

2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test Methodology Report

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2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test Methodology Report

Working Paper Series

June 2008

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Executive Summary

The 2008 National Postsecondary Student Aid Study (NPSAS:08), conducted for the U.S. Department of Education's National Center for Education Statistics (NCES), collected comprehensive data regarding how students and their families pay for postsecondary education. The first NPSAS study was conducted in 1986–87 to meet the need for national-level data about significant financial aid issues. Since 1987, NPSAS has been conducted every 3 to 4 years, with the last cycle, NPSAS:04, conducted during the 2003–04 academic year. The primary objective of NPSAS:08 is to produce reliable national estimates of characteristics related to financial aid for postsecondary students.

NPSAS:08 also serves as the base year of data collection for the Baccalaureate and Beyond Longitudinal Study (B&B), which will follow a cohort of baccalaureate recipients and collect further data from them in 1 year, and again in 4 years.

NPSAS:08 included a new set of instrument items to obtain baseline measures of the awareness of two new federal grants—the Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (SMART) grant—introduced in 2006.

This report describes the methodology and findings of the NPSAS:08 field test, which took place during the 2006–07 school year. The NPSAS:08 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 2007–08 school year.

Sample Design

The NPSAS:08 field test was based on a sample of all students (both those who had received financial aid and those who had not) in postsecondary institutions throughout the United States and Puerto Rico during the 2006–07 academic year.

The institutional sample included public, private not-for-profit, and private for-profit institutions at the 4-year, 2-year, and less-than-2-year levels. The field test and full-scale samples were selected at the same time, prior to the field test study. Because some institutions were to be in the full-scale sample with certainty, 300 institutions were selected for the field test sample from the pool of institutions that were not selected to participate in the full-scale study. This process minimized the possibility that an institution would be burdened with participation in both the field test and full-scale samples, yet it was effective in maintaining the representativeness of the full-scale sample. Of the 300 eligible field test institutions, 270 provided enrollment lists for the student sample.

Next, from the 270 institutional enrollment lists, approximately 3,000¹ undergraduate, graduate, and first-professional students were chosen for the NPSAS:08 field test sample. The

¹ The numbers appearing in the tables and text of this report were rounded to the nearest tens to maintain the confidentiality of study respondents.

student sample was selected on a continual basis as the lists were received, reconciled, and unduplicated (if necessary). Of the 3,000 students sampled, 50 students were determined to be ineligible for the study, resulting in 2,950 eligible student sample members.

Instrumentation

The NPSAS:08 field test student interview was designed as a web-based instrument to be used both for self-administered respondents and for computer-assisted telephone interviewing (CATI) respondents. The mixed-mode design required that several important features be embedded in the instrument, such as extensive help text to assist respondents and warnings to alert them when a response was out of range.

The instrument consisted of nine sections grouped by topic. The first section determined student eligibility for the NPSAS:08 study and the future B&B studies and obtained enrollment history. The second section contained questions relating to student expenses and financial aid. Included in this section were items regarding aid-based employment at the NPSAS institution, such as work-study participation, assistantships, and fellowships, as well as the new ACG/SMART grant items. Section three focused on non-aid-based employment and personal finances. The fourth section, only administered to B&B eligible students, addressed postgraduation employment plans. The fifth section of the student interview collected postgraduation education plans from B&B eligible respondents. Section six, again applicable only to B&B eligible sample members, served to identify the teacher pipeline. Included in this section were items asking whether students had previously taught at the K-12 level, whether they were considering teaching at the K-12 level, and what steps they had taken to prepare to teach at that level. The seventh section, for all sample members, included questions about educational experiences such as languages studied, distance education courses, and transfer credit history. The eighth section of the interview gathered background and demographic information about students and their family members. The final section requested contact information from B&B eligible sample members for the follow-up studies.

Data Collection Design and Outcomes

Institutional Contacting

Once an institution was chosen for the sample, attempts were made to contact the Chief Administrator of the institution (e.g., the president or chancellor) to verify institutional eligibility, solicit participation, and request the appointment of an Institutional Coordinator (IC) to oversee data collection within the institution. ICs were asked to provide lists or data files of all students enrolled at any time between July 1, 2006, and April 30, 2007. Several checks of quality and completeness of student lists were implemented before the lists were used to sample students. Of the 300 eligible institutions sampled for the field test, 270 provided enrollment lists, resulting in an overall institutional participation rate of about 90 percent.

Institutional Record Abstraction

A web-based computer-assisted data entry (CADE) software system was used for the abstraction of student records from institutions. The CADE system consisted of three components (student financial aid information, student registration and admissions information, and student enrollment and tuition information), focusing on eight topics: locating information, demographic characteristics, admissions tests, enrollment, tuition, financial aid awards, needs analysis, and institutional student information records (ISIRs). CADE record abstraction was requested only from the institutions used to compile the student sample. Institutions were given the option of completing CADE using their own staff or, upon request, having a field data collector complete the record abstraction process at the institution. Prior to the initialization of the CADE software system for an institution, records for all students sampled from an institution were requested from the U.S. Department of Education's Central Processing System (CPS), which contains financial aid application data. This information was preloaded into the CADE system to provide edit checks for the data entered by an institution and assist with locating.

Institutional participation for student record abstraction was very high. Overall, about 99 percent of eligible institutions provided student record data. At the student level, CADE data were provided by participating institutions for nearly all eligible sample members (99.7 percent). Institutions could choose from among three modes for student record abstraction: (1) self-CADE, in which institutional staff entered data directly into the web-based system; (2) data-CADE, in which institutional staff provided student record information in data files according to specifications; and (3) field-CADE, in which trained field data collectors used laptops to abstract student record data into the CADE system. The most common abstraction method chosen by institutions was self-CADE, representing 90 percent of all submissions. About 9 percent of institutions submitted data-CADE. To fully test field-CADE procedures, 1 percent of institutions were asked to participate via field-CADE.

Interviewer Training

Field test training programs were developed for two types of project staff: telephone interviewers and help desk operators. Telephone interviewers were trained on how to locate and interview sample members. Their training also included the purpose of NPSAS:08 and the uses of the data to be collected; administrative procedures required for case management; quality control of interactions with sample members, parents, and other contacts; 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 interview over the telephone if requested by a caller; however, help desk operators also received specific training on frequently asked questions about the instrument and technical issues related to completion of the instrument via the Web. All data collection staff also received extensive training on data security and confidentiality procedures.

Student Locating and Interviewing

The NPSAS:08 field test data collection design involved several stages. For initial locating of sample members, batch-locating activities were employed to update students' address and telephone information. Sources for this task included the U.S. Department of Education's Central Processing System (CPS), the U.S. Postal Service National Change of Address system, 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.

After initial locating of sample members, a period of 3 weeks was allotted for students to complete the self-administered interview via the Web. All respondents who completed the student interview during the early response period were offered a \$30 incentive. About halfway into the early response period, randomly selected NPSAS:08 sample members were called to remind them of the ongoing data collection. Sample members who did not complete the NPSAS:08 field test interview during the early response period were contacted by telephone interviewers during the production interviewing phase. The final phase of student interviewing involved the nonresponse conversion of refusal cases and of those students who were difficult to locate. Respondents who completed the student interview during the final phase were offered a \$30 incentive.

Locating and tracing activities by telephone interviewers occurred simultaneously with efforts to gain cooperation from sample members. Any case in which the interviewer had exhausted all tracing options and was unable to gain any contact with the sample member was sent to RTI's Tracing Operations Unit (TOPS). Telephone interviewers followed up with cases in which TOPS obtained further contact information. Sample members for whom no additional information could be obtained were finalized as unlocatable.

Of the approximately 2,950 eligible sample members, 2,020 (68 percent) completed the student interview. Of these, 1,220 were identified as graduating seniors, and are included in the B&B:08 cohort for the longitudinal study. On average, it took students about 27 minutes to complete the interview. Self-administered respondents were able to complete the interview in approximately 26 minutes, while CATI interviews were completed in about 30 minutes.

Study Respondents

Key variables were identified across the various contributing data sources to determine the minimum requirements to support the analytic needs of the study. Sample members who met these minimum requirements were classified as "study respondents." In order to be a study respondent sample members were required to have data for three critical variables—student type, gender, and date of birth. In addition, sample members were required to have data—from any source—for at least eight variables out of a set of 15 additional pre-specified variables. Of the approximately 2,950 eligible sample members, 98 percent were classified as study respondents. For the majority of study respondents (approximately 80 percent) data were available from at least two of the major data sources (e.g., student interview, institutional student records, or financial aid application data from the CPS).

Field Test Experiments

The NPSAS:08 field test study included experiments to evaluate the impact of strategies to increase response rates. Two experiments focused on response rates during the early response period, during which students are asked to complete a self-administered interview. The first examined whether the use of Priority Mail to send study materials produced a higher response rate in the early response period than First-Class Mail. The other test examined the effect of prompting calls made about halfway through the early response period to remind sample members about the study and assist with login information if needed. Results showed that both Priority Mail and prompting calls were associated with higher early response rates.²

Another experiment considered the use of prepaid incentives during the final phase of data collection—the nonresponse conversion phase. All sample members had been randomly assigned to receive either a prepaid or a promised incentive during nonresponse conversion. The sample members who became eligible for nonresponse conversion (e.g., those who had not completed the student interview and had at some point refused or were particularly difficult to locate) were offered a \$30 incentive. One-half were sent a check for \$10 in the letter that offered \$20 upon interview completion. The other group was promised a \$30 incentive after the interview was completed. There was no difference, however, in response rates between those who received the prepaid and those who received the promised nonresponse conversion incentive.

Evaluation of Operations and Data Quality

The NPSAS:08 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 2007–08 school year. Therefore, assessments of operations, procedures, and data quality were critical at this stage. Evaluations of operations and procedures focused on the timeline for data collection from institutions (CADE) and students, tracing and locating procedures for the student sample, efforts to convert interview refusals, the effectiveness of packaging and prompting, incentives for increasing response rates via the Web 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 items included in the student record abstraction and the student interviews, the accuracy of data collected with coding systems, and telephone interview question delivery and data entry quality control procedures. Further evaluations included an experiment embedded in the NPSAS:08 field test student interview that was designed to test the difference between checkbox and radio-button question formats. Radio-button question formats were found to provide more affirmative responses from sample members than checkbox question formats. Additionally, respondents were found to spend more time answering radio-button question formats than checkbox question formats. The results of the field test experiments and evaluations were used to inform revisions to the full-scale instrument.

² Unless otherwise indicated, a criterion probability level of .05 was used for all tests of significance.

Data Files

Data collected as part of the NPSAS:08 field test are not released to the public, and all data file processing procedures were tested rigorously in preparation for the full-scale effort. Online coding and editing systems, range and consistency checks for all data, and the editing process for the post-data-collection phase were examined for efficiency. Detailed documentation was also developed to describe question text, response options, logical imputations, and recoding.

Planned Changes for the NPSAS:08 Full-Scale Study

The final chapter of this report summarizes the changes planned for the NPSAS:08 full-scale study based on the results of the field test. For efficiency and improved clarity, slight changes are suggested for the processes involved in enrollment list acquisition, institutional record abstraction, tracing and locating, and student interviewing. More substantial changes planned for the NPSAS:08 full-scale study include the following:

- The sampling rates for the baccalaureate strata within each institutional stratum will be increased in the full-scale study, while the sampling rates for the other undergraduate stratum within each institutional stratum will be decreased to ensure an adequate number of accurate B&B identifications.
- SMART grant recipients will be oversampled in the full-scale study to ensure a sufficient number of cases for analyses. Oversampling will be considered for ACG recipients but may not be necessary because of the higher number of ACG recipients nationwide.
- Enrollment list instructions to institutions will be revised to clarify that graduate students should be included on the student enrollment lists.
- The frequently asked questions (FAQs) list for institutions will be revised for clarity. An additional FAQ will be added reminding institutions to provide either a date of birth or a date of birth flag on the student enrollment lists.
- Minor improvements will be made to the content of project management reports used for contacting institutions and to student record abstraction systems.
- Based on results of field test experiments, Priority Mail will be used to send the initial contact mailing to all sample members. Prompting calls will also be used for targeted subgroups of sample members.
- The Virtual Call Center (VCC) will be used to supplement the in-house call center for telephone interviews.

Working Paper Foreword

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

This report describes and evaluates the methods and procedures used in the field test of the 2008 National Postsecondary Student Aid Study (NPSAS:08). NPSAS is the only periodic, nationally representative survey of student financial aid. The fundamental purpose of the NPSAS series of studies is to create a dataset that brings together information about federal, state, and private student financial aid programs and gathers additional demographic and enrollment data to establish the appropriate context. The resultant dataset allows researchers and policy analysts to address basic issues about the affordability of postsecondary education and the effectiveness of existing financial aid programs.

NPSAS:08 includes an important addition worth noting. Two new federal grant programs were created out of the Higher Education Reconciliation Act of 2005: the Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (SMART) grant. These grants were first available to students in 2006. In an effort to learn more about students' knowledge of these new grant programs, the NPSAS:08 field test included a set of items about these grants ranging from where the student learned about these grants to whether the student has considered changing his or her major to be eligible for the grants. These items will be administered in the NPSAS:08 full-scale study to help policymakers learn more about the success of these two grant programs.

We hope that the information provided in this report will be useful to readers. Additional information about NPSAS:08 is available on the Internet at <http://www.nces.ed.gov/surveys/npsas>.

Tom Weko
Associate Commissioner
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Most of all, we are greatly indebted to the institutions and students who generously participated in the survey. Their willingness to take the time to share information made the NPSAS:08 field test a success.

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Chapter 1.

Overview of NPSAS:08

This document provides a description, summary, and evaluation of methodological procedures and results for the field test of the 2008 National Postsecondary Student Aid Study (NPSAS:08). NPSAS:08, including the field test and the subsequent full-scale study, is being conducted for the National Center for Education Statistics (NCES) of the U.S. Department of Education. The current study is authorized by Title I, Section 153, of the Education Sciences Reform Act (PL 107–279). For reference, previous cycles of NPSAS and its spin-off studies, the Beginning Postsecondary Students Longitudinal Study (BPS) and the Baccalaureate and Beyond Longitudinal Study (B&B), were 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); and

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 and purpose of NPSAS:08, the study's schedule and products, and the unique purposes of the field test. Chapter 2 contains details on field test design and methodology. In chapter 3, the outcomes of institutional and student data collection are reviewed, along with the results of special experiments conducted in the field test. Chapter 4 provides an evaluation of procedures used to collect information from institutions and students and the quality of data collected.¹ Chapter 5 summarizes the major changes, based on field test findings, planned for the full-scale study design and implementation. The materials used during the field test study are provided in the appendixes and are cited in the text where appropriate.

1.1 Background and Purpose of NPSAS

The first NPSAS study was conducted in 1986–87 to meet the need for national-level data about significant financial aid issues. Since 1987, NPSAS has been conducted every 3 to 4 years, with the last cycle, NPSAS:04, conducted during the 2003–04 academic year. Beginning in 1990, each NPSAS data collection has provided the base-year data and sample for either BPS or B&B, in alternating cycles. NPSAS:08 will serve as the base-year study for the B&B:08 cohort. These students will be surveyed again in 2009 and in 2012.

¹ Unless otherwise indicated, a criterion probability level of .05 was used for all tests of significance.

NPSAS is a comprehensive nationwide study implemented to determine how students and their families pay for postsecondary education. The study is based on a nationally representative sample of all students in postsecondary educational institutions. The sample is composed of undergraduate, graduate, and first-professional students. These students attend all types and levels of institutions, including public, private for-profit, and private not-for-profit institutions at all levels, ranging from less-than-2-year to 4-year institutions.

The main objective of NPSAS:08 is to produce reliable national data estimates related to financial aid for postsecondary students. No other single national database contains student-level records for students receiving financial aid from all of the numerous and disparate programs funded by the federal government, the states, postsecondary institutions, employers, and private organizations. The data are part of NCES's comprehensive information on student financial aid and characteristics of those enrolled in postsecondary education. The study focuses on three general questions having important policy implications for financial aid programs:

1. How do students and their families finance postsecondary education?
2. Who applies for and who receives financial aid?
3. What is the impact of financial aid on persistence for students enrolled in postsecondary institutions?

1.2 Purpose of the Field Test

The major purpose of the NPSAS:08 field test was to plan, implement, and evaluate operational and methodological procedures, instruments, and systems that were proposed for use in the full-scale study, particularly procedures that had not been previously tested. Some of the major topics tested and evaluated in the field test included the following:

- introduction of a virtual call center (VCC) to supplement the existing in-house call center;
- implementation of experiments to increase student response rates; and
- inclusion of instrument items to obtain baseline measures of the awareness of the federal Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (SMART) grant.

The results of past surveys have served to improve subsequent design and methods throughout the NPSAS series. A comprehensive field test has always been used to enhance and advance the methodologies of the full-scale survey. Results from the NPSAS:08 field test have led to modifications of the full-scale study plan that will maximize operational efficiency, response rates, and data quality.

1.3 Schedule and Products of NPSAS:08

Table 1 provides a summary of the schedule for the field test, as well as the proposed schedule for the full-scale study in 2008. Electronically documented, restricted-access research files, with associated electronic codebooks, as well as NCES Data Analysis Systems (DAS) for

public release, will be constructed from the full-scale data and distributed to a variety of organizations and researchers. The full-scale methodology report will provide details on sample design and selection procedures, data collection procedures, weighting methodologies, estimation procedures and design effects, and the results of nonresponse analyses. Other products will include four descriptive reports of significant study findings. Topics of past descriptive summaries include student financing of undergraduate education (Berkner and Wei 2006), student financing of graduate and professional education (Choy and Cataldi 2006), and a profile of undergraduates at U.S. postsecondary institutions (Horn and Nevill 2006).

Table 1. Schedule of major NPSAS:08 activities: 2006–08

Activity	Start date ¹	End date ²
Field test	10/3/2005	6/29/2007
Select institutional sample	10/3/2005	8/29/2006
Mail information and make phone contact with Chief Administrator	10/23/2006	11/22/2006
Mail information and make phone contact with Institutional Coordinator	11/27/2006	2/9/2007
Obtain enrollment lists for student sampling	2/1/2007	6/29/2007
Select student samples	2/5/2007	5/1/2007
Request/obtain CPS data	2/6/2007	6/29/2007
Preload CPS data into CADE records	2/6/2007	6/29/2007
Conduct CADE record abstraction	2/8/2007	6/29/2007
Conduct student interviews		
Self-administered	3/1/2007	6/29/2007
Interviewer-administered	3/29/2007	6/29/2007
Full-scale study ³	4/2/2007	8/29/2008
Select institutional sample	4/2/2007	6/29/2007
Mail information and make phone contact with Chief Administrator	10/2/2007	11/30/2007
Mail information and make phone contact with Institutional Coordinator	10/9/2007	12/20/2007
Obtain enrollment lists for student sampling	1/15/2008	7/15/2008
Select student samples	1/16/2008	7/15/2008
Request/obtain CPS data	1/15/2008	8/29/2008
Receive list of SMART/ACG recipients	12/31/2007	12/31/2007
Preload CPS data into CADE records	1/15/2008	8/29/2008
Conduct CADE record abstraction	2/1/2008	8/29/2008
Conduct student interviews		
Self-administered	2/6/2008	8/29/2008
Interviewer-administered	2/27/2008	8/29/2008

¹ Date the activity was initiated for the first applicable institution or its associated students.

² Date the activity was completed for the last applicable institution or its associated students.

³ Dates for the full-scale study are approximate.

NOTE: ACG = Academic Competitiveness Grant; CADE = computer-assisted data entry; CATI = computer-assisted telephone interviewing; CPS = Central Processing System; SMART = Science and Mathematics Access to Retain Talent grant.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

The remainder of this report provides detail on the field test sampling design, methodology, and data collection results at the institutional and student levels. It also presents

the results of analyses conducted to evaluate the effectiveness of the procedures used in the field test, in preparation for implementation of the full-scale data collection.

Chapter 2.

Design and Methodology of the Field Test

This chapter provides a detailed summary of the design of the 2008 National Postsecondary Student Aid Study (NPSAS:08) field test and the methods implemented in the study. All procedures and methods were developed in consultation with a Technical Review Panel composed of nationally recognized experts in higher education. A complete listing of members of this panel is provided in appendix A. The multiple stages of sampling are described in detail. Sampling has particular implications for the future Baccalaureate and Beyond Longitudinal Study (B&B), because the cohort will be generated from the NPSAS:08 sample and interview. In addition, institutional contacting procedures, instrument development, student data collection procedures, study experiments, data quality evaluations, and data management systems are described.

2.1 Respondent Universe

The field test institutional sample included all levels (less-than-2-year, 2-year, and 4-year) and control (public, private not-for-profit, and private for-profit) of Title IV eligible² postsecondary institutions in the United States or Puerto Rico. The student sample was randomly selected from lists of students enrolled at sampled institutions between July 1, 2006, and April 30, 2007.

2.1.1 Institutional Sample and Eligibility

To be eligible for the field test, institutions had to meet the following conditions during the 2006–07 academic year:

- meet the following conditions required to distribute federal Title IV aid:
 - offer an educational program designed for persons who have completed at least a high school education; and
 - offer at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offer courses that were open to more than the employees or members of the company or group (e.g., union) that administers the institution;
- be located in the 50 states, the District of Columbia, or Puerto Rico; and
- not be a U.S. service academy institution.

² A Title IV eligible institution is an institution that has a written agreement (program participation agreement) with the U.S. Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs.

Institutions providing only avocational, recreational, or remedial courses or only in-house courses for their own employees or members were excluded. U.S. service academies were excluded because of their unique funding/tuition base.

The above institutional eligibility conditions were consistent with all previous NPSAS studies. However, the requirement that an institution be eligible to distribute federal Title IV aid was implemented beginning with NPSAS:2000. Also, NPSAS:04 was the first NPSAS study to include institutions that offered only correspondence courses, provided these same institutions were also eligible to distribute federal Title IV student aid.

The institutional sampling frame for the NPSAS:08 field test was constructed using the 2004–05 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics, Completions, and Fall Enrollment files. The institution samples for the field test and full-scale studies were selected simultaneously, prior to the field test study. For the field test, 300 institutions were selected from the pool of institutions that were not selected to participate in the full-scale study. The 300 institutions sampled for the field test yielded 270 that provided the enrollment lists necessary for creating the student sample. This process minimized the possibility that an institution would be burdened with participation in both the field test and full-scale samples, yet it was effective in maintaining the representativeness of the full-scale sample.³

To the extent possible, the field test sample of institutions was selected to approximate the same distribution by institutional strata as used in the full-scale study. However, several institutions were designated as “certainty institutions” for the full-scale sample (i.e., they were certain to be selected for the full-scale sample) and were not used in the field test institutional sample. Also, because of the limited size of the NPSAS:08 field test institutional sampling frame and the need to ensure sufficient baccalaureate recipients for the follow-up B&B field test, the NPSAS:08 field test sample included a higher percentage of 4-year institutions than the full-scale sample. Public 4-year doctorate-granting institutions were designated as “certainty institutions” and automatically included in the full-scale sample; therefore, they were excluded from the field test sample.

Table 2 displays the distribution of sampled institutions by institutional strata. This table shows eligibility rates, rates of providing student enrollment lists, and past NPSAS participation, by stratum among the sampled institutions. Overall, about 99 percent of the sampled institutions met the eligibility requirements; of those, approximately 90 percent provided enrollment lists.

³ After the field test data collection was completed, the full-scale sample was augmented to provide state-level representation of students in selected states and sectors. Twenty of the institutions added to the full-scale sample were in the field test sample, so these institutions will participate in both the field test and full-scale components. The plans for the full-scale augmentation are discussed in section 5.1.

Table 2. Unweighted percentage of sampled, eligible, and participating NPSAS:08 field test institutions, by sampling stratum: 2007

Institutional sampling stratum	Sampled institutions	Eligible institutions		Provided lists		Past NPSAS participant	
		Number	Percent ¹	Number	Percent ²	Number	Percent ²
All institutions	300	300	99.3	270	89.7	200	65.2
Public							
Less-than-2-year	#	#	100.0	#	100.0	#	#
2-year	10	10	100.0	10	100.0	10	62.5
4-year non-doctorate-granting	100	100	100.0	100	93.3	80	76.0
4-year doctorate-granting ³	#	#	#	#	#	#	#
Private not-for-profit							
Less-than-4-year	#	#	75.0	#	33.3	#	33.3
4-year non-doctorate-granting	140	130	99.3	120	91.8	80	59.0
4-year doctorate-granting	30	30	100.0	30	84.8	30	87.9
Private for-profit							
Less-than-2-year	10	10	100.0	#	57.1	#	#
2-year-or-more	10	10	100.0	10	66.7	#	44.4

Rounds to zero.

¹Percentage is based on number of sampled institutions within row.²Percentage is based on number of eligible institutions within row.³All institutions in this category are included in the full-scale sample with certainty and not included in the field test study.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

2.1.2 Student Sample and Eligibility

To be eligible for the NPSAS:08 field test, students had to be enrolled in a NPSAS eligible institution in any term or course of instruction at any time from July 1, 2006, through April 30, 2007. Students also had to meet the following requirements:

- be enrolled in any of the following: (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;
- not be currently enrolled in high school; and
- not be solely enrolled in a General Educational Development (GED) or other high school completion program.

Students who were concurrently enrolled in high school were not eligible. Also excluded were students taking courses only for remedial or vocational purposes and not receiving credit (i.e., those only auditing courses and those taking courses only for leisure, rather than as part of an academic, occupational, or vocational program or course of instruction).

The NPSAS:08 study year covers the time period between July 1 and June 30, to coincide with the federal financial aid award year. However, to facilitate timely completion of data collection and data file preparation, institutions were asked to submit enrollment lists for all eligible students enrolled at that institution at any time between July 1 and April 30. Previous

cycles of NPSAS have shown that the terms beginning in May and June add relatively little to enrollment and aid totals. Furthermore, to include the “May-June” starters would increase the complexity and difficulty of data collection because of the inherent delays in re-receiving enrollment lists, and subsequent sampling, locating, interviewing, and file processing. Excluding May-June starters enables schools to provide enrollment lists earlier therefore allowing the student interview process to begin earlier. In the full-scale study, poststratification of survey estimates based on U.S. Department of Education administrative records on enrollment and financial aid distributed (e.g., IPEDS, the National Student Loan Data System [NSLDS]), will adjust for the survey year’s inclusion of any terms that begin by April 30 and the consequent exclusion of a small number of students newly enrolled in May or June.

To create student sampling frames, each participating institution was asked to submit a list of eligible students. The requests for student enrollment lists specifically indicated how institutions should handle special cases, such as students taking only correspondence or distance learning courses, foreign exchange students, continuing education students, extension division students, and nonmatriculated students. The data required for each enrollee were the student’s name, identification (ID), Social Security number (used for abstracting student records), date of birth, degree level during the last term of enrollment (undergraduate, master’s, doctoral, other graduate, or first-professional), class level if undergraduate (first year, second year, third year, fourth year, or fifth year or higher), major, Classification of Instruction Program (CIP) code, and baccalaureate⁴ degree status. Contacting information, such as local telephone number and address, permanent telephone number and address, campus e-mail address, and permanent e-mail address, was also requested.

The student sample sizes for the field test were formulated to obtain various types of students. Specifically, the sample included a large number of potential baccalaureate recipients to provide sufficient sample size for the B&B:08/09 field test. As shown in table 3, the NPSAS:08 field test was designed to sample approximately 3,000 students, including about 2,400 potential baccalaureate students, 500 other undergraduate students, and 100 graduate and first-professional students. There were seven student sampling strata:

- three sampling strata for undergraduate students:
 - bachelor’s business;⁵
 - bachelor’s nonbusiness; and
 - other undergraduate;
- three sampling strata for graduate students:
 - master’s;

⁴ Institutions were asked to identify students who received or were expected to receive their baccalaureate degree between July 1, 2006, and June 30, 2007.

⁵ Because of the high proportion of business majors, students receiving a baccalaureate degree in business were placed in a separate stratum so that they would be selected at a lower sampling rate than other baccalaureate recipients. Sampling business majors at the same rate as other baccalaureate recipients would have resulted in inclusion of more business majors than desired.

- doctorate; and
- other graduate students; and
- one sampling stratum for first-professional students.

Table 3. Expected and actual student samples for NPSAS:08 field test, by student type and level of institution: 2007

Student type and level of institution	Student sample size	
	Expected ¹	Actual
Total	3,000	3,000
Potential bachelor's recipient	2,400	2,460
Less-than-2-year	#	#
2-year	#	#
4-year	2,400	2,450
Other undergraduate	500	430
Less-than-2-year	120	80
2-year	40	50
4-year	340	300
4-year		
Master's	50	80
Doctor's	30	20
Other graduate	10	10
First-professional	20	10

Rounds to zero.

¹ Based on sampling rates, using the 2004–05 Integrated Postsecondary Education Data System (IPEDS) header, Fall Enrollment, and Completion files counts.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

To be eligible for the B&B field test, students had to have received their bachelor's degree between July 1, 2006, and June 30, 2007. Table 4 shows the number of baccalaureates who received or were expected to receive their bachelor's degree between those dates. Given that institutions were asked to identify potential bachelor's degree recipients before degree completion, the identification of those who would actually complete the degree was expected to be somewhat inaccurate. Therefore, the NPSAS sampling rates for those identified by the sample institutions as potential baccalaureate recipients and other undergraduate students were adjusted to determine the expected sample sizes after accounting for expected false positive rates. The false positive baccalaureate rate experienced in NPSAS:2000 (the most recent NPSAS to include a B&B base-year cohort) was used to set appropriate sampling rates for the NPSAS:08 field test.⁶

⁶ In NPSAS:2000, 13 percent of students identified by the sample institution as potential baccalaureate recipients at the time of sampling were later determined during the interview to be other undergraduate or graduate students. The false negative rate was 3 percent for those identified at the time of sampling as other undergraduate or graduate students but determined during the interview to be baccalaureate degree students. Given that potential baccalaureates are identified earlier in NPSAS:08 than in NPSAS:2000, a false positive rate of 15 percent was assumed for sampling purposes, and the false negative rate was ignored because it was expected to be minimal.

The student sampling procedures implemented in the field test were as comparable as possible to those planned for the full-scale study. For example, students were sampled at fixed rates according to student education level and institutional sampling strata, the same as will be done in the full-scale study. Sample yield was monitored and sampling rates adjusted when necessary. This approach was used to achieve the required sample size in the field test and will also be used in the full-scale study.

Student samples for the field test were selected from the first 150 institutions that provided lists that passed quality control checks (described in section 2.3.3). These 150 institutions provided sufficient variation and numbers of sample students for the field test. If the 3,000 expected sample students had been selected from all 300 participating institutions, the sample size per institution would have been too small for field test purposes. However, to allow for an adequate test of sampling procedures, samples were selected from the remaining institutions that provided enrollment lists but were not used for data collection.

The expected and actual student sample sizes, by student type and level of institution, are shown in table 3. Overall, the application of predetermined sampling rates yielded a sample that met expectations. The bachelor's, master's, and other graduate degree students yielded overall samples exceeding expectations, and doctoral and first-professional students yielded overall samples slightly below expectations. Sample sizes will be monitored closely in the full-scale study to ensure that the desired sample distribution is achieved.

Table 4 presents the field test student sample by institution type. About 49 percent of the overall student sample was enrolled in public institutions, 47 percent were enrolled in private not-for-profit institutions, and 3 percent were enrolled in private for-profit institutions. About 74 percent of all students sampled were enrolled in 4-year non-doctorate-granting institutions.

Table 4. Initial classification of NPSAS:08 field test student sample, by institution and student type: 2007

Institution type	Student type sample							
	Total sample		Potential bachelor's		Other undergraduate		Graduate/first-professional ¹	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	3,000	100.0	2,460	100.0	430	100.0	120	100.0
Institutional level								
Less-than-2-year	90	2.9	#	#	80	19.4	#	#
2-year	50	1.6	#	#	50	11.2	#	#
4-year non-doctorate-granting	2,230	74.5	1,940	78.8	230	52.8	70	62.4
4-year doctorate-granting	630	21.1	520	21.1	70	16.6	40	37.6
Institutional control								
Public	1,480	49.4	1,260	51.3	190	43.9	30	29.1
Private not-for-profit	1,420	47.3	1,160	47.3	170	40.7	80	70.9
Private for-profit	100	3.3	30	1.4	70	15.4	#	#
Institutional sector								
Public								
Less-than-2-year	20	0.7	#	#	20	4.7	#	#
2-year	40	1.3	#	#	40	9.3	#	#
4-year non-doctorate-granting	1,420	47.3	1,260	51.2	130	29.9	30	29.1
4-year doctorate-granting ²	#	#	#	#	#	#	#	#
Private not-for-profit								
2-year-or-less	10	0.2	#	#	10	1.4	#	#
4-year non-doctorate-granting	780	26.0	640	26.2	100	22.7	40	33.3
4-year doctorate-granting	630	21.1	520	21.1	70	16.6	40	37.6
Private for-profit								
Less-than-2-year	60	1.9	#	#	60	13.3	#	#
2-year-or-more	40	1.4	30	1.4	10	2.1	#	#

Rounds to zero.

¹ Includes master's, doctor's, other graduate, and first-professional.² All institutions in this category are included in the full-scale sample with certainty and not included in the field test study.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

2.2 Sources of Data

Information for the NPSAS:08 field test was obtained from several sources, including the following:

- **Student Record Abstraction (computer-assisted data entry [CADE]):** Data from institutional financial aid and registrar records at the sampled institutions currently attended. These data were entered at the institution by institutional personnel or field data collectors in 2006–07 using a web-based CADE program (web-CADE) or directly downloaded to a data file (data-CADE).
- **Student Interview:** Data collected directly from sampled students via web-based self-administered or interviewer-administered questionnaires.
- **Central Processing System (CPS):** U.S. Department of Education database of federal financial aid applications for the 2006–07 academic year. Data were provided by students on the Free Application for Federal Student Aid (FAFSA) form.
- **National Student Loan Data System (NSLDS):** U.S. Department of Education database of federal Title IV loans and Pell Grants. The accessed NSLDS Pell Grant and loan files included information for the year of interest, as well as a complete federal grant or loan history for each applicable student.
- **Integrated Postsecondary Education Data System (IPEDS):** U.S. Department of Education, National Center for Education Statistics, database of descriptive information about individual postsecondary institutions attended by sample students.

These diverse and sometimes overlapping data sources provided some information that could not be collected directly from institutions or students. They also provided a way to “fill in” certain data that were also gathered via student record abstraction or the student interview but were missing for individual sample members (e.g., demographics). Finally, these overlapping data sources sometimes served to check or confirm the accuracy of similar information obtained from other sources.

2.3 Data Collection Design

As mentioned in the previous section, NPSAS data are gathered from multiple sources, some directly from institutions and students, and some from extant data sources. The various data collections will be described in the following sections. As with previous rounds of NPSAS, the first step involved contacting the institutions, describing the nature and purpose of the study, identifying institutional coordinators, and asking for institutional participation. Next, institutions were asked to provide lists of enrolled students from which the student sample could be selected. Student-level data were then collected via the institutional student record abstraction and the student interview.

As with NPSAS:04, student contact information was obtained with the enrollment lists, so that student interviewing could occur simultaneously with CADE and, thereby, reduce the amount of time required for data collection. The student interview was a single web-based instrument for both self-administered and interviewer-administered student interviews. The

following sections describe the procedures implemented at each stage of data collection in more detail.

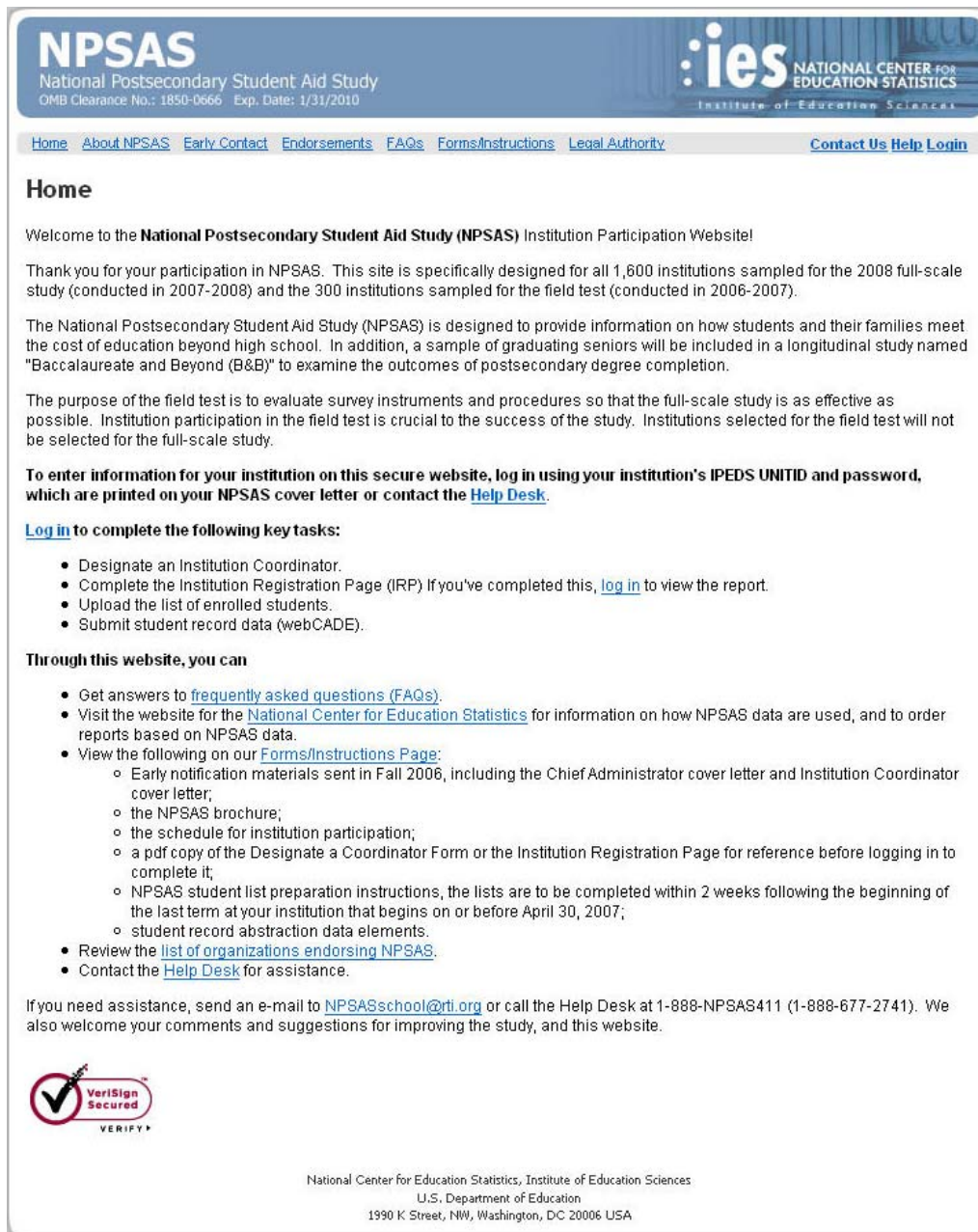
2.3.1 Institutional Website

The NPSAS:08 field test institutional website was designed to provide institutions with reliable, user-friendly access to all study documents and instructions, as well as a secure platform for providing the requested electronic enrollment lists and student record data. Visitors to the website were provided with the following links:

- *About NPSAS*—information on the study purpose and research objectives for the student component of NPSAS, with a link to NC
- ES reports from previous study cycles;
- *Early Contact*—rationale for contacting sampled institutions a few months prior to the data collection effort;
- *Endorsements*—national organizations that endorse NPSAS;
- *Frequently Asked Questions (FAQs)*—questions and answers concerning all stages of data collection for the institution component of NPSAS:08;
- *Forms/Instructions*—sample letters, forms, and instructions sent to institutions;
- *Legal Authority*—sponsorship of the study and the laws that authorize NCES and its agents to collect data for NPSAS;
- *Contact Us*—address information for RTI;
- *Help*—help desk toll-free number and e-mail address for contacting project staff, along with instructions for login; and
- *Login*—fields for entering a username and password, giving access to all data collection pages, such as the Designate a Coordinator Form, Institution Registration Page, and interface for upload of student enrollment lists.

Figure 1 presents the home page of the NPSAS:08 field test institutional website.

Figure 1. NPSAS institutional website home page: 2007



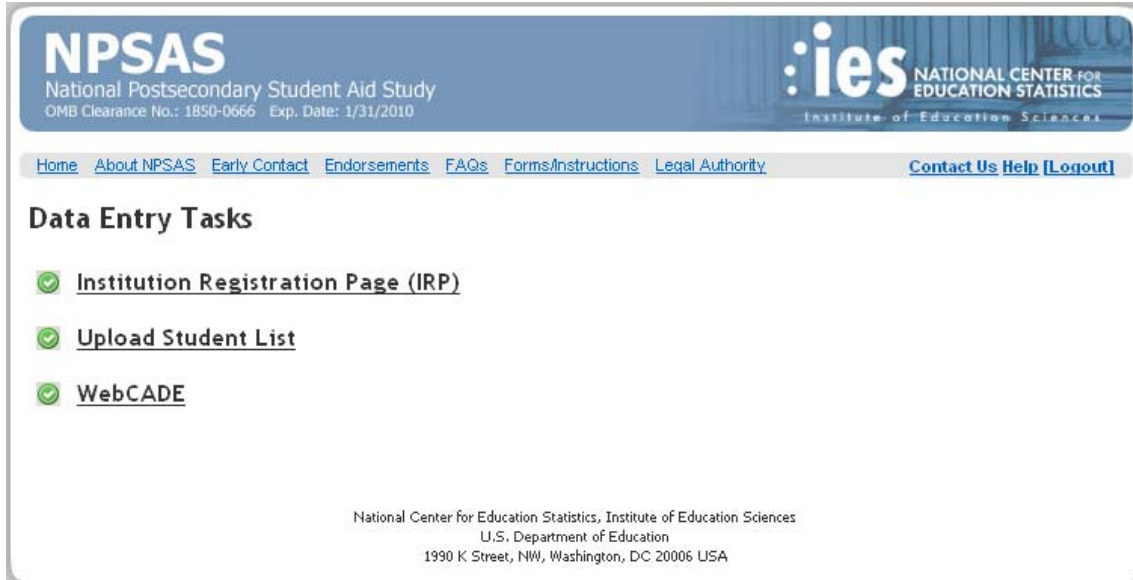
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

All data entry applications were protected by Secure Sockets Layer (SSL) encryption. Additional security was provided by an automatic “time out” feature, through which a user was automatically logged out if the system was idle for 30 minutes or longer. In accordance with the U.S. Department of Education’s privacy policy, the system did not use any persistent “cookies.”

Institutional data collection included three primary data entry tasks: (1) Institution Registration Page (IRP), (2) Upload Student List, and (3) WebCADE. Once each stage was completed, the institution was no longer able to access it via the Web. A status screen (figure 2)

for each institution indicated which stages of institutional data collection that institution had completed, as denoted by a check mark.

Figure 2. NPSAS institutional website status screen: 2007



NOTE: The WebCADE link was used only to enter self-CADE data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

2.3.2 Contacting Institutions

To encourage institutional participation and to emphasize the importance of the study, endorsements were solicited from relevant organizations, including those that had previously endorsed NPSAS and new endorsements that were deemed helpful. In all, 26 organizations endorsed NPSAS:08. The list of endorsing organizations was featured on project correspondence, including all letters and brochures, as well as the project website and is included in appendix B. Appendix C provides copies of all letters and brochures sent to Chief Administrators and Institutional Coordinators.

The institutional recruitment effort was preceded by a call to each sampled institution to verify the address, confirm eligibility for the sample (as appropriate), and collect contact information for the institution's Chief Administrator (e.g., the president or chancellor).

Institution recruitment began with an initial mailing and follow-up call to the Chief Administrator, who was asked to log in to the NPSAS website and, using the Designate a Coordinator form, to designate an Institutional Coordinator (IC)—an individual who would be responsible for overseeing data collection tasks for that institution. Contact materials stressed that the IC should be someone familiar with student financial aid records, such as the financial aid director. If the Chief Administrator was unable or unwilling to log in to the website to designate a coordinator, the Chief Administrator or a member of his or her staff could provide the information over the telephone. Project staff conducted follow-up telephone calls to prompt for and complete the institutional Designate a Coordinator Form.

Chief Administrators at institutions sampled for NPSAS received the following materials by mail:

- a cover letter printed on NCES letterhead providing background information on NPSAS—the letter requested that the Chief Administrator designate an IC and provide the user ID, password, and web address necessary to access the NPSAS Designate a Coordinator Form online; and
- a NPSAS brochure summarizing the study’s objectives and providing background information and key findings from past NPSAS cycles.

Mailings containing instructions for participation in the study were then sent to ICs as they were designated by the Chief Administrators. The following materials were included:

- a cover letter describing the study and providing the institution’s password and IPEDS unit ID and the web address necessary to access the NPSAS website;
- the NPSAS:08 field test study brochure; and
- a schedule and a flowchart of all NPSAS data collection activities.

ICs were asked to confirm their participation in the study and to provide, on the website Institution Registration page, basic information about the institution’s academic terms (e.g., semester or quarter) and state- and institution-specific grants and scholarships. This information was used to schedule an approximate deadline for the institution to provide its student enrollment list and to create customized data fields about each institution’s grants and scholarships, thereby minimizing burden in using the computer-assisted data entry (CADE) program.

To expedite completion of the Institution Registration Page (IRP), information about academic terms and student financial aid programs was preloaded for institutions that had participated in the NPSAS:04 study. In addition to minimizing institutional burden, this step also highlighted the institutions’ previous cooperation in NPSAS. Information available on the Internet was preloaded for institutions that were not part of the previous cycles. This process gave ICs prepared information that could simply be amended, updated, or corrected, thus making the form easier to complete.

2.3.3 Student List Acquisition and Sampling

Instructions for completing the student enrollment list were made available to ICs on the NPSAS institutional website. For convenience, ICs could also ask for these instructions by e-mail. However, in the NPSAS:08 field test, no ICs expressed difficulty in working with instructions on the Web, and none requested that hard copies of instructions be mailed. (In previous cycles, a binder of instructions was mailed to institutions.)

ICs were instructed to upload their student enrollment list using the secure upload interface on the website. Institutions could also provide enrollment lists as compressed, encrypted files by e-mail.⁷ As a last resort, they could fax the list to a secure fax machine in a locked room after confirming the correct fax number with a test page of nonsensitive data.

⁷ Institutions were instructed to zip the list using the software WinZip10 and to use an RTI-supplied password.

Because of the potential risk to data security, institutions were not given the option of mailing the list, and no institution requested that option.

Follow-up calls to ICs were conducted to prompt timely completion of the IRP and delivery of the student enrollment list. ICs also received e-mail prompts reminding them of upcoming deadlines. A help desk telephone number and e-mail address were also provided for institutions that required assistance in project tasks.

The student enrollment list requested of each institution was to contain all eligible students enrolled at any time at that institution between July 1, 2006, and April 30, 2007. (Enrollment lists were not considered complete until after the institution's last applicable academic term had begun.) To ensure security, electronic enrollment lists containing students' Social Security numbers were deleted after the student sample was selected. The following data items were requested for each listed student:

- full name;
- student ID number;
- Social Security number (possibly identical to student ID);
- date of birth or (if unavailable) an indicator of whether the student was over or under the age of 18;⁸
- education level—undergraduate, master's, doctorate, other graduate, or first-professional—during the *last* term of enrollment during the study-defined year;
- class level for undergraduates—first, second, third, fourth, or fifth or higher year;
- indicator of whether the student received or expected to receive a bachelor's degree between July 1, 2006, and June 30, 2007 (yes, no, or don't know);
- major field of study for which the bachelor's degree was, or was to be, awarded;
- Classification of Instruction Program (CIP) code (as defined by NCES) for the student's major; and
- contact information—local and permanent address, local and permanent telephone number, campus e-mail address, and permanent e-mail address.

Prior to student sampling, the enrollment lists underwent several quality checks. Institutions providing student enrollment lists that failed any one of these checks were called and asked to correct the problem. ICs were called if any of the following issues were found in the student enrollment lists:

- The education level of each student—undergraduate, master's, doctorate, other graduate, or first-professional—was not included or was unclear.

⁸ Institutions were asked to provide date of birth or to identify minors on the enrollment list so that parental consent could be obtained prior to contacting the student to conduct an interview. Fewer than 5 minors were included on enrollment lists in the NPSAS:08 field test. See Appendix C for a copy of the consent letter to parents of minors.

- Bachelor's degree recipients and graduating seniors were not identified (unless the list came from a less-than-4-year institution or the institution explicitly indicated that no such students were enrolled at the institution).
- Major fields of study or CIP codes were not clearly identified for baccalaureates.
- The number of students listed was inconsistent with the latest IPEDS data, as described below.

