assistance from parents

**KCPAF2 and R\_KCPAF2—**None of the above - both parents/guardians were deceased

*Applies to: Respondents under the age of 30 with parents who have*

*been enrolled since the base year.*

Instrument code: TAGE < 30 and KCPRPAF = 0 and KBSTLENR

not in (2, -9) and KBANY not in (0, -9)

## Section D: Employment

### KDOC2C2 and R\_KDOC2C2

#### *Occupation general category*

- 11 = Management Occupations
- 13 = Business and Financial Operations Occupations
- 15 = Computer and Mathematical Occupations
- 17 = Architecture and Engineering Occupations
- 19 = Life, Physical and Social Science Occupations
- 21 = Community and Social Services Occupations
- 23 = Legal Occupations
- 25 = Education, Training, and Library Occupations
- 27 = Arts, Design, Entertainment, Sports, and Media Occupations
- 29 = Healthcare Practitioners and Technical Occupations
- 31 = Healthcare Support Occupations
- 33 = Protective Service Occupations
- 35 = Food Preparations and Serving Related Occupations
- 37 = Building and Grounds Cleaning and Maintenance Occupations
- 39 = Personal Care and Service Occupations
- 41 = Sales and Related Occupations
- 43 = Office and Administrative Support Occupations
- 45 = Farming, Fishing, and Forestry Occupations
- 47 = Construction and Extraction Occupations
- 49 = Installation, Maintenance, and Repair Occupations
- 51 = Production Occupations
- 53 = Transportation and Material Moving Occupations
- 55 = Military Specific Occupations

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

### KCDINDCD and R\_KDINDCD

#### *Industry coder*

Occupation:

Industry:

Please fine the best category to describe the industry in which you work.

- 11 = Agriculture, forestry, fishing and hunting
- 21 = Mining
- 22 = Utilities
- 23 = Construction
- 31 = Manufacturing
- 42 = Wholesale trade
- 44 = Retail trade
- 48 = Transportation and warehousing
- 51 = Information
- 52 = Finance and Insurance
- 53 = Real estate and rental and leasing
- 54 = Professional, scientific and technical services
- 55 = Management of companies and enterprises
- 61 = Education services
- 62 = Health care and social assistance
- 71 = Arts, entertainment, and recreation
- 72 = Accommodation and food services
- 81 = Other services
- 92 = Public administration
- 561 = Administrative and support services
- 562 = Waste management and remediation services

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

### KDCONLIC and R\_KDCONLIC

#### *Degree required: license*

[If there is text in KDJBTL]

Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?

(Please check all that apply.)

[else]

Were any of the following required by your employer as a condition for working?

(Please check all that apply.)

License

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDCONCER and R\_KDCONCER**

*Degree required: certificate*

[If there is text in KDJBTL]

Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?

(Please check all that apply.)

[else]

Were any of the following required by your employer as a condition for working?

(Please check all that apply.)

Certificate

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDCONDEG and R\_KDCONDEG**

*Degree required: BA/ASSOC*

[If there is text in KDJBTL]

Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?

(Please check all that apply.)

[else]

Were any of the following required by your employer as a condition for working?

(Please check all that apply.)

Degree (bachelor's or associate's degree)

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

**KDCONNON and R\_KDCONNON**

*Degree required: none*

[If there is text in KDJBTL]

Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?

(Please check all that apply.)

[else]

Were any of the following required by your employer as a condition for working?

(Please check all that apply.)

None of the above

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and are employed.*

Instrument code: TCURENR = 0 and KDJSTAT = 1

## Section E: Background

### KEUSBORN and R\_KEUSEBORN

*Respondent born in the U.S.*

Were you born in the United States?

0 = No

1 = Yes

*Applies to: All respondents.*

### KEHOUSC and R\_KEHOUSC

*Number in household*

How many people are currently living in your household not including [KEMARR = 2] yourself or your spouse? / [else] yourself?

By household, I mean the place you live when you're not in school.

Observed range: 1 – 20

*Applies to: All respondents.*

### KEINCOM and R\_KEINCOM

*Earnings in 2004*

What was your income from all sources (including income from work, investment income, alimony, etc) prior to taxes and deductions for calendar year 2004?

[If KEMARR=(2-5) (Please exclude your spouse's income.)]

1 = No income

2 = Less than \$1,000

3 = \$1,000-\$2,499

4 = \$2,500-\$4,999

5 = \$5,000-\$9,999

6 = \$10,000-\$14,999

7 = \$15,000-19,999

8 = \$20,000-\$29,999

9 = \$30,000-\$49,999

10 = \$50,000 and above

*Applies to: All respondents.*

### KECOMSRV and R\_KECOMSRV

*Community service/volunteer in last year*

Have you performed any community service or volunteer work in the last 12 months?

Please do not include charitable donations (such as food, clothing, money, etc.), paid community service, or court-ordered service?

0 = No

1 = Yes

*Applies to: All respondents.*

### KERTSVA and R\_KERTSVCA– KERTSVH and R\_KERTSVCH

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with the following statements concerning your community service or volunteer work activities. If the item does not apply to your situation, choose “not applicable”

It helped me choose a career

1 = Strongly Agree

2 = Agree

3 = Disagree

4 = Strongly Disagree

5 = Not Applicable

**KERTSVA and R\_KERTSVCA**—Rate  
volunteer: career choice

**KERTSVB and R\_KERTSVCB**—Rate  
volunteer: additional education

**KERTSVC and R\_KERTSVCC**—Rate  
volunteer: networking

**KERTSVD and R\_KERTSVCD**—Rate  
volunteer: apply my skills to the real world

**KERTSVE and R\_KERTSVCE**—Rate  
volunteer: skill expansion

**KERTSVF and R\_KERTSVCF**—Rate  
volunteer: resume

**KERTSVG and R\_KERTSVCG**—Rate  
volunteer: obtain job

**KERTSVH and R\_KERTSVCH**—Rate  
volunteer: choice of majors

*Applies to: Respondents who volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

### KEPLNTCH and R\_KEPLNTCH

*Plan on teaching K-12*

Do you plan on becoming a teacher at the K-12 (kindergarten through grade 12) level?

1 = Definitely yes

2 = Probably yes

3 = Probably not

4 = Definitely not

*Applies to: All respondents.*