Quality control checks were performed by reviewing the unduplicated counts from the enrollment lists provided by institutions against the unduplicated student full-year enrollment counts from the 2005 IPEDS Fall Enrollment file. For 4-year institutions, counts were reviewed for four student types: total undergraduates, total graduates, first-professionals, and baccalaureates. Upper and lower bounds were formed around the IPEDS counts to create a range. If the student enrollment list count was within the prescribed range, the enrollment list passed quality control; otherwise, it failed.⁹

For total undergraduates, total graduates, and total first-professionals, upper and lower bounds were initially set from previous NPSAS studies and then expanded, as necessary, until it was determined that the bounds worked well. For baccalaureates, bounds were set similarly to those for undergraduates and then later adjusted. Enrollment lists failed the quality control check if the number of undergraduates, graduates, first-professionals, or baccalaureates differed significantly from the IPEDS count. For undergraduates, graduates, and first-professionals, the failure occurred if the list count was either 50 percent less or 50 percent more than the IPEDS enrollment count. For baccalaureates, the failure occurred if the list count was either 50 percent less or 75 percent more than the IPEDS completion count. To keep institutional burden to a minimum, no lists were failed if the absolute difference between the student list count for a particular student level (undergraduate, graduate, first-professional, or baccalaureate) and the IPEDS count for that level was less than 200 and the student list count was not zero. Likewise, if the IPEDS count was zero for any student level and the institution provided a list of any number of students at that particular level, then the count passed the quality control check.

The NPSAS:08 field test student sample was selected on a flow basis as enrollment lists were received, reconciled, and unduplicated (when necessary).¹⁰ Stratified systematic sampling procedures were used to select samples from both electronic and faxed enrollment lists. For each institution, student sampling rates, rather than student sample sizes, were predetermined to ensure the proper distribution.

Several institutional systems submitted a single student enrollment list for multiple institutions or campuses. However, in each of these cases, the list was subdivided by institution or campus so that the quality control checks could be conducted for, and student samples taken from, each of the institutions or campuses rather than from the system as a whole.

⁹ In the event that an institution had an imputed IPEDS enrollment count, lists were compared with IPEDS but were not failed.

¹⁰ Prior to sampling, electronic lists were unduplicated using Social Security or student ID numbers.

2.3.4 Overview of Extant Data Sources for Student Data

The previous sections described the procedures used to select the institutional and student samples. The next section will focus on the sources of data collected for the student sample as part of the NPSAS:08 field test.

A portion of the student data for the NPSAS:08 field test was obtained from two extant U.S. Department of Education databases: the Central Processing System (CPS) and the National Student Loan Data System (NSLDS). These additional data sources were useful in several ways. First, they provided some information that could not be collected from institutions or students. Second, they enabled the project staff to obtain certain data items that were usually obtained from institutional record abstraction or the student interview but were missing for individual sample members (e.g., demographics).

To reduce institutional burden, information related to student applications for federal financial aid was obtained from the CPS. Students enter financial status information about themselves and their family on the U.S. Department of Education's Free Application for Federal Student Aid (FAFSA) form. The information is then converted to an electronic format, analyzed, and provided to requesting institutions and other approved parties. As in NPSAS:2000 and NPSAS:04, RTI was assigned a "special designation code" by CPS allowing access to the FAFSA data. Under this procedure, financial aid application data were requested through a standard Federal Data Request process. The CPS was accessed daily to download the requested data.

Student-level data on the nature and amount of Pell Grants and federal student loans received were obtained from the NSLDS database. The electronic data interchange with NSLDS was performed once during the data collection period to submit the most up-to-date data possible for matching. A successful match with the NSLDS database required that the student have a valid application record within the database. The accessed NSLDS Pell Grant and loan files included both information for the year of interest and a complete federal grant or loan history for each student. The data transfer is secured through an NCES system that uses their NCES member site and Secure Sockets Layer (SSL) technology.

2.3.5 CADE Data Abstraction From Student Records

Instrument Development. The NPSAS:08 field test used three modes for student record abstraction: (1) institutions entered data directly into the web-based CADE system (referred to as self-CADE); (2) institutions provided student record information in data files according to specifications described below (data-CADE); and (3) trained field data collectors traveled to the institution, abstracted the student record data, and entered it into the web-based CADE system (field-CADE). Each of these modes is described in greater detail later in this section.

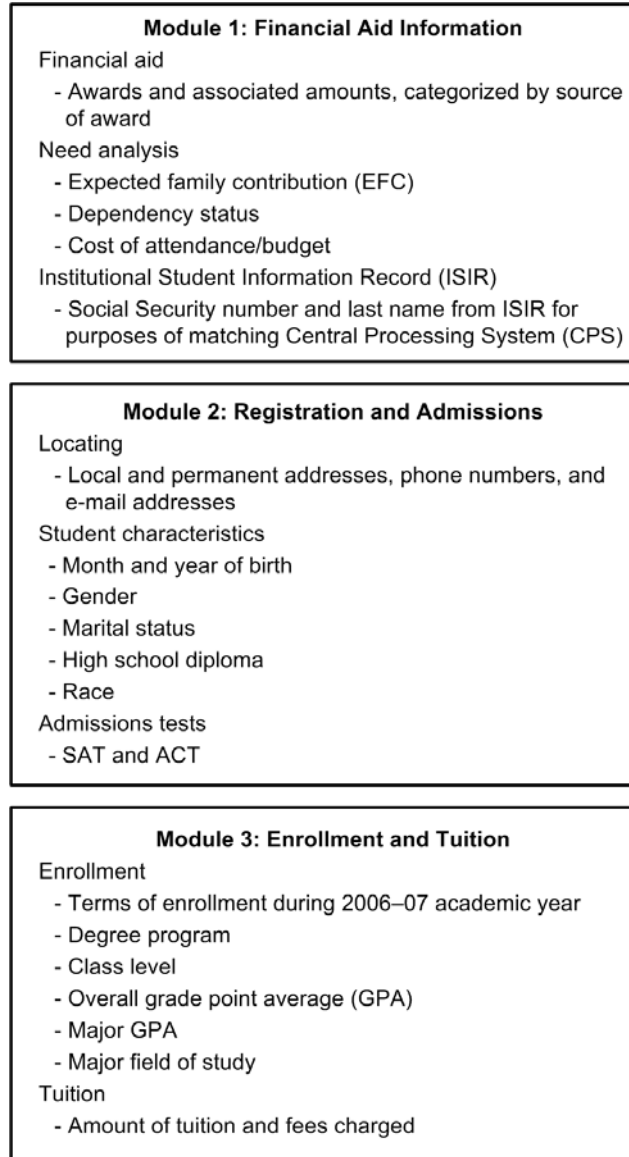
The web-based CADE system was created using ASP.NET technology combined with a structured query language (SQL) server database. The overall content of the NPSAS:08 CADE instrument was similar to the instruments used in NPSAS:04, NPSAS:2000, and NPSAS:96 and was effective in obtaining the desired data elements from the institutions. However, the

instrument was modified so that NPSAS:04 items specific to the Beginning Postsecondary Students Longitudinal Study (BPS) cohort were deleted and items necessary to identify the B&B cohort were added. In addition, a small number of items were added (e.g., major grade point average [GPA] and CIP code for major) and deleted (e.g., High School state).

Improvements were made to the appearance and navigation of the CADE instrument in the NPSAS:08 field test to increase efficiency. Within each section, all items were included on one web page, whereas the NPSAS:04 instrument included only a few items on the screen at a time. The student selection and section selection screens were also combined. Also, once a student was selected, the user could click on links to navigate to other sections for that student without returning to a section selection screen. Users only needed to return to the selection screen when they began to enter data for another student.

Appendix D presents a facsimile of the CADE instrument. The instrument consisted of three components grouped by topic. Module 1, which collected student financial aid information, included three subsections: financial aid awards, need analysis, and the Institutional Student Information Record (ISIR). Module 2 collected student registration and admissions information and also contained three subsections: locating (i.e., contact information), student characteristics, and admissions tests. Module 3 consisted of two subsections: enrollment and tuition. All eight instrument sections were available from the selection page and also from every data entry screen once the user selected a specific student. Figure 3 shows the structure of the CADE instrument along with additional details from each section.

Figure 3. Structure and content of computer-assisted data entry (CADE) student record abstraction instrument: 2007



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Pre-Data-Collection and Support Activities. The first step in the CADE record abstraction process involved sending the student sample to CPS to obtain student financial aid application data. Upon completion of CPS matching (typically a 24-hour turnaround), a number of data elements retrieved from CPS were preloaded into the CADE database, thus initializing the CADE system for each institution. These preloaded elements included an indicator of whether the student had been matched successfully to the CPS system, as well as selected CPS variables for use in CADE software edit checks. In addition, the CADE system was customized for each institution with preloaded names of institutional financial aid programs and up to 12 state financial aid programs to assist in identifying common types of financial aid received by students.

Once CADE was initialized for a particular institution, an informational packet on the CADE system was sent to the designated IC. These packets included instructions for accessing the NPSAS:08 field test institutional website and a list of the data elements. In addition, call center staff made follow-up telephone calls to notify institutions that the CADE data collection could begin. Using daily status reports that summarized the progress of the self-CADE and data-CADE institutions, calls were made periodically to the ICs to prompt completion of the record abstraction. Institutions using the field-CADE option were also notified by mail and contacted by the field data collector, at which time an appointment was made for the field data collector to visit the institution.

Packets sent to self-CADE institutions also included a *NPSAS 2008, National Postsecondary Student Aid Study WebCADE User's Guide*, which included complete specifications, instructions, and system requirements needed for self-CADE submission. The user's guide also discussed the study's confidentiality procedures and included information on alternative methods of data submission. Packets sent to data-CADE institutions included specific instructions on how to construct the requested data files.

The NPSAS:08 institutional website allowed institutions to access an electronic list of sample members from their institution, which enabled them to create programs to provide the requested data for only the sampled students. Several system features of the website—including help text, a help desk telephone number, and an e-mail generator for problem reports—assisted institutions with data entry. The help desk provided assistance if institutional staff had questions or encountered problems and ensured that institutional staff and project staff worked together to correct data during submission.

Training for field staff who were involved in abstracting data and entering data into field-CADE for institutions included the following: a description of the study's objectives and schedule, an explanation of how the financial aid process works on campuses, an outline of procedures for working with the IC and other staff at the institutions, and instructions for locating records. The training also included a review of, and practice with, each section of the CADE instrument and electronic transmission of completed cases. Procedures for contacting supervisors and other administrative tasks were discussed. A laptop computer was provided to the trainee for use during training and subsequent field work. Field interviewer training also emphasized the importance of data security and procedures to maintain confidentiality.

Data Collection. Institutional record data for sampled students were collected using procedures similar to those successfully tested and implemented during NPSAS:04. As indicated above, institutions could choose between three modes for student record abstraction: (1) self-CADE, in which institutional staff entered data directly into the web-based system; (2) data-CADE, or provision of student record information in data files according to specifications; and (3) field-CADE, in which trained field data collectors used laptops to abstract student record data into the CADE system. Each of these modes is described in detail below.

Self-CADE. Figure 4 shows the main menu of the webCADE instrument on the NPSAS:08 institutional website. Visitors to the website (i.e., ICs) were first asked to complete

their institution-level defaults (credit vs. clock-hour programs, GPA scale, and institutional grants and scholarships). After completing these defaults, the ICs entered all data for each student by clicking on the *Enter Student Level Data* link. Finally, the user locked each complete case to indicate that it was ready for processing. If cases were locked in error, the user could unlock a case if it had not been locked for longer than 3 days (after 3 days, the user would have to call the help desk for any data changes). The website also provided the help desk telephone number and e-mail address.

Figure 4. Self-CADE menu of the NPSAS:08 institutional website: 2007

NPSAS
National Postsecondary Student Aid Study
OMB Clearance No.: 1850-0803 Exp. Date: 08/31/2007

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

[Home](#) [About NPSAS](#) [Early Contact](#) [Endorsements](#) [FAQs](#) [Forms/Instructions](#) [Legal Authority](#) [Contact Us](#) [Help](#) [Logout](#)

NPSAS webCADE Main Menu [Return to Main Menu](#)

SET DEFAULTS. Before you begin entering student level data, please open Set Institution Level Defaults by clicking on the link below. Complete the three questions concerning all students attending your institution. Once you respond to the questions, the application will use default options associated with your responses throughout subsequent pages.

ENTER STUDENT DATA. After responding to the questions that set your institution level defaults, enter data from your institution's records for those students sampled.

- To access a list of selected students, click on the **Enter Student Level Data** link below.

Select one student and begin entering data for one of three modules: Registration/Admissions, Enrollment/Tuition, or Financial Aid. Each module has two or three sections. You may choose to either complete all sections for one specific student, or complete a specific section for all sampled students. Multiple users may access different sections at any given time.

REQUEST UNLOCKING CASES. Once locked, a student's data are not accessible within any of the webCADE modules. You may select **Request Unlocking a Case(s)** to access a section for a student within 3 days of locking that student's case. After 3 days, you will not be able to unlock the student's case on this website.

- Set Institution Level Defaults**
- Enter Student Level Data**
- Printable List of Sampled Students**
- Request Unlocking a Case(s)**

Please refer to the NPSAS webCADE User's Guide for further details and "how-to" instructions. The NPSAS Help Desk is available Monday through Friday between 9:00am and 7:00pm (ET) at 1-888-NPSAS41 (1-888-677-2741) or send e-mail to NPSASschool@rti.org

National Center for Education Statistics, Institute of Education Sciences
U.S. Department of Education
1990 K Street, NW, Washington, DC 20006 USA

NOTE: CADE = computer-assisted data entry.

Source: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) website.

Data-CADE. As an alternative to keying data into the web-based CADE application (self-CADE), institutions—particularly those with larger sample sizes—were given the option of submitting data files containing student record data. This method of data abstraction was first used in NPSAS:2000. Explicit instructions for uploading comma-separated or delimited flat files were provided to institutions that chose this option (see appendix C). Institutions that used data-CADE were required to submit eight data files (including student-level, term-level, and aid-

award-level files) that were similar in structure to the database underlying the web-based CADE application (self-CADE). Upon completion of the data-CADE file preparation, institutions submitted their data files through a secure server on the NPSAS:08 institutional website. Upon submission, an automated quality control system processed the files and instantly reported back to the institutions any problems in the data (e.g., incorrect student identification variables, lack of term-level data for sample students, or incorrect file names) so they could be corrected and re-submitted.

Field-CADE. Consistent with procedures implemented in past NPSAS studies, institutions were also given the option of having a field data collector visit the institution and provide student record data-entry services at no expense to the institution. Field data collectors used laptops, with a local version of the web-based CADE application loaded, to enter data abstracted from student records. All features in the web version were present in the laptop version, including real-time edit features to help detect out-of-range or inconsistent entries. In addition, data previously obtained from CPS were preloaded into the system before data collection began. Upon completing data entry, the field data collectors transmitted the data to the same database used by the web-based CADE application, helping to maintain all completed student records in one location.

2.3.6 Student Instrument Development

The NPSAS:08 field test student interview was developed as a web-based instrument to be accessed by students either through self-administration or by a telephone interview. The overall content of the instrument was based on the student interviews created for NPSAS:04 and NPSAS:2000, so that trend data could be obtained (which allows for data users to make comparisons over time). Items relevant to B&B were drawn from NPSAS:2000, the last cycle that produced a B&B cohort. The NPSAS:08 instrument was also adapted to include current policy issues and topics relevant to researchers.

The NPSAS:08 field test student interview instrument consisted of nine sections grouped by topic:

- Section 1 determined eligibility for the NPSAS:08 field test and identified those students eligible for inclusion in the B&B:08/09 field test cohort. This section also obtained information about degree program, field of study, and enrollment history.
- Section 2 contained questions relating to student expenses and financial aid. Included in this section were items regarding financial-aid-based employment at the NPSAS institution, such as work-study participation, assistantships, and fellowships.
- Section 3 focused on employment and personal finances.
- Section 4, applicable only to the B&B cohort, addressed postbaccalaureate employment plans.
- Section 5, applicable only to the B&B cohort, related to plans for postbaccalaureate education.

- Section 6, applicable only to the B&B cohort, served to identify the teacher pipeline, an important analytic focus of the B&B follow-up study. Included in this section were items asking whether students had previously taught at the K-12 level, whether they were considering teaching at the K-12 level, and any steps they may have taken to prepare to teach at that level.
- Section 7 included educational experiences such as languages studied, distance education courses, and transfer credit history.
- Section 8 gathered background and demographic information about students and their family members.
- The final section, applicable only to the B&B cohort, requested contact information to facilitate follow-up contact with these respondents for follow-up studies.

At the conclusion of the student interview, respondents were asked to complete a short series of questions related to their experiences completing the survey. See appendix D for a facsimile of the complete web-based instrument.

Mixed-mode design. Although the use of mixed-mode data collection provides many benefits, it also introduces certain issues that must be considered to avoid mode effects. In the past, data collection was done primarily via CATI. The presence of an interviewer provided the respondent with an opportunity to clarify question meanings, and interviewers could probe when responses were unclear. The goal in developing a mixed-mode web-based instrument is to replicate the features that a telephone interviewer would provide. The student instrument was designed to account for the mixed-mode presentation, to ensure that high-quality data were obtained, and to make the interview process as efficient as possible. Key features of the mixed-mode design include the following:

- ensuring that question wording worked in both aural and visual presentations;
- including help text to provide definition, clarify meaning, etc.;
- adding pop-up warning boxes to the instrument when out-of-range values were entered by the respondent as a value for an item;
- removing “don’t know” response options for all items except key items, such as parent income (respondents could refuse to answer a question by leaving the screen blank and proceeding with the next question in the interview); and
- adding prompts if a respondent implicitly refused to answer (i.e., left blank) three consecutive screens. The prompting box reiterated the importance of the study and the need for completeness of data and requested that the respondent return to and answer the questions left blank.

The determination of efficient skip logic (e.g., routing respondents past questions that do not apply to them) for this large and complex instrument was critical, because sending respondents from one screen to another can add considerable transit time to web-based instruments. The added time can increase the burden on the respondent and lead to increased data collection costs as interviewers wait for screens to load. 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 institutional enrollment lists.

The NPSAS:08 field test student interview used coding systems to standardize the collection of data on institutions attended and major or field of study. For the institution coding system, a database was constructed using the set of institutions in the 2004–05 IPEDS, developed by NCES. Within the assisted coder, respondents could enter the institution’s city, state, and school name into a text box. Once the information was submitted, the coder searched a database and provided a list of matches. The respondent then selected the correct institution.

The coding system for major or field of study worked similarly to the institution coding system. The major coding system used a database constructed to parallel the Classification of Instructional Programs taxonomy, also developed by NCES. Respondents initially entered their major or field of study into a text box in the assisted coder. The coder then conducted a search of the database using the keywords entered and provided a list of matches. The respondent then selected the correct major or field of study. If no areas matched, respondents were able to manually code their major through the use of two dropdown boxes: Respondents selected their general major category from the first dropdown box, and then selected their specific major category from a second dropdown box.

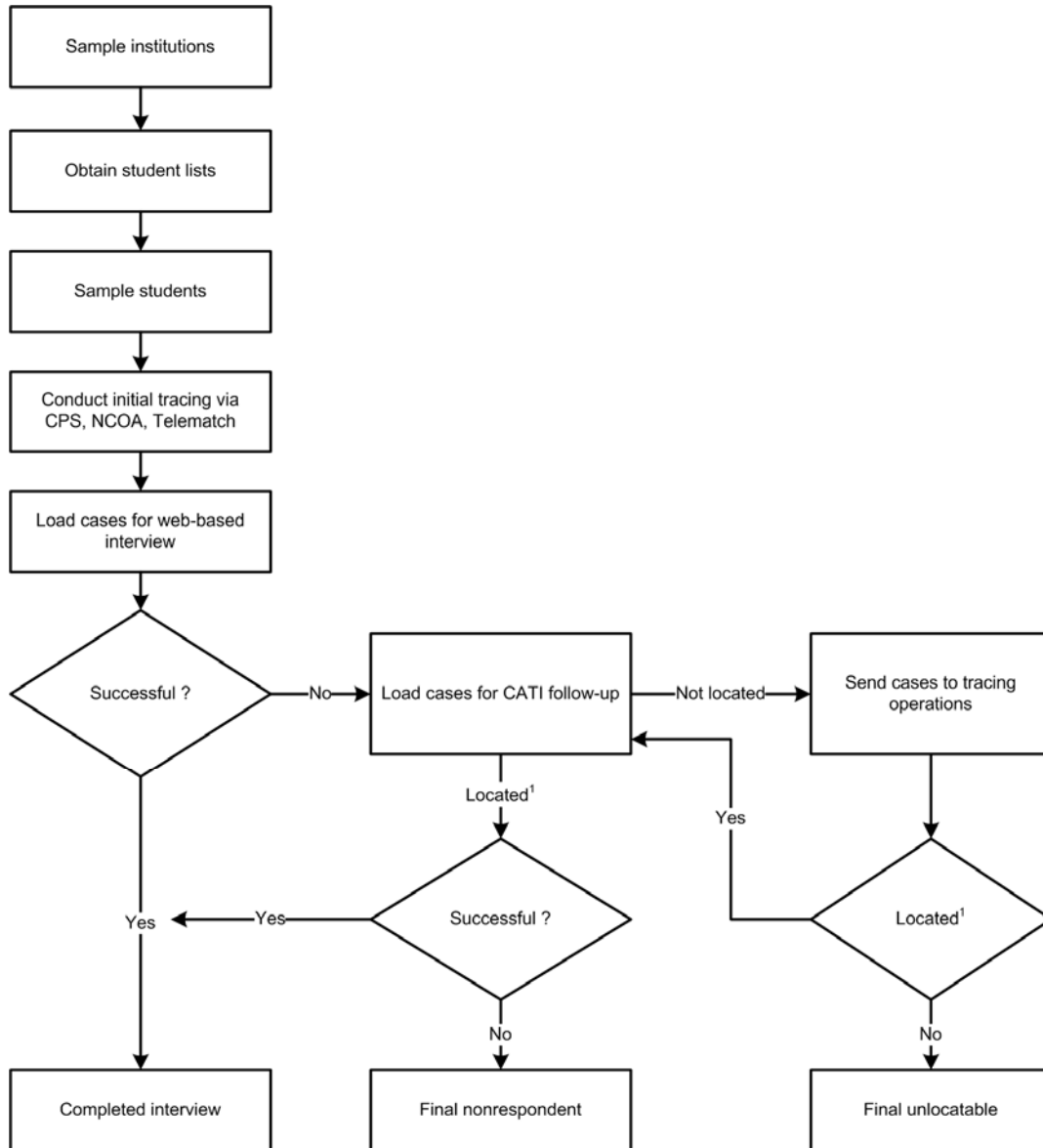
Every web screen (i.e., form) within the student instrument had help text attached. The help text provided more detail to the respondent to clarify the meaning of interview questions. It also included a section for basic NPSAS:08 student interview help. This section explained how to use the different question formats in the instrument (e.g., radio button, text boxes). Respondents could access the help text by clicking on the *Help* link in the lower right corner of each screen. Pop-up messages were used to clarify any inconsistent and out-of-range values provided by the respondent.

Once the instrument was developed and programmed, rigorous testing was conducted. Project staff and NCES staff used mock scenarios to test the skip logic, question wording, screen layout, and overall efficiency of the instrument. This testing was done from a variety of locations, using a range of connection options, and at various times of day to identify any problems. The entire instrument development process was facilitated by the use of RTI’s Instrument Development and Documentation System (IDADS), which is described in detail in section 2.4.1. The use of IDADS allowed project staff to coordinate testing efforts with NCES.

2.3.7 Student Contacting and Locating

The data collection design for the NPSAS:08 field test student interviews involved the following: initial locating of sample members, a period of time for the student to complete the self-administered interview via the Web, following up with nonrespondents after 3 weeks, and interviewer-administered interviews, if necessary. As shown in figure 5, data collection activities included pre-data-collection batch-locating activities, notification letter mailings, CATI tracing, intensive tracing procedures, interviews, and nonrespondent follow-ups.

Figure 5. Field test student data collection overview: 2007



¹ Cases designated by tracing operations as “located” were reloaded for CATI follow-up. If the CATI follow-up failed to confirm the new locating information, the case was sent to tracing operations a second time. Cases sent to tracing operations twice but remaining unlocated were coded as “final unlocatable.”

NOTE: CATI = computer-assisted telephone interviewing; CPS = Central Processing System; NCOA = National Change of Address.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Pre-Data-Collection Batch Locating. Upon receipt of student lists from the participating institutions, batch locating activities were conducted to update address and telephone information for the selected sample members. This was a multistep task. Initially, information received from the institutions was entered into the NPSAS:08 locator database. This database served as a central repository for all locating information obtained for the students. Several databases were then used to update the student locating information provided by the institutions.

First, cases with a valid Social Security number were sent to the CPS for updating. The information obtained from the CPS was compared with that already obtained from the institutions; any updates were loaded into the locator database. Next, all cases with one or more valid addresses were sent to the U.S. Postal Service National Change of Address (NCOA) system. The NCOA database consists of change-of-address data submitted to the U.S. Postal Service and is updated every 2 weeks, with records stored for 3 years. New address information provided another update for the locator database. Finally, all student addresses and telephone numbers were sent to Telematch for telephone number updating. Telematch offers a computerized residential telephone number updating service consisting of over 170 million Directory Assistance consumer and business listings. The service uses a name, street address, and ZIP code as search criteria and returns a telephone number for each match. These new numbers were then added to the NPSAS:08 database.

In some cases, the batch database searches confirmed or updated the contact information provided by the institution; in other cases, the searches resulted in new contact information. All locating information obtained as a result of these searches was loaded into the NPSAS:08 database, with the source for each piece of information listed.

Initial Student Notification Letter Mailing. After addresses were updated, a notification mailing was sent to all student sample members. Letters were sent approximately once a week on a flow basis, depending on when student information was received from the institution and when batch-tracing procedures for the case were complete. The initial student mailing contained a lead letter and brochure (see appendix C), along with an insert about the self-administered web instrument. The materials contained information about the study, responses to commonly asked questions, information about confidentiality and security, contact information for project and NCES staff and the NPSAS:08 help desk, and details on how to access the self-administered web instrument (including username and password). An experiment was designed to test how delivery methods may affect response rates, so the sample members were randomly assigned to receive the initial mailing either via Priority Mail or by First-Class Mail (see section 3.5 for a description of the field test experiments and results).

CATI Locating. Telephone contacting of self-administered web nonrespondents began 3 weeks after the initial mailing. When assigned a nonrespondent case, the interviewer called the telephone number that the CATI system designated as having the greatest potential for reaching the sample member and then attempted an interview. If the person answering the call said that the sample member could not be reached at that number, the interviewer asked the person how to contact the sample member. If this approach did not provide the information needed, the interviewer initiated tracing procedures (using all other available information for other contact persons in an attempt to locate the student). When all tracing options available to the interviewer were exhausted, the case was assigned to RTI's Tracing Operations Unit (TOPS) for intensive tracing.

Intensive Tracing Efforts. Two types of cases were sent to TOPS for intensive tracing: (1) cases that had no telephone number to be loaded into CATI and (2) cases that were designated as a "dead end" in CATI (i.e., no more telephone numbers were available for the

case). TOPS accessed both public-domain and proprietary locating databases. The proprietary databases provided real-time access to several consumer databases (TransUnion, Equifax, and Experian), which contain current address and telephone listings for the majority of consumers with a credit history. TOPS also accessed a variety of other information sources that provided information on current addresses, telephone numbers, names and telephone numbers of any neighbors who might be able to assist in finding the sample member, and the sample member's status (deceased, incarcerated, incapacitated, or military personnel).

TOPS used a two-tiered intensive tracing plan to locate NPSAS:08 student sample members. The first tier involved identifying sample members with Social Security numbers for tracing through consumer databases. If a search generated a new telephone number, that case was sent back to CATI for telephone interviewing. If a new address, but not a new telephone number, was generated, tracers called Directory Assistance or accessed other databases to obtain telephone numbers. This first level of effort minimized the time that cases were out of production.

All remaining cases (those lacking new information from the Social Security number search) underwent a more intensive level of tracing in the second tier. The second tier of tracing activities included the following:

- checking Directory Assistance for telephone listings at various addresses;
- using electronic reverse-match databases to obtain the names and telephone numbers of neighbors, and then calling the neighbors;
- contacting the current or last known residential sources, such as the neighbors, landlords, current residents, tax assessors, realtors, and other business establishments related to previous addresses associated with the sample member; and
- using various tracing websites (e.g., MySpace).

Tracers checked new leads produced by these steps to confirm the addresses and telephone numbers for the sample members. When information for a case was confirmed, the case was returned to CATI for telephone interviewing. If TOPS located a new e-mail address for a sample member, the information was loaded into the database for future e-mail correspondence to nonrespondents. Cases that could not be located (e.g., there were no working telephone numbers, or numbers for relevant neighborhood sources were unpublished) were reviewed by supervisors and (if necessary) were finalized as unlocatable.

Nonresponse Conversion. Once sample members were classified as a refusal or as hard to reach (i.e., they had refused at least once or were called at least 15 times with minimal or no contact, or were not locatable in TOPS), they moved into the third phase of data collection, the nonresponse conversion phase. Although it was clear in some cases that the person refusing was the selected sample member, in many cases it was difficult to determine whether the person refusing was the sample member or another contact. In addition, many hard to reach respondents were likely passive refusals. A passive refusal is a case in which the sample member declines to participate in the interview without explicitly refusing (screening their calls, promising to complete the web interview, repeatedly asking for a call back, etc.). Once a case entered the

nonresponse conversion phase they were sent an additional letter informing them that they were now eligible for the \$30 incentive. A final mailout was sent via Priority Mail about two weeks before the end of the data collection period to all remaining nonrespondents asking for their participation.

2.3.8 Student Interviewing

The student interview design for the NPSAS:08 field test consisted of three phases. The first phase, the early response phase, allowed sample members to complete the student interview over the Web. This phase lasted approximately 3 weeks from the time the student was sampled. Sample members who completed the interview during this phase received an incentive of \$30. The second phase of data collection was the production phase. During this phase, telephone interviewers made outbound calls to sample members to complete the interview over the telephone. No incentive was given to respondents during this phase. The final phase of data collection was the nonresponse conversion phase. Once sample members were classified as a refusal or as hard to reach (i.e., they were called at least 15 times with minimal or no contact or were not locatable in TOPS) they became eligible for a nonresponse conversion incentive. Sample members who completed the interview during this phase were offered an incentive of \$30.¹¹ Sample members could access the self-administered web interview throughout the entire data collection period.

Staff Training. The mixed-mode design of the NPSAS:08 field test data collection required the development of three separate training programs: help desk training, telephone interviewer training, and training of tracing staff. Separate training sessions were held for each of these groups, on the dates shown in table 5.

Table 5. Field test training sessions for student interviewing and tracing staff: 2007

Activity	Date	Number of staff
Help desk staff	February 26–28, 2007	6
CATI telephone interviewers	March 26–28, 2007	9
Tracing supervisors and tracing specialists	April 5, 2007	7

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

The interviewer training program was designed to maximize the trainees’ active participation. Manuals included a training guide, an interviewer’s manual, a question-by-question specification manual, and “Frequently Asked Questions.” Interviewer training sessions consisted of lectures, demonstrations, and hands-on practice exercises with the student instrument and online coding modules. Trainees were introduced to the procedural aspects of data collection for NPSAS:08 and were given a thorough review of the instrument. Sessions for help desk staff and telephone interviewers included a study overview, a review of the confidentiality requirements, a demonstration interview, an in-depth review of the instrument,

¹¹ An experiment was conducted among nonrespondents to test the effectiveness of a \$10 prepaid incentive, followed with \$20 once the student completed the interview, versus promising the entire amount (\$30) when the student completed the interview. The results of the experiment are provided in section 3.5.3.

hands-on practice exercises with the instrument, and open-ended coding modules. The help desk and CATI telephone training sessions were customized as follows:

- *Help desk agents* reviewed the “Frequently Asked Questions” in detail, including responses to instrument-specific questions, as well as technical issues and instructions for documenting each call to the study hotline.
- *Telephone interviewers* were trained in techniques for gaining cooperation of sample members, parents, and other contacts, as well as techniques for avoiding refusal and addressing the concerns of reluctant participants.

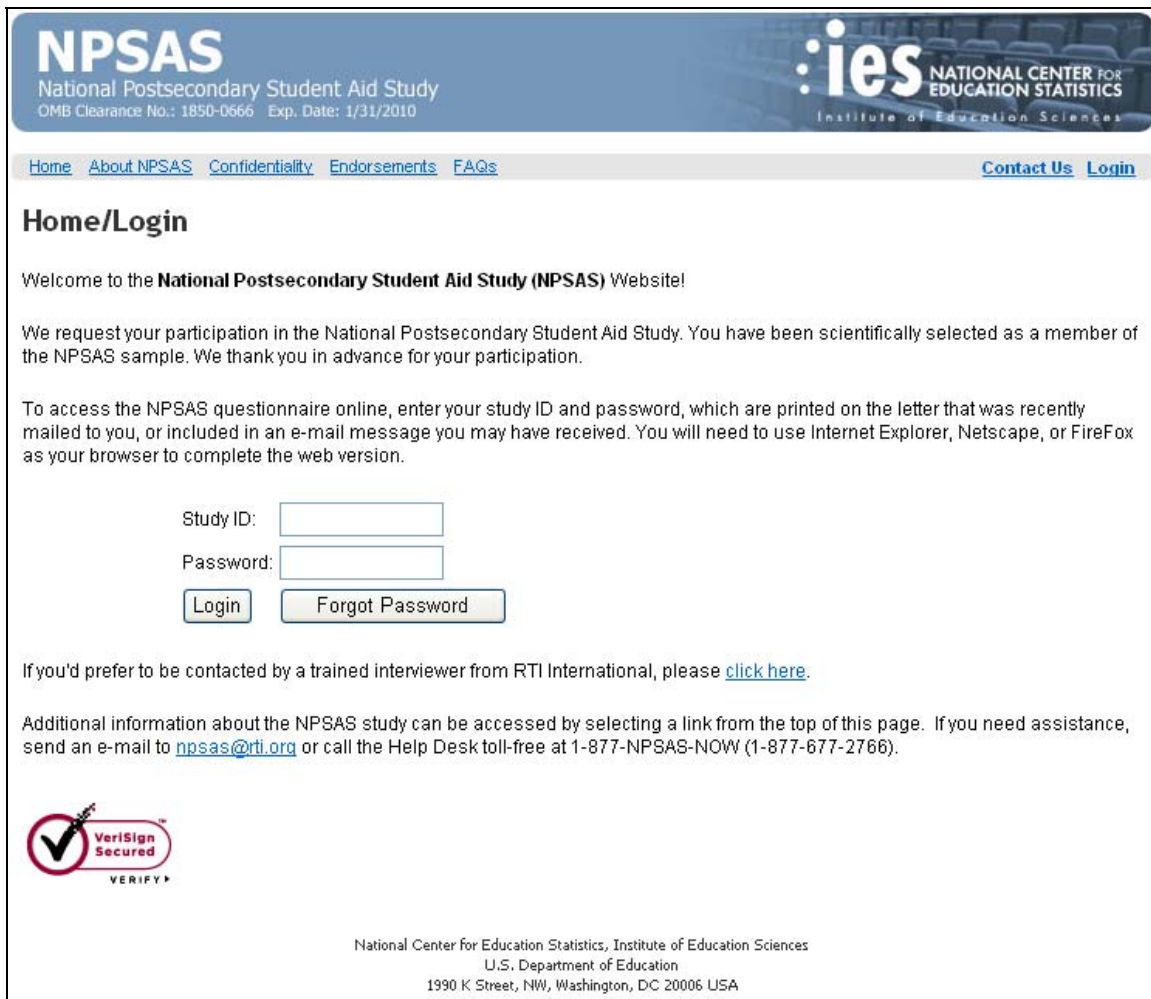
See appendix E for a copy of the telephone interviewer training agenda and the training manual’s table of contents.

Tracing staff, including supervisors, tracers, and quality control specialists, received an overview of the study. The session focused on the design of NPSAS:08, the characteristics of the sample population, and the tracing techniques best suited for locating such a diverse and mobile population.

In addition to these sessions, help desk agents and select telephone interviewers received a brief training in preparation for prompting calls to randomly selected sample members who had not completed the interview by a specified date. Other trainings, such as refusal training, were conducted as necessary.

Student Website. The student website for the NPSAS:08 field test provided general information about the study, background on the study, the selected sample, the study sponsor, the study contractor, and confidentiality assurances. In addition to the information available on the website, links were provided to other relevant websites (e.g., NCES). The student website also provided a way for sampled students to securely log in and complete the interview from the NPSAS home page. Figure 6 shows the home page of the NPSAS:08 field test student website.

Figure 6. NPSAS:08 field test student website home page: 2007



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

The initial login page provided the link to the self-administered web instrument. The login process involved entering a specific study username and password, which were provided to the respondent in the lead letter. Respondents could also obtain their study username and password by clicking on the “Forgot Password” button (to send a request to the project’s e-mail address) or by contacting a help desk agent at the NPSAS toll-free number. The initial login page also provided a way for respondents to submit their telephone number to be contacted by an interviewer.

The student website also had a variety of information about the study for sample members. Visitors to the website were provided with the following links from the home page:

- *About NPSAS*. Information on the purpose and research objectives for NPSAS, with a link to NCES reports from previous study cycles and a PDF example of the student letter and study pamphlet. This page also contains a link to an overview of NPSAS, questionnaire content, previous findings, use of NPSAS results, and NPSAS’s legal authority;

- *Confidentiality*. An explanation of confidentiality procedures and a PDF example of the Confidentiality Agreement and Affidavit of Nondisclosure statements signed by project staff, as well as a link to the procedures required by NCES for maintaining confidentiality;
- *Endorsements*. National organizations that endorse NPSAS;
- *Frequently Asked Questions (FAQs)*. Questions and answers concerning NPSAS and the student questionnaire; and
- *Contact Us*. Help desk toll-free telephone number and hours, and contact information for NCES and RTI staff.

Self-Administered Interviews. The web-interviewing option was introduced to sample members in the lead letter packet. During the first 3 weeks of data collection, only self-administered web interviews were completed unless a student called the help desk for assistance and asked to complete the telephone interview. As part of another field test experiment, one-half of the student sample was randomly selected to receive a telephone prompting call approximately 10 days after the beginning of the students' data collection period. Sample members who were selected to receive a prompting call but had already completed the student interview were not prompted. The prompting call was to remind sample members that they had been selected to participate in NPSAS and to encourage them to log in to the study website and complete the self-administered interview. The website was accessible 24 hours per day, 7 days per week, throughout the data collection period, giving sample members the option to complete interviews online at any time.

Help Desk Operations. The NPSAS:08 help desk opened on March 5, 2007, in anticipation of the first student calls after the introductory mailing. Help desk staff were available to assist sample members who had questions or problems accessing and completing the self-administered interview. A toll-free hotline was set up to accept incoming help desk calls. If technical difficulties prevented a sample member from completing a self-administered interview, a help desk staff member, who was also trained to conduct telephone interviews, would encourage the sample member to complete a telephone interview rather than to attempt the self-administered interview.

The help desk interface documented all incoming calls from sample members. In addition to this primary documentation function, it provided the following:

- 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 means for tracking calls that could not be resolved immediately.

The help desk application also provided project staff with reports on the type and frequency of problems experienced by sample members, as well as a way to monitor the resolution status of all help desk inquiries.

Telephone Interviewing. CATI follow-up locating and interviewing began approximately 3 weeks after the start of data collection. CATI procedures included attempts to locate, gain cooperation from, and interview sample members who had not completed the online interview. Upon reaching the sample member, the interviewer would encourage him or her to complete the interview by telephone; however, the interviewer informed sample members that they could still complete the interview online if that was the student's preference.

The case management system (CMS) included an automated call scheduler program that assigned cases to interviewers by time of day, day of week, existence of previously scheduled appointments, and type of case. Case assignment was designed to maximize the likelihood of contacting and interviewing sample members, and cases were assigned to various queues for this purpose. For example, the CMS included queues for new cases that had not been called, Spanish language cases,¹² initial refusals, and various appointment queues (appointments set by the sample member, appointments suggested by locator sources, and appointments for cases that were initial refusals).

For each case, a call roster prioritized sample member names and telephone numbers for the interviewers. The roster included locating information provided by institutions and students and obtained through tracing activities. For example, this information might include a student's permanent and local address and telephone number, a telephone number for the student's parents, and the address and telephone number for all other contacts listed for the student. New roster lines were added as the result of CATI tracing and intensive tracing efforts.

To gain cooperation from those who initially refused to participate (including locator sources who acted as "gatekeepers" to prevent access to the sample member), a subset of interviewers were trained in refusal-conversion techniques. Sample members and their locator sources who spoke only Spanish were assigned to bilingual interviewers.

The virtual call center (VCC) was used for the first time in the NPSAS:08 field test study. The VCC—a system designed to supplement traditional call center telephone-administered interviews—allowed telephone interviewers to accomplish, remotely from their homes, the same tasks that are accomplished in the call center (e.g., help desk, prompting, locating, and interviewing). For the full-scale study, the VCC will allow for the recruitment of large numbers of telephone interviewers with specialized skills. In addition, the VCC will decrease the overall data collection costs by reducing the need to find additional physical space for telephone interviewers.

Seventy-nine percent of NPSAS:08 field test telephone interviewers participated in the VCC evaluation. To participate in the VCC evaluation, telephone interviewers were required to have a dedicated broadband internet connection in their home. In addition, VCC interviewers

¹² A Spanish partial interview will be available for the full-scale study but was not available for the field test study. Cases identified in initial calls as needing a Spanish interpreter were contacted by a trained, Spanish-speaking, bilingual interviewer. The interviewer assessed the sample member's capability of completing the interview in English. If the interview could not be conducted in English, the case was finalized as "Spanish language nonrespondent." If the sample member spoke a language other than English or Spanish and was not able to complete the interview in English, the case was coded as "other language nonrespondent."

were required to have an area of their home that was isolated (such as a home office) so they could ensure professionalism and confidentiality. These telephone interviewers worked, in alternating shifts, both through the VCC and at the in-house call center.

The VCC system employed the latest Voice over Internet Protocol (VoIP) technology to access call center applications hosted on RTI's secure call center and corporate network infrastructure. VCC interviewers were provided with specially configured laptops enabled with McAfee virus protection and with Pointsec security software, which automatically encrypts everything on the hard drive of the laptop. Once logged into Pointsec, VCC interviewers were required to log into the call center domain and pass through two security firewalls in the call center network utilizing domain login encryption. Once successfully logged in, VCC users had an encrypted connection to the call center network.

Like the workstations in the call center, the VCC laptops were enabled for video monitoring that allowed call center supervisors to view the VCC computer screens as the interviews were progressing. The VoIP system allowed the call center staff to conduct audio monitoring of the VCC interviewers in the same way that in-house call center interviews are monitored. Because all voice and data connections occurred on RTI systems behind multiple security layers, both voice and data transmissions were secure and could be managed from the in-house call center.

The NPSAS:08 field test was used to evaluate the feasibility of using the VCC for large-scale studies, such as NPSAS. Several facets of data quality, such as completion time, rates of missing data, and interviewer productivity, were evaluated for both the in-house call center and the VCC to determine its comparability. The results of the VCC evaluation are presented in section 4.5.3.

2.4 Data Collection Systems

2.4.1 Instrument Development and Documentation System and Hatteras

The NPSAS:08 instruments were developed using two systems, the Instrument Development and Documentation System (IDADS) and the Hatteras survey engine. The first system, IDADS, is a web-based tool for importing and editing instrument specifications and for producing documentation on instrument variables. Project staff used IDADS to develop, review, modify, and communicate changes to specifications, code, and documentation for the NPSAS:08 instrument. The Hatteras Engine rendered instrument specifications obtained from IDADS dynamically based upon code stored in SQL tables. The NPSAS:08 field test was the first time the Hatteras Engine had been used for a NPSAS study.

The first step in creating the instrument involved creating initial specifications within the IDADS *specification module*. This module enabled access for searching, reviewing, commenting on, updating, exporting, and importing information associated with instrument development. All records were maintained individually for each item and provided a historical account of all changes requested by both project staff and NCES. The specifications that were entered into IDADS also updated the database tables that created the instrument.

The Hatteras Engine created ASP.NET v2.0 web pages dynamically from the specifications residing in the database tables; therefore, any updates to the specifications were merely table updates rather than web pages needing programmer updates. Programmer intervention was needed only for routing changes and any customized screen modifications. However, those changes were also database table updates that were available immediately upon completion and testing.

The IDADS *documentation module* contained the finalized version of all instrument items including the screen wording for each, and variable and value labels. Also included in this module were the more technical descriptions of items such as variable types (alpha or numeric), information regarding those 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

All aspects of the field test data collection were monitored through an Integrated Management System (IMS). The IMS is a comprehensive set of desktop tools designed to give project staff and NCES easy access to a centralized repository for project data and documents. The NPSAS:08 IMS comprises several modules: the management module, the Receipt Control System (RCS), and the web-based CATI CMS.

The *management* module of the IMS contains tools and strategies to assist project staff and the NCES project officer in managing the study. Important study management information, such as the current project schedule, monthly progress reports, daily data collection reports and status reports, project plans and specifications, key project information and deliverables, instrument specifications, staff contacts, the project bibliography, and a document archive are located in the management module of the IMS, accessible via a secure desktop environment. The IMS also has a download area from which the client and subcontractors can retrieve files when necessary.

The RCS is an integrated set of systems that monitors all activities related to data collection, including tracing and locating. Through the RCS, project staff were able to perform stage-specific activities, track status of cases, identify problems early, and implement solutions effectively. RCS locator data were used for a number of daily tasks related to sample maintenance. Specifically, the mailout program sent mailings to sample members, the e-mail system sent e-mails 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 with postal return information. The RCS also interacts with the CMS and TOPS databases, sending locator data between the three systems as necessary.

The CMS is the technological infrastructure that connects the various components of the CATI system, including the questionnaire, utility screens, databases, call scheduler, report modules, links to outside systems, and other system components. It uses a call scheduler to assign cases to interviewers in a predefined priority order. In addition to delivering appointments to interviewers at the appropriate time, the call scheduler also calculates the priority scores (the

order in which cases need to be called according to preprogrammed rules), sorts cases in nonappointment queues, and computes time zone adjustments to ensure that cases are not called outside the specified calling hours. The call scheduler also permits callbacks to be set and assigns status codes to the case. In addition, each case contains one or more roster lines that detail specific contact information for a case (e.g., home and work telephone numbers). The call scheduler uses a call algorithm to determine, based on the previous call results, which roster line should be called next.

Chapter 3.

Institutional and Student Data Collection Outcomes

This chapter provides a summary of institutional and student outcomes from the NPSAS:08 field test data collection. Response rates for individual data sources are shown and, where appropriate, are presented by institutional and/or student characteristics. This chapter also provides the definition of a study respondent and presents the study response rates. Additionally, this chapter discusses rates of matching to extant databases, locating results, and interviewing outcomes (by mode of survey administration). Finally, the results of the NPSAS:08 field test experiments are summarized.

3.1 Response Rates

3.1.1 Institutional Participation

Eligible sample institutions were asked to participate at two points in the survey process: (1) at the sample selection stage, by providing a comprehensive list of enrolled students for sample selection and (2) after the sample selection stage, by providing data from student records for the sample students. Consequently, the potential for institutional nonresponse existed at these two points in the survey process after the sample selection stage.

Of the 300 eligible institutions, 96 percent of the Chief Administrators agreed to participate; all of these appointed an Institutional Coordinator (IC) to assist with study requirements. The first request of the ICs was to provide a student enrollment list to be used for selecting the student sample. Ten institutions refused to provide an enrollment list, and another 10 did not provide the lists in the time frame allocated for the activity. The remaining 270 eligible institutions (90 percent) provided lists. As previously shown in table 2, list provisions varied by type of institution considered. The percentage of institutions providing enrollment lists across strata ranged from about 33 percent to 100 percent. The lowest participation rates were among the private not-for-profit less-than-4-year institutions and private for-profit institutions, all of which had a small sample size. The second request of the ICs was to provide student records for the sample students. Of the 150 institutions from which students were sampled, 99 percent provided data from student records (CADE) for the sample students.

Institutions were asked to provide enrollment list information for all students enrolled at any time between July 1, 2006, and April 30, 2007 (see section 2.3.3). The preferred type of list was an electronic list submitted either as a secure upload to the NPSAS website or as an encrypted attachment to an e-mail sent to the project e-mail address. Faxed lists were accepted as a last resort (see section 2.3.3). Table 6 presents the types of lists provided by participating institutions. Of the 270 institutions that submitted lists, 4 percent did so by e-mail, 96 percent uploaded the list to the NPSAS:08 website, and less than 1 percent sent the list by fax.

Table 6. Number of student enrollment lists provided, by transmittal mode and institutional sampling stratum: 2007

Institutional sampling stratum	Institutions providing lists					
	Total		Transmittal mode			
			Electronic encrypted e-mail		Uploaded ¹	
Number	Percent	Number	Percent	Number	Percent	
All institutions	270	100.0	10	100.0	260	100.0
Public						
Less-than-2-year	#	1.5	#	#	#	1.5
2-year	10	2.9	#	#	10	3.1
4-year non-doctorate-granting	100	35.5	10	45.5	90	35.2
4-year doctorate-granting ²	#	#	#	#	#	#
Private not-for-profit						
Less-than-4-year	#	0.7	#	#	#	0.8
4-year non-doctorate-granting	120	45.1	10	54.5	120	44.8
4-year doctorate-granting	30	10.6	#	#	30	11.1
Private for-profit						
Less-than-2-year	#	1.5	#	#	#	1.1
2-year-or-more	10	2.2	#	#	10	2.3

Rounds to zero.

¹ Faxed lists were accepted only as a last resort. Less than 1 percent of institutions sent faxed enrollment lists therefore they are not shown separately.

² All institutions in this category are included in the full-scale sample with certainty and not included in the field test study.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible institutions within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Some key factors in study design may have affected institutional participation rates in the field test. For example, because most “research” (public and private doctorate-granting) institutions were sampled with certainty for the full-scale study, they were excluded from the field test sample. In past full-scale collections, these institutions have been among the most cooperative. However, the majority of the NPSAS:08 field test sample institutions were 4-year institutions, which historically have higher participation rates than 2-year and less-than-2-year institutions.

Table 7 provides institutional participation rates for the current field test, as well as those achieved in field tests in the previous three cycles of NPSAS. The response rate was 90 percent for the current field test, 89 percent for the NPSAS:04 field test, 84 percent for the NPSAS:2000 field test, and 90 percent for the NPSAS:96 field test.

Table 7. Institutional participation rates, by NPSAS field test cycle: 1996–2007

NPSAS field test cycle	Eligible institutions	Number providing list	Percent participation
1996	70	70	90.4
2000	70	60	83.6
2004	200	170	88.7
2008	300	270	90.4

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible institutions within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test; National Postsecondary Student Aid Study: 1996 Field Test Methodology Report, Working Paper No. 96–17; National Postsecondary Student Aid Study: 2000 Field Test Methodology Report, Working Paper No. 2000–17; National Postsecondary Student Aid Study: 2004 Field Test Methodology Report, Working Paper No. 2005–02.

3.1.2 NPSAS:08 Field Test Study Respondents

Key variables were identified across the various contributing data sources to determine the minimum requirements to support the analytic needs of the study. Sample members who met these minimum requirements were classified as “study respondents.” A study respondent was defined as any sample member who was determined to be eligible for the study (using the eligibility criteria specified in chapter 2) and, minimally, had valid data from any source for the following:

- student type (undergraduate or graduate/first-professional);
- date of birth or age;
- gender; and
- at least 8 of the following 15 variables:
 1. dependency status;
 2. marital status;
 3. any dependents;
 4. income;
 5. expected family contribution (EFC);
 6. degree program;
 7. class level;
 8. baccalaureate status;
 9. months enrolled;
 10. tuition;
 11. received federal aid;
 12. received nonfederal aid;
 13. student budget;
 14. race; and
 15. parent education.

In the full-scale study, the use of study respondents as the unit of analysis will provide researchers more complete data for each case, thereby simplifying the use of the single study weight that will be provided to users of the data. The unweighted response rate for NPSAS:08 study respondents was 98 percent (table 8) with very little variation across student types.

Table 8. Response rates for study respondents, by institutional characteristic and student type: 2007

Institutional characteristic and student type	Eligible sample	Study respondents ¹	
		Number	Percent
Total	2,950	2,880	97.8
Institutional level			
Less-than-2-year	80	80	97.5
2-year	40	40	97.7
4-year non-doctorate-granting	2,200	2,140	97.4
4-year doctorate-granting	630	620	99.2
Institutional control			
Public	1,450	1,400	96.8
Private not-for-profit	1,400	1,390	98.8
Private for-profit	100	90	97.9
Institutional sector			
Public			
Less-than-2-year	20	20	100.0
2-year	40	30	97.1
4-year non-doctorate-granting	1,390	1,350	96.7
4-year doctorate-granting ²	#	#	#
Private not-for-profit			
2-year-or-less	10	10	100.0
4-year non-doctorate-granting	770	760	98.4
4-year doctorate-granting	630	620	99.2
Private for-profit			
Less-than-2-year	50	50	96.2
2-year-or-more	40	40	100.0
Student type ³			
Total undergraduate	2,750	2,690	97.7
B&B eligible	1,990	1,930	97.1
Other undergraduate	760	760	99.2
Graduate/first-professional	200	200	98.5

Rounds to zero.

¹ A study respondent is defined as any sample member who is determined to be eligible for the study and, minimally, has valid data from any source for the following: student type (undergraduate or graduate/first-professional); date of birth or age; gender; and at least 8 of the following 15 variables: dependency status, marital status, any dependents, income, expected family contribution, degree program, class level, baccalaureate status, months enrolled, tuition, received federal aid, received nonfederal aid, student budget, race, and parent education.

² All institutions in this category are included in the full-scale sample with certainty and not included in the field test study.

³ Student type is based on the interview for interviewed students and on enrollment list data for noninterviewed students.

NOTE: Detail may not sum to totals because of rounding. Excludes cases determined to be ineligible for the study either in CADE or during the student interview. All percentages are unweighted and based on the number of eligible students within the row under consideration. B&B = Baccalaureate and Beyond Longitudinal Study; CADE = computer-assisted data entry.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Most study respondents exceeded the minimum requirements to be classified as a study respondent. Overall data completeness was quite high. Table 9 shows that over two thirds of study respondents had both student interview and CADE student record data. Approximately 45 percent of study respondents had data from all three of the primary data sources (CADE student record data, student interview data, and Central Processing System [CPS] data).

Table 9. Data completeness for NPSAS:08 study respondents, by data source: 2007

Sources of data	Study respondents	
	Number	Percent
Total	2,900	100.0
Student interview, CADE student record, and CPS data	1,300	45.0
Student interview and CADE student record data	690	23.7
CADE student record and CPS data	590	20.5
Student interview and CPS data	20	0.6
CADE student record data only	290	9.8
Student interview data only	10	0.5

NOTE: Detail may not sum to totals because of rounding. CADE = computer-assisted data entry; CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.1.3 Student Record Matching

Central Processing System. Table 10 summarizes the results of matching and downloading student data from the U.S. Department of Education’s Central Processing System (CPS) overall and by institutional and student characteristics. The CPS contains data provided to the U.S. Department of Education by students and their families when they complete the Free Application for Federal Student Aid (FAFSA). Therefore, successful matching to CPS can occur only for sample members who are federal student financial aid applicants.

The CPS matching process began after the student sample had been selected for an institution but before student record (computer-assisted data entry [CADE]) data collection activities had begun. This matching was against the CPS data for the 2006–07 financial aid year. Because data obtained from CPS were relevant in determining study response status, match rates are presented for all eligible sample members for whom a Social Security number was available. Sample members for whom a Social Security number was not available were not submitted to the CPS for matching.

Table 10. Results of Central Processing System (CPS) matching for 2006–07, by institutional characteristics and student type: 2007

Institutional characteristic and student type ¹	Eligible students ²	Matched to 2006–07	
		Number	Percent
All students	2,900	1,910	66.0
Institutional level			
Less-than-2-year	80	60	67.9
2-year	40	30	61.9
4-year non-doctorate-granting	2,160	1,420	65.6
4-year doctorate-granting	610	410	67.5
Institutional control			
Public	1,430	870	60.6
Private not-for-profit	1,370	970	70.9
Private for-profit	100	70	76.8
Type of institution			
Public less-than-2-year	20	10	45.5
Public 2-year	30	20	58.8
Public 4-year non-doctorate-granting	1,370	840	60.9
Public 4-year doctorate-granting ³	#	#	#
Private not-for-profit 2-year-or-less	10	10	85.7
Private not-for-profit 4-year non-doctorate-granting	760	560	73.5
Private not-for-profit 4-year doctorate-granting	610	410	67.5
Private for-profit less-than-2-year	50	40	75.0
Private for-profit 2-year-or-more	40	30	79.1
Student type			
Total undergraduate	2,700	1,840	68.0
B&B eligible	1,930	1,300	67.1
Other undergraduate	770	540	70.2
Graduate/first-professional	200	80	39.0

Rounds to zero.

¹ Both institutional and student classifications were verified to correct classification errors on the sampling frame.

² Includes all eligible sample members for whom Social Security numbers, obtained before CADE, were available.

³ All institutions in this category are included in the full-scale sample with certainty and not included in the field test study.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration. B&B = Baccalaureate and Beyond Longitudinal Study; CADE = computer-assisted data entry.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

The overall matching rate for the 2006–07 CPS data was 66 percent. Match rates varied by type of institution, ranging from 46 percent for public less-than-2-year institutions to 86 percent for private not-for-profit 2-year-or-less institutions.

Approximately 68 percent of undergraduate students matched to the 2006–07 CPS. Approximately 67 percent of potential baccalaureate recipients, 70 percent of other

undergraduates, and 39 percent of graduate/first-professional students matched to CPS. As part of the undergraduate aid packaging process, nearly all institutions require undergraduate aid applicants to file a FAFSA to determine their eligibility for federal Pell Grants, federal campus-based aid, and federal loans. Graduate/first-professional students are not usually required to file a FAFSA unless they are specifically applying for federal loans, the only type of federal aid generally available to graduate students. Graduate students often apply directly through their institution or department for fellowships and assistantships, which are usually not need-based and do not require the completion of the federal financial aid forms on which CPS matching is based.

National Student Loan Data System. Results of the matching to the National Student Loan Data System (NSLDS) loan and Pell Grant files are shown in table 11. Results presented are based only on study respondents with social security numbers, because NSLDS data were not required to determine study response status. Successful matching to NSLDS can occur only for sample members who have received federal loans and/or Pell Grants. NSLDS files are historical; thus, information about receipt of such loans and grants was available not only for the NPSAS study year, but also for prior years (where applicable). Therefore, table 11 shows historical match rates for eligible study respondents, which does not necessarily mean that the match was for the current NPSAS year.

In total, 2,050 study respondents¹³ (71 percent of eligible study respondents) were matched to the NSLDS historical loan database. NSLDS match rates ranged from 41 percent for public less-than-2-year institutions to 90 percent for private for-profit less-than-2-year institutions.

NSLDS Pell Grant matches were obtained for 1,290 study respondents (44 percent of those submitted). The Pell match rate ranged from 32 percent for private not-for-profit 4-year doctorate-granting institutions to 86 percent for private not-for-profit 2-year-or-less institutions.

¹³ See section 3.1.2 for a detailed definition of a NPSAS:08 study respondent.

Table 11. Results of NSLDS matching, by institutional characteristics and student type: 2007

Institutional characteristic and student type ²	Study respondents ³	Sent to NSLDS		Matched to NSLDS loan ¹		Matched to NSLDS Pell ¹	
		Number	Percent	Number	Percent	Number	Percent
All students	2,950	2,900	98.2	2,050	70.8	1,290	44.4
Institutional level							
Less-than-2-year	80	80	97.5	60	75.9	50	64.6
2-year	40	40	95.3	20	56.1	20	46.3
4-year non-doctorate-granting	2,200	2,150	97.8	1,550	71.9	1,010	47.1
4-year doctorate-granting	630	620	99.7	420	67.4	200	32.4
Institutional control							
Public	1,450	1,410	97.4	980	69.4	690	48.8
Private not-for-profit	1,400	1,390	99.0	990	71.2	550	39.4
Private for-profit	100	90	97.9	80	87.1	50	52.7
Type of institution							
Public less-than-2-year	20	20	100.0	10	40.9	10	45.5
Public 2-year	40	30	94.3	20	48.5	20	48.5
Public 4-year non-doctorate-granting	1,390	1,360	97.4	960	70.3	660	48.8
Public 4-year doctorate-granting ⁴	#	#	#	#	#	#	#
Private not-for-profit 2-year-or-less	10	10	100.0	10	85.7	10	85.7
Private not-for-profit 4-year non-doctorate-granting	770	760	98.4	560	74.2	340	44.6
Private not-for-profit 4-year doctorate-granting	630	620	99.7	420	67.4	200	32.4
Private for-profit less-than-2-year	50	50	96.2	50	90.0	40	70.0
Private for-profit 2-year-or-more	40	40	100.0	40	83.7	10	32.6
Student type							
Total undergraduate	2,750	2,700	98.1	1,920	71.1	1,220	45.2
B&B eligible	1,990	1,920	96.7	1,390	72.1	860	44.7
Other undergraduate	760	780	102.0	530	68.7	360	46.5
Graduate/first-professional ⁵	200	200	98.5	130	66.7	60	32.8

Rounds to zero.

¹ Matching was completed on historical files. Matching was conducted only for cases with correct Social Security numbers.² Both institutional and student classifications were verified to correct classification errors on the sampling frame.³ Includes all eligible study respondents for whom apparently legitimate Social Security numbers were available.⁴ All institutions in this category are included in the full-scale sample with certainty and not included in the field test study.⁵ The NSLDS provides historical files; thus it is possible for graduate/first-professional students to have Pell grant records.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration. B&B = Baccalaureate and Beyond Longitudinal Study; NSLDS = National Student Loan Data System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.1.4 Student Record Abstraction

As described previously, institutions were given three options for abstracting information about sampled students from institutional records. The first option was for the institution's staff to use the web-based CADE application (self-CADE), the second option was for the institution's staff to create data files and upload them to the NPSAS website (data-CADE), and the third option was to have a trained field data collector visit the institution and abstract the data (field-CADE). Self-CADE and data-CADE were the recommended options, because the small sample sizes were well suited for entering the data for each student individually (self-CADE) and because both options were less expensive than field-CADE.

At the institution level, an institution was classified as having completed CADE if data were obtained for at least one sample student. Table 12 shows the CADE student records abstraction methods by institutional characteristics. Most institutions (90 percent) chose the self-CADE option. The high proportion of institutions using self-CADE indicates that there were no major hindrances for institutional record abstraction in the field test. However, it should be noted that student sample sizes from each institution were small (a range of 10 students to 40 students per school) in the field test, which could also have been a contributing factor in an institution choosing the self-CADE option. Because of these small student sample sizes, it was anticipated that very few institutions would choose the field-CADE option; therefore, to test the procedures for the NPSAS:08 full-scale study, a small number institutions were selected for field data collection.

Table 12. CADE student record abstraction methods, by institutional type and highest offering: 2007

Institutional type	Sample size	Student record abstraction method					
		Self-CADE		Data-CADE		Field-CADE	
		Number	Percent	Number	Percent	Number	Percent
Total	150	140	90.2	10	8.5	#	1.3
Institutional level							
Less-than-2-year	10	10	100.0	#	#	#	#
2-year	10	10	83.3	#	#	#	16.7
4-year non-doctorate-granting	120	110	90.2	10	9.0	#	0.8
4-year doctorate-granting	20	20	89.5	#	10.5	#	#
Institutional control							
Public	60	50	82.0	10	16.4	#	1.6
Private not-for-profit	90	80	95.4	#	3.5	#	1.2
Private for-profit	10	10	100.0	#	#	#	#

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible institutions within the row under consideration. CADE = computer-assisted data entry.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Table 13 presents student record abstraction rates, by institutional characteristics. Approximately 99 percent of institutions provided student record data for the NPSAS:08 field test study. Further, student record data was obtained for more than 99 percent of eligible sample members.

Table 13. Student record abstraction results, by institutional and student characteristics: 2007

	Total CADE eligible institutions	Institution-level response rate		Total CADE eligible students ¹	Student-level response rate	
		Number	Percent		Number	Percent
Total	150	150	99.4	2,950	2,940	99.7
Institutional level						
Less-than-2-year	10	10	100.0	80	80	100.0
2-year	10	10	100.0	40	40	100.0
4-year non-doctorate-granting	120	120	99.2	2,200	2,190	99.6
4-year doctorate-granting	20	20	100.0	620	620	100.0
Institutional control						
Public	60	60	100.0	1,450	1,450	100.0
Private not-for-profit	90	90	98.9	1,400	1,390	99.4
Private for-profit	10	10	100.0	100	100	100.0
Institutional sector						
Public						
Less-than-2-year	#	#	100.0	20	20	100.0
2-year	10	10	100.0	40	40	100.0
4-year non-doctorate-granting	50	54	100.0	1,400	1,400	100.0
4-year doctorate-granting ²	#	#	#	#	#	#
Private not-for-profit						
2-year-or-less	#	#	100.0	#	#	100.0
4-year non-doctorate-granting	70	70	98.5	770	760	98.8
4-year doctorate-granting	20	20	100.0	620	620	100.0
Private for-profit						
Less-than-2-year	#	#	100.0	50	50	100.0
2-year-or-more	#	#	100.0	40	40	100.0

Rounds to zero.

¹ These were students determined to be eligible through CADE, also known as CADE respondents. Some of these students may subsequently have been deemed ineligible during the student interview. For purposes of this analysis, eligibility is based solely on CADE.

² All institutions in this category are included in the full-scale sample with certainty and not included in the field test study.

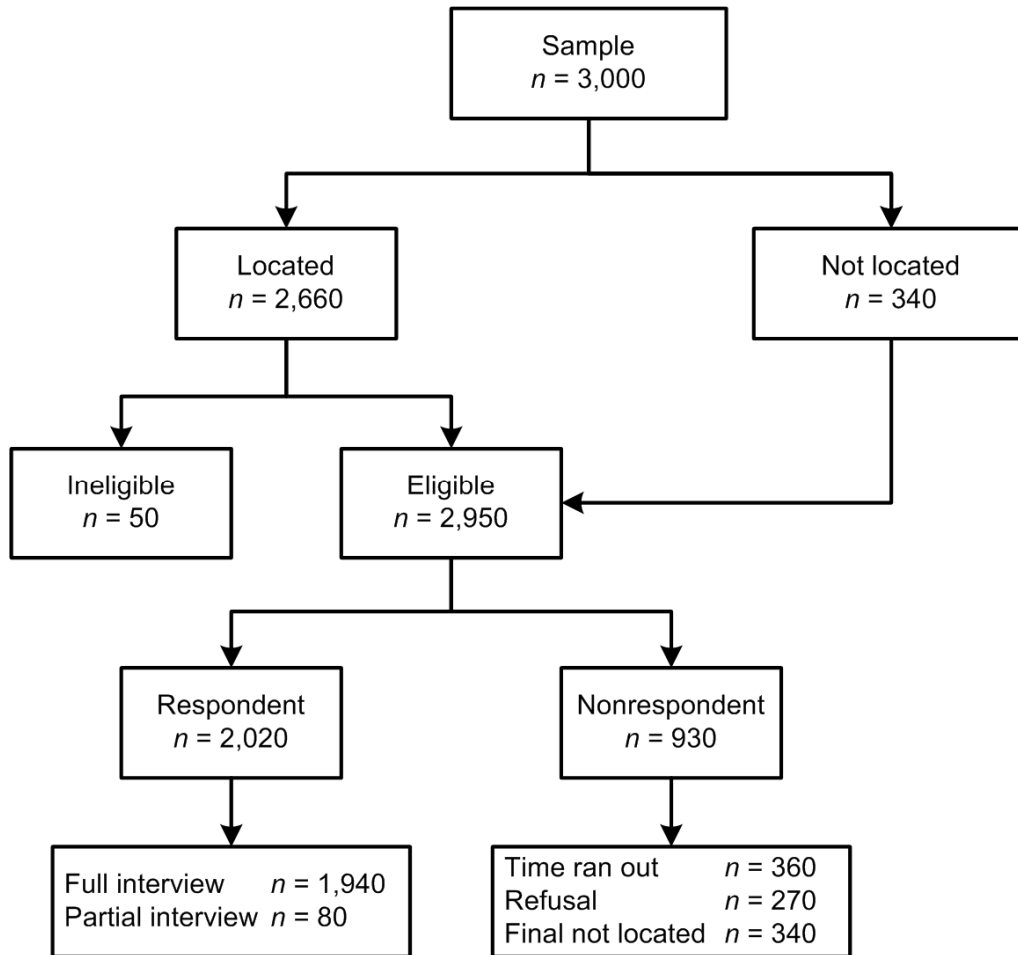
NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration. CADE = computer-assisted data entry.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.1.5 Student Locating and Response Rate Summary

Overall locating and interviewing outcomes are shown in figure 7. Of the eligible sample members, 89 percent were located. An additional 50 sample members were located but determined to be ineligible for the study. Of the eligible sample members, 2,020 (68 percent) completed either a full interview ($n = 1,940$) or enough of the questionnaire to be considered a partial interview ($n = 80$). Students who completed the enrollment section of the questionnaire but did not complete the entire survey were considered partial interviews.

Figure 7. Student locating and interviewing outcomes: 2007



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.2 Locating

3.2.1 Student Locating Overview

It is common for students to move frequently throughout their time in college, particularly at the end of an academic year. Many do not update their contact information in a timely manner. When dealing with a mobile group such as the NPSAS:08 student sample, locating sample members can be one of the more difficult tasks. A variety of approaches was used during the NPSAS:08 field test to locate and interview the sampled students. These approaches included the use of an initial mailing to all students, follow-up letters and e-mails to interview nonrespondents, telephone tracing (calling local and permanent numbers, as well as any other numbers obtained during the course of contacting), and intensive tracing (i.e., using consumer databases, web searches, and criss-cross directories) for sample members who were hard to reach.

As shown in table 14, of the 2,950 confirmed or potentially eligible sample members, 89 percent were located. The highest location rates were for students attending private not-for-profit 2-year-or-less institutions (100 percent), while the lowest location rates were among those students attending private for-profit less-than-2-year institutions (77 percent) ($\chi^2 = 14.31$, $p < .05$). Graduate/first-professional students were the easiest group to find, with 95 percent of these students successfully located. There was a 93 percent location rate for students in the “other undergraduates” category and an 87 percent rate for B&B eligible students ($\chi^2 = 28.99$, $p < .001$).

Table 14. Student locating results, by institutional characteristic and student type: 2007

Institutional characteristic and student type	Total	Located	
		Number	Percent
Total	2,950	2,620	88.6
Institutional level			
Less-than-2-year	80	60	79.0
2-year	40	40	90.5
4-year non-doctorate-granting	2,200	1,950	88.5
4-year doctorate-granting	630	560	90.0
Institutional control			
Public	1,450	1,290	89.0
Private not-for-profit	1,410	1,250	88.7
Private for-profit	100	80	80.0
Institutional sector			
Public			
Less-than-2-year	20	20	77.3
2-year	30	30	91.2
4-year non-doctorate-granting	1,390	1,240	89.2
4-year doctorate-granting ¹	#	#	#
Private not-for-profit			
2-year-or-less	10	10	100.0
4-year non-doctorate-granting	770	680	87.6
4-year doctorate-granting	630	560	90.0
Private for-profit			
Less-than-2-year	50	40	76.9
2-year-or-more	40	40	83.7
Student type			
Total undergraduate	2,750	2,430	88.1
B&B eligible	1,970	1,700	86.4
Other undergraduate	780	730	92.5
Graduate/first-professional	200	190	94.9

Rounds to zero.

¹ All institutions in this category are included in the full-scale sample with certainty and not included in the field test study.

NOTE: Details may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration. B&B = Baccalaureate and Beyond Longitudinal Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.2.2 Database Batch Tracing Before Data Collection

To locate students for the NPSAS:08 field test study, institutions were asked to provide local and permanent telephone numbers and addresses for students on their enrollment lists. This information was then confirmed or updated by matching to three locating databases: CPS, National Change of Address (NCOA), and Telematch.

The CPS database contains information from students who have applied for federal student aid loans. If a student is in the CPS database, additional locating information often can be obtained. This information can include new (or previous) local and permanent addresses and telephone numbers, locating information for the student's parents or guardians, and information about other potential contacts. Of the 2,950 cases sent to and processed through CPS prior to the end of data collection, 1,920 (65 percent) were returned with new or confirmed information (table 15).

Table 15. Batch processing record match rates, by tracing source: 2007

Method of tracing ¹	Number of records sent	Number of records matched	Percent matched
Total	9,390	3,990	42.5
CPS	2,950	1,920	65.3
NCOA	3,000	190	6.3
Telematch	3,000	1,790	59.6
Accurint	450	80	2.7

¹These rows are not mutually exclusive. If a student could not be located, the case was sent to one or more of the tracing sources.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration. CPS = Central Processing System; NCOA = National Change of Address.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

All student address information obtained from the institutions and from CPS was then sent to NCOA to search for updates. NCOA, a database consisting of change of address data submitted to the U.S. Postal Service, contains almost 113 million records. NCOA records are updated every 2 weeks and stored for 3 years. Of the 3,000 cases sent to NCOA for processing, 190 (6 percent) were returned with updated address information.

Finally, all contact information was sent to Telematch for batch processing to determine whether a new telephone number was available for any student addresses obtained from the institutions, CPS, or NCOA. Telematch uses name, street address, and ZIP code as search criteria and returns either a telephone number update/confirmation or an indication that no telephone match was available for a particular address. Of the 3,000 cases sent to Telematch, over one-half (60 percent) of the cases were returned with new or confirmed telephone information

3.2.3 Intensive Tracing During Data Collection

Intensive tracing efforts were required in cases for which no interview was obtained via the self-administered web interview and for which the preloaded CATI locating information did not result in contact with the sample member. These cases were assigned to RTI's Tracing Operations Unit (TOPS) for intensive centralized tracing. Intensive centralized tracing involved searches of public and proprietary databases, the Web, and a variety of information directories. Overall, just over 11 percent of the potential or confirmed eligible sample members required intensive tracing efforts (table 16). This rate ranged from a high of 14 percent for students from public institutions to a low of 5 percent for students from private for-profit 2-year-or-more institutions.

Table 16. Students requiring intensive tracing procedures, by institutional characteristic and student type: 2007

Institutional characteristic and student type	Total	Cases requiring intensive tracing efforts	
		Number	Percent
Total	2,950	330	11.1
Institutional level			
Less-than-2-year	80	10	13.6
2-year	40	#	9.5
4-year non-doctorate-granting	2,200	260	11.7
4-year doctorate-granting	630	60	8.9
Institutional control			
Public	1,450	200	13.7
Private not-for-profit	1,410	120	8.7
Private for-profit	100	10	9.5
Institutional sector			
Public			
Less-than-2-year	20	#	13.6
2-year	30	#	8.8
4-year non-doctorate-granting	1,390	190	13.8
4-year doctorate-granting ¹	#	#	#
Private not-for-profit			
2-year-or-less	10	#	14.3
4-year non-doctorate-granting	770	70	8.4
4-year doctorate-granting	630	60	8.9
Private for-profit			
Less-than-2-year	50	10	13.5
2-year-or-more	40	#	4.7
Student type			
Total undergraduate	2,750	320	11.5
B&B eligible	1,970	230	11.7
Other undergraduate	780	90	10.8
Graduate/first-professional	200	10	6.6

Rounds to zero.

¹ All institutions in this category are in the full-scale sample with certainty and not included in the field test study.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration. B&B = Baccalaureate and Beyond Longitudinal Study.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Of the 330 cases requiring intensive tracing, 190 (57 percent) were ultimately located. Further, 130 of the 330 cases (41 percent) that were located were also interviewed (table 17).

Table 17. Locating and interviewing rates, by intensive tracing efforts: 2007

Intensive tracing status	Total	Located		Interviewed	
		Number	Percent	Number	Percent
Total	2,950	2,620	88.6	2,020	68.4
Intensive tracing required	330	190	56.5	130	40.7
No intensive tracing required	2,620	2,430	92.6	1,890	71.9

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.3 Interviewing Outcomes

Overall, 2,020 of approximately 2,950 (68 percent) eligible sample members completed either a full or partial student interview. The following sections discuss student interview completion results by data collection phase, by student and institutional characteristics, and by mode of administration.

3.3.1 By Data Collection Phase

As described in section 2.3.8, the NPSAS:08 field test involved three phases of data collection: 1) early response phase, 2) production interviewing phase, and 3) nonresponse conversion phase. Interview completion results for each phase are presented below.

The first stage of data collection was the early response phase. After initial locating of sample members, a period of 3 weeks was allotted for students to complete the self-administered interview via the Web. About 1,050 interviews (36 percent of the eligible sample) were completed during the early response phase and were thus eligible for the \$30 incentive.

The second stage of data collection was the production interviewing phase, during which telephone interviewers made outbound calls to obtain interviews with sample members. This phase included all eligible sample members who did not complete the interview during the early response period. Approximately 400 interviews (21 percent) were completed out of the 1,900 remaining sample members who were included in this phase. No incentive was offered for interviews completed during the production interviewing phase.

The final phase of student interviewing involved the nonresponse conversion of refusals, students who were difficult to locate, and for whom several call attempts has been made with no contact. Among the 1,500 sample members who were eligible for the nonresponse conversion phase about 34 percent ($n = 490$) completed the interview. All sample members who completed

interviews during this phase were eligible to receive a \$30 incentive. Attempts were made to obtain interviews with nonrespondents and to complete partial interviews that had already begun. Thus, all eligible sample members who were nonrespondents or only partially completed an interview during the early response and production phases were offered the nonresponse conversion incentive.

The response rates for each phase of data collection are presented in table 18.

Table 18. Interview completions, by data collection phase: 2007

Data collection phases	Eligible sample	Number of completed interviews ¹	Percent completed ²
All phases	2,950	1,940	65.7
Early response phase: \$30	2,950	1,050	35.6
Production interviewing phase: \$0 ⁴	1,900	400	21.2
Nonresponse conversion phase: \$30 ⁵	1,500	490	32.4

¹ The number of completed interviews does not include partially completed interviews.

² Percent is based on the number of eligible sample members within the row under consideration.

NOTE: Detail may not sum to totals because of rounding. The data collection phases are mutually exclusive. All eligible sample members were included in the early response phase. Sample members who did not complete an interview during the early response phase were included in the production interviewing phase. All eligible sample members who did not complete an interview during the production interviewing phase were included in the nonresponse conversion phase. Sample members who partially completed an interview remained in the data collection phase progression until they completed their interview. Those sample members who never finished a partially completed interview ($n = 80$) remained in the eligible sample for the nonresponse conversion phase.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.3.2 By Institution and Student Type

In the NPSAS:08 field test, the unweighted response rate for the student interview was 68 percent (2,020 full or partial interviews out of 2,950 confirmed or potentially eligible sample members). Unweighted response rates by type of institution and type of student are shown in table 19. Comparing the different types of institutions, student response rates were highest among those sampled from 4-year doctorate-granting institutions (70 percent). Response rates were lowest among students from less-than-2-year institutions (53 percent) ($\chi^2 = 12.38, p < .01$). In terms of student type, response rates were highest among graduate students (83 percent), followed by non-B&B undergraduates (81 percent) and potential B&B undergraduates (62 percent) ($\chi^2 = 114.76, p < .001$).

Table 19. Student interview results, by institutional characteristic and student type: 2007

Institutional characteristic and student type	Total	Interview Mode					
		Interviewed		Self-administered		Interviewer-administered	
		Number	Percent ¹	Number	Percent ²	Number	Percent ²
Total	2,950	2,020	68.4	1,480	73.4	540	26.6
Institutional level							
Less-than-2-year	80	40	53.1	20	37.2	30	62.8
2-year	40	20	57.1	20	75.0	10	25.0
4-year non-doctorate-granting	2,200	1,510	68.6	1,090	72.1	420	27.9
4-year doctorate-granting	630	440	70.3	360	81.0	80	19.0
Institutional control							
Public	1,450	1,000	69.2	720	71.5	290	28.5
Private not-for-profit	1,410	970	68.6	740	76.6	230	23.4
Private for-profit	100	50	53.7	30	49.0	30	51.0
Institutional sector							
Public							
Less-than-2-year	20	10	50.0	10	45.5	10	54.5
2-year	30	20	61.8	20	81.0	#	19.0
4-year non-doctorate-granting	1,390	970	69.7	700	71.6	280	28.4
4-year doctorate-granting ³	#	#	#	#	#	#	#
Private not-for-profit							
2-year-or-less	10	10	71.4	#	#	10	100.0
4-year non-doctorate-granting	770	520	67.1	380	73.6	140	26.4
4-year doctorate-granting	630	440	70.3	360	81.0	80	19.0
Private for-profit							
Less-than-2-year	50	30	51.9	10	40.7	20	59.3
2-year-or-more	40	20	55.8	10	58.3	10	41.7
Student type							
Total undergraduate	2,750	1,860	67.4	1,370	73.7	490	26.3
B&B eligible	1,970	1,220	61.9	920	75.7	300	24.3
Other undergraduate	780	640	81.0	440	69.8	190	30.2
Graduate/first-professional	200	160	82.8	110	69.5	50	30.5

Rounds to zero.

¹ Percentages are based on the total.

² Percentages are based on the total interviewed.

³ All institutions in this category are in the full-scale sample with certainty and not included in the field test study.

NOTE: Detail may not sum to totals because of rounding. B&B = Baccalaureate and Beyond Longitudinal Study; CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.3.3 By Mode of Administration

Students responding to the NPSAS:08 field test varied significantly in terms of the mode by which they completed the survey (see table 19). Of all completed and partial interviews, more were obtained via self-administration (73 percent) than with a telephone interviewer (27 percent) ($z = 19.05, p < .001$). Students from public 2-year institutions and students from private not-for-profit 4-year doctorate-granting institutions (both 81 percent) were more likely than students from other institution types to complete the interview through self-administration ($\chi^2 = 64.27,$

$p < .001$). Potential B&B undergraduate students were more likely than other student types to choose the self-administered mode to complete the interview (76 percent). Graduate students and other undergraduates were more likely to choose the interviewer-administered interview (30 percent) than were potential B&B undergraduate students (24 percent) ($\chi^2 = 10.24, p < .05$).

3.4 Response Burden and Effort

3.4.1 Timing Analysis

It is important to review the burden associated with the NPSAS:08 field test student interview. The amount of time it took students to complete the interview was examined, with special attention paid to how long it took different completion modes, internet connection speeds, and student types. This information is particularly useful because it provides feedback that can be used to reduce respondent burden, reduce data collection effort and cost, and improve data quality for the full-scale study.

To calculate the time to complete the NPSAS:08 field test student interview, the student instrument was developed with time stamps embedded on each screen. A time stamp was associated with each web page that a respondent viewed. Each time a respondent clicked the “Next” button on a particular web page, a time stamp was set to the clock time on the respondent’s or interviewer’s computer. This approach allowed for the computation of specific interview item times, online coding program times, individual interview section times, and total interview completion time.

The timing analysis included complete cases with one-session logins only. Multisession cases—including cases that stopped and resumed the interview at a later time, and those that were automatically logged off because of an extended period of inactivity—were excluded from this analysis, as were partially completed interviews. Outlier cases were defined as those whose time exceeded 2 standard deviations from the average time, and were identified within section and over the total interview. Outliers were also excluded from analysis presented here, so it is possible that a case was identified as an outlier for a particular section, but not for the total interview. Therefore, individual section times may not sum to the total interview time and the number of cases for each section may not sum to the total. The number of cases per section also varies because sections D, E, and F do not apply to all respondents.

Table 20 presents the average interview completion times, overall and by interview section. The average interview time was calculated by adding each respondents total interview completion time and dividing it by the total number of respondents. Overall, the average time to complete the NPSAS:08 field test student interview was 26.9 minutes.

Table 20. Average time to complete the NPSAS field test student interview, by interview section: 2007

Interview section	All respondents	
	Number of cases	Average time in minutes
Total interview	1,400	26.9
Section A Enrollment	1,340	7.8
Section B Financial Aid	1,400	4.2
Section C Current Employment	1,340	4.3
Section D Employment Plans	770	0.4
Section E Education Plans	790	1.0
Section F Teaching	810	0.4
Section G Education Experiences	1,310	2.4
Section H Background	1,330	3.8
Section I Locating	760	3.1

NOTE: Detail may not sum to totals because of rounding. 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. Interview times are presented only for completed interviews (partial interviews and multisession completions were excluded).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

The longest section to complete was the enrollment section, taking 7.8 minutes for all respondents. This outcome was expected, because this section is critical to the progression of the interview and therefore the lengthiest and most complex. It includes items used to determine eligibility and student status, and it collects information on enrollment experiences at all schools attended during the study year. The routing and question wording for respondents for the remainder of the interview were based on the responses in the enrollment section; therefore, it was necessary to obtain a detailed enrollment history.

Overall, respondents took 4.2 minutes to complete the section concerning financial aid. Items in this section focused on the application for federal student aid, types and amounts of aid received, graduate fellowships and assistantships, and work-study programs, and a new set of items concerning knowledge about the Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (SMART) grant.

Completion of the current employment section took approximately 4.3 minutes. This section pertained to employment during enrollment in the study year, and also contained items about personal finances. Included were items related to the effects that working had on education, affordability of education without employment, reasons for working, spousal income, receipt of federal assistance, assets, and credit card burden. Table 21 illustrates the differences in section time by job status. Respondents who were employed took an average of 5.1 minutes to complete this section, while respondents who were not employed took 2.3 minutes on average to complete this section.

Table 21. Average time to complete the current employment section of the field test instrument, by employment status: 2007

Employment status	Number of cases	Section time
Employed	970	5.1
Not employed	370	2.3

NOTE: Outliers were identified for the Current Employment section. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for the section. Interview times are presented only for completed interviews (partial interviews and multisession completions were excluded).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

The employment plans section applied only to B&B eligible respondents and was the shortest section in the interview, containing only three items related to respondent's future plans for work. This section took 0.4 minutes on average.

Another section applying only to B&B eligible students asked about plans for additional education. The average completion time for this section was 1 minute. Items in this section included graduate school admissions tests taken, application and acceptance to graduate school, intended graduate degree, and reasons for applying to, postponing, or not applying to graduate school.

The teaching section was the final section applying only to B&B eligible students. This section included four items, which pertained to experiences in teaching and preparations for teaching at the K-12 level. The average overall completion time for the teaching section was 0.4 minutes.

The education experiences section took about 2.4 minutes for all respondents to complete. Many items in this section pertained to subgroups of respondents. Items that applied only to undergraduate respondents included distance education, remedial classes, high school coursework, and frequency of major changes. Other items in this section were administered to B&B eligible respondents only, including items such as transfer credits, studying abroad, and foreign languages. Table 22 presents section times by B&B eligibility status; B&B eligible respondents spent an average of 2.8 minutes completing this section while non-B&B eligible respondents spent an average of 1.9 minutes.

Table 22. Average time to complete the education experiences section of the field test instrument, by B&B eligibility status: 2007

Eligibility status	Number of cases	Section time
B&B eligible	740	2.8
Not B&B eligible	570	1.9

NOTE: Outliers were identified for the education experiences section. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for the section. Interview times are presented only for completed interviews (partial interviews and multisession completions were excluded).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

The background section collected demographic information about respondents and their families and took an average of 3.8 minutes to complete. It also contained items related to

number of dependents, parent education, disability status, citizenship status, and community service work.

The final section collected locating information for the next follow-up study and applied only to students identified as eligible for the B&B cohort. The locating section took about 3.1 minutes to complete. Contact information such as parent addresses, permanent addresses, and e-mail addresses were collected in this section.

It is also important to monitor average interview times by administration mode to understand the impact that mode of administration can have on the survey experience for respondents. Table 23 displays total interview time and individual section times for self-administered and interviewer-administered completions. The interviewer-administered respondents, with an average time of 29.9 minutes, took longer to complete the field test interview than self-administered respondents, who took 25.6 minutes ($t = 7.56, p < .001$). This outcome is not unexpected, and it is largely due to the conversational nature of the telephone interview experience. Exchange and verification of information and the verbal administration of questions and response options tend to increase completion time.

Table 23. Average time to complete the NPSAS:08 field test student interview, by mode of administration and interview section: 2007

Interview section	Self-administered		Interviewer-administered	
	Number of cases	Average time	Number of cases	Average time
Total interview	1,000	25.6	400	29.9
Section A Enrollment	960	7.4	380	8.8
Section B Financial Aid	1,000	4.2	400	4.3
Section C Current Employment	970	4.0	380	5.2
Section D Employment Plans	580	0.4	190	0.5
Section E Education Plans	600	1.0	200	1.3
Section F Teaching	610	0.3	200	0.5
Section G Education Experiences	930	2.3	380	2.6
Section H Background	960	3.5	377	4.6
Section I Locating	580	2.8	184	3.7

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration. 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. Interview times are presented only for completed interviews (partial interviews and multi-session completions were excluded).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Variations in respondent burden by Internet connection type were assessed as well. Table 24 provides the timing results based on connection type for self-administered respondents. Respondents using a dial-up modem took nearly 13 minutes longer to complete the interview than those using a fast connection type ($t = 5.71, p < .001$). However, very few respondents used a dial-up connection—out of 1,000 self-administered respondents included in this analysis, only 4.4 percent completed the interview with a dial-up modem, while 86.4 percent of respondents

completed it with a fast connection. Given the additional time associated with dial-up connections, study materials will encourage respondents without fast connections to complete a telephone interview.

Table 24. Average minutes to complete the self-administered student interview, by web connection type: 2007

Internet connection type	Number of cases	Percent of cases	Interview time
Total	1,000	100.0	25.6
Dial-up modem	40	4.4	37.9
Fast connection (DSL, ISDN, cable modem, office LAN)	860	86.4	24.9
Do not know connection type	90	9.2	26.8

NOTE: Detail may not sum to totals because of rounding. Interview times are presented only for completed interviews (partial interviews and multisession completions were excluded). Outliers were identified for this analysis. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for the interview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

It is also useful to evaluate interview times for different types of students to understand the burden associated with the various interview paths. Table 25 presents the average time to complete the interview by B&B eligibility as well as current employment status, and student status.

Table 25. Average time to complete the student interview and screen counts, by respondent type: 2007

Respondent type	Number of cases	Total interview time	Total screen count
Total interview	1,400	26.9	122
Non-B&B eligible			
Not currently employed			
Undergraduate	120	22.1	101
Graduate	20	17.7	74
Currently employed			
Undergraduate	340	24.8	112
Graduate	110	19.6	86
B&B eligible			
Not currently employed			
Undergraduate	230	28.0	126
Graduate	#	29.2	100
Currently employed			
Undergraduate	570	30.4	139
Graduate	10	26.2	110

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Interview times are presented only for completed interviews (partial interviews and multi-session completions were excluded). Outliers were identified for this analysis. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for the interview. B&B = Baccalaureate and Beyond Longitudinal Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

As noted earlier, the employment plans, education plans, teaching, and locating sections of the interview applied only to students identified as B&B eligible students. Therefore, the highest interview time came from B&B eligible undergraduate students who were currently employed. This type of respondent took, on average, 30.4 minutes to complete the interview. In addition to having the longest average completion time, B&B eligible undergraduates who were currently employed also received the highest number of screens in the instrument (139 on average). In contrast, graduate students who were not currently employed had the lowest average interview time, 17.7 minutes, and also received the fewest screens (74 on average).

The use of coding systems is also an important factor when considering interview completion time. Two different coding systems were used in the NPSAS:08 instrument, the institutional coding system and the major or field-of-study coding system. The institutional coding system collected information on additional schools attended, and provided various ways to search for schools, including by city, state, and/or school name. The major or field-of-study coding system used an assisted-coding approach, such that the entry of text strings interfaced with a database to identify the best match or provide a set of comparable matches. On average, it took less than 1 minute to code institutions and major or field of study. No differences in timing by administration mode were found in coding system timing.

Overall, the average time to complete the NPSAS:08 field test student interview was 26.9 minutes. This time varied by administration mode, internet connection, and student type. The timing analysis suggests that, because of the conversational nature of the phone interview, respondents who completed a telephone interview took longer than those who completed a self-administered interview. Also, respondents completing the self-administered interview using a dial-up connection took longer to complete than those on a fast connection. Additionally, respondents who were B&B eligible undergraduates who were employed completed the interview with a longer average time and a higher screen count than graduate students who were not employed. This information will aid in reducing respondent burden, reducing data collection effort and cost, and improving data quality for the NPSAS:08 full-scale study.

3.4.2 Help Desk

Help desk staff members provided live telephone assistance to students with technical or other questions about the self-administered web interview and were trained to conduct telephone interviews as needed. Help desk agents also responded to voicemail messages left by respondents when the call center was closed.

To gain a better understanding of the problems encountered by students attempting to complete the self-administered web interview, a program recorded each help desk incident that occurred during data collection. For each occurrence, help desk staff confirmed contact information for the sample member and recorded the type of problem, a description of the problem and resolution, the incident status (pending or resolved), and the approximate time it took to assist the caller.

Table 26 provides a summary of help desk incidents. The majority of the problems reported by students who called the help desk were requests for study identification (ID)

numbers or passwords (72 percent). Other problems reported included perceived problems with the questionnaire programming (8 percent), problems with the student's browser settings or computer (5 percent), the study website being unavailable (9 percent), and general questions about the study (1 percent). Additionally, about 3 percent of help desk incidents were sample members who called in to complete a telephone interview. The remaining incidents (2.9 percent) were miscellaneous situations that could not be coded into one of the principal categories provided.

Table 26. Help desk incident type: 2007

Type of incident	Total incidents recorded	Percent of total incidents
Total	411	100.0
Program error	31	7.5
Need study identification number/password	296	72.0
Browser settings/computer problems	21	5.1
Website unavailable	35	8.5
Question about study	5	1.2
Called in to complete interview	11	2.7
Other	12	2.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.4.3 Number of Calls

A total of 2,470 telephone interviewer hours (exclusive of training, supervision, monitoring, administration, and quality circle meetings) were expended to obtain completed or partial interviews from 2,020 sample members. Because the time to administer the interview on the telephone was, on average, approximately 30 minutes, the large majority of interviewer time was spent on other case-related activities. A small percentage of this time was required to access a case from the CMS, review its history, and close the case (with appropriate reschedule, comment, and disposition entry) when completed. The bulk of an interviewer's time, however, was devoted to locating and contacting sample members.

A total of 29,820 call attempts were made as part of the NPSAS:08 field test, averaging 10 calls per case (see table 27). Among all completed cases, an average of 6 call attempts was required, compared with an average of 18 calls for those not interviewed ($t = 34.2, p < .001$).

Table 27. Call counts, by interview status and mode of completion: 2007

Interview status and completion mode	Number of cases	Number of calls	Average calls per case
Total	3,000	29,820	9.9
Interviewed	2,020	12,060	6.0
Not interviewed	980	17,760	18.1
By mode			
Self-administered complete, no telephone follow-up	970	†	†
Self-administered complete, with telephone follow-up	510	6,770	13.2
Interviewer-administered in-house complete	470	4,500	9.7
VCC complete	70	790	10.8

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. CATI = computer-assisted telephone interviewing; VCC = virtual call center.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

The average number of calls varied across the mode of data collection. Of the 2,020 completed cases, approximately 970 (48 percent) were completed via the self-administered web instrument and required no telephone contact. However, the remaining 510 self-administered student completions required an average of 13 calls. Approximately 470 of the completions were obtained via CATI by an in-house call center telephone interviewer and required an average of 10 call attempts. In addition to in-house CATI interviews, 70 completions were obtained by VCC¹⁴ telephone interviews with an average of 11 call attempts.

Table 28 shows significant variation in the number of calls per case across different types of students and institutions. Students from less-than-2-year institutions required 14 calls on average, while those from either 4-year non-doctorate-granting or 4-year doctorate-granting institutions averaged 10 calls ($F = 4.8, p < .01$). Students at private for-profit institutions required more calls (12 call attempts on average) than respondents at public institutions and private not-for-profit institutions ($F = 2.4, p < .1$). Students attending institutions in the public less-than-2-year sector had the highest average with 18 call attempts. NPSAS:08 field test respondents were called less frequently than NPSAS:08 field test nonrespondents, with an average of 10 calls as opposed to 14 calls ($t = 3.9, p < .01$). B&B eligible students required more calls than both other undergraduates and graduate/first-professional students ($F = 12, p < .01$).

¹⁴ The NPSAS:08 field test was used to test the procedures and data quality for the virtual call center (VCC).

Table 28. Number and result of calls made to sample members, by institutional characteristic and student type: 2007

Institutional characteristic and student type	Total sample	Total number of calls to sample cases	Average calls per case
Total	3,000	29,820	9.9
Institutional level			
Less-than-2-year	90	1,190	13.9
2-year	50	560	11.7
4-year non-doctorate-granting	2,230	21,860	9.8
4-year doctorate-granting	630	6,210	9.8
Institutional control			
Public	1,480	14,610	9.9
Private not-for-profit	1,420	13,980	9.9
Private for-profit	100	1,220	12.2
Institutional sector			
Public			
Less-than-2-year	20	390	17.8
2-year	40	380	9.5
4-year non-doctorate-granting	1,420	13,840	9.8
4-year doctorate-granting ¹	#	#	#
Private not-for-profit			
2-year-or-less	10	60	8.1
4-year non-doctorate-granting	780	7,720	9.9
4-year doctorate-granting	630	6,210	9.8
Private for-profit			
Less-than-2-year	60	740	13.1
2-year-or-more	40	470	11.0
Respondent status			
NPSAS:08 respondent	2,900	28,410	9.8
NPSAS:08 nonrespondent	100	1,410	13.6
Student type			
Total undergraduate	2,750	27,900	10.1
B&B eligible	1,970	21,000	10.7
Other undergraduate	780	6,900	8.8
Graduate/first-professional	200	1,390	7.0

Rounds to zero.

¹ All institutions in this category are in the full-scale sample with certainty and not included in the field test study.

NOTE: Detail may not sum to totals because of rounding. B&B = Baccalaureate and Beyond Longitudinal Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Call screening by sample members has been a continuing problem in studies that use the telephone as a mode of contact. Devices such as telephone answering machines can be used to screen unwanted calls, but they also serve as a means of staying in touch, particularly for college-aged students and others with busy lifestyles. Table 29 looks at the success in locating and interviewing “hard to reach” sample members. These students were defined as those who

were called at least 15 times with minimal or no contact or were not locatable in TOPS. Of the 1,170 hard to reach students, 74 percent were located and 42 percent completed the NPSAS interview. Location rates among these students varied significantly, according to the percentage of time a telephone answering machine was reached on those calls. Only 58 percent of students were located when there were no answering machine events, compared with 76 percent when an answering machine was reached on less than one-half of the call attempts or when an answering machine was reached on one-half or more of the call attempts ($\chi^2 = 23.1, p < .01$). Additionally, only 39 percent of hard to reach sample members completed the interview with no answering machine events, compared with 50 percent when an answering machine was reached on less than one-half of the call attempts and 38 percent when an answering machine was reached on one-half or more of the call attempts ($\chi^2 = 15.8, p < .01$).

Table 29. Location and interview rates for hard to reach sample members, by percentage of call attempts in which an answering machine was reached: 2007

Percent of call attempts resulting in answering machine	Total hard to reach sample members ¹	Located		Total complete	
		Number	Percent	Number	Percent
Total	1,170	860	73.7	490	41.9
None	160	90	58.1	60	38.8
Less than half	360	280	76.3	180	50.4
Half or more	650	490	76.0	250	37.9

¹ Hard to reach sample members either had at least 15 call attempts with minimal or no contact or were not locatable in RTI's Tracing Operations Unit (TOPS).

NOTE: Detail may not sum to totals because of rounding. Calculations include only hard to reach cases. All percentages are unweighted and based on the number of eligible students within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Patterns were examined in the types of telephone numbers that ultimately resulted in finding a sample member, as well as how these patterns changed over the course of the study. Telephone numbers for the 470 CATI interviews completed during the production phase of data collection were coded as "local number" or "permanent number" based on information provided on the enrollment lists obtained from institutions. In many cases, the institutions had the same number listed as "local" and "permanent"; these were coded as "permanent number". Finally, if a completion was obtained at a number other than local or permanent, then the number was coded as "other number." As shown in table 30, 13 percent of completed cases were obtained using the student's local number and 46 percent using the student's permanent number. For the remaining 42 percent of completed cases, a number other than local and permanent number was used.

Table 30. Telephone number type for respondent interview completion: 2007

Type of telephone number	Number	Percent
Total ¹	470	100
Local	60	12.7
Permanent ²	210	45.7
Other	190	41.6

¹ Represents cases completed via a telephone interview on or after March 29, 2007.

² Includes cases with the same telephone number listed for local and permanent.

NOTE: Detail may not sum to totals because of rounding. Self-administered interview completions are not included in this analysis. All percentages are unweighted and based on the number of eligible students within the row under consideration. CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.5 Data Collection Experiment Results

Three experiments were conducted during the NPSAS:08 field test. These experiments assessed the following questions:

1. Would cases receiving telephone prompting calls during the early response period produce higher response rates during the early response period than cases who did not receive prompting calls?
2. Would lead letter materials sent via Priority Mail produce higher response during the early response period than materials sent via First-Class Mail?
3. Would a \$10 prepaid nonresponse/refusal incentive (\$10 up front, followed by a promise of \$20 upon interview completion) for nonrespondent/refusal cases produce higher participation rates than those who were offered the promise of a \$30 incentive upon interview completion?

3.5.1 Analysis of Priority Mail

Much research about survey response has focused on the impact of procedures and materials used in contacting sample members, including the number of contacts made, the timing of contacts, and the presentation of materials (Heberlein and Baumgartner 1978). Some studies have suggested that, in addition to the content and timing of study materials, the packaging or presentation of information sent to sample members is important to increasing survey response (Dillman 2000). In particular, the method of mail delivery has been found to be an important factor. For instance, Abreu and Winters (1999) found that Priority Mail was effective when used as a method to increase response rates among nonrespondent cases. The reason is obvious: content is ineffective if the envelope is ignored or considered to be junk mail. Using the Priority Mail delivery system may signal the importance of the information contained in the package, thus increasing the likelihood that the student will read the study materials and respond to the student interview.

Prior to the start of data collection, the field test sample was randomly assigned to two groups: one group to receive the initial study materials, including information and login details, via Priority Mail and the other group to receive the same materials via First-Class Mail, as has

been done in the past. Results were measured by comparing the response rates at the end of the early response period for these two groups to determine whether response was greater for those who received the Priority Mail package.

Table 31 presents the results of the Priority Mail experiment. There was a significant difference in early interview completion between the two groups: 39 percent of those who were sent the materials via Priority Mail completed the interview during the early response phase, compared with 33 percent of those who were sent the materials via First-Class Mail ($\chi^2 = 9.22$, $p < .01$).

Table 31. Early response rates, by mail condition: 2007

Type of initial mailing	Eligible sample	Interviewed	
		Number ¹	Percent
All cases	2,920	1,050	36.0
Priority Mail	1,450	560	38.7
First-Class Mail	1,480	490	33.3

¹ This number includes only those respondents who completed the interview during the early response period.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.5.2 Analysis of Telephone Prompting Calls

Research has shown that additional contacts with sample members increase the likelihood of participation (Moore and Dillman 1980). Prompting calls, which are telephone calls made by project staff to sample members reminding them to participate, are likely effective because they provide another reminder about a study and give interview staff an additional opportunity to provide the information needed to participate. Prompting calls also give an early indication of the quality of locating information for a case.

Prior to the NPSAS:08 field test data collection, the field test sample was randomly assigned to two groups. All sample members received study materials with information about the study and the information needed to log in to complete the self-administered interview. One group received telephone prompting calls reminding them to log in to the study website and complete an interview, and the other group did not receive prompting calls. For those in the treatment group, prompting calls occurred approximately 10 days into the sample member's early response period.

Response rates at the end of the early response period for the two groups were compared to determine whether the prompting calls were significantly associated with higher response rates during the early response period.¹⁵ There was a significant difference between the two groups,

¹⁵ The early response period was defined as the first 3 weeks after the data collection notification was sent to a sample member. Sample members were notified of the study and asked to participate by completing a web-based, self-administered survey. Help desk staff were available during this time period to assist sample members in completing the self-administered survey or to administer a telephone interview if desired.

with response rates at the end of the early response period being higher among sample members in the prompting group (22 percent vs. 18 percent [table 32], respectively) ($\chi^2 = 7.44, p < .001$).

Table 32. Early response rates, by prompting condition: 2007

Type of prompting	Eligible sample ¹	Interviewed during early response period	
		Number ²	Percent
All cases	2,410	440	19.9
Selected for prompting	1,210	250	22.2
Not selected for prompting	1,210	190	17.5

¹ This number excludes respondents who completed the interview prior to the start of prompting calls.

² This number includes only those respondents who completed the interview between the start of prompting calls and the end of the early response period.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

The type of prompting had a significant impact on early interview completion. Sample members who were spoken to directly (27 percent) were the most likely to complete the questionnaire during the early completion period, compared with those who were left a voicemail message (13 percent) and those for whom a message was left with a household member (13 percent) ($\chi^2 = 22.0, p < .001$).

3.5.3 Analysis of Prepaid Incentives

Another strategy commonly used to obtain sufficient response to survey data collections is the nonresponse conversion incentive. There is much evidence to suggest that prepaid incentives increase response rates more than promised incentives (Dillman 2000; U.S. Department of Education 2004; Groves et al. 2004). However, because prepaid incentives are difficult to administer, this analysis was limited to the difficult cases at the end of data collection—those determined to be eligible for the nonresponse conversion incentive. This approach allowed us to assess the impact of prepayment on a reduced scale to determine whether it would be effective to implement for targeted groups in the full-scale sample.

Table 33 presents the results of the nonresponse conversion experiment. No significant difference was found between the two groups. About 34 percent of those eligible for the nonresponse conversion incentive responded, regardless of receiving a prepaid or a promised incentive.

Table 33. Interview participation rates, by nonresponse/refusal incentive status: 2007

Type of nonresponse/refusal incentive	Eligible sample ¹	Interviewed	
		Number	Percent
All cases	1,420	490	34.2
\$10 prepay/\$20 promise	740	250	34.3
\$30 promise	680	230	34.0

¹ This number includes all eligible sample members who had not completed the interview at the beginning of the nonresponse conversion phase.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

3.5.4 Analysis of Combined Treatments

NPSAS:08 field test sample members were randomly assigned into one of eight experimental groups prior to the start of data collection. Table 34 compares the response rates of sample members who received both treatments during the early response period with those who did not. Of the respondents who received both the Priority Mail delivery and the prompting calls, approximately 41 percent completed the student interview during the early response period. This response rate was significantly higher than the interview completion rate for sample members who did not receive both of the experimental conditions (34 percent) ($\chi^2 = 11.37, p < .01$).

Table 34. Early response rates, by experimental condition: 2007

Experimental status	Overall number	Completed interview during early response period	
		Number	Percent
Total	2,950	1,050	35.6
Received both priority mailing and prompting calls	740	300	40.8
Did not receive both priority mailing and prompting calls	2,210	750	33.9

NOTE: Details may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Approximately 41 percent of respondents who received both prompting calls and Priority Mail completed the student interview during the early response period. This was significantly higher than the early response rate for respondents who received prompting calls only (34 percent) ($\chi^2 = 7.34, p < .01$).

Chapter 4.

Evaluation of Field Operations and Data Quality

Chapter 4 evaluates the effectiveness of field test survey instrumentation and procedures for the quality and completeness of the data obtained. First, efforts to identify students eligible for the Baccalaureate and Beyond Longitudinal Study (B&B) are discussed. Next, evaluations of institutional data collection procedures and instruments are presented. Evaluations of the student interview focus on instrument reliability and usability, item nonresponse, computer-assisted telephone interviewing (CATI) quality assurance monitoring, the student instrument debriefing questionnaire, and data file preparation. This section also includes a discussion regarding cell phone use in the NPSAS:08 field test, profiles of typical respondents, and patterns of refusal conversion.

4.1 Potential B&B Identification

The NPSAS:08 field test study will serve as the base year of a longitudinal study of baccalaureate students. Those students determined in the interview to be baccalaureates, as well as all students who were identified on the enrollments lists or in CADE as potential baccalaureate students but who were not interviewed, will be followed up 1 year later as part of the B&B field test. A baccalaureate student was defined for sampling purposes as a student who received or was expected to receive a baccalaureate degree at any time between July 1, 2006, and June 30, 2007.

For the NPSAS:08 field test, sampled institutions were asked to provide enrollment lists that included an indicator of students' baccalaureate status and class level to facilitate identification and sample selection of these students (see section 2.3.3 for more details). However, because the lists of baccalaureate degree recipients were preliminary when the enrollment lists were prepared, some students identified by the institution as baccalaureate candidates were determined during the interviews not to be baccalaureate recipients (false positives). Likewise, some sample students not identified by the institutions as baccalaureate candidates were determined during the interviews to have received a baccalaureate degree during the specified time frame (false negatives).

Table 35 shows that, of the 1,680 students who were sampled as baccalaureate candidates and completed an interview, 470 were not baccalaureate recipients, giving a false positive rate of 28 percent. Conversely, of the 340 students who were sampled as other undergraduates or graduate/first-professional students and completed an interview, 10 were baccalaureate recipients, giving a false negative rate of 3 percent. The high false positive rate observed in the field test was anticipated, since institutions were asked to provide enrollment lists early in the year, thereby making it more difficult to identify potential baccalaureate recipients. Full-scale

sampling plans (see section 5.1) will accommodate the expected rate of false-positive identifications by including sufficient numbers of potential baccalaureate recipients.

Table 35. Bachelor's degree recipient status determination, by sample student type: 2007

Student type	Students interviewed ¹	Confirmed bachelor's degree recipient	
		Number	Percent
Total	2,020	1,220	60.4
Bachelor's degree recipient	1,680	1,210	72.2
Other undergraduate and graduate/ first-professional	340	10	2.9

¹ Includes all eligible sample members who completed the student interview, because confirmation of baccalaureate status required confirmation by sample members.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

4.2 Institutional Data Sources

4.2.1 Enrollment List Acquisition and Quality

On the basis of prior NPSAS studies, many of the challenges inherent in obtaining and processing student enrollment lists from sampled institutions were anticipated. Among these challenges were the following:

- obtaining enrollment lists in a timely manner;
- ensuring appropriate formatting and accuracy of enrollment lists; and
- identifying students' education level.

Other considerations for the field test were multiplicity across lists (e.g., one student attending multiple sampled institutions) and the viability of obtaining key information on the student lists. These topics are discussed in the appropriate sections below.

Student List Acquisition. To encourage participation in the field test, institutions were contacted by telephone in the fall of 2006. Institutions were asked to send enrollment lists between January 30, 2007, and June 30, 2007. Table 36 shows the flow of student list receipt by institutional calendar system and month. Approximately 70 percent of the lists arrived during the first 2 months of the year.

Table 36. Enrollment list receipt, by institutional calendar system and month: 2007

Month	Total enrollment lists		Institutional calendar system					
			Semester/trimester		Quarter		Continuous/other	
	Number ¹	Percent	Number	Percent	Number	Percent	Number	Percent
All months	270	100.0	240	86.8	10	4.8	20	8.4
January	20	7.7	20	95.2	#	#	#	4.8
February	170	63.4	170	96.0	#	0.6	10	3.5
March	30	11.0	20	70.0	#	3.3	10	26.7
April	30	10.6	20	65.5	10	24.1	#	10.3
May	20	7.0	10	52.6	#	21.1	10	26.3
June	#	0.4	#	100.0	#	#	#	#

Rounds to zero.

¹ Eligible institutions that provided enrollment lists.

NOTE: Detail may not sum to totals because of rounding. All statistics are based on eligible institutions that provided enrollment lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Ultimately, 270 of the 300 eligible institutions in the NPSAS:08 field test sample provided student enrollment lists (see section 3.1.1). As noted earlier, 10 of the 300 eligible institutions refused to take part in the study. Although many institutions submitted enrollment lists on or before their negotiated deadline, about 3 percent of the remaining 290 institutions did not provide their enrollment lists within the first 5 months that they could do so. Obtaining the enrollment lists from some institutions required many prompting calls after those institutions had missed several deadlines.

Appropriate Format and Accuracy of Lists. Instructions for preparing enrollment lists were made available on the NPSAS institutional website to facilitate cooperation by institutions and improve the accuracy of the lists. The instructions detailed the student data elements (including student contact information) to be included by institutions. However, institutions still made some common submission errors. These errors included providing files in an incorrect format and excluding the specified data elements and contact information for students.

There were also sometimes accuracy issues with the enrollment list data. For example, many enrollment lists exhibited counts that were out of bounds (i.e., enrollment list counts did not match up with Integrated Postsecondary Education Data System [IPEDS] counts, see section 2.3.3). These lists required additional phone calls to reconcile the data.

Table 37 presents some of the accuracy problems experienced with the enrollment lists. Approximately 65 percent of enrollment lists that were received did not have any problems.

Table 37. Enrollment list problems encountered, by institutional sampling stratum: 2007

Institution sampling stratum	Institutions providing lists	Lists with no problems		Lists with problems	
		Number	Percent	Number	Percent
All institutions	270	180	65.2	100	34.8
Public					
Less-than-2-year	#	#	100.0	#	#
2-year	10	10	62.5	#	37.5
4-year non-doctorate-granting	100	50	46.4	50	53.6
4-year doctorate-granting ¹	#	#	#	#	#
Private not-for-profit					
2-year-or-less	#	#	100.0	#	#
4-year non-doctorate-granting	120	90	76.4	30	23.6
4-year doctorate-granting	30	20	65.5	10	34.5
Private for-profit					
Less-than-2-year	#	#	100.0	#	#
2-year-or-more	10	10	83.3	#	16.7

Rounds to zero.

¹ All institutions in this category are in the full-scale sample with certainty and not included in the field test study.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Multiplicity Across Enrollment Lists. Student samples were selected as institutional enrollment lists were received and then added to the master student sample (which included all student sample members previously selected). Even though the individual student samples had been unduplicated within institutions, it was possible to have students who were sampled at more than one institution. To avoid student sample duplication across institutions, each institution's student sample was checked against the master sample before being added. In this manner, students initially included in an institution's student sample who were already in the master sample from another list were not added to the master sample with the second institution's list.

Student's Education Level. Institutions were asked to provide each student's education level (see section 2.3.3). These data were used to form the student sampling strata (see section 2.1.2). Most institutions followed the instructions and provided education level as specified. However, some enrollment lists contained errors that had to be corrected. For example, some institutions did not initially provide the students' education level. Others provided education level but did not classify graduate students into the three categories requested (master's, doctorate, and other graduate). In this situation, the institution's website was consulted to determine whether the institution offered only one type of graduate program (i.e., only master's, doctorate, or other graduate programs). Some institutions provided codes to designate education level but did not provide sufficient documentation for the codes. In this situation, the institution's website was consulted to determine what the codes meant; if this was unsuccessful, the institution was then contacted for elaboration of the codes provided. Finally, some institutions

did not provide education level but instead provided students' degree programs or majors, which at times proved difficult to translate into education levels.

Key Information. As in NPSAS:04, institutions were asked to provide contact information on the student enrollment lists for NPSAS:08. The contact data were to include local and permanent addresses and telephone numbers, as well as campus and permanent e-mail addresses. Nearly all (more than 99 percent) of the enrollment lists received included some contact information (see table 38). However, many institutions provided only one address, phone number, and e-mail address. Frequently, the data labels did not identify whether the information was local or permanent.

Institutions were also asked to provide Social Security numbers on the student lists. Because of confidentiality concerns, project staff were unsure how many institutions would refuse to provide Social Security number. However, more than 96 percent of lists received contained Social Security numbers for at least some of the students.

For the first time in the administration of NPSAS, institutions were asked to provide date of birth (DOB) for the student enrollment lists to identify minors so that parental consent could be obtained before completing an interview. If institutions were unable to provide DOB, they were asked to provide a DOB flag, which indicated if the student was over or under 18 at the start of data collection. Of the enrollment lists received, 83 percent included some form of DOB information.

Table 38. Institutions providing student contact information, Social Security number, date of birth, and e-mail address, by institutional sampling stratum: 2007

Institutional sampling stratum	Address		Social Security number		Date of birth		E-mail address		Phone number	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All institutions	260	99.2	260	96.2	220	83.4	240	92.1	260	97.0
Public										
Less-than-2-year	#	100.0	#	100.0	#	100.0	#	75.0	#	75.0
2-year	10	100.0	10	100.0	10	62.5	#	50.0	10	100.0
4-year non-doctorate-granting	90	100.0	90	96.7	80	81.5	90	94.6	90	97.8
4-year doctorate-granting ¹	#	#	#	#	#	#	#	#	#	#
Private not-for-profit										
Less-than-4-year	#	100.0	#	100.0	#	100.0	#	100.0	#	100.0
4-year non-doctorate-granting	120	98.3	120	95.0	110	86.8	110	91.7	120	95.9
4-year doctorate-granting	30	100.0	30	96.6	20	79.3	30	100.0	30	100.0
Private for-profit										
Less-than-2-year	#	100.0	#	100.0	#	75.0	#	75.0	#	100.0
2-year-or-more	10	100.0	10	100.0	#	80.0	10	100.0	10	100.0

Rounds to zero.

¹ All institutions in this category are in the full-scale sample with certainty and not included in the field test study.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible institutions within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

4.2.2 Completion Rates for Computer-Assisted Data Entry

Table 39 presents institutional computer-assisted data entry (CADE) completion rates for key data elements overall and by method of abstraction (self-CADE, data-CADE, and field-CADE). It is not surprising that item-level response differed among data elements, because institutional record-keeping systems vary dramatically. Not all data elements are available at every institution. However, as can be seen from the table 39, most of the key data elements have a high percentage of item-level completeness. Furthermore, all types of abstraction methods achieved high completion rates overall.

Table 39. Comparison of computer-assisted data entry (CADE) data element completion rates, by method of abstraction: 2007

Data element	Total		Method of abstraction					
			Self-CADE		Data-CADE		Field-CADE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total CADE respondents	2,990	100.0	2,660	100.0	310	100.0	20	100.0
Student characteristic								
Gender	2,950	98.6	2,620	98.5	310	100.0	20	95.7
Marital status	1,910	63.9	1,730	65.2	160	53.1	10	56.5
Citizenship	2,810	94.1	2,500	93.8	300	96.4	20	95.7
High school completion type ¹	2,040	73.4	1,800	72.8	220	78.3	20	73.9
Race	2,660	89.0	2,360	88.9	280	89.6	20	95.7
Hispanic status	2,580	86.3	2,300	86.5	260	83.4	20	95.7
At least one phone number	2,850	95.3	2,540	95.3	290	95.8	20	87.0
At least two phone numbers	910	30.4	770	29.0	140	45.0	#	4.3
Enrollment								
Type of degree program	2,730	91.1	2,400	90.1	310	99.7	20	95.7
Master's, doctor's, or professional degree program ²	180	96.3	160	95.9	20	100.0	#	#
Student class level	2,660	88.8	2,330	87.5	310	99.3	20	95.7
Tuition jurisdiction classification	2,960	98.8	2,630	98.8	310	99.7	20	95.7
Total tuition amount	2,860	95.5	2,530	95.0	310	99.7	20	95.7
Financial aid								
Any aid received	2,970	99.3	2,640	99.2	310	100.0	20	100.0
Federal aid received	2,970	99.3	2,640	99.2	310	100.0	20	100.0
State aid received	2,970	99.3	2,640	99.2	310	100.0	20	100.0
Institutional aid received	2,970	99.3	2,640	99.2	310	100.0	20	100.0
Graduate aid received ³	2,970	99.3	2,640	99.2	310	100.0	20	100.0
Other aid received	2,970	99.3	2,640	99.2	310	100.0	20	100.0
Total financial aid amount	2,990	100.0	2,660	100.0	310	100.0	20	100.0

Rounds to zero.

¹ High school completion type was applicable only to 2,780 undergraduates of the 2,990 CADE student records. Of the 2,780 students to whom the item applied, 2,470 were from self-CADE, 290 were from data-CADE, and the remaining 20 were from field-CADE. Among the 2,470 students from self-CADE to whom this item applied, 1,800 students responded yielding a completion rate of 72.8 percent. Among the 290 students from data-CADE to whom this item applied, 220 students responded yielding a completion rate of 78.3 percent. Among the 20 students from field-CADE to whom this item applied, 20 students responded yielding a completion rate of 73.9 percent.

² Master's, doctor's, and professional degree program was applicable only to 190 graduate/first-professional students in the 2,990 CADE student records. Of the 190 students to whom the item applied, 170 were from self-CADE and 20 were from data-CADE. Among the 170 students from self-CADE to whom this item applied, 160 students responded yielding a completion rate of 95.9 percent. Among the 20 students from data-CADE to whom this item applied, 20 students responded yielding a completion rate of 100 percent.

³ Graduate aid received was only asked of graduate students and was automatically coded as "No" for undergraduate students therefore is applicable to all 2,990 CADE student records.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Marital status and having at least two phone numbers were two items with low completion rates (64 percent and 30 percent, respectively) because these are often not included in student records. High rates of item-level completeness were obtained for the financial aid items, because the Institutional Coordinators (ICs) who provided the data were often financial aid personnel. Thus, they were familiar with this type of information and knew how to access it quickly and accurately.

Another item of note is that the NPSAS:08 field test had a lower completion rate for high school completion type (e.g., diploma or General Educational Development [GED] certification) than the NPSAS:04 full-scale study (73 percent vs. 77 percent, respectively) ($z = 3.6, p < .05$). In this field test, 4-year institutions and upperclass students were oversampled to include a sufficient number of B&B eligible students. The majority of the missing responses for high school completion type were for students with a class level of “3rd year/junior” or higher. Institutions may have been less likely to have high school records on upperclass students than on those who were recently admitted.

4.2.3 CADE Record Verification

Verification and any needed correction for CADE responses (self-, data-, and field-CADE) were requested of ICs at the 150 field test institutions that provided CADE data. Appendix F displays the CADE verification web page on the institutional website. Verification of five CADE data elements was requested for five randomly selected students sampled at each institution. A total of 130 institutions completed CADE verification, providing verification data for 630 students. The five data elements chosen for the CADE verification were

1. degree program (used to determine student type in CADE);
2. month and year of birth;
3. gender;
4. citizenship status; and
5. total tuition for the 2006–07 academic year.

Table 40 shows that, for all five variables, the percentage agreement between what was originally submitted by the institution and what was submitted for the verification check was high (ranging from 90 percent to 99 percent) for all methods of CADE abstraction.

Table 40. Computer-assisted data entry (CADE) verification percentage agreement, by abstraction method: 2007

CADE item verified	Total		Method of abstraction					
			Self-CADE		Data-CADE		Field-CADE	
	Total	Percent agreement	Total	Percent agreement	Total	Percent agreement	Total	Percent agreement
Degree program	590	98.1	550	98.5	40	91.4	10	100.0
Month and year of birth	610	99.3	560	99.3	40	100.0	10	100.0
Gender	600	99.3	560	99.5	40	100.0	10	90.0
Citizenship	600	99.0	560	98.9	30	100.0	10	100.0
Total tuition	590	89.8	550	89.4	30	93.6	10	100.0

NOTE: Detail may not sum to totals because of rounding. Analyses were conducted only for students for whom the institution provided valid responses for both the initial CADE submission and the CADE record verification.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

4.3 Instrument Reliability and Usability

4.3.1 Instrument Reliability Analysis

A subsample of eligible sample members who completed the interview was randomly selected to participate in a reliability reinterview. Students selected for the reinterview were informed of their selection at the end of the initial interview and invited to participate in the subsequent reinterview. Respondents were asked to participate in the reinterview within the mode of initial interview administration, either self-administered web interview or computer-assisted telephone interview (CATI), thus ensuring correspondence between the main interview and the reinterview.

The reinterview contained 54 items from the initial interview. Items were selected for inclusion in the reinterview because of their important nature in relation to the NPSAS:08 full-scale survey and the subsequent B&B follow-up. Items were also selected either because they were new to the NPSAS instrument, or had undergone significant changes since the last administration.

The NPSAS:08 field test included a set of items intended to collect information on students' knowledge of two new grants available as of 2006 to Pell eligible students who meet certain eligibility requirements—the Academic Competitiveness Grant (ACG) and the Science and Mathematics Access to Retain Talent (SMART) grant. Because only a small subset of respondents indicated that they knew about these two grants, the random sample generated for the reinterview did not yield a sample size sufficient to test the reliability of these items. Therefore, all students who reported knowledge of either grant were asked to participate in the reinterview. Those students who were not selected randomly to participate in the reinterview have been excluded from all reliability analyses except the ACG/SMART grant items.

Reliability Reinterview Response Rates. A total of 350 respondents were selected for the reliability reinterview. Of those, 320 (91 percent) were selected randomly. Table 41 shows the selection distribution by mode for all reinterview sample members.

Table 41. Selection type of reinterview sample members, by interview administration mode: 2007

Interview administration mode	Total		Random Selection		ACG/SMART selection	
	Number	Percent	Number	Percent	Number	Percent
Total	350	100.0	320	91.4	30	8.6
Self-administered interview	220	64.4	200	63.8	20	70.0
Interviewer-administered interview	120	35.6	120	36.2	10	30.0

NOTE: Detail may not sum to totals because of rounding. ACG = Academic Competitiveness Grant; SMART = National Science and Mathematics Access to Retain Talent grant.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

A description of the reinterview sample, and subsequent participation rates by institution and student type and by mode of administration, are shown in table 42. Approximately 47 percent of those selected, or 150 respondents, ultimately completed the reinterview. Telephone interview respondents were significantly more likely to respond to the reinterview than self-administered web respondents (72 and 33 percent, respectively) ($z = 4.75, p > .01$).

Reliability Reinterview Results. Table 43 provides results of a reliability analysis, presented by interview section. For each item, the number of cases, percentage agreement between the initial interview and reinterview, and relational statistic are presented. For discrete variables, the percentage agreement was based on the extent to which responses to the initial interview and the reinterview matched exactly. For continuous variables, responses were considered in agreement if the initial interview responses were within one standard deviation of the reinterview responses.

Relational statistics describe the strength of association between two variables, with 1.00 indicative of 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 (τ_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).

Table 42. Reliability reinterview response, by institution and student type: 2007

Institutional characteristic and student type	Selected for reinterview						Participated in reinterview					
	Total		Self-administered		Interviewer-administered		Total		Self-administered		Interviewer-administered	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	320	100.0	200	100.0	120	100.0	150	47.2	70	33.0	80	72.2
Institutional level												
Less-than-2-year	10	1.6	#	1.0	#	2.6	#	60.0	#	#	#	100.0
2-year	10	1.9	10	2.5	#	0.9	#	33.3	#	40.0	#	#
4-year non-doctorate-granting	220	67.6	130	62.1	90	77.4	100	47.9	40	30.2	70	73.0
4-year doctorate-granting	90	28.9	70	34.5	20	19.1	40	45.7	30	38.6	20	68.2
Institutional control												
Public	160	50.6	100	50.2	60	51.3	80	48.4	30	32.4	50	76.3
Private not-for-profit	160	48.7	100	49.8	50	47.0	70	45.8	30	33.7	40	68.5
Private for-profit	#	0.6	#	#	#	1.7	#	50.0	†	†	#	50.0
Student type												
Total undergraduate	280	89.0	180	89.2	100	88.7	130	46.6	60	33.7	70	69.6
B&B eligible	200	61.3	130	64.5	60	55.7	90	45.1	50	34.4	40	67.2
Other undergraduate	90	27.7	50	24.6	40	33.0	40	50.0	20	32.0	30	73.7
Graduate/first-professional	40	11.0	20	10.8	10	11.3	20	51.4	10	27.3	10	92.3

† Not applicable.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration.

B&B = Baccalaureate & Beyond Longitudinal Study. CATI = computer-assisted telephone interview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Table 43. Reliability indices for items on the reinterview, by interview section and mode: 2007

Items	Overall			Self-administered			Interviewer-administered		
	Number of cases ¹	Percent agree-ment ²	Relational statistic	Number of cases ¹	Percent agree-ment ²	Relational statistic	Number of cases ¹	Percent agree-ment ²	Relational statistic
Enrollment									
Reason for attending NPSAS institution									
Gain job skills	80	72.0	0.44 ^{3,6}	40	77.5	0.51 ^{3,6}	40	66.7	0.28 ^{3,6}
Prepare for certification	80	72.0	0.32 ^{3,6}	40	82.5	0.56 ³	40	61.9	0.17 ^{3,6}
Prepare for transfer	30	100.0	1.00 ³	10	100.0	1.00 ³	10	100.0	† ³
Earn credits	80	95.1	0.69 ^{3,6}	40	95.0	0.64 ³	40	95.2	0.72 ³
Self-improvement	80	81.7	0.38 ^{3,6}	40	92.5	0.37 ^{3,6}	40	71.4	0.30 ^{3,6}
Complete degree or certificate	80	84.2	0.40 ^{3,6}	40	92.5	0.63 ³	40	76.2	0.28 ^{3,6}
Complete associate's degree	30	93.3	0.63 ^{3,6}	20	93.3	0.68 ³	20	93.3	0.68 ³
Main reason for attending NPSAS	60	60.0	0.59 ³	20	75.0	0.74 ³	40	52.5	0.68 ³
NPSAS school was first school attended after high school	130	92.9	0.86 ³	60	93.2	0.86 ³	70	92.7	0.85 ³
Date attended first school: month	60	67.2	0.55 ⁵	30	74.1	0.41 ^{5,6}	40	62.2	0.60 ⁵
Date attended first school: year	70	86.6	0.97 ⁴	30	96.3	1.00 ⁴	40	80.0	0.94 ⁴
Date first began NPSAS school ever, month	130	84.1	0.68 ⁵	60	83.3	0.75 ⁵	70	84.9	0.62 ⁵
Date first began NPSAS school ever, year	130	85.9	0.90 ⁴	60	90.0	1.00 ⁴	70	82.4	0.86 ⁴
Highest degree expected ever	140	79.2	0.82 ⁵	70	81.5	0.83 ⁵	80	77.2	0.82 ⁵
Earned prior degree/certificates	150	87.9	0.75 ³	70	91.0	0.81 ³	80	85.4	0.71 ³
High school GPA	90	97.9	0.93 ⁴	50	96.2	0.90 ⁴	40	97.6	0.93 ⁴
No high school GPA	120	99.2	0.83 ^{3,6}	60	100.0	1.00 ³	60	98.4	† ³
Financial aid									
Received financial aid	150	90.4	0.77 ³	70	84.6	0.64 ³	80	95.1	0.89 ³
Applied for financial aid	40	89.2	0.56 ³	10	92.4	0.78 ³	20	87.5	0.34 ^{3,6}
Reason for not applying:									
No need	30	66.7	0.33 ^{3,6}	10	80.0	0.60 ³	20	60.0	0.20 ^{3,6}
Assumed not eligible	30	86.7	0.70 ³	10	80.0	0.61 ³	20	90.0	0.67 ³
Missed deadline	30	97.0	0.69 ^{3,6}	10	100.0	† ³	20	95.0	0.69 ^{3,6}
No information from counselor	30	100.0	† ³	10	100.0	† ³	20	100.0	† ³
Forms too confusing	30	93.3	† ³	10	90.0	† ³	20	95.0	† ³
Other	30	76.7	0.40 ^{3,6}	10	100.0	† ³	20	65.0	0.29 ^{3,6}

See notes at end of table.

Table 43. Reliability indices for items on the reinterview, by interview section and mode: 2007—Continued

Items	Overall			Self-administered			Interviewer-administered		
	Number of cases ¹	Percent agreement ²	Relational statistic	Number of cases ¹	Percent agreement ²	Relational statistic	Number of cases ¹	Percent agreement ²	Relational statistic
Financial aid—Continued									
Received federal loans	90	91.3	0.75 ³	40	88.6	0.72 ³	50	93.8	0.79 ³
Federal student loan: received loan repayment information	70	72.7	0.39 ^{3,6}	30	60.7	0.39 ^{3,6}	40	81.6	0.47 ^{3,6}
Federal student loan: received salary information	70	53.7	0.31 ³	30	55.2	0.27 ³	40	52.6	0.39 ³
Received Pell grant	80	94.9	0.90 ³	40	92.1	0.84 ³	40	97.5	0.95 ³
Education experiences									
Hours per week in class	140	92.4	0.74 ⁴	70	97.0	0.90 ⁴	80	90.9	0.66 ⁴
Hours per week on schoolwork	140	84.1	0.58 ⁴	70	86.2	0.56 ⁴	80	81.3	0.58 ⁴
Ever study abroad	90	98.9	0.95 ³	50	100.0	1.00 ³	40	97.7	0.90 ³
Number of languages studied	90	93.2	0.94 ⁴	50	91.1	0.92 ⁴	40	95.4	0.96 ⁴
Background									
Distance from NPSAS school to work	110	97.2	0.29 ^{4,6}	50	98.1	0.60 ⁴	60	96.4	0.27 ^{4,6}

† Not applicable. Statistics were not computed because the reinterview responses had less than two nonmissing levels (e.g., all respondents indicated “yes” on both the interview and the reinterview, or all responses for the interview were the same while there were different responses for the reinterview).

¹ Analyses were conducted only for respondents with valid responses on both the initial interview and the reinterview; not all items were applicable to all respondents.

² This percentage reflects an exact match of the paired responses for discrete variables. For continuous variables, the percentage reflects the percentage of responses on the reinterview that were within one standard deviation of the responses on the student interview.

³ The relational statistic presented is Cramer's *V*.

⁴ Pearson's product-moment correlation coefficient *r* was used.

⁵ The relational statistic presented is Kendall's tau-*b*.

⁶ 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: Detail may not sum to totals because of rounding. This table includes only items with a valid sample size greater than 25 respondents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Overall, the reliability analysis suggests that respondents provide consistent responses to interview questions for the interview and reinterview. Two items—“prepare for transfer” as a reason for attending NPSAS institution and “no information from counselor” as the reason for not applying for financial aid—were found to have 100 percent agreement between the interview and reinterview. The two items that showed the least consistency were “received salary information” with federal loan counseling (54 percent) and “main reason for attending NPSAS institution” (60 percent).

Very few mode differences were found, suggesting that the interview collected data of similar quality whether it was completed with an interviewer or through self-administration. To minimize the occurrence of mode differences in the full-scale study, items with low reliability will be evaluated and revised where possible. The results of the reliability analysis are discussed below, by section.

Enrollment. Of the 21 items included in the enrollment section of the reinterview, 15 items delivered relatively consistent results (with percent agreement above 80 percent). Those with the highest agreement are “prepare for transfer” as a reason for attending NPSAS (100 percent), “no high school GPA” (99 percent), “high school GPA” (98 percent), and “earn credits” as a reason for attending NPSAS (95 percent). Another item—NPSAS was first school attended after high school—returned a consistent response 93 percent of the time. The remaining items in this section had moderate percent agreement, with at least 60 percent agreement.

The percentage agreement for the set of items collecting information regarding the respondents’ reasons for attending the NPSAS institution ranged from 72 percent to 100 percent. While the percentage agreement for these variables is high, the relational statistics, indicating the strength of the association between the responses to the interview and on the reinterview, are relatively low. 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 other words, although in the reinterview only a small number of students answered differently from the original interview, because of the minimal variation in the initial response options, these slight answer changes resulted in a low relational statistic (shown in table 43).

Only three items in the enrollment section were found to differ significantly by interview mode. These three items are all from the same question, which asked respondents to list their reasons for attending the NPSAS institution. Self-administered respondents were more likely than interviewer-administered respondents to provide consistent answers for (1) “self improvement” (93 percent and 71 percent, respectively) ($z = 2.47, p < .05$), (2) “completion of a degree or certificate” (93 percent and 76 percent, respectively) ($z = 2.02, p < .05$), and (3) “prepare for certificate” (83 percent and 62 percent, respectively) ($z = 2.08, p < .05$). The responses to these items yielded a higher reliability for self-administered respondents than interviewer-administered respondents. For the NPSAS:08 full-scale study, the response options for this question will be simplified to minimize the impact of administration mode. Additionally, the question format will be altered to prevent respondents from having to recall a long list of response options.

Financial Aid. The 13 items included in the financial aid section of the reinterview delivered fairly consistent results, indicating high reliability. Only two items—(1) “received salary information” with federal student loan counseling and (2) “no need” to apply for financial aid—had a percentage agreement less than 70 (54 and 67, respectively). For the full-scale study, the federal loan counseling items will be revised to focus on respondents’ behavior rather than asking respondents to recall something that may have happened in the past. Additionally, the response options for the reasons a respondent did not apply for financial aid will be simplified into more general responses. One item, “reason for not applying-other,” yielded significantly different percentage agreement by interview mode. Self-administered respondents provided consistent responses 100 percent of the time, compared with 65 percent for interviewer-administered respondents ($z = 2.14, p < .05$). The remaining financial aid items yielded high percentage agreement (from 73 percent to 100 percent), suggesting that these questions produce stable results across interviews.

Education Experiences. The four items included in the educational experiences section of the reinterview all showed high temporal agreement. The item “ever study abroad” returned the same response 99 percent of the time and yielded a relational statistic of .95. The item that collected the “number of languages studied” was answered consistently 93 percent of the time and yielded a relational statistic of .94. The remaining two items in this section referred to the number of hours the respondent spent per week: (1) “in class” and (2) “on schoolwork.” Both displayed a high percentage agreement (92 percent and 84 percent, respectively) and moderate relational statistics (.74 and .58, respectively).

Background. In the reinterview, only one item was asked in the background section: “distance from NPSAS school to work.” This item was a continuous variable that demonstrated very high percentage response agreement (97) but a weak relational statistic (.29). The discrepancy appears to be the result of a small number of drastically different responses provided in the reinterview.

ACG/SMART Grant. Implementation of these two grants began in 2006. The NPSAS:08 study provides a way to establish baseline measures regarding awareness about the programs and their requirements. It was anticipated that there would be very few respondents who knew about them and were potentially eligible to receive them. Furthermore, the nature of the field test sample (a purposive sample that oversampled potential B&B eligible students to support the longitudinal follow-up studies) meant that there were very few first- and second-year respondents eligible to receive the questions about the ACG grants.

In an effort to evaluate the reliability of these new questions, every respondent in the NPSAS:08 student interview who reported knowledge of either grant was asked to complete the reinterview. Despite the additional nonrandom sampling, there were still too few respondents to these items to adequately support the reliability analysis—thus the results are not presented in this report. While the sample sizes were not large enough for inclusion in table 43, four of these items had a sample size greater than 15. Each of these items was found to have high percentage agreement. They were (1) “knowledge of SMART grant full-time requirement” (85 percent), (2) “knowledge of SMART grant major requirements” (85 percent), (3) “knowledge of SMART

grant GPA requirements” (80 percent), and (4) whether the “SMART grant affected the respondent’s full-time status” (100 percent). The high percentage agreement for these items suggests that, with a sufficient sample size as will be provided in the full-scale instrument, the entire set of ACG/SMART grant items will provide reliable results.

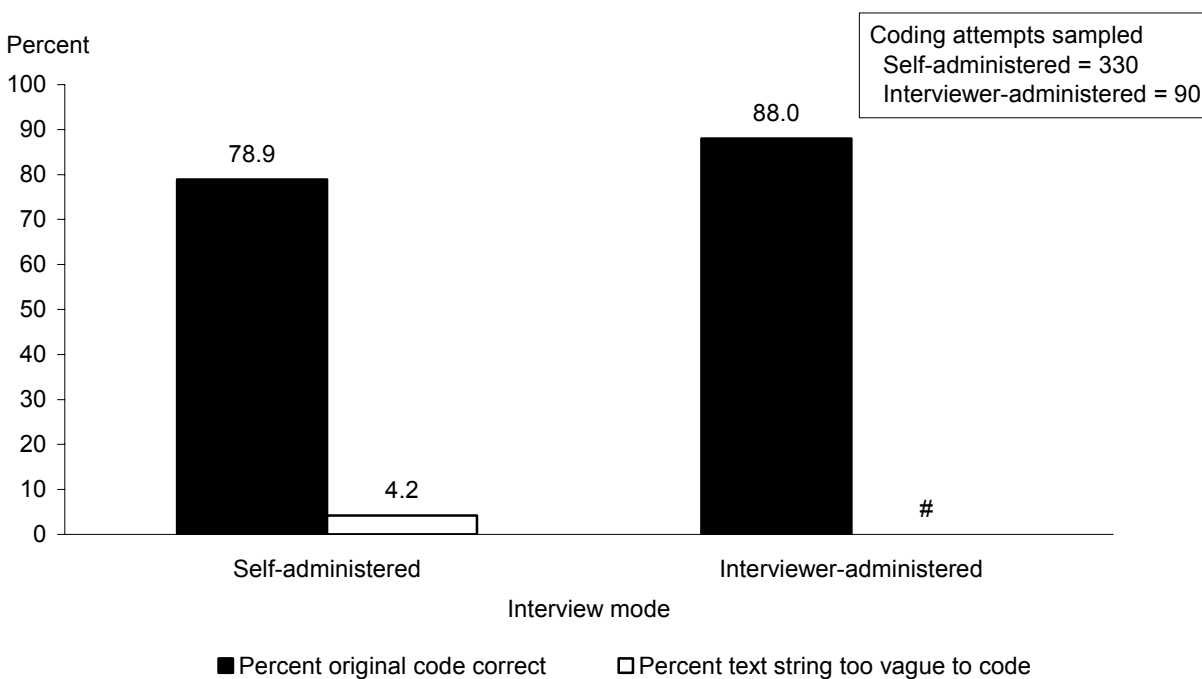
4.3.2 Coding Systems

The online systems used to code students’ institution and major in the student instrument were developed to standardize sample member responses into predetermined categories. As described in section 2.3.6, institution and major coding systems involved an assisted coding mechanism that retrieved a list of possible codes following the entry of a text string. Coding system results were evaluated as described below.

When a text entry for institutions attended did not match with any institution codes available, expert coders used the text string to determine the appropriate school code (upcode). Institution names and enrollment history were collected in the enrollment section of the student interview in a looping series of questions that repeated for each school attended during the 2006–07 school year. Thus, respondents were able to report enrollment dates and intensity for multiple postsecondary institutions (the maximum number of reported institutions attended by a single respondent was three). The upcoding rates were calculated on the basis of whether any of the institution names for a given respondent were upcoded. A small number of respondents (3 percent) had at least one upcoded institution. The rate of overall upcoding required was very small but did vary by administration mode. The upcoding rate for self-administered interviews (3 percent) was higher than for interviewer-administered interviews (1 percent) ($z = 2.8$, $p < .01$).

As described in chapter 2, the coding system for student-reported majors used an assisted coder that derived a list of possible matches from the text string the respondent provided. A total of 25 percent of reported majors were subject to review by expert coders. These coders reviewed text strings collected by the coding systems and selected the appropriate corresponding code. An application compared expert codes to original codes provided in the interview. Expert coders replaced original codes when they did not match. If no areas matched, double dropdown boxes were used to categorize the major. As shown in figure 8, between 79 percent and 88 percent of all majors were coded correctly and between 0 and 4 percent of text strings were too vague to code accurately. The recode rate for majors did not vary significantly¹⁶ by interview mode ($z = 1.94$, $p = .052$).

¹⁶ Using a criterion probability level of .05.

Figure 8. Summary of recode results, by completion mode: 2007

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

4.3.3 Checkboxes and Radio Button Experiments

Checkbox (“Check all that apply”) question formats are commonly used in self-administered surveys. This format produces a simple list of response options and tends to be associated with minimal time burden to respondents. Because this format is difficult to administer to CATI respondents (particularly with questions that have a long list of options), many mixed-mode surveys convert checkbox questions to a radio button question format. Although these two question formats appear similar, they may not be interchangeable. Research has shown that respondents provide more responses when asked to provide a “Yes” or “No” for each item listed (radio button format) (Rasinski, Mingay, and Bradburn 1994). Further, researchers have found that asking for a “Yes” or “No” response for each item increases the amount of time spent answering the questions (Smyth, Dillman, Christian, and Stern 2006). This suggests that respondents spend more time thinking about each item prior to selecting an answer. Much of this research has been conducted on self-administered surveys. To assess the impact of question format in a mixed-mode survey, the NPSAS:08 field test instrument included an experiment to compare the checkbox and the radio button formats.

Four sets of items were selected to be included in this experiment: (1) “reasons for attending NPSAS institution,” (2) “job affects school experiences,” (3) “reasons for applying to graduate school,” and (4) “reasons for not applying to graduate school.” Each set contained between 7 and 11 response items. Prior to the start of data collection, sample members were

randomly assigned to an experimental status category. One-half of the sample members were administered the questions in checkbox format, while the other half received the radio button format.

The checkbox format listed the items and asked the respondent to check all that applied. If a response option was not applicable to the respondent, the box was left unchecked. The radio button format listed the items with a “Yes” or “No” radio button for each. Figure 9 shows an example of the two question formats.

Figure 9. Example of radio button and checkbox question formats: 2007

Checkbox format

What were your reasons for enrolling in NPSAS?
(Please check all that apply.)

- Complete an undergraduate degree or certificate program at this school
- Earn course credits needed for a program at a different school
- Prepare for job certification or license
- Take courses solely for recreation, self-improvement, or personal interest
- Gain job or occupational skills
- Other, please specify

Radio button format

What were your reasons for enrolling in NPSAS?

	Yes	No
Complete an undergraduate degree or certificate program at this school	<input type="radio"/>	<input type="radio"/>
Earn course credits needed for a program at a different school	<input type="radio"/>	<input type="radio"/>
Prepare for job certification or license	<input type="radio"/>	<input type="radio"/>
Take courses solely for recreation, self-improvement, or personal interest	<input type="radio"/>	<input type="radio"/>
Gain job or occupational skills	<input type="radio"/>	<input type="radio"/>

Other, please specify

Source: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

The average number of affirmative responses per form was compared by format and completion mode (see table 44). Overall, the radio button format produced a higher average number of affirmative responses than the checkbox format. The differences in format were statistically significant: “reasons for attending NPSAS institution” ($t = 12.69, p < .001$), “job affects school experiences” ($t = 3.14, p < .01$), “reasons for applying to graduate school” ($t = 3.79, p < .001$), and “reasons for not applying to graduate school” ($t = 6.89, p < .001$).

Table 44. Comparison of average affirmative responses for checkbox and radio button item format, by mode: 2007

Questions	Radio button		Checkbox	
	Number	Average affirmative	Number	Average affirmative
	Overall			
Reasons for attending NPSAS institution	860	2.4	890	1.8
Job affects school experiences	520	2.2	560	1.8
Reasons for applying to graduate school	140	2.9	130	2.2
Reasons for not applying to graduate school	140	3.2	130	1.8
	Self-administered			
Reasons for attending NPSAS institution	630	2.3	660	1.6
Job affects school experiences	390	2.2	420	1.7
Reasons for applying to graduate school	110	3.0	100	2.1
Reasons for not applying to graduate school	100	3.4	100	1.9
	Interviewer-administered			
Reasons for attending NPSAS institution	230	2.6	230	2.3
Job affects school experiences	130	2.0	140	2.3
Reasons for applying to graduate school	30	2.5	30	2.3
Reasons for not applying to graduate school	30	2.5	30	1.2

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

When compared by mode, the results differ slightly. For self-administered web respondents, the radio button format produced a higher average number of affirmative responses than the checkbox format for all four sets of questions: “reasons for attending NPSAS institution” ($t = 13.61, p < .001$), “job affects school experiences” ($t = 4.48, p < .001$), “reasons for applying to graduate school” ($t = 4.24, p < .001$), and “reasons for not applying to graduate school” ($t = 6.42, p < .001$). For interviewer-administered respondents, no differences between the checkbox and radio button format were found for “job affects school experiences” and “reasons for applying to graduate school.” The two remaining sets of items yielded a higher average number of affirmative responses in the radio button format than the checkbox format: “reasons for attending NPSAS institution” ($t = 3.03, p < .01$) and “reasons for not applying to graduate school” ($t = 3.08, p < .01$).

The average time required for respondents to complete each of the four sets of items was also analyzed. Average form times are presented in table 45. On average, respondents took 33.1 seconds to complete “reasons for attending NPSAS institution” in the radio button format, compared with 26.1 seconds in the checkbox format ($t = 8.9, p < .001$). Further, respondents took more time to complete the radio button format than the checkbox format for “job affects school experiences” ($t = 2.11, p < .05$) and “reasons for applying to graduate school” ($t = 4.31,$

$p < .001$). “Reasons for not applying to graduate school” was the only set of items that yielded no significant time difference for the two formats overall or by administration mode.¹⁷

Table 45. Form completion time (in seconds) for checkbox and radio button items, by completion mode: 2007

Form name	Overall		Self-administered		Interviewer-administered	
	Radio button	Checkbox	Radio button	Checkbox	Radio button	Checkbox
Reasons for attending NPSAS institution	33.1	26.1	28.5	21.4	45.3	41.3
Job affects school experiences	23.5	22.2	21.9	19.2	29.3	31.5
Reasons for applying to graduate school	13.3	9.8	13.3	9.8	#	#
Reasons for not applying to graduate school	12.9	10.3	14.1	10.5	6.9	9.0

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

4.4 Item Nonresponse

4.4.1 Item-Level Nonresponse

The item-level nonresponse analysis presented here focuses on the rates of nonresponse to student interview items. 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. Overall, however, item-level nonresponse rates were low, with only 29 items out of approximately 610 that had more than 5 percent missing data. These items are shown in table 46 and are grouped by interview section. Item nonresponse rates were based on the number of interview respondents to whom the item was applicable and asked.¹⁸

¹⁷ See section 5.3 for the planned revisions to the full-scale instrument based on the results of the analysis presented here.

¹⁸ Partial interview completions and interview nonrespondents were excluded from this analysis.

Table 46. NPSAS:08 interview overall item nonresponse, by section: 2007

Interview section and variable name	Label	Overall		Self-administered		Interviewer- administered	
		Number adminis- tered to	Percent missing	Number adminis- tered to	Percent missing	Number adminis- tered to	Percent missing
Enrollment							
N8GPAEST	Estimate of GPA	110	8.8	70	7.7	50	10.4
N8MJGNUM	Cumulative major GPA	1,580	8.4	1,170	4.8	400	19.0
N8HSGPA	High school GPA	1,480	7.9	1,060	3.1	420	19.9
N8CMPCLS	Completed postsecondary course after high school	120	24.2	90	19.1	40	37.1
N8MAJ1	Major: primary string	1,870	19.0	1,370	24.6	500	3.6
N8MAJ2	Major: secondary string	150	28.2	110	36.0	40	5.3
N8MJ1SPE	Dropdown primary major: specific code	1,870	7.7	1,370	10.1	500	1.0
N8MJ2GEN	Dropdown primary major: general code	150	8.7	110	10.8	40	2.6
N8MJ2SPE	Dropdown secondary major: specific code	150	11.4	110	14.4	40	2.6
N8CT01	Other school 1: city	190	7.5	140	8.1	50	5.8
N8LEVL01	Other school 1: level	190	7.5	140	8.9	50	3.8
N8CTRL01	Other school 1: control	190	8.0	140	9.6	50	3.8
Financial aid							
N8STAMT	State grant/scholarship amount	480	11.6	370	10.4	100	15.8
N8INAMT	College grant/scholarship amount	790	8.7	620	7.6	170	12.3
N8AMNEMP	Employer aid amount	160	15.7	130	16.0	30	14.7
N8AMNPRV	Private organization aid amount	150	13.0	120	12.8	30	13.8
N8PRVAMT	Amount of alternative loan	240	6.7	190	7.6	60	3.6
N8EARNNS	Time frame for school year earnings	810	7.4	600	6.5	200	10.4
Education plans							
N8GRRNA	Reason for applying to graduate school: required for career choice	260	8.7	200	8.3	60	10.2
N8GRRNB	Reason for applying to graduate school: qualify for better job	260	8.9	200	8.5	60	10.2
N8GRRNC	Reason for applying to graduate school: undecided about career	250	9.3	190	9.0	60	10.3
N8GRRND	Reason for applying to graduate school: no job prospects	250	9.3	190	9.0	60	10.5
N8GRRNE	Reason for applying to graduate school: academic interests	260	8.9	200	8.5	60	10.3
N8GRRNF	Reason for applying to graduate school: availability of aid	240	9.4	190	9.1	60	10.5
N8GRRNG	Reason for applying to graduate school: urged by parents/guardians	250	9.2	190	8.9	60	10.5
N8GRRNH	Reason for applying to graduate school: other	270	8.6	210	8.2	60	9.8
Education experiences							
N8TRATYP	Transfer credits attempted: unit of credit	700	5.4	530	6.0	170	3.6
N8OMJ1	Original major: primary string	440	17.7	310	24.5	120	#
N8OM1SPE	Dropdown original major: specific code	440	8.7	310	12.1	120	#

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. This table includes only items that were administered to at least 100 respondents. GPA = grade point average.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Many respondents appeared reluctant to answer items that could be deemed sensitive, such as those regarding personal information and family finances. Five of the items listed in table 46 focused on the amount of financial aid the student had received. Of these items, “employer aid amount” generated the highest rate of nonresponse (16 percent). In addition, “private organization aid amount” and “state grant/scholarship amount” had a high nonresponse rate (13 percent and 12 percent, respectively).

Of the 120 students who received the item “completed postsecondary course after high school,” 24 percent did not provide an answer. The set of questions related to the reasons why respondents applied to graduate school yielded approximately 9 percent nonresponse for each item.

It is important to understand which items, if any, are difficult for self-administered respondents to understand because the respondents do not have the assistance of a trained interviewer while completing the interview. Therefore, in addition to the overall analysis, the item-level nonresponse is also presented by mode of interview administration in table 46.

Nine items presented in table 46 had rates of nonresponse that were significantly different by mode. Only three items had higher rates of nonresponse among interviewer-administered respondents when compared with self-administered respondents. For the item “completed postsecondary course after high school,” approximately 37 percent of interviewer-administered respondents did not provide an answer, compared with approximately 19 percent of self-administered respondents ($z = 2.11, p < .05$). The remaining two items dealt with the respondent’s grade point average (GPA). Telephone-administered respondents were more likely than self-administered respondents to not provide their cumulative major GPA (19 percent and 5 percent, respectively) ($z = 8.84, p < .01$) and their high school GPA (20 percent and 3 percent, respectively) ($z = 10.80, p < .01$). For the full-scale study, training will be evaluated to ensure that telephone interviewers are sufficiently trained in methods to reduce the rates of missing data.

Six items had higher rates of nonresponse among self-administered respondents when compared with interviewer-administered respondents. All of these items were related to coding of the respondents’ primary, secondary, or original major. For respondents’ primary major string, approximately 25 percent of self-administered respondents did not provide a response to the item, compared with 4 percent of interviewer-administered respondents ($z = 10.25, p < .01$). Additionally, 10 percent of self-administered respondents did not provide the specific primary major code, compared with 1 percent of interviewer-administered respondents ($z = 6.55, p < .01$). Four other items were found to have significantly higher rates of nonresponse for self-administered respondents than for interviewer-administered interviews: secondary major string ($z = 3.63, p < .01$), secondary major specific code ($z = 1.98, p < .05$), original major string ($z = 6.02, p < .01$), and original major specific code ($z = 4.02, p < .01$).

Items with high rates of nonresponse will be reviewed to clarify wording and help text to assist respondents as they answer the items to help lower nonresponse and prevent mode differences from occurring in the full-scale study.

4.5 CATI Monitoring and Quality Assurance

4.5.1 Question Delivery and Data Entry Error Rates

Monitoring of telephone data collection leads to better interviewing and better quality survey data, as well as improvements in costs and efficiency in telephone facilities. Monitoring in the NPSAS:08 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 good interviewer behavior; and
- assessment of the quality of the data being collected.

Monitors listened to interviews as they were in progress. For each question they evaluated two aspects of the interviewer-respondent interchange: (1) whether the interviewer delivered the question correctly and (2) whether the interviewer keyed the response appropriately. Each of these measures was quantified, and daily, weekly, and cumulative reports were produced for the study's Integrated Management System (IMS). During the data collection period, 1,825 items were monitored. The majority of the monitoring was conducted during the first half of data collection. Toward the end of data collection, monitoring efforts were scaled back because of the lighter caseload being worked by telephone interviewers, the acquired experience of the interviewers, and the satisfaction by project staff that the process was under control.

During data collection, the error rates for both interviewer question delivery and data entry were monitored to ensure that they were within the upper and lower control limits for these measures.¹⁹ Throughout the monitoring period, error rates remained within acceptable limits. Among the 1,825 items observed, the overall error rate was very low—less than .5 percent for both question delivery and data entry. These low error rates were likely due to the high proportion of experienced interviewers and the relatively light caseload since 73 percent of completed interviews were self-administered.

4.5.2 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 instrument and questionnaire design, discussing interview cooperation tactics, motivating the group toward the goals of the study, and acquiring feedback on data collection issues. Meetings were held biweekly at the call center, and

¹⁹ The upper and lower control limits were defined by three times the standard error (SE) of the cumulative proportion of errors to the number of questions observed for the period ($+3 \times SE$ for the upper limit; $-3 \times SE$ for the lower limit). These values represent the upper and lower boundaries of the expected normal range of statistical variation for the data during the observation period.

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 eight QC meetings is outlined below:

- clarification of interview questions and item responses;
- NPSAS eligibility criteria;
- interviewer submission of “problem sheets”;
- the importance of providing detailed case comments;
- help desk operations;
- virtual call center (VCC) staff issues or concerns;
- methods of gaining cooperation from sample members and gatekeepers (e.g., parents); and
- general morale boosting and reinforcement of positive interviewing techniques.

Throughout the study, a variety of issues were addressed at the QC meetings that reinforced specific content from training and contributed to prompt problem solving. Details of the issues covered in QC meetings include 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 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. Because of 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. Interviewers discussed successful approaches when calling refusals and hard to reach cases. They also shared tips for overcoming parent concerns and found ways to benefit and learn from each other’s experiences.

Item Administration. Clarification of item responses and interpretation of meanings were dealt with during QC meetings. Interviewers discussed items that caused confusion, and project staff provided explanations and modified items and help text when necessary.

Interviewer Debriefings. At the conclusion of the NPSAS:08 field test, project staff held debriefing meetings with the telephone 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;
- student tracing strategies;
- refusal conversion;
- interviewers' experiences using the VCC;
- interview questions and coding systems that were difficult for the respondents to answer or the interviewers to code; and
- use of incentives and mailouts.

A summary of the telephone interviewer debriefing meetings was prepared and will be considered when planning the NPSAS:08 full-scale interview in 2008.

4.5.3 Virtual Call Center Results

To determine whether the virtual call center (VCC) would be a suitable supplement to a traditional call center, data collected from completed interviews were compared. Overall, no substantial differences in either data quality or interviewer productivity were found between interviews administered in the in-house call center and those administered in VCC settings. On average, no significant difference was found between the two call center settings in the amount of time telephone interviewers spent conducting an interview (36.6 minutes for in-house calls versus 37.6 minutes for the VCC). Prior to the start of data collection, one minor concern about the VCC setting was that background noise at the interviewer's home might be a problem. However, in the monitoring notes, there were no sessions for which the monitor commented that background noise from the interviewer side was a problem.

The rates of missing data for call center completions and VCC completions were also compared. Overall, less than 1 percent of all data elements were found to have significantly different rates of missing data for the in-house call center and VCC, indicating that interviewers used proper interviewing and probing techniques. Proposed plans for using the VCC in the full-scale study are discussed in section 5.6.2.

4.6 File Preparation

4.6.1 Overview of the NPSAS:08 Field Test Files

The field test data files for NPSAS:08 contain a number of component data files from a variety of sources, including student-level data collected from student interviews and government financial aid databases, as well as data collected from institutional records. The following files were produced at the end of the field test:

- *Student data file.* Contains student interview data collected from approximately 2,020 student interview respondents. Topics include enrollment history, financial aid history, education characteristics, employment, education plans, teaching, undergraduate experiences, and background.

- *CADE data file.* Contains data collected from institutional records for the approximately 2,990 sample members whose institutions completed CADE. This data file contains the 50 sample members who were determined by CADE to be ineligible.²⁰
- *CPS 2006–07 data file.* Contains data received from the Central Processing System (CPS)²¹ for the approximately 1,910 eligible sample members who matched to the 2006–07 federal aid application files.
- *NSLDS file.* Contains loan-level data received from the National Student Loan Data System (NSLDS) for the nearly 2,070 eligible sample members who received loans. This is a history file with separate records for each transaction in the loan files and, therefore, can include multiple records per case spanning several academic years.
- *Pell data file.* Contains grant-level data received from the NSLDS for the approximately 1,300 eligible sample members who received Pell Grants during the 2006–07 year or prior years. This is a history file with separate records for each transaction in the Pell system and, therefore, can include multiple records per case.

4.6.2 Online Coding and Editing

The web instrument included an online coding system used for the collection of data on students' major fields of study. It also included a coding module used to obtain information for all postsecondary institutions that the student attended during the NPSAS year, in addition to the institution from which they were sampled (i.e., all institutions attended besides the NPSAS institution required coding).

These online coding systems greatly reduced the project staff's coding efforts and the amount of file merging necessary after data collection was over. They provide the data file user with useful and familiar codes for analysis while ensuring that most codes are assigned during data collection rather than during the data editing phase. Below is a description of the coding systems included in the NPSAS:08 web instrument.

NPSAS Student Interview Coding Systems. The student's major or field of study was first entered as a text string, then an automated assisted coder was used. According to the text string entered, a list of specific major fields of study was displayed. Users could choose one of those major categories or choose the "none of the above" option, at which point they were presented with a set of general and specific dropdown lists of major categories. If respondents decided not to provide a text string at the outset, they were sent to the dropdown list.

All postsecondary institutions in which the student had been enrolled between July 1, 2006, and the time of the interview (through June 2007) were selected from a list, based on the

²⁰ Student record abstraction and student interviews occurred simultaneously, therefore, it was possible for one source to determine that a sample member was eligible while the other source determined the same sample member was ineligible. In these cases, the eligibility status determined in the student interview was used as the final study eligibility status determination. The 50 sample members found ineligible in CADE were retained on the file because the student interview confirmed that the sample member was in fact eligible.

²¹ The Central Processing System is a database run by the U.S. Department of Education and contains Free Application for Federal Student Aid (FAFSA) data for all students who applied for federal aid. See chapter 2 for a more detailed summary.

respondent's report or the interviewer's entry of one or more of the institution name, city, or state. Upon selection, the official name of the institution, as well as selected IPEDS variables (institutional level and control) were inserted into the database.

Range and Consistency Checks. The web-CADE and web-based student instruments included edit checks to ensure that 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.
- Consistency checks were 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.
- Enrollment dates were checked to verify that they were within the field test study period (July 1, 2006, through June 30, 2007).
- Data collected from CPS were preloaded into CADE for data checking purposes and to reduce burden on the user. Examples of these CPS items are date of birth and citizenship status.

4.6.3 Post-Data-Collection Editing

The NPSAS:08 field test data were edited using procedures developed and implemented for previous studies sponsored by NCES. These procedures were tested again during the NPSAS:08 field test in preparation for the full-scale study.

Following data collection, the information collected in both CADE and the student instrument was subjected to various quality control checks and examinations. These checks were conducted to confirm that the collected data reflected appropriate item routing (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 skipped the item entirely. Table 47 lists the set of consistency codes used to assist analysts in understanding the nature of missing data associated with NPSAS data elements.

Table 47. Description of missing data codes: 2007

Missing data code	Description
-1	Don't know
-3	Not applicable
-6	Out of range
-8	Item was not reached due to an error
-9	Data missing

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) 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 NPSAS:08 field test data files involved a multistage process that consisted of the following steps:

Step 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 (e.g., 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 the respondent provided that were 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.

Step 2. Legitimate skips were identified using instrument source code. Gate-nest relationships were defined to replace -9s (missing for unknown reason) with -3s (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, which typically occurred if a respondent answered a gate question and the appropriate nested item(s) but then backed up and changed the value of the gate, following an alternate path of nested item(s). Responses to the first nested item(s) remained in the database and, therefore, required editing.

Step 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 for institutions from the student interview (including those institutions that were unable to be coded during the interview) were merged back 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 students said they did not have any children, then the number of children was coded to 0 rather than -3 or -9.

- Step 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 (i.e., bad or out-of-range data).
- Step 5.** One-way frequencies on all categorical variables were regenerated and examined. Variables with high counts of -9 values were investigated. Because self-administered web respondents could skip over most items without providing an answer, -9 did remain a valid value, especially for sensitive items such as those asking for income information.

Concurrent with the data cleaning process, detailed documentation was developed to describe question text, response options, logical imputations, recoding, and the “applies to” text for each delivered variable. The documentation information can be found in the student instrument facsimile in appendix D.

4.7 Debriefing Questionnaire

After completing the student interview, respondents were asked a few additional questions that dealt with their experience with completing the interview. Respondents were informed that these additional questions were optional. Table 48 displays the response rates by mode of administration for the debriefing section. These items also addressed technical issues with the web interface and were designed to alert project staff to improvements that could be made in the NPSAS full-scale study.

Table 48. Debriefing response rates for student interview respondents, by mode of administration: 2007

Mode of administration	Total interview respondents	Completed debriefing questionnaire	
		Number	Percent
Total respondents	1,940	1,910	98.3
Self-administered	1,430	1,400	97.3
Interviewer-administered	520	510	99.4

NOTE: Details may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

4.7.1 Problems Reported by Self-Administered Debriefing Respondents

Internet connection speed and reliability has historically presented some problems for web interviewing. Slow connections and technical difficulties can result in high rates of break-off. Fortunately, in the NPSAS:08 field test, most respondents²² (88 percent) reported using a fast

²² Results from the analysis of the debriefing data includes only the respondents who completed the optional questionnaire at the end of the student interview.

internet connection, such as a digital subscriber line (DSL) or cable modem, to complete the NPSAS interview.

Overall, a relatively low percentage (ranging from less than one percent to 7 percent) of respondents reported specific difficulties with the web interface. Table 49 shows the percentage of respondents who cited technical difficulties in completing the self-administered web interview.

Table 49. Problems reported by self-administered debriefing respondents: 2007

Problem	Number	Percent
Entering your answers to the survey questions	70	3.7
Moving backward or forward through the survey	90	4.7
Restarting the survey after you had completed some of the survey questions	40	2.1
Accessing additional information through the use of the help features	10	0.5
Connecting to the NPSAS website or survey	90	4.7
Some other difficulty	130	6.8
None of the above	930	48.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

4.7.2 Cellular Telephone Usage in NPSAS

The increasing popularity and use of cellular telephones has become an important issue of consideration for survey research. Challenges range from difficulty in obtaining cell phone numbers to difficulty obtaining interviews with sample members who use cell phones. To learn more about how cell phone usage might impact the NPSAS data collection, questions were added to the debriefing section of the student interview. These questions were developed to assess how prevalent cell phone use is among NPSAS respondents, and to what extent students are using cell phones in place of landlines. The sections that follow summarize findings related to cell phone usage in the NPSAS:08 field test and discuss the relationship between interview completion mode and certain characteristics of respondents with and without cell phones.

Profile of Cell Phone Only Respondents. Recent estimates suggest that about 12 percent of adults live in cell phone only households (Blumberg and Luke 2007). In the NPSAS:08 field test, the prevalence of cell phone only sample members was explored because recent research suggests that there may be differences between those who have only a cell phone and the general population (American Association for Public Opinion Research 2007). Importantly, due to the average age of the NPSAS:08 population, the proportion of sample members with only a cell phone was expected to be larger than that in the general population. Four categories of telephone users were defined and compared: (1) respondents with only a cell phone, (2) respondents with a cell phone and landline, (3) respondents with only a landline, and (4) respondents with neither a cell phone nor a landline.

Results from the debriefing data presented in table 50 show that 40 percent of NPSAS:08 field test respondents reported having both a cell phone and a landline, and nearly 45 percent

indicated that they had only a cell phone. About 8 percent reported having a landline only, and 7 percent reported having neither a cell phone nor a landline.

Nearly three-quarters of all interviews obtained in the NPSAS:08 field test were completed by self-administration on the web, and the remainder were telephone interviews. Among respondents who reported having only a cell phone, 78 percent completed the self-administered interview. Respondents with *only* a cell phone were less likely to complete a telephone interview (22 percent) than those with only a landline (36 percent) and those with both a cell phone and a landline (33 percent). These differences are statistically significant when comparing cell phone only to landline only ($\chi^2 = 17.30, p < .01$) and when comparing cell phone only with cell and landline ($\chi^2 = 27.69, p < .01$).

An important issue analyzed was the rate of refusal among the four categories of telephone user (cell only, landline only, both, neither). There was little variation in the rate of refusal, and the differences were not statistically significant. Among the cell phone only respondents, 5 percent refused at some point prior to completion. Six percent of landline only respondents refused prior to completion, as did 8 percent of respondents with both a landline and a cell phone. Thus, phone type did not seem to be related to the likelihood of initial refusal among sample members who completed the student interview.

Table 50. Selected characteristics of student interview respondents, by telephone type: 2007

Characteristics	Overall		Cell phone only		Both cell phone and landline		Landline only		Neither	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	1,910	100.0	850	44.8	770	40.3	160	8.4	120	6.5
Call characteristics										
Interview completion mode										
Self-administered	1,400	73.2	670	78.1	510	66.8	100	64.0	110	90.3
Interviewer-administered	510	26.8	190	21.9	260	33.2	60	36.0	10	9.7
Refusal status										
Never refused interview	1,790	93.7	810	95.3	700	91.5	150	93.8	110	91.1
Ever refused interview	120	6.3	40	4.7	60	7.7	10	6.2	10	8.9
Student demographics										
Age										
18–24	1,270	66.4	660	77.5	430	56.0	80	51.6	90	73.4
25–39	430	22.8	170	19.3	200	25.4	50	31.1	20	19.4
40 and up	210	10.9	30	3.2	140	18.6	30	17.4	10	7.3
Gender										
Female	1,180	61.9	480	55.7	520	68.2	110	65.8	70	59.7
Male	730	38.1	380	44.3	240	31.8	60	34.2	50	39.5
Race/ethnicity ¹										
White	1,590	83.5	730	85.0	650	84.0	130	79.5	90	75.8
Black	180	9.5	70	8.2	70	9.4	20	13.0	20	14.5
Hispanic	100	5.1	50	5.4	30	4.3	10	6.2	10	6.5
Other	150	7.8	70	8.2	50	7.0	20	10.6	10	6.5
Marital status										
Single, never married	1,400	73.4	730	84.9	480	62.2	100	59.6	100	81.5
Married	400	21.2	100	12.1	240	30.7	50	29.8	20	13.7
Other	100	5.4	30	3.0	50	7.0	20	10.6	10	4.8

¹ Category may not sum to total because respondents were allowed to select multiple race categories.

NOTE: Detail may not sum to totals because of rounding. This table includes only the respondents who completed the optional debriefing section of the student interview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Characteristics of Cell Phone Respondents and Cell Phone Interviews. Potential areas of concern regarding cell phone interviews are that they will be more costly in terms of the effort required to obtain an interview (e.g., outbound calls by interviewers) and the amount of time required to complete the interview. Wide variability in cell phone plan options (e.g., limited minutes) and signal quality could impact both willingness and ability to complete an interview on a cell phone. Interview length was compared among telephone interviews completed on cell phones and landlines to explore the possibility of systematic differences related to phone type. No statistical differences, however, were observed in either call counts or interview length, suggesting that the cost of obtaining interviews from cell phone users is about the same as the cost of obtaining interviews from landline users.

All respondents who completed telephone interviews were compared by phone type to determine whether there were any differences related to phone type. Table 51 presents some characteristics of respondents who completed telephone interviews by the type of phone.

Of the 520 telephone-administered interviews completed during the field test, approximately 440 respondents answered the question of whether they were on a cell phone at the time of the interview. Among these respondents, about 200 reported that they completed the interview on their cell phone, representing nearly 46 percent of all CATI completions obtained during the field test. Respondents who completed a telephone interview on a cell phone were more likely than other telephone respondents to be in the younger age group, 18 to 24 years old (72 percent and 45 percent, respectively) ($\chi^2 = 94.76, p < .01$). Additionally, telephone respondents who completed an interview on a cell phone were more likely to be single (79 percent and 55 percent, respectively) ($\chi^2 = 79.79, p < .01$) and male (43 percent and 30 percent, respectively) ($\chi^2 = 9.10, p < .10$).

Table 51. Selected characteristics of interviewer-administered respondents, by type of telephone interview: 2007

Characteristic	All telephone interviews		Interview completed via cell phone		Interview completed via landline	
	Number	Percent	Number	Percent	Number	Percent
Total	440	100.0	200	45.7	240	54.2
Gender						
Female	280	64.0	120	57.0	170	70.0
Male	160	36.0	90	43.0	70	30.0
Race/ethnicity ¹						
White	350	78.7	160	78.2	190	79.2
Black	60	14.3	30	14.4	30	14.2
Hispanic	20	4.3	10	4.5	10	4.2
Other	30	6.8	20	7.9	10	5.8
Marital status						
Single, never married	290	66.1	160	78.7	130	55.4
Married	100	23.5	30	14.9	70	30.8
Other	50	10.4	10	6.3	30	13.8
Age						
18–24	250	57.5	150	72.3	110	45.0
25–39	110	25.8	50	23.8	70	27.5
40 and older	70	16.7	10	4.0	70	27.5

¹ Category may not sum to total because respondents were allowed to select multiple race categories.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Where Cell Phone Respondents Completed Interviews. It has been suggested that some users of cell phones might respond to surveys in various public and semiprivate locations (Lavrakas and Shuttles 2005). This practice could introduce response bias if respondents in public or semiprivate locations are less open with their answers as a result of their setting and who is around them at the time. The NPSAS student interview contains a few potentially sensitive questions (i.e., regarding personal finances) for which the responses might be adversely affected by the lack of privacy. Thus, it is important to consider where cell phone respondents are located at the time of interview completion.

Both self-administered and interviewer-administered respondents were asked about the locations from which they were responding. Sixty-nine percent of cell phone respondents said that they were responding from home, whereas 48 percent of self-administered respondents reported responding from home ($\chi^2 = 79.79, p < .01$). Many self-administered interviews were completed away from home: roughly 7 percent were completed at work, 10 percent were completed at school, and roughly 2 percent were completed at the library. Among the cell phone

interviews completed away from home, only 6 percent reported completing the interview in a public place.

How Cell Phones Impact NPSAS. While increases in the prevalence of cell phone usage are posing challenges to survey research, there is little evidence from the NPSAS:08 field test data to suggest that the use of cell phones among the NPSAS population was a significant barrier to obtaining interviews. A concern associated with the increased number of cell phone users is that response rates will decline and refusals will increase due to respondents being unwilling to participate via their cell phone.

However, nearly one-half of all telephone interviews obtained in the NPSAS:08 field test were completed over a cell phone. Furthermore, a considerable percentage of interview respondents indicated that they would be willing to complete future surveys on their cell phones (31 percent).²³ In addition, most of the respondents who reported having only a cell phone actually completed the self-administered web interview (78 percent). Interviews completed over cell phones were not significantly longer and did not require more calls to complete than other telephone interviews. Furthermore, cell phone respondents were no more likely than others to respond in public places. These results suggest that having only a cell phone does not necessarily limit participation in the NPSAS study.

4.8 Respondent Profile

The following section presents the results of an analysis that compared characteristics of self-administered and interviewer-administered respondents. As the proportion of responses obtained through self-administration has increased, so has the need to determine whether and how these respondents differ systematically from persons who respond via other modes. The NPSAS:08 field test included 1,420 (73 percent) self-administered completions and 520 (27 percent) interviewer-administered completions.²⁴

Respondents who were younger (18 to 24 years old) were more likely to complete the NPSAS self-administered interview than the interviewer-administered interview (76 percent and 24 percent) ($\chi^2 = 32.51, p < .001$). Alternatively, older respondents (more than 25 years old) were more likely to complete the interviewer-administered interview than the self-administered interview (59 percent vs. 41 percent) ($\chi^2 = 25.33, p < .001$). As shown in table 52 nearly 70 percent of self-administered web respondents were between the ages of 18 and 24, while roughly 58 percent of interviewer-administered respondents were in this age group. About 9 percent of self-administered web respondents were over the age of 40, compared with 16 percent of interviewer-administered respondents.

²³ All respondents who completed the debriefing section of the student interview ($n = 1,910$) were asked whether they would be willing to participate in future studies on their cell phones.

²⁴ The analysis presented here is based on respondents who completed the full interview.

Table 52. Selected characteristics of self-administered versus interviewer-administered respondents: 2007

Characteristic	Overall		Self-administered		Interviewer-administered	
	Number	Percent	Number	Percent	Number	Percent
Total	2,020	100.0	1,480	73.3	540	23.7
Gender						
Female	1,260	62.4	910	61.6	350	64.7
Male	760	37.5	570	38.4	190	35.3
Race/ethnicity ¹						
White	1,620	80.4	1,220	82.6	400	75.5
Black	190	9.3	110	7.2	80	14.9
Hispanic	100	4.8	70	4.9	20	4.5
Other	160	7.9	120	7.9	40	8.0
Marital status						
Single, never married	1,480	73.4	1,130	76.5	350	64.9
Married	430	21.2	290	19.9	140	25.1
Other	100	5.0	50	3.6	50	10.0
Age						
18–24	1,350	66.6	1,030	69.8	310	58.0
25–39	460	22.6	320	21.5	140	25.7
40 and older	220	10.8	130	8.8	90	16.4

¹ Category may not sum to total because respondents were allowed to select multiple race categories.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

4.9 Patterns of Refusal Conversion

Processes to convert refusals are usually quite costly and laborious. However, refusal conversion has become more important as survey efforts compensate for recent downward trends in response rates. The NPSAS:08 field test was used to gather some information on refusals for the purpose of improving the conversion process during the full-scale study.

In the NPSAS:08 field test, 120 out of 450 refusals were successfully converted to full completions (27 percent), representing about 5 percent of all completions. Among the concerns with refusal conversion is that respondents will not think carefully about their responses and will answer quickly, which could result in shorter interviews, more missing values, and more partial completions. However, completed interviews from sample members who had initially refused were not significantly shorter than non-refusal-conversion interviews.

There has been some suggestion in the past (Triplett, Scheib, and Blair 2001) that the likelihood of refusal conversion may vary by region of the country. No clear relationship emerged between region of the country and likelihood of refusal conversion in the NPSAS:08

field test. However, roughly 35 percent of refusal conversions came from six populous states (California, Illinois, Michigan, New York, Pennsylvania, and Wisconsin).

The analysis of the time of day during which refusal conversion was most likely to be successful is presented in table 53. Refusal conversion completions were most likely to occur in late evening hours (36 percent of all completions), while all other completions were most likely to occur during the afternoon hours (36 percent of all completions). Successful refusal conversion did not appear to vary by income or by race.

Table 53. Successful refusal conversion, by time of day: 2007

Time of day	Total interviews completed		Refusal conversion ¹		All other completes	
	Number	Percent	Number	Percent	Number	Percent
Total	1,940	100.0	120	100.0	1,820	100.0
Early morning (6:00 a.m. to 10:00 a.m.)	80	4.0	#	3.3	70	4.1
Late morning (10:00 a.m. to noon)	190	9.6	10	7.4	180	9.8
Afternoon (noon to 5:00 p.m.)	690	35.7	40	28.9	660	36.2
Early evening (5:00 p.m. to 7:00 p.m.)	280	14.3	30	22.3	250	13.7
Late evening (7:00 p.m. to 10:00 p.m.)	620	31.7	40	36.4	570	31.4
Overnight (10:00 p.m. to 6:00 a.m.)	90	4.6	#	1.7	90	4.8

Rounds to zero.

¹ Refusal conversion is defined as successfully completing an interview with a respondent who initially refused to participate.

NOTE: Detail may not sum to totals because of rounding. Number of completions includes only full completions, because completion time data were not available for partials.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Another area evaluated for potential differences between interviews completed by sample members who had initially refused and those who did not is the prevalence of missing data. It is possible that refusal conversion respondents might be less motivated and more likely, for example, to skip key questions or provide more “don’t know” or “no opinion” responses. However, an examination of missing data across both key study variables and key demographic variables did not reveal systematic differences in the prevalence of missing data for refusal conversion interviews relative to other completed interviews.

Chapter 5.

Recommendations for the NPSAS:08 Full-Scale Study

The purpose of the 2008 National Postsecondary Student Aid Study (NPSAS:08) field test was to test the procedures and methods to be used for the implementation of the full-scale study. Based on the field test findings discussed in chapters 3 and 4, some procedural and methodological modifications are planned for the full-scale study; they are summarized below.

5.1 Full-Scale Sample

The NPSAS:08 full-scale sample will be augmented to include state-representative samples of undergraduate students in four sectors from six states. This augmentation will make it possible to conduct state-level analyses and comparisons of many of the most pertinent issues in postsecondary financial aid and prices.²⁵

As originally designed, the NPSAS:08 sample yields estimates that are nationally representative but generally not large enough to permit comparison of critical subsets of students within a particular state. Tuition levels for public institutions (attended by about 80 percent of all undergraduates) vary substantially by state, as does the nature of state grant programs (i.e., large versus small, need-based versus merit-based). Therefore, it is possible to analyze the effect of these policies and programs with federal and institutional financial aid policies and programs only at the state level.

The choice of states for the sample augmentation was based on several considerations, including

- **Size of undergraduate enrollments in four sectors:** public 4-year, private not-for-profit 4-year, public 2-year, and private for-profit, degree-granting institutions. We estimate that we will need approximately 1,200 respondents per state in the 4-year and for-profit sectors and 2,000 respondents in the public 2-year sector in order to yield a sufficient number of full-time, dependent, low-income undergraduates—the subset of students that is of particular relevance for the study of postsecondary access. Tuition and grant policies in the states with the largest enrollments have the greatest effect on national patterns and trends. As a practical matter, their representation in a national sample is already so large that the cost of sample augmentation is relatively low.
- **Prior inclusion in the NPSAS:04 12-state sample and high levels of cooperation and participation in that survey.** Participation in NPSAS is not mandatory for institutions, so we depend on institutional cooperation within a state to achieve the

²⁵ The field test institutional sample was selected from the complement of institutions selected for the full-scale study to avoid asking an institution to participate in both. After field test data collection, The Department of Education requested that RTI augment the full-scale sample to provide state-level representation of students in selected states and sectors. To accomplish this goal, it will be necessary to include about 20 institutions that participated in the field test in the full-scale study.

response rates and yields required for reliable estimates. Smaller states that were willing and helpful in NPSAS:04 and achieved high yields and response rates are more likely to cooperate again, and with less effort.

- **States with different or recent changes in tuition and state grant policies that provide opportunities for comparative research and analysis.**

Using these criteria, we proposed to augment the samples for the following 6 states: California, Texas, New York, Illinois, Georgia, and Minnesota.

In addition to the proposed augmentation, the full-scale student sampling rates will be adjusted upward to account for ineligibility and nonresponse. This adjustment will be based on the eligibility and response rates from NPSAS:2000 and NPSAS:04 rather than from the NPSAS:08 field test. NPSAS:2000 was the last cycle in which baccalaureate students were oversampled, that is, the last time that a Baccalaureate and Beyond Longitudinal Study (B&B) cohort was generated from NPSAS data, and NPSAS:04 eligibility and response rates serve as a useful reference because that was the most recently conducted study. The current field test eligibility and response rates will not be used, because they may not be representative of what will occur in the full-scale study.

It is also critical that the full-scale study achieve a sufficient yield of baccalaureate students for B&B:08/09 and B&B:08/12. As noted in chapter 4, institutions can have difficulty identifying baccalaureate students, resulting in false identifications (e.g., false positives and false negatives). Therefore, the sampling rates for the baccalaureate stratum within each institutional stratum will be increased in the full-scale study, while the sampling rates for the other undergraduate stratum within each institutional stratum will be decreased to account for these false identifications. The modification to the sampling rates will be based on baccalaureate false positive and false negative rates from the field test interview and the NPSAS:2000 interview, the most recent study that generated a B&B cohort.

Prior to the field test, a contract option was exercised for an augmented sample of National Science and Mathematics Access to Retain Talent (SMART) grant recipients. It was decided that SMART grant recipients would need to be oversampled in the full-scale study to have a sufficient number of cases for analysis. However, it was thought that a sufficient number of Academic Competitiveness Grant (ACG) recipients would be available without an oversample. During the field test, it was determined that ACG recipients were less frequent in the sample than anticipated because of the infrequency of such recipients in general and the large number of baccalaureate recipients (who are not eligible for ACG) in the sample. Therefore, in the full-scale study, oversampling of ACG recipients will be reconsidered.

5.2 Institutional Contacting, List Acquisition, and Student Record Abstraction

Several changes will be implemented at the institutional level in the full-scale study to optimize the classification of student type on enrollment lists and to clarify the understanding of student eligibility rules. These changes include the following:

- Enrollment list instructions will be modified to make it clear that graduate students should be included on the student enrollment lists.
- Frequently asked questions (FAQs) will be modified to be clearer and to add a question addressing the need for date of birth or a date of birth flag on the student enrollment lists.
- Minor improvements will be made to the institutional contacting and student record abstraction systems, including the contents of reports and screens used by Institutional Coordinators (ICs).

In addition to these changes, the quality control checks on enrollment list counts will be modified for the full-scale study. The enrollment lists that institutions provide indicate potential baccalaureate recipients and are compared to IPEDS counts of actual baccalaureate recipients. The upper bound used to check enrollment lists will be increased in the full-scale study to account for this difference, reduce the number of lists that fail quality control checks, and minimize the need to contact institutions for list problem resolution.

5.3 Instrumentation

The modifications made to the computer-assisted data entry (CADE) instrument for the field test instrument since the last NPSAS implemented in 2004, including navigational, screen layout, and help text improvements, will be maintained in the full-scale. In addition, minor improvements will be made as a result of the field test, including the contents of reports and control system screens used by ICs. In addition, item wording will be evaluated and modified as needed for clarity. Tracking systems for problem sheets will be implemented to allow ICs to communicate quickly and efficiently with project staff.

Revisions will be made to the student interview on the basis of the field test results presented in chapters 3 and 4. Modifications to the instrument include changes to question wording and response options, changes in the administration of particular items to different subsets of respondents, and the elimination of items in some cases. The goal is to develop a full-scale instrument that averages 25 minutes in length. Items from the field test that had poor data quality measures (e.g., little variability in responses, low reliability estimates, high nonresponse) will be examined in conjunction with recommendations from technical review panel (TRP) members (see appendix A) to revise the full-scale instrument. From the results of the checkbox/radio button experiment, radio button formats are recommended in place of checkbox formats, where appropriate.

5.4 Tracing and Locating

Overall, the tracing and locating systems customized for the NPSAS:08 field test worked well, efficiently handling the locating information collected for each sample member. A critical aspect to the NPSAS tracing and locating effort was the use of e-mail. E-mail has become increasingly important as a means of contacting sample members. By providing unique passwords for each e-mail contact during the NPSAS:08 field test, it was possible to attribute about one-half of the early self-administered web interviews to an e-mail contact. Additional e-

mail contacts sent during the outbound telephone data collection phase continued to yield additional interviews that were completed via the self-administered web mode. Therefore, e-mail will be used to contact sample members during the NPSAS:08 full-scale data collection period. Further, given the increased prevalence of cell phone use, more attempts will be made in the full-scale study to collect cell phone numbers and use them for locating and interviewing.

5.5 Interviewer Training

Telephone data collection staff overall gave favorable reviews of the project training. In particular, mock interviews that included realistic hypothetical scenarios were highlighted as a strength. It was suggested that having the trainees conduct certification mock interviews with an experienced monitor or team leader who can provide more constructive feedback on a one-on-one basis will better prepare interviewers for production interviewing in the full-scale study. Otherwise, only minor aspects of the training will be modified in response to interviewers' suggestions for improving the training process.

5.6 Student Interviewing

5.6.1 Strategies to Increase Student Response Rates

An experiment was conducted during the NPSAS:08 field test to examine the effectiveness of using Priority Mail for the initial contact mailing to sample members. The results indicated that the use of Priority Mail significantly increased overall response during the early response period. Thus, Priority Mail will be used for the initial contact mailing in the NPSAS:08 full-scale data collection. Additionally, a telephone prompting experiment was conducted during the field test whereby one-half of the sample members were randomly selected to receive prompting calls during the early response period. A previous postsecondary education study conducted a similar experiment found that prompting had a positive impact on early interview completion for certain types of students (Wine et al. 2006). The results of the NPSAS:08 field test also indicated that prompting had a significant positive impact on early interview completion, especially when combined with the delivery of materials by Priority Mail. However, because prompting all sample members for the NPSAS:08 full-scale study could be very costly, prompting calls will be reserved for select subgroups of students for whom the approach is expected to be most effective.

During the early response period of the NPSAS:08 field test, a \$30 incentive was offered for completion of the student interview during the first 3 weeks of data collection. Although an experiment was not conducted, the \$30 early incentive offer appeared to be effective in encouraging early interview completion, and it will be offered again in the full-scale study.

As mentioned in Chapter 3, the field test provided the opportunity to conduct an incentive experiment in the use of prepaid incentives for nonresponse conversion. For sample members who refused to participate or were difficult to contact, prepayment of a \$10 nonresponse conversion incentive (with a promise of an additional \$20 upon completion) was compared with the promise of a \$30 incentive upon completion. A comparison of response rates among these

two groups indicated that the \$10 prepaid nonresponse conversion incentive did not have a significant impact on response rates; therefore, prepaid incentives are not recommended for the full-scale study. The use of a \$30 incentive is recommended for the full-scale study to encourage early response, and the use of a \$30 incentive is recommended for nonresponse conversion. Both incentives will be paid upon interview completion.

5.6.2 VCC

The NPSAS:08 field test also provided the opportunity to test the virtual call center (VCC) technology and its functionality. The VCC allows telephone interviewers to work from home using just a laptop computer with high-speed internet access capable of handling Voice over Internet Protocol (VoIP) technology. VCC interviewers are able to use the same applications in the same way as interviewers working from a traditional call center setting. The field test demonstrated that the technology works, with nearly 15 percent of the computer-assisted telephone interviewing (CATI) responses completed during the field test being obtained from interviewers working in the VCC setting. Thus, it is expected that the VCC will continue to be used during the NPSAS full-scale study.

5.7 Conclusion

The purpose of the NPSAS:08 field test was to fully test all data collection procedures in preparation for the full-scale study. The NPSAS:08 field test used a single, web-based student instrument for multimode data collection. This instrument was effective for both self-administration and telephone interviewing and will require relatively few modifications for the full-scale study.

As described in this chapter, the institutional and student samples will be augmented to include SMART grant recipients and also to provide state representation in four sectors in six states. Additional modifications will be made to procedures and systems related to enrollment list acquisition, the CADE instrument, tracing and locating procedures, help desk operations, CATI interviewer training, and interviewing procedures for the NPSAS:08 full-scale study. The continued use of incentives is planned to encourage both early response via the Web during the first 3 weeks of data collection and conversion of nonresponse at the end.

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Appendix B

NPSAS Endorsements

NPSAS Endorsements

The following professional associations have endorsed the research efforts of the National Postsecondary Student Aid Study (NPSAS).

American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of State Colleges and Universities
American Council on Education
Association for Institutional Research
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Schools of Allied Health Professions
Career College Association
The Carnegie Foundation for the Advancement of Teaching
The College Board
Council of Graduate Schools
The Council of Independent Colleges
Hispanic Association of Colleges and Universities
Midwestern Higher Education Compact
National Accrediting Commission of Cosmetology Arts and Sciences
National Association of College and University Business Officers
National Association for Equal Opportunity in Higher Education
National Association of Independent Colleges and Universities
National Association of State Universities and Land-Grant Colleges
National Association of Student Financial Aid Administrators
New England Board of Higher Education
Southern Regional Education Board
State Higher Education Executive Officers
The United Negro College Fund
Western Interstate Commission for Higher Education

Appendix C

Data Collection Materials

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Institution Contacting Materials

Chief Administrator Letter

NPSAS Endorsed by

American Association of
Collegiate Registrars and
Admissions Officers

American Association of
Community Colleges

American Association of State
Colleges and Universities

American Council on Education

Association for Institutional
Research

Association of American Colleges
and Universities

Association of Catholic Colleges
and Universities

Association of Schools of Allied
Health Professions

Career College Association

The Carnegie Foundation for the
Advancement of Teaching

The College Board

Council of Graduate Schools

The Council of Independent
Colleges

Hispanic Association of Colleges
and Universities

Midwestern Higher Education
Compact

National Accrediting Commission
of Cosmetology Arts and
Sciences

National Association of College
and University Business Officers

National Association for Equal
Opportunity in Higher Education

National Association of
Independent Colleges and
Universities

National Association of State
Universities and
Land-Grant Colleges

National Association of Student
Financial Aid Administrators

New England Board of Higher
Education

Southern Regional Education
Board

State Higher Education Executive
Officers

The United Negro College Fund

Western Interstate Commission
for Higher Education

<DATE>

<CHIEF ADMIN NAME>

<ADDR 1>

<ADDR 2>

<CITY STATE ZIP>

Your IPEDS UNITID:

Your PASSWORD:

Dear <NAME>:

<INSTITUTION NAME> has been selected to participate in the field test of the 2008 National Postsecondary Student Aid Study (NPSAS:08). The Higher Education Act (Sec. 131 (d) as amended in 1998) mandates that the U.S. Department of Education, National Center for Education Statistics (NCES) periodically gather information from students and institutions on how students and their families finance education beyond high school.

In response to the continuing need for these data, NPSAS collected information from students and institutions in 1987, 1990, 1993, 1996, 2000, and 2004. NPSAS:08 is being conducted for NCES by RTI International, a not-for-profit research organization. Additional information about our plans for NPSAS:08 is provided in the enclosed NPSAS brochure.

The purpose of the field test is to evaluate survey instruments and procedures so that the full-scale study is as effective as possible. Your institution's participation is crucial to the success of the field test. Institutions selected for the field test will not be selected for the full-scale study.

I am writing to request that you appoint a NPSAS coordinator, who will be asked to send a data file of the students enrolled at your institution. Once a small sample of students has been selected from your institution, the NPSAS coordinator will be asked to provide additional information on the enrollment status, the demographic characteristics, and the financial assistance provided for each sampled student. The sampled students will also be asked to complete a questionnaire on the Internet.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. The enclosed brochure details our data collection procedures and provides a full description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information, and other data collected. Additional information, including reports based on data from previous NPSAS studies, is available on the NPSAS website: <https://surveys.nces.ed.gov/NPSASschool>.

We are aware that you and the staff at your institution are confronted with many competing demands for your time. Therefore, we are providing you—and the coordinator you designate—with this advance notice of the study to allow you adequate time to plan for this data collection effort and, if needed, to contact us for more information prior to the start of student list collection in winter 2007. Once designated, an RTI representative will contact your coordinator to discuss the study timeline and the information needed from your institution.

If you have any questions about the study or procedures involved, please contact the RTI Project Coordinator, Brian Kuhr, at 1-888-NPSAS411 (1-888-677-2741) or via e-mail at NPSASschool@rti.org. You may also direct questions to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

At your earliest convenience, please complete the *NPSAS Designate a Coordinator* form online at the NPSAS website, using the IPEDS UNITID and password printed on the first page of this letter.

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

Sincerely,



Mark Schneider
Commissioner
National Center for Education Statistics

Enclosures

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

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

To access the online form, enter the user name (which is your IPEDS
UNITID) and password printed on the first page of this letter.

**NPSAS
Endorsed by**

American Association of Collegiate Registrars and Admissions Officers
 American Association of Community Colleges
 American Association of State Colleges and Universities
 American Council on Education
 Association for Institutional Research
 Association of American Colleges and Universities
 Association of Catholic Colleges and Universities
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 National Association of Independent Colleges and Universities
 National Association of State Universities and Land-Grant Colleges
 National Association of Student Financial Aid Administrators
 New England Board of Higher Education
 Southern Regional Education Board
 State Higher Education Executive Officers
 The United Negro College Fund
 Western Interstate Commission for Higher Education

Institution Coordinator Early Contacting Letter

<Date>

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

Your IPEDS UNITID: (UnitID)

Your password: (Password)

Dear (Salutation) (LastName):

(Institution) has been selected to participate in the field test of the 2008 National Postsecondary Student Aid Study (NPSAS:08). The Higher Education Act (Sec. 131 (d) as amended in 1998) mandates that the U.S. Department of Education, National Center for Education Statistics (NCES) periodically gather information from students and institutions on how students and their families finance education beyond high school.

In response to the continuing need for these data, NPSAS collected information from students and institutions in 1987, 1990, 1993, 1996, 2000, and 2004.

The purpose of the field test is to evaluate survey forms and procedures so that the full-scale study is as effective as possible. Your institution's participation is crucial to the success of the field test. Institutions selected for the field test will not be asked to participate in the full-scale study.

Additional information about our plans for NPSAS:08 is provided in the enclosed brochure and project timeline.

The chief administrative officer of your institution has selected you as your institution's coordinator for NPSAS:08. You will have three primary responsibilities for NPSAS:08:

- Complete the *Institution Registration Page* online at the NPSAS website, within the next few weeks, using the UNITID and password printed at the top of this letter. We will schedule data collection for your institution based on the information you provide. (This can also be done by telephone, if you prefer.)
- Oversee the preparation of an enrollment list of students at your institution. These data files will be used to draw a small sample of students from your institution for participation in NPSAS:08. Sampled students will be asked to complete a questionnaire on the Internet.
- Complete a separate web-based program requiring institution record information on such things as enrollment status, demographic characteristics, and financial assistance provided for the sampled students.

Complete instructions for your institution's participation will be sent directly to you in advance of your institution's due date. This date is tailored to your institution's term structure. (Your student enrollment list is due two weeks after the start of the last term at your institution that includes April 30, 2007.) **In the meantime**, please review the enclosed materials at your earliest convenience.

We are aware that you and other staff at your institution are confronted with many competing demands for your time. We hope that giving you this advance notice of the study will provide you with ample time to plan for your school's participation in NPSAS:08. A project representative will call you in the next few days to ensure that you have received this notification and to answer any questions that you may have. You may also call the NPSAS Help Desk directly at 1-888-NPSAS411(1-888-677-2741).

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. The enclosed materials detail our data collection procedures and provide a detailed description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information, and demographic data collected. Additional information, including reports based on data from previous NPSAS studies, is available on the NPSAS website:
<https://surveys.nces.ed.gov/NPSASschool>.

RTI International, the contractor for the study, is a not-for-profit research organization based in North Carolina. If you have questions about the study or procedures, please contact the RTI NPSAS Project Coordinator, Brian Kuhr, at 1-888-677-2741 or via e-mail at NPSASschool@rti.org. You may also direct questions to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

At your earliest convenience, please complete the *Institution Registration Page* online at the NPSAS website, using the IPEDS UNITID and password printed on the first page of this letter.

We look forward to your participation in this important study.

Thank you for your cooperation.

Sincerely,



Mark Schneider
Commissioner
National Center for Education Statistics

Enclosures

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

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

To access the *Institution Registration Page*, enter the
IPEDS UNITID and password printed on the first page of
this letter.

Institution Coordinator List Participation Letter

NPSAS
Endorsed by

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American Association of State Colleges and Universities

American Council on Education

Association for Institutional Research

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Association of Schools of Allied Health Professions

Career College Association

The Carnegie Foundation for the Advancement of Teaching

The College Board

Council of Graduate Schools

The Council of Independent Colleges

Hispanic Association of Colleges and Universities

Midwestern Higher Education Compact

National Accrediting Commission of Cosmetology Arts and Sciences

National Association of College and University Business Officers

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities and Land-Grant Colleges

National Association of Student Financial Aid Administrators

New England Board of Higher Education

Southern Regional Education Board

State Higher Education Executive Officers

The United Negro College Fund

Western Interstate Commission for Higher Education

<date>

«salutation» «fname» «lname»

«Title»

«entity_name»

«phys_addr1»

«phys_addr2»

«phys_city», «phys_state» «phys_zip»

Your IPEDS UNITID: «entity_id»

Your password: «password»

Student Enrollment List Due: «list_expected_Date_curr»

Dear «salutation» «lname»,

We are pleased that «entity_name» has agreed to participate in the 2008 National Postsecondary Student Aid Study (NPSAS:08) field test, which is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. As described in our earlier letter to you, NCES is mandated by Congress to conduct this important study on how students and their families finance education after high school. This study is being conducted for NCES by RTI International.

As you know, you have been designated as your institution’s coordinator for NPSAS:08. We look forward to working with you on this important research effort, and are available to answer any questions you may have.

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

- Complete the *Institution Registration Page* online at <https://surveys.nces.ed.gov/NPSASschool>, using the UNITID and password printed at the top of this letter. If you have not completed the Institution Registration Page, please do so as soon as possible. Where possible, term information and grant/scholarship information entered previously for the 2003/2004 cycle of the study and/or available from publicly available sources has been pre-loaded for your convenience. This information simply needs to be updated, amended, or corrected to reflect the current 2006/2007 academic year.
- Oversee the preparation of an enrollment list of students at your institution. This data file will be used to draw a small sample of students from your institution for participation in the NPSAS:08 field test. Beginning in the spring of 2007, sampled students will be asked to complete a questionnaire via the Internet.
- Complete a separate web-based program requiring institution record information on such things as enrollment status, demographic characteristics, and financial assistance provided for the sampled students.

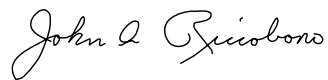
The initial due date for providing your student enrollment list is «list_expected_Date_curr». Complete specifications for compiling this list and uploading it to the secure website are provided online. Your deadline date is tailored to your institution’s term structure.

If you are unable to meet this deadline, or have any questions about the information requested for the student list, please contact the NPSAS Help Desk at 1-888-677-2741. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. The NPSAS website at <https://surveys.nces.ed.gov/NPSASschool> provides complete instructions for participation, including a detailed description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information, and demographic data collected. Additional information, including reports based on data from previous NPSAS studies, is also available on the NPSAS website.

If you have questions about the study or procedures, please contact the NPSAS Help Desk at 1-888-677-2741 or via e-mail at NPSASschool@rti.org. You may also direct questions to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

Thank you for your cooperation.

Sincerely,



John Riccobono
Project Director, NPSAS
RTI International

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

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

To upload lists or other data collection forms, go to the **login** tab found on the home/login page. You will be prompted to enter the IPEDS UNITID and password printed on the first **page of this letter.**

WebCADE Letter

NPSAS
Endorsed by

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American Association of State Colleges and Universities

American Council on Education

Association for Institutional Research

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Association of Schools of Allied Health Professions

Career College Association

The Carnegie Foundation for the Advancement of Teaching

The College Board

Council of Graduate Schools

The Council of Independent Colleges

Hispanic Association of Colleges and Universities

Midwestern Higher Education Compact

National Accrediting Commission of Cosmetology Arts and Sciences

National Association of College and University Business Officers

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities and Land-Grant Colleges

National Association of Student Financial Aid Administrators

New England Board of Higher Education

Southern Regional Education Board

State Higher Education Executive Officers

The United Negro College Fund

Western Interstate Commission for Higher Education

<date>

«salutation» «fname» «lname»
 «Title»
 «entity_name»
 «phys_addr1»
 «phys_addr2»
 «phys_city», «phys_state» «phys_zip»

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

webCADE Due: «list_expected_Date_curr»

Dear «salutation» «lname»,

Thank you for your cooperation and participation in the 2008 National Postsecondary Student Aid Study (NPSAS:08). I am writing to let you know that we have finished processing the student enrollment file you sent, and have selected a random sample of [# **sampled**] students from your institution for participation in the study. We will send separate correspondence to these students asking that they complete a questionnaire either over the Internet or by telephone interview. At the same time, we are asking that you begin entering data for these students in the webCADE software. Please complete the record abstraction and data entry for these students on or before **[DUE DATE]**

In previous materials, we described to you the Internet-based system through which you (or someone on your staff) will be able to enter data for these students. This process is known as “webCADE” – web-enabled computer-assisted data entry. We believe you will find the NPSAS webCADE system easy to use. The website that you will access is the same one that you have used for prior elements of the study: <https://surveys.nces.ed.gov/NPSASschool>.

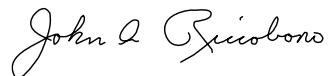
To assist you with the webCADE process, we have enclosed a webCADE User’s Guide that describes how to access and use the NPSAS webCADE software. Appendix B of the guide contains a list of data elements we would like to obtain for each sampled student. The list of sampled students can be found on the website listed above, and you can easily print a hardcopy if you would like one.

Please be assured that we consider the security of the data and confidentiality of our study participants to be of the utmost importance, and the webCADE software has been developed with this in mind. The application encrypts all data, with the latest technologies, before transmitting them over the Internet to RTI. Moreover, access to the list of students (and the forms in which users enter the data) will require your authentication using your IPEDS UNITID and unique password. They are printed near the top of this page for your convenience. Please ensure that access is given only to those at your institution authorized to complete webCADE.

Soon, our RTI project staff will call you to confirm receipt of this material and also confirm the completion date for entering student data in the webCADE software. Help Desk staff will be available to answer any questions or concerns that you may have about the study or entering student data in the webCADE software from 9:00 a.m. to 7:00 p.m. ET, Monday through Friday. You may contact the NPSAS Help Desk at 1-888-677-2741, toll-free, or via e-mail at NPSASschool@rti.org. You may also direct questions about the study to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

Again, thank you for your continued participation in this important study. We look forward to receiving your data.

Sincerely,



John Riccobono
Project Director, NPSAS
RTI International

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

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

To access webCADE, go to the **Log in** link on the Home page. Then enter the IPEDS UNITID below as your Username and enter the password below.

Your IPEDS UNITID: «entity_id»

Your password: «password»

DataCADE Letter

NPSAS
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American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American Association of State Colleges and Universities

American Council on Education

Association for Institutional Research

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Association of Schools of Allied Health Professions

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The Carnegie Foundation for the Advancement of Teaching

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National Association of State Universities and Land-Grant Colleges

National Association of Student Financial Aid Administrators

New England Board of Higher Education

Southern Regional Education Board

State Higher Education Executive Officers

The United Negro College Fund

Western Interstate Commission for Higher Education

<date>

«salutation» «fname» «lname»
 «Title»
 «entity_name»
 «phys_addr1»
 «phys_addr2»
 «phys_city», «phys_state» «phys_zip»

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

Due Date: «list_expected_Date_curr»

Dear «salutation» «lname», Thank you for your cooperation and participation in the 2008 National Postsecondary Student Aid Study (NPSAS:08). We have processed the student enrollment file that you provided and have selected a random sample of [# **sampled**] students from your institution for participation in the study. Our records show that your institution has opted to provide the NPSAS record abstraction information for these students via data files that will be uploaded to the NPSAS website. We are asking you to create the data files and upload the requested information for all sampled students to the NPSAS website on or before [**DUE DATE**]. The website that you will access to upload the files is the same site that you have used for prior elements of the study: <https://surveys.nces.ed.gov/NPSASschool>.

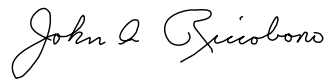
To assist you with this request, we have enclosed specifications for the data files and instructions for preparing and uploading them. These documents and a list of sampled students can also be found on the website listed above. Please note that a secure web-based data entry tool (webCADE) is also available if you decide that you would prefer to key the data for each individual student instead of creating/uploading combined data files.

Please be assured that we consider the security of the data and confidentiality of our study participants to be of the utmost importance, and the NPSAS website has been developed with these concerns in mind. Using the latest technologies, the application encrypts all data before transmitting them over the Internet to RTI. Moreover, access to the list of students (and the forms in which users enter data) will require your authentication using your IPEDS UNITID and unique password. They are printed near the top of this page for your convenience. Please ensure that access is given only to those at your institution authorized to complete the requested student record abstraction.

Our RTI project staff will call you soon to confirm receipt of this material and also confirm the due date for uploading your completed data files to the NPSAS website. If you choose to switch to webCADE, please let us know by contacting the NPSAS Help Desk at 1-888-677-2741, toll-free, or via e-mail at NPSASschool@rti.org, or you may simply tell the NPSAS project member when this person calls you. Help Desk staff will be available to answer any questions or concerns that you may have about the study from 9:00 a.m. to 7:00 p.m. ET, Monday through Friday. You may also direct questions about the study to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

Again, thank you for your continued participation in this important study. We look forward to receiving your data.

Sincerely,



John Riccobono
Project Director, NPSAS
RTI International

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

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

To access the site, go to the **Log in** link on the Home page. Then enter the IPEDS UNITID below as your Username and enter the password below.

Your IPEDS UNITID: «entity_id»

Your password: «password»

DataCADE Background and Instructions

2008 National Postsecondary Student Aid Study (NPSAS:08) DataCADE Background and Instructions

What is NPSAS:08 dataCADE?

The **2008 National Postsecondary Student Aid Study (NPSAS:08)** collects student financial aid, registration/admissions, and enrollment/tuition data for students randomly selected from the enrollment list provided by your institution. Data collection is accomplished in two parts. The first set of data is obtained directly from the student through the completion of a self-administered web questionnaire or a telephone interview that is conducted with the student. The second set of data, provided by the institution, is captured from the student's record at the institution. These instructions are designed for institutions that have chosen to create data files to provide student record data abstracted from institutional files.

Student Eligibility

To be considered eligible for NPSAS:08, students sampled must have been enrolled in **any term** between July 1, 2006, and June 30, 2007, and satisfy **all** of the following requirements:

- The student was enrolled during these dates in at least one term or course of instruction that is one of the following (i.e., student considered to be eligible for Title IV aid):
 - an academic program;
 - at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; *or*
 - an occupational or vocational program that requires at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award.
- The student *was not* enrolled concurrently in high school and your institution during this *entire* period. (Note: If a student was enrolled in high school the entire time that he/she was enrolled in courses at your institution during the period of time listed above, then that student is not eligible. However, if a student was enrolled in both high school and your institution but then completed high school and was enrolled only in your institution at any time within the period of time listed above, that student is eligible.)
- The student *was not* enrolled in your institution during this *entire* period solely for the purpose of earning a general equivalency diploma (GED) or finishing another high school completion program. (Note: If the student completed such a program at your institution and then enrolled in another course of instruction at your institution any time within the period of time listed above, the student is eligible.)
- The student *was not* enrolled in your institution during these dates only for vocational purposes, not receiving credit.
- The student *did not* drop out of your institution early enough to receive a full refund of his tuition.
- The student *did not* pay tuition during these dates *solely* to a different institution.

Your institution used a similar definition in creating the list of students enrolled. The difference in that definition and the one above are the dates. For the student enrollment list, we requested all students who were enrolled at your institution between the dates of July 1, 2006 and April 30, 2007. For CADE we use the period from July 1, 2006 to June 30, 2007. The reason for the earlier end date for student enrollment lists is because we need to provide a cut-off point that allows us to receive the student lists early enough in our data collection period that we have sufficient time afterward to select sample students from the list and then request and collect CADE data for those students.

Please use the above definition including the time period July 1, 2006 to June 30, 2007 to evaluate the eligibility of the students sampled for CADE. If a sampled student is not eligible but is listed in your sample for dataCADE, you will need to indicate this on the NPSAS website. Instructions for doing so are provided later in this document.

Confidentiality Provisions

The Family Education Rights and Privacy Act of 1974 (FERPA) allows RTI International (RTI) to obtain student information from institutions.¹ As contractor for this research, RTI is acting as an agent of the U.S. Department of Education. All student information obtained will be kept confidential. Any student data released to the general public (for example, statistical tables) are designed so that it is not possible to identify specific individuals. The data 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.

All responses that permit the identification of individuals will be protected by the Education Sciences Reform Act of 2002 (ESRA) (Public Law 107-279) and its predecessor, the National Education Statistics Act of 1994 (NESA) (Public Law 103-382) as amended by the U.S.A. Patriot Act of 2001 [Public Law 107-56], which provide the authority to the U.S. Department of Education, National Center for Education Statistics (NCES), to collect, compile, and disseminate full and complete statistics on the condition and progress of education, including postsecondary education. ESRA establishes that NCES and its contractors, under penalty of law, must keep all records on individuals confidential. Researchers are subject to fines and imprisonment for misuse or disclosure of individual data. Procedures have been implemented to ensure confidentiality and privacy of all information obtained.

Please refer to the Frequently Asked Questions on confidentiality on the NPSAS website for more information on how the data are maintained and how the website is secured, as well as copies of the confidentiality agreements that are signed by all project staff. In addition, a Disclosure Notice form may also be printed from the NPSAS website. Institutions may place one in each sampled student's file. A copy of the form is included in this packet.

Computer Capability Requirements

To use the NPSAS website, your computer must possess the following (at a minimum):

- An **Internet connection** (high-speed cable is optimum).
- A **web browser**, such as Netscape 6.0 or higher, Microsoft Internet Explorer 6.0 or higher, or FireFox 1.5 or higher with the following:
 - **128-bit encryption.** Browser settings may need to be adjusted or an update may need to be downloaded to activate 128-bit encryption.
 - 1. **JavaScript enabled.** JavaScript is the programming language of the interactive sections of our website and must be enabled for many pages to work properly.
 - 2. **Secure Sockets Layer (SSL) enabled.** SSL is used to provide additional security for our website and your data.
 - 3. **Session cookies enabled.** Session cookies are small text files stored in your RAM, temporarily, until the browser is closed. Session cookies are not stored on your hard drive and are automatically removed at the end of the browsing session.

Before beginning, it is best to verify that your computer has the above capabilities and that browser options are set properly. Most computers will have the required RAM and one of the required web browsers already loaded.

Completing dataCADE


The data we require for the study consist of approximately 200 data elements for each student in the sample. We have separated the data elements into eight files. Follow the steps below to abstract sampled student records.

1. Access the NPSAS:08 website at this web address: <https://surveys.nces.ed.gov/NPSASschool/>. On the NPSAS Home page, log in using the username and password printed on the letter sent with these instructions. Click on the **dataCADE** link to access the screen shown below (only part of the screen is shown here).

¹ RTI International is a trade name of Research Triangle Institute.

NPSAS

National Postsecondary Student Aid Study
OMB Clearance No.: 1850-0666 Exp. Date: 1/31/2010



[Home](#) [About NPSAS](#) [Early Contact](#) [Endorsements](#) [FAQs](#) [Forms/Instructions](#) [Legal Authority](#)
[Contact Us](#) [Help](#) [Logout](#)

Import DataCADE Files

The data we require for the study consists of approximately 200 data elements for each student in the sample. We have separated the data elements into eight files. Each of your data files must strictly adhere to the the layout requirements provided below. We can accept either fixed width or csv format. Click the following links to view a printable set of specs for each of the eight data files and to view a printable list of sampled students.

[General](#) [Locating](#) [Tests](#) [Terms](#) [Budget](#) [Enrollment](#) [Aid](#) [Other Aid](#)

[Printable List of Sampled Students](#)

Steps Prior to Uploading

It is possible that some of the students you provided on your Enrollment List are now ineligible for the NPSAS study. If so, you must [Mark Student\(s\) As Ineligible](#) before uploading your files. If necessary, review the [Eligibility Criteria](#).

GPA Scale: indicate what GPA scale this institution uses below. If your institution uses more than one scale, please select "Other". For users that are reporting for more than one institution: if all of the institutions use the same GPA scale, please select it below. If not, please select "Other".

4.0 Scale (where 4.0 is the highest)
 100 point scale or percentages
 Other
 N/A

Steps for Uploading

When you are ready to upload the completed data files, follow the four steps below for each of the eight files:

1. Select the file type.
2. Specify the file format.
3. Select the data file on your computer to upload.
4. Push the upload button.

2. Review the data file specifications enclosed in this packet. They are also provided on the NPSAS website on the Import DataCADE Files screen. Each of your data files must strictly adhere to the layout requirements. We can accept either Fixed Width or CSV (comma separated values) format. The specifications will tell you what data are needed in each of the files and in what sequence and position.

If your institution provided dataCADE files in the 2004 NPSAS round, you may want to view the changes between the 2004 file specifications and the current ones. The changes are listed below the current specifications on the hardcopy file specifications included with these instructions. You can also view them online by clicking on the box labeled "Show changes from '04 specs" that appears near the top of each of the eight file specifications screens.

3. Review the list of sampled students. On the Import DataCADE Files screen, click on the **Printable List of Sampled Students** to view or print the list. You can click on any column heading to sort the list.
4. Mark students ineligible, if needed. If a sampled student is not eligible by the criteria listed earlier in these instructions but is listed in your sample for dataCADE, you must indicate this. Click on the **Mark Student(s) As Ineligible** link and you will see a new screen (see example below). The screen will contain a list of sampled students. Click on the box next to each student who is not eligible. You must mark students ineligible *before* uploading data files. Do not include ineligible students in the eight dataCADE files created.

[Print this page](#) [Return to Import page](#)

Ineligible Students

If any of the sampled students below are ineligible, click on the box next to the student to mark them as ineligible. Do not include these students in the eight data files that you create and upload. You will not be able to make changes to this screen after you upload the first data file.

Npsas ID	Name ▲	Student ID	Level	Ineligible
99900300	Arlington, Alice A	99900300	UG	<input type="checkbox"/>
99900306	Bell, Alexander G	99900306	P	<input type="checkbox"/>
99900301	Doe, Jane	99900301	GR	<input checked="" type="checkbox"/>
99900302	Frost, Robert H	99900302	P	<input type="checkbox"/>
99900305	Moore, Warren B	99900305	GR	<input type="checkbox"/>
99900307	Patterson, Sarah M	99900307	UG	<input type="checkbox"/>
99900304	Smith, Deborah R	99900304	UG	<input type="checkbox"/>
99900303	West, Brian P	99900303	UG	<input type="checkbox"/>

5. On the Import DataCADE Files screen, indicate what type of Grade Point Average (GPA) scale your institution uses. If your institution uses more than one scale, please select “Other.” For users that are reporting for more than one institution: if all of the institutions use the same GPA scale, please select it. If not, please select “Other.”
6. Create the eight data files containing the requested data for the sampled students. Do not include ineligible students in the data files you create.
7. Upload data files to the NPSAS website within 3 weeks of receipt of this packet.

How to Upload the Data Files

When you are ready to upload the completed data files, log on to the NPSAS website using the username and password printed on the letter sent in this packet. Then click on the link to **dataCADE** to access the Import DataCADE Files screen. Next, follow the four steps below for each of the eight files to upload them:

1. Select the file type by clicking the circle to the left of the type of file you are uploading: General, Locating, Tests, Terms, Budget, Enrollment, Aid, or Other Aid.
2. Select the file format: Fixed Width or CSV. In a fixed-width (or fixed-length field) data file, every row of data is exactly the same width. When the rows contain data in multiple columns, the data fields will be in consistent positions within the rows. CSV is a delimited data format that has fields separated by the comma character and records/rows separated by new lines.
3. Select the data file on your computer. Click the **Browse** button to locate the file you want to upload on your computer. When you locate it, double-click on the file with your mouse. The file name will appear in the box on the screen.
4. Click the **Upload** button. A new screen will open with a message telling you whether the file was successfully uploaded. If the file uploaded successfully, you will see a message appear on the new screen: “The file was uploaded successfully.” If there are errors detected with the file, such as a value that is outside of the specified range, you will see a message: “The file was uploaded, but the following items need attention.” Below the message a list of errors will be displayed. Please correct these errors and upload the file again. Example error messages are shown below for a Tests data file.

The file was uploaded, but the following items need attention.

Item
Row 1 Field 3 (SatVerbalScore): Must be in the range 200 - 800
Row 2 skipped (The NPSAS Study ID is not numeric or does not exist. Please check.)
Row 4 Field 3 (SatVerbalScore): Must be in the range 200 - 800
Row 4 Field 4 (SatMathScore): Must be in the range 200 - 800
Row 4 Field 5 (SatWritingScore): Must be in the range 200 - 800

If there are more than 20 rows in a data file with at least one error, the list of errors will be truncated after listing the errors for the first 20 rows of the data file and you will see an error message. Please address the errors listed and upload the file again.

Upload Statuses of the Data Files

There is an upload history table under the Upload button on the Import DataCADE Files screen, entitled DataCADE File Upload Status. This table will display the status of each of the eight requested data files. The keys for the icons used in the table are displayed below the table (see following example table).

Upload
4

DataCADE File Upload Status

File Type	Last Upload	Upload Attempts	Data Quality	Student Count Sufficient?
General	4/5/2007 5:29:10 PM	2	❗	❗
Locating	4/5/2007 5:29:31 PM	1	⚠	✅
Tests	4/5/2007 5:29:57 PM	1	⚠	✅
Terms	4/5/2007 5:30:59 PM	1	✅	✅
Budget	4/5/2007 5:31:43 PM	1	✅	✅
Enrollment	4/5/2007 5:33:29 PM	1	⚠	❗
Aid	4/5/2007 5:34:01 PM	1	✅	✅
Other Aid	4/5/2007 5:33:07 PM	3	✅	✅

Data Quality Key

❗ Not uploaded yet	❗❗ Upload failed - too many errors	❗ Upload failed - no rows uploaded	⚠ Uploaded with some errors	✅ Uploaded successfully
--------------------	------------------------------------	------------------------------------	-----------------------------	-------------------------

Student Count Key

❗ Not uploaded yet	❗ The uploaded file did not contain data for a sufficient number of students	✅ The uploaded file contained data for a sufficient number of students
--------------------	--	--

The file type is listed in the left-hand column. The Last Upload column shows the date and time of the last upload for that type of file (if any). The Upload Attempts column shows how many times the file has been uploaded (or the user has attempted to upload it). The Data Quality column shows the quality status of the upload. You will see one of five statuses:

- Not uploaded yet
- ! Upload failed – too many errors
- x Upload failed – no rows uploaded



Uploaded with some errors



Uploaded successfully (i.e., no errors detected)

The last column is the Student Count Sufficient indicator. The statuses shown in this column indicate whether the file uploaded contained data for a sufficient number of students. For example, we require one row for each sample student (minus ineligible) in the General file. If the uploaded file contains one row for each sampled student (and none are ineligible), the Student Count Sufficient column will show a checkmark. If there are fewer rows of data than the number of sample students in the uploaded file, the Student Count Sufficient column will show an exclamation point. You will see one of three statuses in this column:



Not uploaded yet



The uploaded file did not contain data for a sufficient number of students. (If you hover your cursor over this icon, you will see a message indicating the number of expected students and the discrepant number of students detected in the uploaded file.)



The uploaded file contained data for a sufficient number of students

Finishing the Process

When the Data Quality and Student Count Sufficient columns contain checkmarks for all eight requested files, a button labeled **All Files Uploaded** will appear on the screen (see following example). Press the button to indicate that you are done uploading files. Pressing the button will send an e-mail to the primary coordinator at your institution notifying you/him/her that dataCADE has been completed.

Upload
All Files Uploaded

You have successfully uploaded all files. You must click this button to submit your data.

4

DataCADE File Upload Status

File Type	Last Upload	Upload Attempts	Data Quality	Student Count Sufficient?
General	4/5/2007 5:37:27 PM	3	✓	✓
Locating	4/5/2007 5:37:16 PM	2	✓	✓
Tests	4/5/2007 5:37:40 PM	2	✓	✓
Terms	4/5/2007 5:30:59 PM	1	✓	✓
Budget	4/5/2007 5:31:43 PM	1	✓	✓
Enrollment	4/5/2007 5:37:51 PM	2	✓	✓
Aid	4/5/2007 5:34:01 PM	1	✓	✓
Other Aid	4/5/2007 5:33:07 PM	3	✓	✓

Contacting the NPSAS Project

The NPSAS Help Desk can be reached toll-free at 1-888-NPSAS411 (1-888-677-2741) if users have any questions or experience any difficulty accessing or using the site. The Help Desk is available Monday through Friday, 9:00 a.m. to 7:00 p.m. Eastern time. After hours, users may leave a message; our staff will return the call as soon as possible. NPSAS staff may also be reached by e-mail at NPSASschool@rti.org. We will respond to e-mail the same (or next) business day.

You may also wish to review the Frequently Asked Questions (FAQs) that are accessible from the NPSAS website main menu page. These provide additional details regarding the research project. From the NPSAS Home page, click on the link entitled **frequently asked questions (FAQs)**. Then click on the link entitled **Completing Student Record Abstractions (webCADE)**. Please note that some of the FAQs refer specifically to using webCADE, which is a web-based data entry application for CADE.

NPSAS
Endorsed by

FieldCADE Letter

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American Association of State Colleges and Universities

American Council on Education

Association for Institutional Research

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Association of Schools of Allied Health Professions

Career College Association

The Carnegie Foundation for the Advancement of Teaching

The College Board

Council of Graduate Schools

The Council of Independent Colleges

Hispanic Association of Colleges and Universities

Midwestern Higher Education Compact

National Accrediting Commission of Cosmetology Arts and Sciences

National Association of College and University Business Officers

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities and Land-Grant Colleges

National Association of Student Financial Aid Administrators

New England Board of Higher Education

Southern Regional Education Board

State Higher Education Executive Officers

The United Negro College Fund

Western Interstate Commission for Higher Education

<date>

<<salutation>> <<fname>> <<lname>>

<<Title>>

<<entity_name>>

<<phys_addr1>>

<<phys_addr2>>

<<phys_city>>, <<phys_state>> <<phys_zip>>

Your IPEDS UNITID: <<entity_id>>

Your password: <<password>>

Due Date: <<list_expected_Date_curr>>

Dear <<salutation>> <<lname>>,

Thank you for your cooperation and participation in the 2008 National Postsecondary Student Aid Study (NPSAS:08). We have processed the student enrollment file that you provided and have selected a random sample of [# **sampled**] students from your institution for participation in the study. Our records show that your institution has opted to provide the NPSAS record abstraction information for these students via data files that will be uploaded to the NPSAS website. We are asking you to create the data files and upload the requested information for all sampled students to the NPSAS website on or before **[DUE DATE]**. The website that you will access to upload the files is the same site that you have used for prior elements of the study:

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

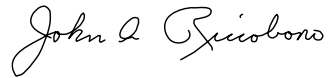
To assist you with this request, we have enclosed specifications for the data files and instructions for preparing and uploading them. These documents and a list of sampled students can also be found on the website listed above. Please note that a secure web-based data entry tool (webCADE) is also available if you decide that you would prefer to key the data for each individual student instead of creating/uploading combined data files.

Please be assured that we consider the security of the data and confidentiality of our study participants to be of the utmost importance, and the NPSAS website has been developed with these concerns in mind. Using the latest technologies, the application encrypts all data before transmitting them over the Internet to RTI. Moreover, access to the list of students (and the forms in which users enter data) will require your authentication using your IPEDS UNITID and unique password. They are printed near the top of this page for your convenience. Please ensure that access is given only to those at your institution authorized to complete the requested student record abstraction.

Our RTI project staff will call you soon to confirm receipt of this material and also confirm the due date for uploading your completed data files to the NPSAS website. If you choose to switch to webCADE, please let us know by contacting the NPSAS Help Desk at 1-888-677-2741, toll-free, or via e-mail at NPSASschool@rti.org, or you may simply tell the NPSAS project member when this person calls you. Help Desk staff will be available to answer any questions or concerns that you may have about the study from 9:00 a.m. to 7:00 p.m. ET, Monday through Friday. You may also direct questions about the study to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

Again, thank you for your continued participation in this important study. We look forward to receiving your data.

Sincerely,



John Riccobono
Project Director, NPSAS
RTI International

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

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

To access the site, go to the **Log in** link on the Home page. Then enter the IPEDS UNITID below as your Username and enter the password below.

Your IPEDS UNITID: «entity_id»

Your password: «password»



The 2008 National Postsecondary Student Aid Study (NPSAS:08)

Frequently Asked Questions (FAQs) About WebCADE

1. What are the system requirements for completing webCADE via the Internet?

To use webCADE (web-enabled computer assisted data entry), your computer must possess (at a minimum):

- An Internet connection (high-speed cable is optimum).
- A web browser, such as Netscape 6.0 or higher, Microsoft Internet Explorer 6.0 or higher, or FireFox 1.5 or higher with the following:
 - 128-bit encryption. You may have to adjust your browser settings or download an update to activate 128-bit encryption.
 - JavaScript enabled. JavaScript is the programming language of the interactive sections of our web site and must be enabled for many pages to work properly.
 - Secure Sockets Layer (SSL) enabled. SSL is used to provide additional security for our website and your data.
 - Session cookies enabled. Session cookies are small text files temporarily stored in your RAM until you close your browser. Session cookies are not stored on your hard drive and are automatically removed at the end of the browsing session.

2. How confidential is this website?

For this and all other web-based data collections that are part of NPSAS, proven methods of protection for online sessions and data security over the Internet are being used. Secure Sockets Layer (SSL) protocol is used to encrypt the data over the Internet. All data entry modules on the website are password protected and require the user to log in to the site before accessing confidential data. The system will automatically log the user out after 20 minutes of inactivity on the session, preventing unauthorized user access to the site.

3. What about confidentiality of the data collected?

Privacy and confidentiality are always of concern to institutions and offices that maintain student and employee records. Both NCES and RTI follow strict confidentiality procedures to protect the privacy and confidentiality of study participants. The *Confidentiality Fact Sheet* on the NPSAS website describes our security arrangements and provides more details on how data are maintained. Any data released to the public will be in aggregate form (for example, statistical tables). Restricted use data files (which contain record-level data, but no identifying information) are available only to a limited number of qualified researchers, who must pledge, under penalty of law with severe fines and imprisonment, to maintain the confidentiality of the data.

4. Do we need to have the student's permission before providing this information?

The data request for NPSAS fully conforms to the requirements of the Federal Education Rights and Privacy Act of 1974 (FERPA) [20 United States Code 1232g; 34 CFR Part 99]. FERPA is designed to protect the privacy rights of students and their families, by providing consistent standards for the release of personally identifiable student and family information. The National Center for Education

Statistics (NCES) and its agent, RTI International (RTI), are authorized by the provisions of FERPA to obtain student-level data from institutions. These data are subject to strict confidentiality protections, which must be adhered to by both NCES and RTI.

Student or parental consent is not required for release of information to NCES. FERPA explicitly states in 34 CFR 99.31 that an educational institution may disclose personally identifiable information from an education record of a student without prior consent if the disclosure is to an organization conducting studies for, or on behalf of, educational agencies or institutions. A definition of personally identifiable information can be found in 34 CFR 99.3. Personal identifiers, such as Social Security number and student number, are included in the definition. You may review a summary of this legislation on the U.S. Department of Education’s website: <http://www.ed.gov/offices/OIIfpco/ferpa/>.

5. By what authority does RTI collect this information?

RTI, as contracted by the National Center for Education Statistics (NCES), has been given the authority to collect information from institutional records under the provisions of the Education Sciences Reform Act of 2002 (ESRA) [Public Law 107-279], and its predecessor, the National Education Statistics Act of 1994 [Public Law 103-382] as amended by the U.S.A. Patriot Act of 2001 [Public Law 107-56], which authorize NCES to collect, acquire, compile, and disseminate full and complete statistics on the condition and progress of education, including postsecondary education. In addition, NPSAS is in compliance with the Federal Statistical Confidentiality Order of 1997, the Privacy Act of 1974 [5 United States Code 552a], and the E-Government Act of 2002 [Public Law 107-347].

6. Where do I go for the information requested?

The information needed for each of the sampled students potentially comes from three distinct (document or online) sources of data at your institution: the Admissions or Registrar’s Office; the Bursar’s or Business Office; and the Financial Aid Office. If you require assistance after reviewing the enclosed webCADE User’s Guide, please contact the Help Desk with your questions at 1-888-NPSAS411 (1-888-677-2741), toll-free, or via e-mail at NPSASschool@rti.org.

7. How long does this data abstraction take?

Because this abstraction requires accessing information from students’ files (electronic or hard copy), and institutions have different methods of record keeping, our estimates indicate that completing webCADE will take about 13 hours on average. If you have any concerns with either the sample size or the amount of time it is taking you to complete webCADE, please call the Help Desk at 1-888-NPSAS411 (1-888-677-2741), toll-free. RTI will work with you to ensure you have the support needed to successfully complete this study’s data collection efforts.

8. Can I provide a data file instead of using the webCADE data entry application?

In some instances, it may be possible for an institution with programming capability to create an ASCII file with a layout that matches the structure behind webCADE. If you are interested in doing this, please speak with RTI’s Help Desk at 1-888-NPSAS411 (1-888-677-2741), toll-free, to obtain the data file specifications you will need to consider this option. Creating the data files is not the same as creating a “data dump” of the information. After reviewing the data file specifications, please recontact the Help Desk or send an e-mail to NPSASschool@rti.org and we will contact you.

Additional FAQs can be found on the NPSAS website: <https://surveys.nces.ed.gov/NPSASschool>.

Student Contacting Letters

Student Lead Letter

<date>

NPSAS:08
Endorsed by

American Association of
Collegiate Registrars and
Admissions Officers

American Association of
Community Colleges

American Association of State
Colleges and Universities

American Council on Education

Association for Institutional
Research

Association of American
Colleges and Universities

Association of Catholic Colleges
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Association of Schools of Allied
Health Professions

Career College Association

The Carnegie Foundation for the
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Land-Grant Colleges

National Association of Student
Financial Aid Administrators

New England Board of Higher
Education

Southern Regional Education
Board

State Higher Education
Executive Officers

The United Negro College Fund

Western Interstate Commission
for Higher Education

<fname> <mname> <lname> <suffix>

<addr1>

<addr2>

<city>, <state> <zip>

Study ID: <caseid>

<panelinfo>

Dear <fname> <lname>:

I am writing to ask you to participate in an important study that will help determine how students and their families meet the cost of education beyond high school. For your participation, I would like for you to complete a questionnaire over the Internet. On average, the questionnaire takes about 25 minutes to complete.

When you access the questionnaire on the Internet, you will be asked questions about how you paid for your school expenses during the 2006–2007 school year, including whether you received financial aid. If you received financial aid, you will be asked whether the amount of aid was enough to meet your educational expenses. If you did not receive financial aid, you will be asked about how you met your school expenses.

Students from all types of institutions and all financial situations have been randomly selected to participate in the 2008 National Postsecondary Student Aid Study. Your responses along with those of other selected students will represent responses of all students enrolled in postsecondary education. Therefore, your participation in this study is critical.

To complete the questionnaire over the Internet, go to <https://surveys.nces.ed.gov/npsas>. Type the study ID and password (provided below) on the Home/Login page, and Press “Enter” or click “Login” to begin the questionnaire.

RTI International (RTI) of North Carolina is conducting the study for the U.S. Department of Education. To express our appreciation, **a \$30 check will be mailed to you, if you complete the questionnaire by <EarlyIncDate>**. If you are unable to complete the survey by that date, an RTI interviewer will call you to complete the questionnaire by telephone.

Participation in this study is voluntary and will not affect any aid or any benefits you receive. The enclosed pamphlet answers many common questions about the study and contains additional information on laws and procedures that protect the confidentiality of your responses.

If you have questions about the study, you can visit our website at <https://surveys.nces.ed.gov/npsas>, you can call us toll-free at 1-877-NPSAS-NOW (1-877-677-2766), or you can e-mail us at npsas@rti.org. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD).

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

Sincerely,



Mark Schneider
Commissioner
National Center for Education Statistics
Enclosures

<p>Go to: https://surveys.nces.ed.gov/npsas/ Your study ID: <caseid> Your password: <password>m</p>
--

Student Lead Letter (Spanish Version)

NPSAS:08

Patrocinado por:

American Association of
Collegiate Registrars and
Admissions Officers

American Association of
Community Colleges

American Association of State
Colleges and Universities

American Council on
Education

Association for Institutional
Research

Association of American
Colleges and Universities

Association of Catholic
Colleges and Universities

Association of Schools of
Allied Health Professions

Career College Association

The Carnegie Foundation for
the Advancement of Teaching

The College Board

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Midwestern Higher Education
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National Accrediting
Commission of Cosmetology
Arts and Sciences

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Opportunity in Higher
Education

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Independent Colleges and
Universities

National Association of State
Universities and
Land-Grant Colleges

National Association of
Student Financial Aid
Administrators

New England Board of Higher
Education

Southern Regional Education
Board

State Higher Education
Executive Officers

The United Negro College
Fund

Western Interstate
Commission for Higher
Education

Estimado(a) «fname» «lname»:

Le estoy escribiendo para pedirle que participe en un importante estudio que ayudará a determinar cómo los estudiantes y sus familias costean los gastos de educación después de la secundaria o "high school". Para que participe, me gustaría que completara un cuestionario en la red o Internet. En promedio, el cuestionario toma alrededor de 25 minutos en completarse.

Cuando tenga acceso al cuestionario en Internet, le harán preguntas sobre la forma como pagó por los gastos de sus estudios durante el año académico 2006-2007, incluyendo si recibió ayuda financiera. Si recibió ayuda financiera, le harán preguntas para saber si la cantidad de ayuda que recibió fue suficiente para pagar los gastos educacionales. Si no recibió ayuda financiera, le preguntarán sobre la forma como pagó los gastos escolares.

Estudiantes provenientes de todo tipo de instituciones y de diferentes situaciones financieras han sido seleccionados al azar para participar en el Estudio Nacional de Ayuda a Estudiantes de Postsecundaria 2008. Sus respuestas, así como las de otros estudiantes seleccionados, representarán las respuestas de todos los estudiantes matriculados en educación postsecundaria. Por lo tanto, su participación en este estudio es muy importante.

Para completar el cuestionario en Internet:

Vaya a: <https://surveys.nces.ed.gov/npsas> (disponible en inglés solamente)

En la página principal (Home/Login), ponga el número de identificación del estudio y la contraseña que se encuentran al final de esta carta. Luego presione "Enter" o haga un clic en "Login" para comenzar el cuestionario.

RTI International (RTI) de Carolina del Norte está llevando a cabo el estudio para el Departamento de Educación de los Estados Unidos. Para expresar nuestro agradecimiento, **se le enviará por correo un cheque por \$30 dólares si completa el cuestionario a más tardar el <EARLY INC DATE>**. Si no puede completar el cuestionario para esa fecha, un(a) entrevistador(a) de RTI le llamará para completar el cuestionario por teléfono.

La participación en este estudio es voluntaria y no afectará cualquier ayuda o beneficios que usted recibe. El folleto que adjuntamos a la presente contesta las preguntas más comunes sobre el estudio y contiene información adicional sobre las leyes y procedimientos que protegen la confidencialidad de sus respuestas.

Si tiene preguntas sobre el estudio, puede visitar el sitio de Internet (disponible en inglés solamente) <https://surveys.nces.ed.gov/npsas>, o nos puede llamar al número de teléfono gratuito 1-877-677- 2766 (1-877-NPSAS-NOW), o nos puede enviar un correo electrónico a npsas@rti.org. Personas con problemas de audición o de habla pueden llamarnos al número gratuito 1-877-212-7230 (Línea TDD, por sus siglas en inglés).

Apreciamos sinceramente su participación y le agradecemos de antemano por ayudarnos a realizar este importante estudio.

Atentamente,



Mark Schneider
Comisionado
Centro Nacional de Estadísticas de Educación
Anexos

Vaya a: <https://surveys.nces.ed.gov/npsas>
No. de identificación del estudio: «caseid»
Su contraseña: «password»m

Web Instructions Insert

HOW TO COMPLETE THE NPSAS:08 QUESTIONNAIRE

To complete the self-directed web questionnaire:

1. Go to: <https://surveys.nces.ed.gov/npsas/>
2. At the login and password prompts, enter your study ID and password printed on the letter. Please note that upper/lower case letters must be entered exactly as they appear.
3. Press “Enter” or click “Login” to begin the questionnaire.
4. If you are using a pop-up blocker you will need to temporarily disable it to access the questionnaire.

If you need assistance in completing the self-directed web questionnaire or if you would like to complete the questionnaire over the phone, please call our Help Desk at 1-877-NPSASNOW (1-877-677-2766) for assistance.

You may complete the NPSAS web questionnaire at any time during the data collection period. We will also begin making calls asking study participants to complete the questionnaire over the phone starting on March 5, 2007.

For more information about this study visit the website at:

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

NOTE: The study has been approved by the Office of Management and Budget (OMB). The valid OMB control number for this information collection is 1850-0666. The expiration date is 01/31/2010. Public reporting burden for this information request in its entirety is estimated at 25 minutes per response. You may send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0608, Washington, DC 20503.

Reminder/Thank You Postcard



**2008
National
Postsecondary
Student
Aid
Study**

PO Box 12194
Research Triangle Park, NC 27709-2194
RTI Project #0209777.100.236

ADDRESS SERVICE REQUESTED

«fname» «mname» «lname»
«Addr1»
«Addr2»
«City», «state» «zip»



**2008
National
Postsecondary
Student
Aid
Study**

Recently, we sent you information on how to complete the interview for the 2008 National Postsecondary Student Aid Study. RTI is conducting this study for the U.S. Department of Education's National Center for Education Statistics. If you have already completed the interview, we would like to thank you. Your assistance is very much appreciated.

If you have not yet completed your interview, we would like to remind you that if you complete the interview by «IncentiveDt», you will receive «incentive» as a token of our appreciation. To complete a web interview over our secure website, log on to <https://surveys.nces.ed.gov/npsas/>.

If you have any questions or problems completing your web interview, or would like to complete the interview over the telephone with a professionally trained interviewer, please contact the NPSAS Help Desk at 1-877-677-2766.

Refusal/Hard to Reach \$30 Promise Letter

<date>

«fname» «mname» «lname» «suffix»

Study ID: «caseid»

«addr1»

«panelinfo»

«addr2»

«city», «state» «zip»

Dear «fname»,

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the 2008 National Postsecondary Student Aid Study (NPSAS:08), conducted by RTI International. By completing the questionnaire, you will make an important contribution to research that will help determine how students and their families meet the cost of education beyond high school. **Please note that once you complete the questionnaire, we will mail you a check for \$30.**

To complete the questionnaire, you can reach a telephone interviewer at RTI International by calling our help desk toll-free at 1-877-677-2766. Interviewers are available Monday through Thursday from 9:00 a.m. to 11:00 p.m. Eastern time, Friday from 9:00 a.m. to 9:00 p.m. Eastern time, Saturday from 10:00 a.m. to 6:00 p.m. Eastern time, and Sunday from 1:30 p.m. to 9:30 p.m. Eastern time. You can also complete the questionnaire at any time via the NPSAS:08 website:

1. Go to <https://surveys.nces.ed.gov/npsas>
2. Enter your study ID: «caseid»
3. Enter your password: «password»
4. Click “Login” to begin the interview

The questionnaire only takes about 25 minutes, on average. Participation in this study is voluntary and will not affect any aid or any benefits you receive. The enclosed pamphlet answers many common questions about the study and contains additional information on laws and procedures that protect the confidentiality of your responses. If you have any questions about the study, you can visit the NPSAS:08 website, or you can e-mail us at npsas@rti.org. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD). If you have any questions about your rights as a study participant, you can call RTI’s Office of Research Protection toll-free at 1-866-214-2043.

We greatly appreciate your participation in this important research!

Sincerely,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

Refusal/Hard-to-Reach \$10 Prepaid Letter

<date>

<<name>>

Study ID: <<CaseID>>

<<address>>

<<panelinfo>>

<<address2>>

<<city_state>> <<zip>>

Dear <<fname>>,

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the 2008 National Postsecondary Student Aid Study (NPSAS:08), conducted by RTI International. By completing the questionnaire, you will make an important contribution to research that will help determine how students and their families meet the cost of education beyond high school. **As a token of our appreciation for participating in the study, we have enclosed a check to you for \$10. Please note that we will mail you an additional \$20 once you complete the questionnaire, for a total of \$30.**

To complete the questionnaire, you can reach a telephone interviewer at RTI International by calling our help desk toll-free at 1-877-677-2766. Interviewers are available Monday through Thursday from 9:00 a.m. to 11:00 p.m. Eastern time, Friday from 9:00 a.m. to 9:00 p.m. Eastern time, Saturday from 10:00 a.m. to 6:00 p.m. Eastern time, and Sunday from 1:30 p.m. to 9:30 p.m. Eastern time. You can also complete the questionnaire at any time via the NPSAS:08 Website:

1. Go to <https://surveys.nces.ed.gov/npsas>
2. Enter your study ID: <<caseid>>
3. Enter your password: <<password>>
4. Click “Login” to begin the interview

The questionnaire only takes about 25 minutes, on average. Participation in this study is voluntary and will not affect any aid or any benefits you receive. The enclosed pamphlet answers many common questions about the study and contains additional information on laws and procedures that protect the confidentiality of your responses. If you have any questions about the study, you can visit the NPSAS:08 website, or you can e-mail us at npsas@rti.org. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD). If you have any questions about your rights as a study participant, you can call RTI’s Office of Research Protection toll-free at 1-866-214-2043.

We greatly appreciate your participation in this important research!

Sincerely,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

CATI Requested Remail Letter

<date>

«name»

Study ID: «caseid»

«address»

«panelinfo»

«address2»

«city_state»«state», «zip»

Dear «name»:

Per your request, we are providing you with more information on the 2008 National Postsecondary Student Aid Study (NPSAS:08) that is now being conducted. Enclosed you will find a pamphlet with a brief description of NPSAS:08, findings from prior NPSAS studies, and confidentiality procedures.

To make the interview process as easy as possible for you, you may either complete the interview yourself on the web or over the telephone with one of our professionally trained interviewers.

Please call us at **1-877-677-2766** to complete a telephone interview or, if you wish to complete the interview yourself on our secure website, log on to <https://surveys.nces.ed.gov/npsas/>. You will need the Study ID and password provided below to access the web interview.

Study ID = «caseid»

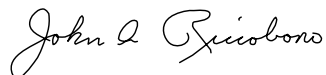
Password = «password»p

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

Please do not hesitate to contact me directly at 1-877-677-2766 (toll-free) or by e-mail at npsas@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,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

Reminder Letter

<date>

«stu_name»

Study ID: «caseid»

«stu_addr1»

«panelinfo»

«stu_addr2»

«stu_city», «stu_state» «stu_zip»

Dear «stu_name»:

We are writing to ask that you take a few moments to complete your interview for the 2008 National Postsecondary Student Aid Study (NPSAS:08), conducted by RTI International. By completing the questionnaire, you will make an important contribution to research that will help determine how students and their families meet the cost of education beyond high school. «fill1»

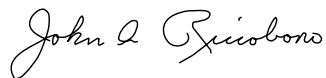
You may call us toll-free at **1-877-677-2766** to complete the interview with one of our professional telephone interviewers. Interviewers are available Monday through Thursday from 9:00 a.m. to 11:00 p.m. Eastern time, Friday from 9:00 a.m. to 9:00 p.m. Eastern time, Saturday from 10:00 a.m. to 6:00 p.m. Eastern time, and Sunday from 1:30 p.m. to 9:30 p.m. Eastern time. You can also complete the questionnaire at any time via the NPSAS:08 website:

1. Go to <https://surveys.nces.ed.gov/npsas>
2. Enter your study ID: «caseid»
3. Enter your password: «password»q
4. Click “Login” to begin the interview

The questionnaire only takes about 25 minutes, on average. Participation in this study is voluntary and will not affect any aid or any benefits you receive. If you have any questions about the study, you can visit the NPSAS:08 website, or you can e-mail us at npsas@rti.org. Persons who are hearing impaired or speech impaired can call us at 1-877-212-7230 (TDD). If you have any questions about your rights as a study participant, you can call RTI's Office of Research Protection toll-free at 1-866-214-2043.

Thank you in advance for making NPSAS:08 a success.

Sincerely,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

Thank You/Incentive Letter

<date>

«name»

Study ID: «CaseID»

«address»

NP08 «panelinfo»

«address2»

«city_state» «zip»

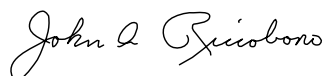
Dear «name»:

On behalf of the U.S. Department of Education and the staff of the National Postsecondary Student Aid Study, I would like to thank you for completing your NPSAS interview. Your participation in this study is very important to ensuring its success. Enclosed you will find a check for \$«amount» to reimburse you for your time completing the interview.

Please do not hesitate to contact me directly at 1-866-667-2704 if I can provide any additional information or assistance.

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

Sincerely,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

Web Reinterview 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 National Postsecondary Student Aid Study (NPSAS:08), I would like to thank you for completing your recent NPSAS interview. Your participation in this study is very important in ensuring its success.

«fill1». The purpose of this second interview, which takes about five to seven 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/npsas/> by **June 29, 2007** using the Study ID and password provided below:

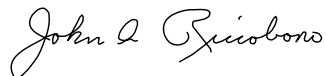
Study ID = «caseid»

Password = «password»r

If you have any questions or need assistance, you can visit our website at <https://surveys.nces.ed.gov/npsas/>, you can call us toll-free at 1-877-NPSAS-NOW (1-877-677-2766), or you can e-mail us at npsas@rti.org. Persons who are hearing or speech impaired can call us at 1-877-212-7230 (TDD).

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

Sincerely,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

CATI Reinterview 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 National Postsecondary Student Aid Study (NPSAS:08), I would like to thank you for completing your recent NPSAS interview. Your participation in this study is very important in ensuring its success.

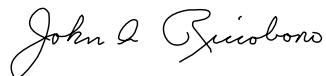
«fill1». The purpose of this second interview, which takes about five to seven minutes, is to determine how well our questions collect reliable information. To complete the telephone interview, call **1-877-NPSAS-NOW (1-877-677-2766)** by **June 29, 2007**, and provide our interviewer with the Study ID number listed below:

Study ID = «caseid»

If you have any questions or need assistance, you can visit our website at <https://surveys.nces.ed.gov/npsas/>, you can call us toll-free at 1-877-677-2766, or you can e-mail us at npsas@rti.org. Persons who are hearing or speech impaired can call us at 1-877-212-7230 (TDD).

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

Sincerely,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

Initial E-Mail

Dear (first name) (last name):

We are emailing to ask you to participate in an important study that will help determine how students and their families meet the cost of education beyond high school. For your participation, I would like for you to complete a questionnaire over the Internet. On average, the questionnaire takes about 25 minutes to complete.

When you access the questionnaire on the Internet, you will be asked questions about how you paid for your school expenses during the 2006-2007 school year, including whether you received financial aid. If you received financial aid, you will be asked whether the amount of aid was enough to meet your educational expenses. If you did not receive financial aid, you will be asked about how you met your school expenses.

Students from all types of institutions and all financial situations have been randomly selected to participate in the 2008 National Postsecondary Student Aid Study. Your responses, along with those of other selected students, will represent responses of all students enrolled in postsecondary education. Therefore, your participation in this study is critical.

To complete the questionnaire over the Internet, go to <https://surveys.nces.ed.gov/npsas>. Type the study ID and password (provided below) on the Home/Login page, and Press "Enter" or click "Login" to begin the questionnaire.

Study ID = (study ID)
Password = (password)e

RTI International (RTI) of North Carolina is conducting the study for the U.S. Department of Education. To express our appreciation, a \$30 check will be mailed to you, if you complete the questionnaire by (date). If you are unable to complete the survey by that date, an RTI interviewer will call you to complete the questionnaire by telephone.

Participation in this study is voluntary and will not affect any aid or any benefits you receive. If you have questions about the study, you can visit our website at <https://surveys.nces.ed.gov/npsas>, you can call us toll-free at 1-877-NPSAS-NOW (1-877-677-2766), or you can e-mail us at npsas@rti.org. Persons who are hearing or speech impaired can call us at 1-877-212-7230 (TDD).

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

John Riccobono
Project Director, NPSAS:08
RTI International

Reminder E-Mail

Dear <first name> <last name>:

This message is only intended as a reminder to you that the early response period for the 2008 National Postsecondary Student Aid Study (NPSAS:08) is drawing to a close. We hope you will find the time to participate in the study soon. If you complete the questionnaire by <early incentive date>, a \$30 check will be mailed to you as a token of our appreciation. As indicated to you in previous correspondence, this important study will help researchers, counselors, and others better understand how students and their families meet the cost of education beyond high school.

To complete the questionnaire over the Internet, go to: <https://surveys.nces.ed.gov/npsas>. Type the study ID and password (provided below) on the Home/Login page, and Press "Enter" or click "Login" to begin the questionnaire.

Study ID = <study ID>
Password = <password> (upper/lower case letters must be entered exactly as they appear)

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 NPSAS Help Desk at 1-877-677-2766.

If you have questions about the study, you can visit our website at <https://surveys.nces.ed.gov/npsas>, you can call us toll-free at 1-877-NPSAS-NOW (1-877-677-2766), or you can e-mail us at npsas@rti.org. Persons who are hearing or speech impaired can call us at 1-877-212-7230 (TDD).

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

John Riccobono
Project Director, NPSAS:08
RTI International

Refusal/Hard-to-Reach E-mail

Dear «fname»,

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the 2008 National Postsecondary Student Aid Study (NPSAS:08), conducted by RTI International. By completing the questionnaire, you will make an important contribution to research that will help determine how students and their families meet the cost of education beyond high school. **{DISPLAY IF Inc_grp=1 or 7 and y_nresp=1} As a token of our appreciation for participating in the study, we have enclosed a check to you for \$10. Please note that we will mail you an additional \$20 once you complete the questionnaire, for a total of \$30. {DISPLAY IF Inc_grp=1, 4, or 7 and y_nresp=0} Please note that once you complete the questionnaire, we will mail you a check for \$30.**

To complete the questionnaire, you can reach a telephone interviewer at RTI International by calling our help desk toll-free at 1-877-677-2766. Interviewers are available Monday through Thursday from 9:00 a.m. to 12:00 midnight Eastern time, Friday from 9:00 a.m. to 9:00 p.m. Eastern time, Saturday from 10:00 a.m. to 6:00 p.m. Eastern time, and Sunday from 1:30 p.m. to 10:30 p.m. Eastern time. You can also complete the questionnaire at any time via the NPSAS:08 website:

1. Go to <https://surveys.nces.ed.gov/npsas>
2. Enter your study ID: «caseid»
3. Enter your password: «password»f
4. Click “Login” to begin the interview

The questionnaire only takes about 25 minutes, on average. Participation in this study is voluntary and will not affect any aid or any benefits you receive. The enclosed pamphlet answers many common questions about the study and contains additional information on laws and procedures that protect the confidentiality of your responses. If you have any questions about the study, you can visit the NPSAS:08 website, or you can e-mail us at npsas@rti.org. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD). If you have any questions about your rights as a study participant, you can call RTI's Office of Research Protection toll-free at 1-866-214-2043.

We greatly appreciate your participation in this important research!

Sincerely,

John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

Refusal/Hard-to-Reach Reminder E-mail

Dear <first name> <last name>:

On behalf of the U.S. Department of Education, I am emailing to ask for your participation in the 2008 National Postsecondary Student Aid Study (NPSAS:08), conducted by RTI International. By completing the questionnaire, you will make an important contribution to research that will help determine how students and their families meet the cost of education beyond high school. **{DISPLAY IF Stage=21} We have recently mailed you a \$10 check. Please note that we will mail you an additional \$20 once you complete the questionnaire, for a total of \$30. {DISPLAY IF Stage=22} Please note that once you complete the questionnaire, we will mail you a check for \$30.**

REFUSAL/NONRESPONSE EMAIL

To complete the questionnaire, you can reach a telephone interviewer at RTI International by calling our help desk toll-free at 1-877-677-2766. Interviewers are available Monday through Thursday from 9:00 a.m. to 11:00 p.m. Eastern time, Friday from 9:00 a.m. to 9:00 p.m. Eastern time, Saturday from 10:00 a.m. to 6:00 p.m. Eastern time, and Sunday from 1:30 p.m. to 9:30 p.m. Eastern time. You can also complete the questionnaire at any time via the NPSAS:08 Website:

1. Go to <https://surveys.nces.ed.gov/npsas>
2. Enter your study ID: «caseid»
3. Enter your password: «password»c
4. Click “Login” to begin the interview

The questionnaire only takes about 25 minutes, on average. Participation in this study is voluntary and will not affect any aid or any benefits you receive. If you have any questions about the study, you can visit the NPSAS:08 website, or you can e-mail us at npsas@rti.org. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD). If you have any questions about your rights as a study participant, you can call RTI's Office of Research Protection toll-free at 1-866-214-2043.

We greatly appreciate your participation in this important research!

John Riccobono
Project Director, NPSAS:08
RTI International

Institution Brochure

The 2008 National Postsecondary Student Aid Study Field Test NPSAS:08

For more information about NPSAS:08, please contact
members of the project team at this number:
1-888-NPSAS411 (1-888-677-2741)

RTI International*

Brian Kuhr
Project Coordinator
NPSASschool@rti.org

Dr. John Riccobono
Project Director NPSAS
jar@rti.org

National Center for Education Statistics

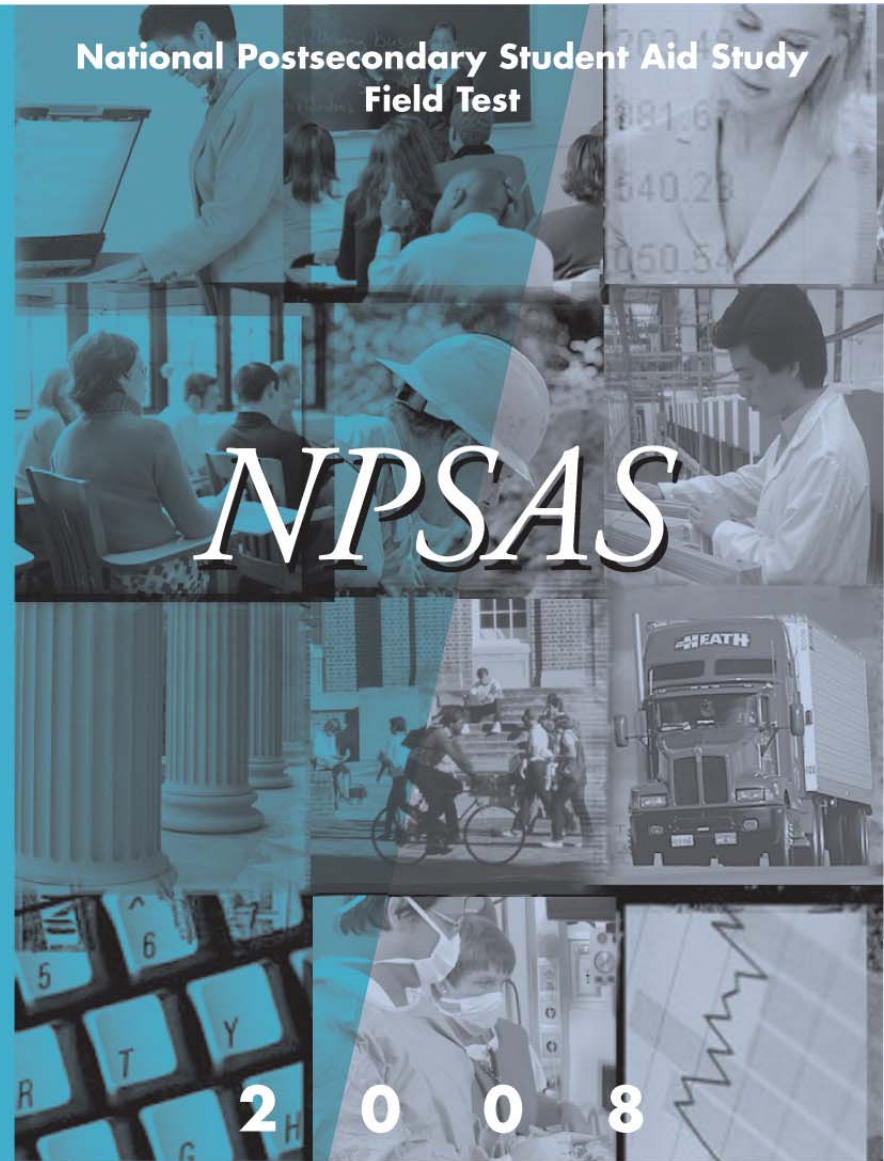
Dr. James Griffith
NCES Project Officer NPSAS
1-202-502-7387
James.Griffith@ed.gov

Sponsored by



U.S. Department of Education
National Center for Education Statistics, Washington, DC
<http://nces.ed.gov>
September 2006

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



Endorsements

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American Association of State Colleges and Universities

American Council on Education

Association for Institutional Research

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Association of Schools of Allied Health Professions

Career College Association

The Carnegie Foundation for the Advancement of Teaching

The College Board

Council of Graduate Schools

The Council of Independent Colleges

Hispanic Association of Colleges and Universities

Midwestern Higher Education Compact

National Accrediting Commission of Cosmetology Arts and Sciences

National Association of College and University Business Officers

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities and Land-Grant Colleges

National Association of Student Financial Aid Administrators

New England Board of Higher Education

Southern Regional Education Board

State Higher Education Executive Officers

The United Negro College Fund

Western Interstate Commission for Higher Education

About the Study

The 2008 National Postsecondary Student Aid Study Field Test NPSAS:08

The National Center for Education Statistics (NCES), part of the U.S. Department of Education, is authorized by federal law to collect, analyze, and publish statistics and other data related to education in the United States and other nations. As part of its mandate, NCES periodically conducts the National Postsecondary Student Aid Study (NPSAS)—a comprehensive study to find out how students and their families pay for education beyond high school. Undergraduate, graduate, and first-professional students—including those who receive aid and those who do not—participate in NPSAS.

NPSAS is the only comprehensive, nationally representative survey of student financial aid. No other single national database contains student-level records for students receiving aid from the numerous and disparate programs funded by the federal government, the states, postsecondary institutions, employers, and private organizations. The purpose of NPSAS is to compile a comprehensive research data set containing information about all of these programs, together with demographic and enrollment data. In addition, NPSAS provides vital information about the affordability of postsecondary education and the effectiveness of existing financial aid programs that will inform public policy at all levels. NPSAS not only includes students enrolled at public and private not-for profit, 2- and 4-year postsecondary institutions, it also includes those postsecondary institutions that are less-than-2-year and are private for-profit.

The purpose of the NPSAS:08 field test is to evaluate survey instruments and procedures so that the full-scale study will be as effective as possible. Your institution's participation is crucial to the success of the field test. Institutions selected for the field test will not be asked to participate in the full-scale study.

How Will the Study Be Conducted?

The NPSAS:08 field test will sample about 300 institutions that will be asked to provide lists of enrolled students. Over 3,000 postsecondary students will be randomly selected from these lists.

The study will consist of the following stages:

FALL 2006

- Beginning in September 2006, the chief administrative officer (CAO) at each institution will be asked to designate a NPSAS:08 institutional coordinator to work with RTI.
- Beginning in October 2006, RTI will contact the institutional coordinator(s) to clarify the tasks, timeline, and responsibilities. Coordinators will be asked to complete a brief registration at <https://surveys.nces.ed.gov/NPSASschool> that identifies the 2006–2007 terms and types of awards granted by the institution.

WINTER 2007

- Beginning in January 2007, the institutional coordinator for each of the 300 institutions participating in NPSAS will supply RTI with a list of students enrolled at the institution. The list will include contact and basic demographic information for students enrolled at the institution during any term that includes July 1, 2006, through April 30, 2007.
- Beginning mid-February 2007, RTI will select samples of students from each enrollment list received.

SPRING 2007

- Beginning February 2007, the institutional coordinator or other designated staff will provide student record information (for example, enrollment status, major, aid package received) for only those students sampled at the institution through a web-based computer assisted data entry (webCADE) instrument, or by uploading an electronic data file to the secure NPSAS website. RTI field staff will be available to assist with the student record abstraction phase.
- Beginning in February 2007, sampled students will complete web-based or telephone interview.

Web-based data entry and file upload applications have been developed to make participation easier and to minimize the burden on institutional staff in providing the data. The software is user friendly and efficient.

Confidentiality Issues

The 2008 National Postsecondary Student Aid Study is conducted under the authority of the Education Sciences Reform Act of 2002 (ESRA) (Public Law 107-279) and its predecessor, the National Education Statistics Act (NESA) of 1994, as amended by the USA PATRIOT Act of 2001. Under ESRA, NCES is authorized to collect and disseminate information about education in the United States. Collection is most often done through surveys. NCES is required to follow strict procedures to protect the confidentiality of persons in the **collection, reporting, and publication of data**. The *E-Government Act of 2002* requires that all individually identifiable information supplied by individuals or institutions to a federal agency for statistical purposes under the pledge of confidentiality must be kept confidential and used only for statistical purposes. NCES adheres to the guidelines issued by the Office of Management and Budget in the *Federal Statistical Order of 1997* for ensuring the privacy and confidentiality of data collected for statistical purposes.

The Family Education Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g) allows for the release of institutional record information to the Secretary of Education or his agent without prior consent of survey members [20 U.S.C. 1232g(b)(3)]. RTI International, as the contractor for NCES, has been given the authority to collect information from institutional records under federal law.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose, unless otherwise compelled by law.

Protection of Electronic Files

All electronic files from institution records and student interviews will be carefully protected. Computer accounts used to access data will be password protected with multilevel access controls to ensure that only those individuals with a need to access confidential information are allowed access to it. For the web-based data collection, proven methods of protection for online sessions and data security over the Internet will be used. Secure Sockets Layer (SSL) protocol will be used to encrypt the data over the Internet. All of the data entry modules on this site will be password protected, which will require the user to log in to the site before accessing confidential data. The system will automatically log the user out after 30 minutes of inactivity on the session, which will prevent unauthorized user access to the site.

Protection of Paper Records

All paper records will be maintained in locked storage cabinets. A unique study identification variable (not the Social Security Number or school ID) will be created and maintained for each survey participant to protect against disclosure of confidential data.

Preparation of Data for Public Release

All data released to the general public (for example, statistical tables) will be designed so that it will not be possible to identify specific individuals.

Violations

All personnel with access to individual data will be required to sign a confidentiality agreement and an affidavit of nondisclosure. Anyone who violates the confidentiality provisions of the act when using the data shall be found guilty of a **Class E felony** and can be **imprisoned up to 5 years, and/or fined up to \$250,000**.

The affordability of education after high school is a vital concern for students and their families. That is why the information gathered by the 2008 National Postsecondary Student Aid Study (NPSAS:08) is so important. This year's study explores how families with varying resources are able to pay for postsecondary education and provides comprehensive data on the enrollment status, education goals, employment, and demographic characteristics of students continuing their education after high school.

Basic Issues

National Postsecondary Student Aid Study (NPSAS)

NPSAS data provide information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and non-aided students and their families. Research questions that can be studied using the data from NPSAS include the following:



- What is the "net price" of education to the student and family?
- How is student "need" for financial aid being met?
- How much are students borrowing?
- How does the distribution of aid differ by major field of study?
- What is the relationship between employment and a student's degree?
- How do aided and non-aided students compare on total resources available for education and other expenses?
- How do costs and financial aid influence students' choices of schools and majors?
- How have costs and financial aid packages changed over the years?
- How long does it take undergraduate students to complete a bachelor's degree program and how is this related to enrollment, demographic, and financial factors?

Data Analysis and Dissemination

To make the data as useful as possible, the National Center for Education Statistics (NCES) will publish information in several ways:

- Descriptive reports are published by NCES on selected topics. Publications from previous NPSAS studies may be accessed electronically through NCES's website at <http://nces.ed.gov/surveys/npsas>.
- Special tabulations are provided on request.
- Data files (without identifying information) are available, and
- Presentations on study findings are made at conferences.

Student Brochure

Why is the study being conducted?

The National Postsecondary Student Aid Study (NPSAS) is a large national survey of undergraduate and graduate students, with a special focus on how they finance their education at different types of institutions. Information is collected from institutions and students to obtain a national picture of the background of students, their educational costs, amount of family support, types of financial aid received, student loan debt, and earnings from jobs. The NPSAS survey results are widely used by researchers to study whether the current financial aid programs are adequate to meet student needs. These results may also be used by Congress to make changes to the federal student loan and grant programs.

Students who earn a baccalaureate degree prior to July 2007 will be part of a special follow-up study in subsequent years. Their experiences after graduation, including further education and early work experience, will help us to learn more about the students who complete their postsecondary education and the factors that influence their success.

If you have additional questions or concerns about the study, please contact the NPSAS Project Director at RTI or the NCES Project Officer listed on the back of this pamphlet.

Are there any risks or benefits to my participation?

The risk of participation in this study relates to data security and is minimal, given the strict confidentiality and security procedures in place.

There are also no known benefits to your participation in NPSAS. However, your participation will help ensure the success of the study and help policymakers better understand and meet the financial needs of postsecondary students.

If you have additional questions or concerns about the study, please contact the NPSAS Project Director at RTI or the NCES Project Officer listed on the back of this pamphlet.

Where can I get

more information about NPSAS?

If you have questions about *your rights* as a study participant, please call RTI's Institutional Review Board at 1-866-214-2043 (a toll-free number) or send an e-mail message to orpe@rti.org regarding IRB number 11644.

If you have *questions* or concerns about the study, contact the following:

John Riccobono
RTI NPSAS Project Director
1-877-NPSAS-NOW
1-877-677-2766
npsas@rti.org

James Griffith
NCES Project Officer
1-202-502-7387
James.Griffith@ed.gov

You may complete your interview or simply learn more about NPSAS by visiting our website at: <https://surveys.nces.ed.gov/npsas/>.

For more information about NPSAS publications and other educational research, visit the NCES website at: <http://nces.ed.gov/pubsearch/>.



National Center for Education Statistics
U.S. Department of Education
Institute of Education Sciences

February 2007



2008

National Postsecondary Student Aid Study



U.S. Department of Education
Institute of Education Sciences



Who is conducting the study?

The 2008 National Postsecondary Student Aid Study (NPSAS:08) is sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES) in the Institute of Education Sciences. The study is conducted under contract by RTI International, a nonprofit research organization located in North Carolina.

Who is included in the study?

NPSAS:08 consists of a sample of 120,000 students randomly selected from enrollment lists at about 1,600 institutions in the 50 states, the District of Columbia, and Puerto Rico. You are one of only 3,000 students from 300 schools selected as part of an initial 2007 field test sample. As such, your participation and feedback are particularly important.

When will the study be conducted?

Institutions were initially contacted beginning in fall 2006 to take part in NPSAS:08. Beginning in spring 2007, sampled students will be contacted to complete the web-based interview. Students may access the interview on the web at <https://surveys.nces.ed.gov/npsas/> or by calling the NPSAS Help Desk at 1-877-NPSAS-NOW (1-877-677-2766).

Why should I participate?

Participation in this study is voluntary. Your participation, however, is essential to making this study a success. By participating, you have the opportunity to help policymakers, researchers, counselors, and others better understand and meet the financial needs of postsecondary students in the United States and Puerto Rico.

How can I Participate?

You may complete the study in one of two ways:

1. Log in to the website at <https://surveys.nces.ed.gov/npsas/>.

Once at the site, from the *Home/Login* page, enter your study ID and password, available on the letter or e-mail you received. If you need assistance with accessing the questionnaire on the website, please call the NPSAS Help Desk at 1-877-NPSAS-NOW (1-877-677-2766) or contact us via e-mail at npsas@rti.org.

2. Complete the interview over the phone.

We encourage web completion but, if you prefer, you may complete the questionnaire by telephone with a

professionally trained interviewer from RTI. You may choose to complete the interview when our staff call or set an appointment for a later date. We will attempt to identify a convenient time to call. Students may e-mail questions to RTI staff at npsas@rti.org or call the NPSAS Help Desk at 1-877-NPSAS-NOW (1-877-677-2766) with best times to do the interview.

How Long will this take?

On average, you should complete either the self-administered web-based questionnaire or the interviewer-administered telephone interview in 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 to complete the interview by telephone.

Will my answers be kept Confidential?

Interview responses, combined with student record information (e.g., enrollment characteristics and financial aid data), may be used only for statistical purposes and may not be disclosed, or used, in personally identifiable form for any other purpose, unless otherwise compelled by law.

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 get a copy of the Results?

Publications from previous studies are currently available from the NCES website at <http://nces.ed.gov/surveys/npsas/>.

Reports can be downloaded or ordered at no charge. Current titles of interest include the following:

Student Financing of Undergraduate Education 2003–04 (NCES 2006-186)

Student Financing of Graduate and First-Professional Education 2003–04 (NCES 2006-185)

What have we learned from prior NPSAS studies?

The following are estimates based on information from 80,000 undergraduates, 11,000 graduates, and 1,000 first-professional students enrolled at approximately 1,400 post-secondary institutions during the 2003–04 academic year.

- Sixty-three percent of all undergraduates enrolled in the 2003–04 academic year received some type of financial aid (grants, loans, work-study, or other). Those who received aid were awarded an average amount of \$7,400.
- About one-half (51 percent) of undergraduates received grants and about one-third (35 percent) took out student loans in 2003–04. Eight percent of all undergraduates received aid through work-study jobs and 7 percent received other types of aid (federal PLUS loans to parents, veterans' benefits, and job training funds).
- The average amount of grant aid received by undergraduates who were awarded grants was \$4,000 in 2003–04. Among those who took out student loans, the average amount borrowed for the 2003–04 academic year was \$5,800. The average work-study award was \$2,000.
- In 2003–04, just under three-fourths (73 percent) of all graduate and first-professional students received some type of aid, including grants, loans, assistantships, or work-study. The average amount received by aided students was \$15,100.
- Doctoral students were the most likely to receive grant aid (55 percent vs. 38 percent of master's degree students and 41 percent of first-professional students) and received the largest amounts, on average (\$10,200 vs. \$4,500 and \$7,100, respectively).
- First-professional students were the most likely to take out student loans (78 percent, compared with 40 percent of master's students and 30 percent of doctoral students) and borrowed the largest amounts, on average (\$26,400 vs \$13,500 and \$17,800, respectively).

SOURCE: Berkner, L., and Wei, C.C. (2006). *Student Financing of Undergraduate Education: 2003–04, With a Special Analysis of the Net Price of Attendance and Federal Education Tax Benefits* (NCES 2006-186). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Choy, S.P., and Cataldi, E.F. (2006). *Student Financing of Graduate and First-Professional Education, 2003–04* (NCES 2006-185). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Appendix D

Field Test Instrument Facsimiles

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Student Interview

Section A: Enrollment

ZRID

Identification number

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

COMPMODE

Interview completion mode

Mode respondent used to complete interview

0 = Web

1 = CATI

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

COMPDATE

Date interview completed

Date interview was completed

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

SUMSTAT

Interview completion status

295 = Complete interview

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8ELIG

NPSAS attendance during NPSAS year

Have you attended [NPSAS] at any time between July 1, 2006 and June 30, 2007?

0 = No

1 = Yes

2 = Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8CURENR

Current attendance at NPSAS

Are you currently attending [NPSAS]?

0 = Not currently attending

1 = Yes, currently attending

2 = Yes, currently attending but still enrolled in high school

Applies to: Respondents who attended NPSAS between July 1, 2006 and June 30, 2007.

Instrument code: N8ELIG = 1

Sources: NPSAS:08 field test student interview

TCURENR

Current enrollment

Internal variable calculates current enrollment status based on N8CURENR:

Initialize TCURENR = -9

if N8ELIG = 1 then do:

 if N8CURENR = 1 then TCURENR = 1

 else TCURENR = 0

else TCURENR = 0

 0 = Not currently enrolled

 1 = Currently enrolled

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DRPMY

Date left NPSAS

When did you last attend [NPSAS]?

Applies to: Respondents who attended NPSAS between July 1, 2006 and June 30, 2007, but were not enrolled at [NPSAS] at the time of the interview.

Instrument code: N8ELIG = 1 and TCURENR = 0

Sources: NPSAS:08 field test student interview

N8DRPTM

Left NPSAS with a completed term

[If (N8ELIG = 1 and N8DRPMY = -9) or (N8ELIG ne 1 and N8LASTMY = -9)]

When you last attended [NPSAS], did you leave at the end of the term, or did you leave before the term ended?

[else if N8ELIG = 1]

Is that date ([N8DRPMY]) at the end of the term, or did you leave before the term ended?

[else]

Is that date ([N8LASTMY]) 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: Respondents who were not enrolled at [NPSAS] at the time of the interview.

Instrument code: TCURENR = 0

Sources: NPSAS:08 field test student interview

N8DRPRF

Received full tuition refund

Did you receive a full refund of your tuition when you left?

0 = No

1 = Yes

Applies to: Respondents who were not enrolled at [NPSAS] at the time of the interview and left before the term ended.

Instrument code: TCURENR = 0 and

N8DRPTM ne 1

Sources: NPSAS:08 field test student interview

N8DRPCMP

Completed previous course/term

Have you completed a course or term at [NPSAS] at any time since July 1, 2006?

0 = No

1 = Yes

Applies to: Respondents who were not enrolled at [NPSAS] at the time of the interview, left before the term ended, and received a full tuition refund.

Instrument code: TCURENR = 0 and N8DRPTM ne 1 and N8DRPRF ne 0

Sources: NPSAS:08 field test student interview

N8LASTMY

Last date of NPSAS attendance

In what month and year did you last attend [NPSAS]?

Applies to: Respondents who indicated they did not attend [NPSAS] at any time between July 1, 2006 and June 30, 2007.

Instrument code: N8ELIG = 0

Sources: NPSAS:08 field test student interview

N8DGBA, N8DG5BA, N8DGAS, N8DGPB

NPSAS degree

[If Y_NPLEVL = 3 and TCURENR = 1]

Are you currently working on a certificate or diploma at [NPSAS] or taking courses?

(Please check all that apply.)

[else if Y_NPLEVL = 3]

Were you working on a certificate or diploma or taking courses when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

[else if TCURENR = 1]

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

(Please check all that apply.)

[else]

What degree or certificate were you working on when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

0 = No

1 = Yes

N8DGBA - 4-year bachelor's degree

N8DG5BA - 5-year bachelor's degree

N8DGAS - Associate's degree

N8DGPB - Post-baccalaureate certificate

Applies to: Respondents who attended a 4-year or 2-year school.

Instrument code: Y_NPLEVL in (1 2)

Sources: NPSAS:08 field test student interview

N8DGCE, N8DGUND

NPSAS degree

[If Y_NPLEVL = 3 and TCURENR = 1]

Are you currently working on a certificate or diploma at [NPSAS] or taking courses?

(Please check all that apply.)

[else if Y_NPLEVL = 3]

Were you working on a certificate or diploma or taking courses when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

[else if TCURENR = 1]

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

(Please check all that apply.)

[else]

What degree or certificate were you working on when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

0 = No

1 = Yes

N8DGCE - Undergraduate certificate or diploma

N8DGUND - Undergraduate, not enrolled in a degree program

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DGMA, N8DGPM, N8DGPRO, N8DGDR, N8DGGNG

NPSAS degree

[If Y_NPLEVL = 3 and TCURENR = 1]

Are you currently working on a certificate or diploma at [NPSAS] or taking courses?

(Please check all that apply.)

[else if Y_NPLEVL = 3]

Were you working on a certificate or diploma or taking courses when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

[else if TCURENR = 1]

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

(Please check all that apply.)

[else]

What degree or certificate were you working on when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

0 = No

1 = Yes

N8DGMA - Master's degree

N8DGPM - Post-master's certificate

N8DGPRO - Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine)

N8DGDR - Doctoral degree

N8DGGNG - Graduate, not enrolled in a degree program

Applies to: Respondents who attended a 4-year school.

Instrument code: Y_NPLEVL = 1

Sources: NPSAS:08 field test student interview

N8DGPR

Type of professional degree

[If TCURENR = 1]

What specific professional degree are you working towards at [NPSAS]?

[else]

What specific professional degree were you working towards at [NPSAS] during the 2006-2007 school year?

19 = Ministry or Divinity (MDiv/DMin/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 undergraduate degree not listed

29 = Other graduate degree not listed

Applies to: Respondents who were working on a professional degree at [NPSAS].

Instrument code: N8DGPRO = 1

Sources: NPSAS:08 field test student interview

N8NOPR

Non-professional degree

Since you are not enrolled in one of the degrees specifically mentioned in the previous question, you are not considered to be working on a professional degree by the U.S. Department of Education.

What degree or certificate were you working on at [NPSAS] during the 2006-2007 school year? (If you were working on more than one degree or certificate, please select the highest level.)

1 = Undergraduate, no degree

2 = Undergraduate certificate or diploma

3 = Associate's degree

4 = 4-year bachelor's degree

5 = 5-year bachelor's degree

6 = Post-baccalaureate certificate

7 = Graduate, no degree program

8 = Master's degree

9 = Post-master's certificate

11 = Doctoral degree

Applies to: Respondents who were working on a professional degree at [NPSAS] but did not indicate one of the following specific professional degrees: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

Instrument code: N8DGPRO = 1 and N8DGPR in (28 29 -9)

Sources: NPSAS:08 field test student interview

N8PRBA

Earned BA while a professional student

Which of the following describes your most recent enrollment at [NPSAS]?

1 = Enrolled in a professional degree program, but have not yet earned a bachelor's degree

2 = Have already earned a bachelor's degree and was/now enrolled for a professional degree at the graduate level

Applies to: Respondents who were working on a professional degree at [NPSAS] and indicated one of the following specific professional degrees: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

Instrument code: N8DGPRO = 1 and N8DGPR not in (28 29)

Sources: NPSAS:08 field test student interview

N8ASSOC

Type of associate's degree

[If TCURENR = 1]

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

[else]

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

1 = AA, AS, general education or transfer program

2 = AAS, occupational or technical program

Applies to: Respondents who were working on an associate's degree at [NPSAS].

Instrument code: N8DGAS = 1

Sources: NPSAS:08 field test student interview

N8CKHOUR

Clock hour requirement

[If TCURENR = 1]

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

[else]

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

0 = No

1 = Yes

Applies to: Respondents who were working on an undergraduate certificate or diploma at [NPSAS].

Instrument code: TDEGREE = 2

Sources: NPSAS:08 field test student interview

N8ELCRD

Enrolled for transferable credit

[If TCURENR = 1]

Are you enrolled in a course for credit at [NPSAS] that could be transferred to another school?

[else]

During your latest enrollment at [NPSAS] in the 2006-2007 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 TDEGREE not in (1 7) then

N8ELCRD = 1

Sources: NPSAS:08 field test student interview

N8NPELG

NPSAS eligibility flag

NPSAS eligibility:

Initialize N8NPELG = 1

If N8ELIG = 1 and N8CURENR = 2

then N8NPELG = 0

else if N8ELIG in (0 2 -9) and (N8LASTMY ne -9 and N8LASTMY >= 200706 or (N8LASTMY < 200600 or N8LASTMY <= 200607)

then N8NPELG = 0

else if N8ELIG in (0 2 -9) and N8LASTMY = -9

then N8NPELG = 0

else if TCURENR = 0 AND N8DRPTM ne 1 and N8DRPRF ne 0 and N8DRPCMP ne 1

then N8NPELG = 0

else if TDEGREE in (1 7 -9) and N8ELCRD ne 1 then

N8NPELG = 0

else if TDEGREE = 2 and N8CKHOUR ne 1

then N8NPELG = 0

else if N8HSCMP = 1 then N8NPELG = 0

0 = Not NPSAS eligible

1 = NPSAS eligible

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

TSTAT

Student status

Internal variable: TSTAT

TSTAT represents student status

CALCULATION FOR TSTAT

If TDEGREE in (2 3 4 5) then TSTAT = 1

else if TDEGREE in (6 8 9 11) then TSTAT = 2

else if TDEGREE = 10 and N8PRBA in (1 -9)

then TSTAT = 1

else if TDEGREE = 10 and N8PRBA = 2

then TSTAT = 2

else if TDEGREE = 1 then TSTAT = 3

else if TDEGREE = 7 then TSTAT = 4

1 = Undergraduate

2 = Graduate

3 = Undergraduate, no degree program

4 = Graduate, no degree program

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

TDEGREE

NPSAS degree

Internal variable: TDEGREE

TDEGREE is the degree of focus in the interview.

CALCULATION for TDEGREE

Initialize TDEGREE = -9

If N8DGDR = 1 then TDEGREE = 11

else if N8DGPRO = 1 then do:

If N8DGPR not in (28 29 -9) then TDEGREE = 10

If N8DGPR in (28 -9) and N8NOPR = -9
then TDEGREE = 1

If N8DGPR = 29 and N8NOPR = -9
then TDEGREE = 7

If N8DGPR in (28 29 -9) and N8NOPR > 0
then TDEGREE = N8NOPR

else if N8DGPM = 1 then TDEGREE = 9

else if N8DGMA = 1 then TDEGREE = 8

else if N8DGGNG = 1 then do:

If N8DGCE = 0 and N8DGAS = 0 and
N8DGBA = 0 and N8DG5BA = 0 and
N8DGPB = 0 then TDEGREE = 7

else if N8DGPB = 1 then TDEGREE = 6

else if N8DG5BA = 1 then TDEGREE = 5

else if N8DGBA = 1 then TDEGREE = 4

else if N8DGAS = 1 then TDEGREE = 3

else if N8DGCE = 1 then TDEGREE = 2

else TDEGREE = 7

else if N8DGPB = 1 then TDEGREE = 6

else if N8DG5BA = 1 then TDEGREE = 5

else if N8DGBA = 1 then TDEGREE = 4

else if N8DGAS = 1 then TDEGREE = 3

else if N8DGCE = 1 then TDEGREE = 2

else if N8DGUND = 1 then TDEGREE = 1

else TDEGREE = 1

1 = Undergraduate, not enrolled in a degree
program

2 = Undergraduate certificate or diploma

3 = Associate's degree

4 = 4-year bachelor's degree

5 = 5-year bachelor's degree

6 = Post-baccalaureate certificate

7 = Graduate, not enrolled in a degree program

8 = Master's degree

9 = Post-master's certificate

10 = Professional degree (only includes the
following degree programs: chiropractic,
dentistry, law, medicine, optometry,
osteopathic medicine, pharmacy, podiatry,
ministry or divinity, or veterinary medicine)

11 = Doctoral degree

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

TDEGREN

Degree type

TDEGREN is an internal variable calculated from TDEGREE and used in question wording to indicate the degree the respondent should focus on throughout the interview.

If TDEGREE = 1 then

TDEGREN = 'undergraduate classes'

else if TDEGREE = 2 then

TDEGREN = 'undergraduate certificate or diploma'

else if TDEGREE = 3 then

TDEGREN = 'associate's degree'

else if TDEGREE in (4 5) then

TDEGREN = 'bachelor's degree'

else if TDEGREE = 6 then

TDEGREN = 'post-baccalaureate certificate'

else if TDEGREE = 7 then

TDEGREN = 'graduate classes'

else if TDEGREE = 8 then

TDEGREN = 'master's degree'

else if TDEGREE = 9 then

TDEGREN = 'post-master's certificate'

else if TDEGREE = 10

then TDEGREN = 'professional degree'

else if TDEGREE = 11 then

TDEGREN = 'doctoral degree'

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DGMS

Type of master's degree

[If TCURENR = 1]

What specific Master's degree are you working towards?

[else]

What specific Master's degree were you working towards in your most recent term in the 2006-2007 school year?

1 = Master of Science (MS)

2 = Master of Arts (MA)

3 = Master of Education (MEd) or Teaching (MAT)

4 = Master of Business Administration (MBA)

5 = Master of Public Administration (MPA)

6 = Master of Social Work (MSW)

7 = Master of Fine Arts (MFA)

8 = Master of Public Health (MPH)

9 = Other master's degree program not listed (please specify)

19 = Master of Divinity (MDiv)

Applies to: Respondents who were working on a master's degree at [NPSAS].

Instrument code: TDEGREE = 8

Sources: NPSAS:08 field test student interview

N8DGD

Type of doctoral degree

[If TCURENR = 1]

What specific doctoral degree are you working towards?

[else]

What specific doctoral degree were you working towards in your most recent term in the 2006-2007 school year?

- 11 = Doctor of Philosophy (PhD)
- 12 = Doctor of Education (EdD)
- 13 = Doctor of Science (DSc/ScD) or Engineering (DEng)
- 14 = Doctor of Psychology (PsyD)
- 15 = Doctor of Business or Public Administration (DBA/DPA)
- 16 = Doctor of Fine Arts (DFA)
- 17 = Doctor of Divinity/Theology (ThD)
- 18 = Other doctoral degree not listed

Applies to: Respondents who were working on a doctoral degree at [NPSAS].

Instrument code: TDEGREE = 11

Sources: NPSAS:08 field test student interview

N8RSNA, N8RSNB, N8RSND, N8RSNE, N8RSNF, N8RSNH, N8RSNS

Reason for attending NPSAS

What were your reasons for enrolling at [NPSAS]? (Please check all that apply.)

0 = No

1 = Yes

N8RSNA - Gain job or occupational skills

N8RSNB - Prepare for job certification or license

N8RSND - Earn course credits needed for a program at a different school

N8RSNE - Take courses solely for recreation, self-improvement or personal interest

N8RSNF - Complete an undergraduate degree or certificate program at this school

N8RSNH – Other

N8RSNS – Other, please specify

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8RSNC

Reason for attending NPSAS: prepare for transfer

What were your reasons for enrolling at [NPSAS]? (Please check all that apply.)

[If Y_NPLEVL = 3] Transfer to a 2- or 4-year school

[else] Transfer to a 4-year school

0 = Not to prepare for transfer

1 = Yes, to prepare for transfer

Applies to: Undergraduate respondents who attended a 2-year or less-than-2-year school.

Instrument code: TSTAT in (1 3) and Y_NPLEVL in (2 3)

Sources: NPSAS:08 field test student interview

N8RSNG

Reason for attending NPSAS: complete associate's degree

What were your reasons for enrolling at [NPSAS]? (Please check all that apply.)

Complete an Associate's degree

0 = Not to complete associate's degree

1 = Yes, to complete associate's degree

Applies to: Undergraduate respondents who were working on an

associate's degree at [NPSAS].

Instrument code: TSTAT in (1 3) and TDEGREE = 3

Sources: NPSAS:08 field test student interview

N8MAINR

Main reason for attending NPSAS

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

1 = Gain job or occupational skills

2 = Prepare for job certification or license

3 = Transfer to a 4-year school

4 = Earn course credits needed for a program at a different school

5 = Take courses solely for recreation, self-improvement or personal interest

6 = Complete an undergraduate degree or certificate program at the school

7 = Complete an Associate's degree

8 = Other

Applies to: Undergraduate respondents who provided at least one reason for attending [NPSAS].

Instrument code: TSTAT in (1 3) and (N8RSNA ne 0 or N8RSNB ne 0 or N8RSNC not in (0 -3) or N8RSND ne 0 or N8RSNE ne 0 or N8RSNF ne 0 or N8RSNG not in (0 -3) or N8RSNH ne 0)

Recode note: 1) If N8RSNA = 1 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG in

(0 -3) and N8RSNH = 0 then N8MAINR = 1

2) If N8RSNA = 0 and N8RSNB = 1 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG in (0 -3) and N8RSNH = 0 then N8MAINR = 2

3) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC = 1 and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG in (0 -3) and N8RSNH = 0 then N8MAINR = 3

4) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 1 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG in (0 -3) and N8RSNH = 0 then N8MAINR = 4

5) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 1 and N8RSNF = 0 and N8RSNG in (0 -3) and N8RSNH = 0 then N8MAINR = 5

6) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 1 and N8RSNG in (0 -3) and N8RSNH = 0 then N8MAINR = 6

7) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG = 1 and N8RSNH = 0 then N8MAINR = 7

8) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG in (0 -3) and N8RSNH = 1 then N8MAINR = 8

Sources: NPSAS:08 field test student interview

N8CLTYA–N8CLTYM, N8CLTYS

Type of class

[If TCURENR = 1]

What types of classes have you been taking during the 2006-2007 school year? (Please check all that apply.)

[else]

What types of classes were you taking during the 2006-2007 school year? (Please check all that apply.)

0 = No

1 = Yes

N8CLTYA - Business

N8CLTYB – Health

N8CLTYC - Education

N8CLTYD - Engineering and Engineering Technology

N8CLTYE - Computer and Information Sciences

N8CLTYF - Social Sciences

N8CLTYG - Natural Sciences and Mathematics

N8CLTYH - Arts and Humanities

N8CLTYI - Communications

N8CLTYJ - Vocational Programs

N8CLTYK - University Transfer

N8CLTYL - General Education

N8CLTYM - Other

N8CLTYS - Other, please specify

Applies to: Respondents not enrolled in a degree program at [NPSAS].

Instrument code: TSTAT in (3 4)

Sources: NPSAS:08 field test student interview

N8UGYR

Undergraduate level last term at NPSAS

[If TCURENR = 1]

What is your year or level at [NPSAS]?

[else]

What was your year or level during your most recent term at [NPSAS] in the 2006-2007 school year?

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: Undergraduate respondents enrolled in a degree program at [NPSAS].

Instrument code: TSTAT = 1

Sources: NPSAS:08 field test student interview

N8GRYR

Graduate level last term at NPSAS

[If TCURENR = 1]

What year of your [TDEGREN] are you working on at [NPSAS]?

[else]

What year of your [TDEGREN] were you working on during your most recent term at [NPSAS] during the 2006-2007 school year?

8 = First year

9 = Second year

10 = Third year

11 = Fourth year

12 = Fifth year

13 = Sixth year or higher

Applies to: Graduate respondents enrolled in a degree program at [NPSAS].

Instrument code: TSTAT = 2

Sources: NPSAS:08 field test student interview

N8NEN01–N8NEN13

NPSAS enrollment

[If TCURENR = 1]

In which months between July 2006 and June 2007 were you enrolled, or do you expect to be enrolled, at [NPSAS]? Please do your best to predict your enrollment through June 2007. If your enrollment covers only a portion of any month, please include that month. Exclude any months during which you are not taking classes, such as summer break.

[else]

In which months between July 2006 and June 2007 were you enrolled at [NPSAS]? If you plan to re-enroll there before June 2007, please indicate the months you plan to be enrolled. If your enrollment covers only a portion of any month, please include that month.

Exclude any months during which you are not taking classes, such as summer break.

0 = Not enrolled

1 = Enrolled

N8NEN01 – July 2006

N8NEN02 – August 2006

N8NEN03 – September 2006

N8NEN04 – October 2006

N8NEN05 – November 2006

N8NEN06 – December 2006

N8NEN07 – January 2007

N8NEN08 – February 2007

N8NEN09 – March 2007

N8NEN10 – April 2007

N8NEN11 – May 2007

N8NEN12 – June 2007

N8NEN13 – Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8STST

Enrollment intensity at NPSAS

[If TCURENR = 1]

For the period of time you have been enrolled at [NPSAS] during the 2006-2007 school year, have you been mainly a full-time or part-time student?

[else]

For the period of time you were enrolled at [NPSAS] during the 2006-2007 school year, were you mainly a full-time or part-time student?

1 = Mainly a full-time student

2 = Mainly a part-time student

3 = Equal mix of full-time and part-time

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DBLMAJ

Major declared/undeclared

[If TCURENR = 1]

Have you declared a major yet at [NPSAS]?

[else]

Had you already declared a major when you were last enrolled at [NPSAS]?

0 = Not in a degree program

1 = Yes, I [have/had] declared a major

2 = Yes, I [have/had] declared a double major

3 = No, I [have/had] not declared a major yet

Applies to: All respondents.

Recode note: 1) If TSTAT in (3 4) then

N8DBLMAJ = 0

2) If TSTAT = 2 or Y_NPLEVL = 3 then N8DBLMAJ = 1

Sources: NPSAS:08 field test student interview

N8MAJ1

Major: primary string

[If COMPMODE = 0]

Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

Applies to: All respondents.

Recode note: 1) If N8DBLMAJ = 0 then N8MAJ1 = 'Not in a degree program'

2) If N8DBLMAJ = 3 then N8MAJ1 = 'Undeclared'

Sources: NPSAS:08 field test student interview

N8MJ1GEN

Dropdown primary major: general code

[If COMPMODE = 0]

Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

- 1 = Agriculture/natural resources/related
- 2 = Architecture and related services
- 3 = Area/ethnic/cultural/gender studies
- 4 = Arts--visual and performing
- 5 = Biological and biomedical 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/clinical sciences
- 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
- 33 = Liberal arts/sciences, general studies
- 98 = Not in a degree program
- 99 = Undeclared

Applies to: All respondents.

Recode note: 1) If N8DBLMAJ = 0 then N8MJ1GEN = 98

2) If N8DBLMAJ = 3 then N8MJ1GEN = 99

Sources: NPSAS:08 field test student interview

N8MJ1SPE

Dropdown primary major: specific code

[If COMPMODE = 0]

Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

- 98 = Not in a degree program
- 99 = Undeclared
- 101 = Agriculture and related sciences
- 102 = Natural resources and conservation
- 201 = Architecture
- 202 = City/urban, community, and regional planning
- 203 = Drafting/design engineering technologies/technicians
- 204 = Architecture, planning, and related services, other
- 301 = Area, ethnic, cultural, and gender studies
- 401 = Art history, criticism & conservation
- 402 = Design & applied arts
- 403 = Drama/theatre arts and stagecraft
- 404 = Fine and studio art
- 405 = Music, general
- 406 = Music history, literature, and theory
- 407 = Visual and performing arts, other
- 408 = Commercial and advertising art
- 409 = Dance
- 410 = Film/video and photographic arts
- 411 = Crafts/craft design, folk art and artisanry
- 501 = General biology
- 502 = Biochem/biophysics/molecular biology
- 503 = Botany/plant biology
- 504 = Genetics
- 505 = Microbiological sciences & immunology
- 506 = Physiology, pathology & related sciences
- 507 = Zoology/animal biology
- 508 = Biological and biomedical sciences
- 509 = Biological and physical sciences
- 510 = Systems science and theory
- 511 = Biopsychology
- 512 = Biological & biomedical sciences, other
- 601 = Accounting and related services

602 = Business administration, management and operations	1019 = Education, other
603 = Business operations support and assistant services	1101 = Biomedical/medical engineering
604 = Finance and financial management services	1102 = Chemical engineering
605 = Human resources management and services	1103 = Civil engineering
606 = Marketing	1104 = Computer engineering
607 = Business, management, marketing, and related support services, other	1105 = Electrical, electronics and communications engineering
608 = Management information systems and services	1106 = Engineering technologies/technicians
609 = Real estate	1107 = Environmental/environmental health engineering
610 = Hospitality Administration/Management	1108 = Mechanical engineering
701 = Communication and media studies	1109 = Engineering, other
702 = Communication technologies	1201 = Creative writing
703 = Journalism	1202 = American literature
704 = Communication/journalism/comm. tech, other	1203 = English literature
801 = Computer/information technology administration and management	1204 = English language and literature/letters, others
802 = Computer programming	1301 = Family and consumer sciences/human sciences
803 = Computer science	1302 = Family and consumer sciences/human sciences, general
804 = Computer software and media applications	1303 = Child care and support services management
805 = Computer systems analysis	1304 = Child care provider/assistant (also under Education)
806 = Computer systems networking and telecommunications	1305 = Apparel and textiles
807 = Data entry/microcomputer applications	1306 = Family and consumer sciences/human sciences, other
808 = Data processing	1401 = Romance languages, literatures, and linguistics
809 = Information science/studies	1402 = Spanish language and literature
810 = Computer and information sciences and support services, other	1403 = Foreign languages/literature/linguistics, other
901 = Construction trades	1501 = Health services/allied health/health sciences, general
1001 = Curriculum and instruction	1502 = Alternative/complementary medicine/sys
1002 = Educational administration and supervision	1503 = Chiropractic
1003 = Educational/instructional media design	1504 = Audiology/audiologist & hearing sciences
1004 = Special education and teaching	1505 = Clinical/medical lab science/allied
1005 = Student counseling and personnel services	1506 = Dental support services/allied
1006 = Education, other	1507 = Dentistry
1007 = Teacher education: Early childhood education and teaching	1508 = Health & medical administrative services
1008 = Teacher education: Elementary education and teaching	1509 = Health/medical services/allied health
1009 = Teacher education: Secondary education and teaching	1510 = Health/medical technicians/technologists
1010 = Teacher education: Adult and continuing education and teaching	1511 = Health/medical preparatory programs
1011 = Teacher education: Specific levels, other	1512 = Medicine, including psychiatry
1012 = Teacher education: Specific subject areas	1513 = Mental/social health services and allied
1013 = Bilingual, multilingual, and multicultural education	1514 = Clinical pastoral counseling/ patient counseling
1014 = Ed assessment. evaluation, and research	1515 = Nursing/registered (RN, ASN, BSN, MSN)
1015 = Higher education/higher education administration	1516 = Nursing science (MS, PhD)
1016 = Teaching assistant/aide	1517 = Licensed practical/vocational nurse training (LPN, LVN, Cert., Dipl., AAS)
1017 = Childcare provider/assistant	1518 = Nurse/nursing assistant/aide and patient care assistant
1018 = Physical education teaching and coaching	1519 = Optometry

1520 = Osteopathic medicine/osteopathy
 1521 = Pharmacy/pharmaceutical sciences/admin
 1522 = Podiatric medicine/podiatry
 1523 = Public health
 1524 = Rehabilitation & therapeutic professions
 1525 = Veterinary medicine
 1526 = Health aides/attendants/orderlies
 1527 = Dietetics and clinical nutrition services
 1528 = Health /related clinical services, other
 1601 = Law
 1602 = Legal support services
 1603 = General undergraduate legal studies including pre-law
 1604 = Legal professions and studies, other
 1701 = Library science
 1801 = Mathematics
 1802 = Statistics
 1803 = Mathematics and statistics, other
 1901 = Electrical/electronics maintenance and repair technology
 1902 = Heating, air conditioning, ventilation and refrigeration maintenance
 1903 = Vehicle maintenance and repair technologies
 1904 = Mechanical/repair technologies/techs, other
 2001 = Biological and physical sciences
 2002 = Systems science and theory
 2003 = Biopsychology
 2004 = Multi/interdisciplinary studies, other
 2101 = Parks, recreation and leisure studies
 2102 = Health and physical education/fitness
 2201 = Precision metal working
 2202 = Woodworking
 2203 = Precision production, other
 2301 = Cosmetology and related personal grooming services
 2302 = Funeral service and mortuary science
 2303 = Culinary arts and related services
 2304 = Personal and culinary services, other
 2401 = Philosophy
 2402 = Religion/religious studies
 2403 = Theology and religious vocations
 2501 = Astronomy & astrophysics
 2502 = Atmospheric sciences and meteorology
 2503 = Chemistry
 2504 = Geological & earth sciences/geosciences
 2505 = Physics
 2506 = Biological and physical science
 2507 = Systems science and theory
 2508 = Physical sciences, other
 2601 = Behavioral psychology
 2602 = Clinical psychology
 2603 = Education/school psychology
 2604 = Psychology, other
 2605 = Biopsychology
 2701 = Public administration

2702 = Social work
 2703 = Public administration and social service professions, other
 2801 = Biology technician/biotechnology laboratory technician
 2802 = Nuclear and industrial radiologic technologies/technicians
 2803 = Physical science technologies/technicians
 2804 = Science technologies/technician, other
 2901 = Criminal justice and corrections
 2902 = Fire protection
 2903 = Security and protective services, other
 3001 = Anthropology
 3002 = Archeology
 3003 = Criminology
 3004 = Demography & population studies
 3005 = Economics
 3006 = Geography & cartography
 3007 = History
 3008 = International relations & affairs
 3009 = Political science and government
 3010 = Sociology
 3011 = Urban studies/affairs
 3012 = Social sciences, other (except psychology)
 3101 = Transportation & materials moving
 3102 = Air transportation
 3103 = Ground transportation
 3104 = Transportation & materials moving, other
 3201 = Other
 3301 = Liberal arts and sciences, general studies and humanities

Applies to: All respondents.

Recode note: 1) If N8DBLMAJ = 0 then N8MJ1SPE = 98

2) If N8DBLMAJ = 3 then N8MJ1SPE = 99

Sources: NPSAS:08 field test student interview

N8MAJ2

Major: secondary string

[If COMPMODE = 0]

Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

Applies to: Undergraduate respondents who declared a double major.

Instrument code: TSTAT = 1 and N8DBLMAJ = 2

Sources: NPSAS:08 field test student interview

N8MJ2GEN

Dropdown primary major: general code

[If COMPMODE = 0]

Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

- 1 = Agriculture/natural resources/related
- 2 = Architecture and related services
- 3 = Area/ethnic/cultural/gender studies
- 4 = Arts--visual and performing
- 5 = Biological and biomedical 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/clinical sciences
- 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
- 33 = Liberal arts/sciences, general studies

Applies to: Undergraduate respondents who declared a double major.

Instrument code: TSTAT = 1 and N8DBLMAJ = 2

Sources: NPSAS:08 field test student interview

N8MJ2SPE

Dropdown primary major: specific code

[If COMPMODE = 0]

Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

- 101 = Agriculture and related sciences
- 102 = Natural resources and conservation
- 201 = Architecture
- 202 = City/urban, community, and regional planning
- 203 = Drafting/design engineering technologies/technicians
- 204 = Architecture, planning, and related services, other
- 301 = Area, ethnic, cultural, and gender studies
- 401 = Art history, criticism & conservation
- 402 = Design & applied arts
- 403 = Drama/theatre arts and stagecraft
- 404 = Fine and studio art
- 405 = Music, general
- 406 = Music history, literature, and theory

407 = Visual and performing arts, other	1007 = Teacher education: Early childhood education and teaching
408 = Commercial and advertising art	1008 = Teacher education: Elementary education and teaching
409 = Dance	1009 = Teacher education: Secondary education and teaching
410 = Film/video and photographic arts	1010 = Teacher education: Adult and continuing education and teaching
411 = Crafts/craft design, folk art and artisanry	1011 = Teacher education: Specific levels, other
501 = General biology	1012 = Teacher education: Specific subject areas
502 = Biochem/biophysics/molecular biology	1013 = Bilingual, multilingual, and multicultural education
503 = Botany/plant biology	1014 = Ed assessment, evaluation, and research
504 = Genetics	1015 = Higher education/higher education administration
505 = Microbiological sciences & immunology	1016 = Teaching assistant/aide
506 = Physiology, pathology & related sciences	1017 = Childcare provider/assistant
507 = Zoology/animal biology	1018 = Physical education teaching and coaching
508 = Biological and biomedical sciences	1019 = Education, other
509 = Biological and physical sciences	1101 = Biomedical/medical engineering
510 = Systems science and theory	1102 = Chemical engineering
511 = Biopsychology	1103 = Civil engineering
512 = Biological & biomedical sciences, other	1104 = Computer engineering
601 = Accounting and related services	1105 = Electrical, electronics and communications engineering
602 = Business administration, management and operations	1106 = Engineering technologies/technicians
603 = Business operations support and assistant services	1107 = Environmental/environmental health engineering
604 = Finance and financial management services	1108 = Mechanical engineering
605 = Human resources management and services	1109 = Engineering, other
606 = Marketing	1201 = Creative writing
607 = Business, management, marketing, and related support services, other	1202 = American literature
608 = Management information systems and services	1203 = English literature
609 = Real estate	1204 = English language and literature/letters, others
610 = Hospitality Administration/Management	1301 = Family and consumer sciences/human sciences
701 = Communication and media studies	1302 = Family and consumer sciences/human sciences, general
702 = Communication technologies	1303 = Child care and support services management
703 = Journalism	1304 = Child care provider/assistant (also under Education)
704 = Communication/journalism/comm. tech, other	1305 = Apparel and textiles
801 = Computer/information technology administration and management	1306 = Family and consumer sciences/human sciences, other
802 = Computer programming	1401 = Romance languages, literatures, and linguistics
803 = Computer science	1402 = Spanish language and literature
804 = Computer software and media applications	1403 = Foreign languages/literature/linguistics, other
805 = Computer systems analysis	1501 = Health services/allied health/health sciences, general
806 = Computer systems networking and telecommunications	1502 = Alternative/complementary medicine/sys
807 = Data entry/microcomputer applications	1503 = Chiropractic
808 = Data processing	1504 = Audiology/audiologist & hearing sciences
809 = Information science/studies	
810 = Computer and information sciences and support services, other	
901 = Construction trades	
1001 = Curriculum and instruction	
1002 = Educational administration and supervision	
1003 = Educational/instructional media design	
1004 = Special education and teaching	
1005 = Student counseling and personnel services	
1006 = Education, other	

1505 = Clinical/medical lab science/allied
 1506 = Dental support services/allied
 1507 = Dentistry
 1508 = Health & medical administrative services
 1509 = Health/medical services/allied health
 1510 = Health/medical technicians/technologists
 1511 = Health/medical preparatory programs
 1512 = Medicine, including psychiatry
 1513 = Mental/social health services and allied
 1514 = Clinical pastoral counseling/ patient counseling
 1515 = Nursing/registered (RN, ASN, BSN, MSN)
 1516 = Nursing science (MS, PhD)
 1517 = Licensed practical/vocational nurse training (LPN, LVN, Cert., Dipl., AAS)
 1518 = Nurse/nursing assistant/aide and patient care assistant
 1519 = Optometry
 1520 = Osteopathic medicine/osteopathy
 1521 = Pharmacy/pharmaceutical sciences/admin
 1522 = Podiatric medicine/podiatry
 1523 = Public health
 1524 = Rehabilitation & therapeutic professions
 1525 = Veterinary medicine
 1526 = Health aides/attendants/orderlies
 1527 = Dietetics and clinical nutrition services
 1528 = Health /related clinical services, other
 1601 = Law
 1602 = Legal support services
 1603 = General undergraduate legal studies including pre-law
 1604 = Legal professions and studies, other
 1701 = Library science
 1801 = Mathematics
 1802 = Statistics
 1803 = Mathematics and statistics, other
 1901 = Electrical/electronics maintenance and repair technology
 1902 = Heating, air conditioning, ventilation and refrigeration maintenance
 1903 = Vehicle maintenance and repair technologies
 1904 = Mechanical/repair technologies/techs, other
 2001 = Biological and physical sciences
 2002 = Systems science and theory
 2003 = Biopsychology
 2004 = Multi/interdisciplinary studies, other
 2101 = Parks, recreation and leisure studies
 2102 = Health and physical education/fitness
 2201 = Precision metal working
 2202 = Woodworking
 2203 = Precision production, other
 2301 = Cosmetology and related personal grooming services
 2302 = Funeral service and mortuary science
 2303 = Culinary arts and related services

2304 = Personal and culinary services, other
 2401 = Philosophy
 2402 = Religion/religious studies
 2403 = Theology and religious vocations
 2501 = Astronomy & astrophysics
 2502 = Atmospheric sciences and meteorology
 2503 = Chemistry
 2504 = Geological & earth sciences/geosciences
 2505 = Physics
 2506 = Biological and physical science
 2507 = Systems science and theory
 2508 = Physical sciences, other
 2601 = Behavioral psychology
 2602 = Clinical psychology
 2603 = Education/school psychology
 2604 = Psychology, other
 2605 = Biopsychology
 2701 = Public administration
 2702 = Social work
 2703 = Public administration and social service professions, other
 2801 = Biology technician/biotechnology laboratory technician
 2802 = Nuclear and industrial radiologic technologies/technicians
 2803 = Physical science technologies/technicians
 2804 = Science technologies/technician, other
 2901 = Criminal justice and corrections
 2902 = Fire protection
 2903 = Security and protective services, other
 3001 = Anthropology
 3002 = Archeology
 3003 = Criminology
 3004 = Demography & population studies
 3005 = Economics
 3006 = Geography & cartography
 3007 = History
 3008 = International relations & affairs
 3009 = Political science and government
 3010 = Sociology
 3011 = Urban studies/affairs
 3012 = Social sciences, other (except psychology)
 3101 = Transportation & materials moving
 3102 = Air transportation
 3103 = Ground transportation
 3104 = Transportation & materials moving, other
 3201 = Other
 3301 = Liberal arts and sciences, general studies and humanities

Applies to: Undergraduate respondents who declared a double major.

Instrument code: TSTAT = 1 and N8DBLMAJ = 2

Sources: NPSAS:08 field test student interview

N8GPATYP

GPA measured on 4.00 scale

[If TCURENR = 1]

Is your grade point average (GPA) at [NPSAS] measured on a 4.00 scale?

[else]

Was your grade point average (GPA) at [NPSAS] 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: All respondents.

Sources: NPSAS:08 field test student interview

N8GPA

Cumulative GPA

[If TCURENR = 1]

What is your cumulative GPA (in all classes) at [NPSAS]?

[else]

What was your cumulative GPA (in all classes) at [NPSAS] through the end of your most recent term there?

Range: 0.00 to 4.00

Applies to: Respondents who were graded on a 4.0 GPA scale.

Instrument code: N8GPATYP = 1

Sources: NPSAS:08 field test student interview

N8GPAEST

Estimate of GPA

[If TCURENR = 1]

Which of the following would you say best describes your cumulative grade point average at [NPSAS]?

[else]

Which of the following would you say best describes your cumulative grade point average at [NPSAS] 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)

8 = Don't know

Applies to: Respondents who were graded on a scale other than a 4.0 scale or were graded on a 4.0 GPA scale but did not provide a numeric cumulative GPA.

Instrument code: N8GPATYP in (2 -9) or (N8GPATYP = 1 and N8GPA = -9)

Sources: NPSAS:08 field test student interview

N8MJGNUM

Cumulative major GPA

[If TCURENR = 1]

What is your cumulative [{If N8DBLMAJ = 2} primary] major GPA (just those classes required for your major) at [NPSAS]?

[else]

What was your cumulative [{If N8DBLMAJ = 2} primary] major GPA (just those classes required for your major) at [NPSAS] through the end of your most recent term there?

Range: 0.00 to 4.00

Applies to: Undergraduate respondents who were graded on a 4.0 GPA scale, provided a numeric GPA, declared at least one major, and did not attend a less-than-2-year school.

Instrument code: N8GPATYP = 1 and N8GPA >= 0 and TSTAT = 1 and N8DBLMAJ ne 3 and

Y_NPLEVL ne 3

Sources: NPSAS:08 field test student interview

N8MJGPES

Estimate of major GPA

[If TCURENR = 1]

Which of the following would you say best describes your cumulative [{If N8DBLMAJ = 2} primary] major GPA (just those classes required for your major) at [NPSAS]?

[else]

Which of the following would you say best describes your cumulative [{If N8DBLMAJ = 2} primary] major GPA (just those classes required for your major) at [NPSAS] 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)

8 = Don't know

Applies to: Undergraduate respondents who were not graded on a 4.0 GPA scale or were graded on a 4.0 GPA scale but did not provide a numeric cumulative or major GPA, declared at least one major, and did not attend a less-than-2-year school.

Instrument code: (N8GPATYP in (2 -9) or

(N8GPATYP = 1 and (N8GPA < 0 or

N8MJGNUM < 0))) and TSTAT = 1 and N8DBLMAJ ne 3 and Y_NPLEVL ne 3

Sources: NPSAS:08 field test student interview

N8CMPDGN

Completed degree requirements

Have you completed all the requirements for your [TDEGREN]?

0 = No

1 = Yes

Applies to: Respondents enrolled in a degree program at [NPSAS].

Instrument code: TSTAT in (1 2)

Sources: NPSAS:08 field test student interview

N8DGNMY

Date awarded degree at NPSAS

In what month and year did you complete your [TDEGREN] at [NPSAS]?

Applies to: Respondents enrolled in a degree program who completed their degree at [NPSAS] at the time of the interview.

Instrument code: TSTAT in (1 2) and

N8CMPDGN = 1

Sources: NPSAS:08 field test student interview

N8EXNMY

Date degree expected at NPSAS

In what month and year do you expect to complete the requirements for your [TDEGREN]?

Applies to: Respondents enrolled in a degree program who had not completed their degree at [NPSAS] at the time of the interview, but did expect to complete their degree at some point.

Instrument code: TSTAT in (1 2) and N8CMPDGN ne 1 and N8EXPN = 0

Sources: NPSAS:08 field test student interview

N8EXPN

Date degree expected: will not complete degree

In what month and year do you expect to complete the requirements for your [TDEGREN]?

Will not finish the [TDEGREN]

0 = No

1 = Yes

Applies to: Respondents enrolled in a degree program who had not completed their degree at [NPSAS] at the time of the interview.

Instrument code: TSTAT in (1 2) and N8CMPDGN ne 1

Sources: NPSAS:08 field test student interview

N8NPDG

Degree completion in NPSAS year

[If N8CMPDGN = 1]

Did you complete your [TDEGREN] between July 1, 2006 and June 30, 2007?

[else]

Do you expect to complete your [TDEGREN] between July 1, 2006 and June 30, 2007?

0 = No

1 = Yes

Applies to: Respondents enrolled in a degree program who were working on a bachelor's degree and had completed or expected to complete their degree at [NPSAS] at the time of the interview.

Instrument code: TSTAT in (1 2) and TDEGREE in (4 5) and N8EXPN ne 1

Recode note: 1) If TDEGREE in (4 5) and ((200607 <= N8DGNMY <= 200706 and N8DGNMY > 0) or (200607 <= N8EXNMY <= 200706 and N8EXNMY > 0)) then N8NPDG = 1

2) If TDEGREE in (4 5) and ((0 < N8DGNMY < 200607 or N8DGNMY > 200706) or (0 < N8EXNMY < 200607 or N8EXNMY > 200706)) then N8NPDG = 0

Sources: NPSAS:08 field test student interview

N8NFST

NPSAS first school attended after high school

Was [NPSAS] the first college, university, or trade school you enrolled in after completing your high school requirements?

0 = No

1 = Yes

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8FSTMY

Date attended first school

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

Applies to: Undergraduate respondents whose first school was not [NPSAS].

Instrument code: TSTAT in (1 3) and N8NFST ne 1

Sources: NPSAS:08 field test student interview

N8DGBMY

Date first began NPSAS ever

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

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8PGMSMY

Date began graduate studies at NPSAS

When did you begin your [TDEGREN] at [NPSAS]?

Applies to: Graduate respondents enrolled in a degree program at [NPSAS].

Instrument code: TSTAT = 2

Sources: NPSAS:08 field test student interview

N8PGMFT

Previous enrollment intensity

Earlier you told us about your enrollment status for the 2006-2007 school year. Now we'd like to ask you some questions about your enrollment prior to the 2006-2007 school year. Since you started working on your [TDEGREN], have you been enrolled mainly as a full-time student or a part-time student?

- 1 = Mainly full-time
- 2 = Mainly part-time
- 3 = Mix of full- and part-time

Applies to: Respondents enrolled in a degree program who enrolled at [NPSAS] for the first time prior to the NPSAS year or who enrolled at [NPSAS] in the NPSAS year but did not provide an enrollment intensity.

Instrument code: TSTAT in (1 2) and ((0 < N8DGBMY <= 200607 or 0 < N8PGMSMY <= 200607) or ((N8DGBMY > 200607 or N8PGMSMY > 200607) and N8STST = -9) or (N8DGBMY = -9 or N8PGMSMY = -9))

Sources: NPSAS:08 field test student interview

N8CMPCLS

Completed postsecondary course after high school

Between the time you completed high school and July 1, 2006, did you complete any classes for credit at a university, college, or trade school?

- 0 = No
- 1 = Yes

Applies to: All respondents.

Recode note: 1) If N8UGYR > 2 or TSTAT in (2 4) then N8CMPCLS = 1
 2) If TSTAT in (1 3) and N8UGYR in (-3 -9 1 2) and N8NFST = 1 and (200607 <= N8DGBMY <= 200706 and N8DGBMY > 0) then N8CMPCLS = 0
 3) If TSTAT in (1 3) and N8UGYR in (-3 -9 1 2) and N8NFST ne 1 and (200607 <= N8DGBMY <= 200706) and (200607 <= N8FSTMY <= 200706) then N8CMPCLS = 0

Sources: NPSAS:08 field test student interview

N8NEW01

Attended other school during NPSAS year: school 1

Have you attended any other schools besides [NPSAS] between July 1, 2006 and June 30, 2007?

- 0 = No
- 1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8IPED01-05

Other school 1-5: IPEDS

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this... IPEDS IDs of 99999* are given to uncodeable schools. Sources: NPSAS:08 field test student interview

N8SCH01-05

Other school 1-5: name

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this... School Name:

Sources: NPSAS:08 field test student interview

N8CT01-05

Other school 1-5: city

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this... City

Sources: NPSAS:08 field test student interview

N8ST01-05

Other school 1-5: state

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this...

State

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

Sources: NPSAS:08 field test student interview

N8LEVL01-05

Other school 1-5: level

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this...

- 1 = 4-year
- 2 = 2-year
- 3 = Less-than-2-year

Sources: NPSAS:08 field test student interview

N8CTRL01-05

Other school 1-5: control

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this...

- 1 = Public
- 2 = Private not-for-profit
- 3 = Private for-profit

Sources: NPSAS:08 field test student interview

N81EN01–N81EN12; N82EN01–N82EN12; N83EN01–N83EN12; N84EN01–N84EN12; N85EN01–N85EN12

Other school 1-5 enrollment

Which months have you been enrolled or plan to be enrolled at [N8SCH01-05] during the 2006-2007 school year? If you were enrolled for any portion of a month, please include that month. Exclude any months during which you were not taking classes, such as summer break.

Enrolled July 2006 - Enrolled June 2007

- 0 = Not enrolled
- 1 = Enrolled

Sources: NPSAS:08 field test student interview

N8STS01-05

Other school 1-5: enrollment intensity

[If TCURENR = 1]

During the 2006-2007 school year, have you been enrolled at [N8SCH01-05] mainly as a full-time student or a part-time student?

[else]

During the 2006-2007 school year, were you enrolled at [N8SCH01-05] mainly as a full-time student or a part-time student?

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

Sources: NPSAS:08 field test student interview

N8NEW02-06

Attended other school during NPSAS year: school 2-6

Have you attended any other schools since July 1, 2006? The schools you have identified so far are: [List schools]

0 = No

1 = Yes

Sources: NPSAS:08 field test student interview

N8EXPNP

Highest level of education expected at NPSAS

[If TCURENR = 1]

What is the highest level of education you expect to complete at [NPSAS]?

[else]

What was the highest level of education you expected to complete at [NPSAS]?

0 = No degree or certificate expected

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

3 = Associate's degree

4 = Bachelor's degree

6 = Post-baccalaureate certificate or program

8 = Master's degree

9 = Post-master's certificate

10 = Professional degree

11 = Doctoral degree

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8EXPEVR

Highest level of education expected ever

What is the highest level of education you expect to complete (at any school) in the next 5 to 10 years?

0 = No degree or certificate expected

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

3 = Associate's degree

4 = Bachelor's degree

6 = Post-baccalaureate certificate or program

8 = Master's degree

9 = Post-master's certificate

10 = Professional degree

11 = Doctoral degree

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8PRDG

Earned prior degree/certificates

[If TSTAT in (3 4)]

Have you earned any degrees or certificates since you left high school?

[else if N8CMPDGN ne 1]

Other than the [TDEGREN] that you [if TCURENR = 1] are {else} were] working on at [NPSAS], have you

earned any other degrees or certificates since you left high school?

[else]

Other than the [TDEGREN] that you earned at [NPSAS], have you earned any other degrees or certificates since you left high school?

0 = No

1 = Yes

2 = Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8OTCE, N8OTAS, N8OTBA, N8OT5BA, N8OTPB, N8OTMA, N8OTPM, N8OTPR, N8OTDR

Prior degree

What degrees or certificates have you already earned? (Please check all that apply.)

0 = No

1 = Yes

N8OTCE - Undergraduate certificate/diploma

N8OTAS - Associate's degree

N8OTBA - 4-year Bachelor's degree

N8OT5BA - 5-year Bachelor's degree

N8OTPB - Post-baccalaureate certificate

N8OTMA - Master's degree

N8OTPM - Post-master's certificate

N8OTPR - Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine)

N8OTDR - Doctoral degree

Applies to: Respondents who received a previous degree or certificate.

Instrument code: N8PRDG = 1

Sources: NPSAS:08 field test student interview

N8PRBNP

Prior bachelor's degree at NPSAS

Did you earn your bachelor's degree at [NPSAS]?

0 = No

1 = Yes

Applies to: Respondents who received a previous 4- or 5-year bachelor's degree.

Instrument code: N8OTBA = 1 or N8OT5BA = 1

Sources: NPSAS:08 field test student interview

N8PRBMY

Bachelor's degree completion date

In what month and year was your bachelor's degree awarded?

Applies to: Respondents who received a previous 4- or 5-year bachelor's degree.

Instrument code: N8OTBA = 1 or N8OT5BA = 1

Sources: NPSAS:08 field test student interview

N8NPPR

Prior bachelor's degree in NPSAS year

Did you complete your bachelor's degree between July 1, 2006 and June 30, 2007?

0 = No

1 = Yes

Applies to: Respondents who received a previous 4- or 5-year bachelor's degree.

Instrument code: N8OTBA = 1 or N8OT5BA = 1

Recode note: 1) If (N8OT5BA = 1 or N8OTBA = 1) and 200607 <= N8PRBMY <= 200706

then N8NPPR = 1

2) If (N8OT5BA = 1 or N8OTBA = 1) and 0 < N8PRBMY < 200607 then N8NPPR = 0

Sources: NPSAS:08 field test student interview

N8BBELG

B & B eligibility flag

B&B eligibility flag:

Initialize N8BBELG = 0

If TDEGREE in (4 5) then do:

if N8CMPDGN = 1 and (N8DGNMY in NPSAS year or N8NPDG = 1)

then N8BBELG = 1

else if N8CMPDGN ne 1 and (N8EXNMY in NPSAS year or N8NPDG = 1)

then N8BBELG = 1

else if N8PRDG = 1 and (N8OTBA = 1 or N8OT5BA = 1) and N8PRBNP = 1

and (N8PRBMY in NPSAS year or N8NPPR = 1)

then N8BBELG = 1

else N8BBELG = 0

else if TDEGREE not in (4 5) then do:

if N8PRDG = 1 and (N8OTBA = 1 or N8OT5BA = 1) and N8PRBNP = 1 and

(N8PRBMY in NPSAS year or N8NPPR = 1)

then N8BBELG = 1

else N8BBELG = 0

else N8BBELG = 0

0 = Not B&B eligible

1 = B&B eligible

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8EVRCC

Ever attended community college

Have you ever taken classes at a community college?

0 = No

1 = Yes

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Recode note: If TSTAT in (1 3) and (Y_NPLEVL = 2 or N8LEVL01 = 2 or N8LEVL02 = 2 or N8LEVL03 = 2 or N8LEVL04 = 2 or N8LEVL05 = 2) then

N8EVRCC = 1

Sources: NPSAS:08 field test student interview

N8EVR4YR

Ever attended 4-year school

Have you ever attended a 4-year school?

0 = No

1 = Yes

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Recode note: If TSTAT in (1 3) and (Y_NPLEVL = 1 or N8LEVL01 = 1 or N8LEVL02 = 1 or N8LEVL03 = 1 or N8LEVL04 = 1 or N8LEVL05 = 1) then

N8EVR4YR = 1

Sources: NPSAS:08 field test student interview

N8DIPL

Type of high school completion

Which of the following best describes your high school completion?

1 = Received a high school diploma

2 = Received a GED (General Educational Development) certificate or other equivalent credential

3 = Received a high school completion certificate

4 = Attended a foreign high school

5 = Did not complete high school or a high school equivalency program

6 = You were home schooled

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8HSMY

Completed high school

[If N8DIPL = 1]

In what month and year did you receive your high school diploma?

[else if N8DIPL = 2]

In what month and year did you receive your GED?

[else if N8DIPL = 3]

In what month and year did you receive your high school certificate?

[else if N8DIPL = 4]

In what month and year did you complete high school? [else]

In what month and year did you complete high school?

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Recode note: If N8DIPL = 5 then N8HSMY = 0

Sources: NPSAS:08 field test student interview

N8HSCMP

Currently completing high school requirements

Were you completing high school requirements for the entire time you were enrolled at [NPSAS] between July 1, 2006 and June 30, 2007?

0 = No

1 = Yes

2 = Don't know

Applies to: All respondents.

Recode note: If N8NPELG = 1 and N8HSCMP = -3 then N8HSCMP = 0

Sources: NPSAS:08 field test student interview

N8HSTYP

Type of high school attended

Was your high school public or private?

1 = Public

2 = Private

3 = Attended a foreign high school

Applies to: Undergraduate respondents except those who received a GED or were home schooled.

Instrument code: TSTAT in (1 3) and

N8DIPL not in (2 6)

Recode note: If N8DIPL = 4 then N8HSTYP = 3

Sources: NPSAS:08 field test student interview

N8HSST

High school state

In what state did you last attend high school?

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 41 = South Carolina

Columbia 42 = South Dakota

10 = Florida 43 = Tennessee

11 = Georgia 44 = Texas

12 = Hawaii 45 = Utah

13 = Idaho 46 = Vermont

14 = Illinois 47 = Virginia

15 = Indiana 48 = Washington

16 = Iowa 49 = West Virginia

17 = Kansas 50 = Wisconsin

18 = Kentucky 51 = Wyoming

19 = Louisiana 52 = Puerto Rico

20 = Maine 53 = Canada

21 = Maryland 54 = American Samoa

22 = Massachusetts 55 = Guam

23 = Michigan 56 = Fed State Micronesia

24 = Minnesota 57 = Marshall Islands

25 = Mississippi 58 = Northern Mariana Isl

26 = Missouri 59 = Palau

27 = Montana 60 = Virgin Islands

28 = Nebraska 61 = American Military

29 = Nevada 62 = Mexico

30 = New Hampshire 63 = FOREIGN

31 = New Jersey COUNTRY (other

32 = New Mexico than Mexico and Canada)

Applies to: Undergraduate respondents except those who attended a foreign high school.

Instrument code: TSTAT in (1 3) and N8DIPL ne 4

Sources: NPSAS:08 field test student interview

N8HSGPA

High school GPA

What was your cumulative high school GPA?

Range: 0.00 to 4.00

Applies to: Undergraduate respondents who received a high school diploma and provided a high school GPA.

Instrument code: N8DIPL = 1 and N8HSGPN ne 1

Sources: NPSAS:08 field test student interview

N8HSGPN

No high school GPA

What was your cumulative high school GPA?

Do not have a high school GPA

0 = No

1 = Yes

Applies to: Undergraduate respondents who received a high school diploma.

Instrument code: N8DIPL = 1

Sources: NPSAS:08 field test student interview

N8HSGPES

Estimate of high school GPA

Which of the following would you say best describes your cumulative high school GPA?

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)

8 = Don't know

Applies to: Undergraduate respondents who received a high school diploma but did not provide a high school GPA.

Instrument code: N8DIPL = 1 and N8HSGPA < 0

Sources: NPSAS:08 field test student interview

N8DOBMY

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: All respondents.

Recode note: If [preloaded date of birth] > 0 then

N8DOBMY = [preloaded date of birth]

Sources: NPSAS:08 field test student interview

TAGE

Age as of January 1, 2007

Internal Variable

Calculates age as of January 1, 2007

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8MARR

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.

Sources: NPSAS:08 field test student interview

N8GENDR

Gender

What is your gender?

1 = Male

2 = Female

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

Section B: Financial Aid

N8TASST, N8RASST, N8GFEL, N8TRNSHP, N8GASST, N8NONE

Graduate assistantship, fellowship, or traineeship
For the 2006-2007 school year, which of the following did you have? (Please check each type of aid received and then enter the amount received in the box provided. If you did not receive any of the following types of aid, choose none.)

0 = No

1 = Yes

N8TASST - Teaching assistantship

N8RASST - Research assistantship

N8GFEL - Graduate fellowship

N8TRNSHP - Traineeship

N8GASST - Any other kind of graduate assistantship

N8NONE - None of the above

Applies to: Graduate respondents.

Instrument code: TSTAT in (2 4)

Sources: NPSAS:08 field test student interview

N8TASSM, N8RASSM, N8GFELM, N8TRNSM, N8GASSM

Graduate assistantship, fellowship, or traineeship amount

For the 2006-2007 school year, which of the following did you have? (Please check each type of aid received and then enter the amount received in the box provided. If you did not receive any of the following types of aid, choose none.)

N8TASSM - Teaching assistantship amount

N8RASSM - Research assistantship amount

N8GFELM - Graduate fellowship amount

N8TRNSM – Traineeship amount

N8GASSM – Any other kind of graduate assistantship amount

Applies to: Graduate respondents who had a teaching assistantship.

Instrument code: TSTAT in (2 4) and N8TASST = 1

Sources: NPSAS:08 field test student interview

N8TUITN

Tuition paid by assistantship

Did you receive a tuition waiver or any other form of full or partial tuition assistance through your [assistantship/fellowship/traineeship]?

0 = No

1 = Yes

Applies to: Graduate respondents who had a teaching assistantship, research assistantship, or another kind of assistantship.

Instrument code: TSTAT in (2 4) and (N8TASST = 1 or N8RASST = 1 or N8GASST = 1)

Sources: NPSAS:08 field test student interview

N8HINS

Health insurance with assistantship

As part of your [assistantship/fellowship/traineeship], did you receive health insurance?

0 = No

1 = Yes

Applies to: Graduate respondents who had a teaching assistantship, research assistantship, or another kind of assistantship.

Instrument code: TSTAT in (2 4) and (N8TASST = 1 or N8RASST = 1 or N8GASST = 1)

Sources: NPSAS:08 field test student interview

N8CLSHRS, N8DISHRS, N8LABHRS, N8GRAHRS, N8MSGHRS, N8OFFHRS, N8TANONE

TA duties

Which of the following activities [{if TCURENR = 1 } do {else} did] you perform as a teaching assistant during the 2006-2007 school year?

(Please check all that apply.)

0 = No

1 = Yes

N8CLSHRS - Assumed teaching responsibility for one or more courses

N8DISHRS - Led discussion sections for faculty-taught courses

N8LABHRS - Supervised lab sections for faculty-taught courses

N8GRAHRS - Assisted faculty with grading or other instruction-related activities

N8MSGHRS - Assisted faculty with answering student e-mail messages

N8OFFHRS - Held office hours

N8TANONE - None of the above

Applies to: Graduate respondents who had a teaching assistantship.

Instrument code: TSTAT in (2 4) and N8TASST = 1

Sources: NPSAS:08 field test student interview

N8WKST, N8ASST, N8JOBNON

School job: workstudy or assistantship

[If TCURENR = 1]

During the 2006-2007 school year, have you participated in either workstudy or a paid assistantship? (Please check all that apply.)

[else]

During the 2006-2007 school year, did you participate in either workstudy or a paid assistantship? (Please check all that apply.)

0 = No

1 = Yes

N8WKST - Workstudy

N8ASST - Assistantship

N8JOBNON – None of the above

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8WSMAJR

School job related to major/coursework

[if N8DBLMAJ = 3 or TSTAT = 3]

Would you say your [workstudy/assistantship] [{if TCURENR = 1 } is {else} was] related to your coursework at [NPSAS]?

[else]

Would you say your [workstudy/assistantship] [{if TCURENR = 1 } is {else} was] related to your major or field of study at [NPSAS]?

0 = No

1 = Yes

Applies to: Undergraduate respondents who had a workstudy or assistantship.

Instrument code: TSTAT in (1 3) and (N8WKST = 1 or N8ASST = 1)

Sources: NPSAS:08 field test student interview

N8WSONOF

School job on/off campus

[If TCURENR = 1]

Is your [workstudy/assistantship] located primarily on or off campus?

[else]

Was your [workstudy/assistantship] located primarily on or off campus?

1 = On campus

2 = Off campus

3 = Both on and off campus

Applies to: Undergraduate respondents who had a workstudy or assistantship.

Instrument code: TSTAT in (1 3) and (N8WKST = 1 or N8ASST = 1)

Sources: NPSAS:08 field test student interview

N8WSEMP

School job for NPSAS or another institution or organization [If TCURENR = 1]

Is your [workstudy/assistantship] for [NPSAS] or for another institution or organization?

[else]

Was your [workstudy/assistantship] for [NPSAS] or for another institution or organization?

1 = [Y_NPSCHL]

2 = Another institution or organization

Applies to: Undergraduate respondents who had a workstudy or assistantship.

Instrument code: TSTAT in (1 3) and (N8WKST = 1 or N8ASST = 1)

Sources: NPSAS:08 field test student interview

N8WSTDY

Workstudy community service

[If TCURENR = 1]

Is your workstudy job part of a community service project? [else]

Was your workstudy job part of a community service project?

0 = No

1 = Yes

Applies to: Undergraduate respondents who had a workstudy.

Instrument code: TSTAT in (1 3) and N8WKST = 1

Sources: NPSAS:08 field test student interview

N8LTRCY

Workstudy tutoring

[If TCURENR = 1]

Is your workstudy job involved with literacy education or tutoring?

[else]

Was your workstudy job involved with literacy education or tutoring?

0 = No

1 = Yes

Applies to: Undergraduate respondents who had a workstudy.

Instrument code: TSTAT in (1 3) and N8WKST = 1

Sources: NPSAS:08 field test student interview

N8WAAMT

School job: earnings

[If TCURENR = 1]

How much do you earn from your [workstudy/ assistantship/fellowship/traineeship] while enrolled during the 2006-2007 school year?

[else]

How much did you earn from your [workstudy/ assistantship/fellowship/traineeship] while you were enrolled during the 2006-2007 school year?

Applies to: Graduate respondents who had a graduate assistantship, fellowship, or traineeship or undergraduate respondents who had a workstudy or assistantship.

Instrument code: N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1

Recode note: If TSTAT in (2 4) and (N8TASSM > 0 or N8RASSM > 0 or N8GFELM > 0 or N8TRNSM > 0 or N8GASSM > 0) then N8WAAMT = {N8TASSM + N8RASSM + N8GFELM + N8TRNSM + N8GASSM}

Sources: NPSAS:08 field test student interview

N8WAERNT

School job: time period for earnings

[If TCURENR = 1]

How much do you earn from your [workstudy/ assistantship/fellowship/traineeship] while enrolled during the 2006-2007 school year?

[else]

How much did you earn from your [workstudy/ assistantship/fellowship/traineeship] while you were enrolled during the 2006-2007 school year?

- 1 = Per year
- 2 = Per term or semester
- 3 = Per month
- 4 = Per week
- 5 = Per hour

Applies to: Graduate respondents who had a graduate assistantship, fellowship, or traineeship or undergraduate respondents who had a workstudy or assistantship.

Instrument code: N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1

Recode note: If TSTAT in (2 4) and (N8TASSM > 0 or N8RASSM > 0 or N8GFELM > 0 or N8TRNSM > 0 or N8GASSM > 0) then N8WAERNT = 1

Sources: NPSAS:08 field test student interview

N8WAERNS

School job: number of terms/months/weeks/hours worked

During the 2006-2007 school year, how many [{if N8WAERNT = 2} terms {if N8WAERNT = 3} months {else} weeks] will you have worked in your [workstudy/assistantship/fellowship/traineeship]?

[If N8WAERNT = 2] Terms

[else if N8WAERNT = 3] Months

[else] Weeks

Applies to: Graduate respondents who had a graduate assistantship, fellowship, or traineeship and did not provide an amount for earnings or undergraduate respondents who had a workstudy or assistantship.

Instrument code: ((N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1) and N8WAAMT < 0) or (N8WKST = 1 or N8ASST = 1)

Sources: NPSAS:08 field test student interview

N8WAHRS

School job: hours worked per week

[If TCURENR = 1]

During the 2006-2007 school year, on average, how many hours will you have worked per week in your [workstudy/assistantship/fellowship/traineeship]?

[else]

During the 2006-2007 school year, on average, how many hours did you work per week in your [workstudy/assistantship/fellowship/traineeship]?

Hours

Applies to: Graduate respondents who had a graduate assistantship, fellowship, or traineeship or undergraduate respondents who had a workstudy or assistantship and did not report 0 terms/months/weeks worked.

Instrument code: (N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1) and N8WAERNS ne 0

Sources: NPSAS:08 field test student interview

N8WTOTEN

School job: total earnings

N8WTOTEN calculates total earnings for school job:

if N8WAERNT = 1 then

N8WTOTEN = N8WAAMT

else if N8WAERNT = 5 then do:

{if (N8WAAMT > 0 and N8WAERNS > 0 and N8WAHRS > 0) then N8WTOTEN = N8WAAMT * N8WAERNS * N8WAHRS

else if N8WAAMT = -9 or N8WAERNS = -9 or N8WAHRS = -9 then N8WTOTEN = -9}

else if N8WAERNT > 1 then do:

{if (N8WAAMT > 0 and N8WAERNS > 0) then N8WTOTEN = N8WAAMT * N8WAERNS

else if N8WAAMT = -9 or N8WAERNS = -9 then N8WTOTEN = -9}

else if N8WAERNT = -9 then N8WTOTEN = -9

else N8WTOTEN = -9

Note: Due to rounding in N8WAAMT, N8WTOTEN may not equal N8WAAMT * N8WAERNS * N8WAHRS exactly.

Applies to: Graduate respondents who had a graduate assistantship, fellowship, or traineeship or undergraduate respondents who had a workstudy or assistantship and reported yearly earnings or reported earnings by term, month, week, or hour and did not report 0 terms/months/weeks worked.

Instrument code: (N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1) and (N8WAERNT in (1 -9) or (N8WAERNT in (2 3 4 5) and N8WAERNS ne 0))

Recode note: 1) If TSTAT in (2 4) and N8WAAMT >= 0 and N8WAERNT = 1 then

N8WTOTEN = N8WAAMT

2) If N8WAAMT = 0 and N8WTOTEN < 0 then

N8WTOTEN = 0

3) If N8WAERNT = 1 and N8WAERNS = 0 then

N8WTOTEN = N8WAAMT

Sources: NPSAS:08 field test student interview

N8WAWEEK

School job: weeks worked

[If TCURENR = 1]

For your [workstudy/assistantship/fellowship/traineeship], would you say you have worked during all the weeks you were enrolled, most of them, half of them, or less than half?

[else]

For your [workstudy/assistantship/fellowship/traineeship], would you say you worked 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: Graduate respondents who had a graduate assistantship, fellowship, or traineeship or undergraduate respondents who had a workstudy or assistantship, except those who reported a positive amount for weekly earnings or those who reported 0 terms/months/weeks worked and 0 hours worked.

Instrument code: (N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1) and (N8WAERNT in (1 2 3 5 -9) or (N8WAERNT = 4 and N8WAERNS < 0)) and N8WAERNS ne 0 and N8WAHRS ne 0

Sources: NPSAS:08 field test student interview

N8RCVAID

Received financial aid

[If TCURENR = 1 and [if (N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1)]

Besides your [workstudy/assistantship/fellowship/traineeship], have you received any other financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

[else if TCURENR = 1]

Have you received financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

[else if TCURENR ne 1 and (N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1)]

Besides your [workstudy/assistantship/fellowship/traineeship], did you receive any other financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

[else]

Did you receive financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8APPAID

Applied for financial aid

Did you apply for financial aid for the 2006-2007 school year?

0 = No

1 = Yes

Applies to: All respondents.

Recode note: If N8RCVAID = 1 then

N8APPAID = 1

Sources: NPSAS:08 field test student interview

N8NONEED, N8THKEL, N8MISS, N8HSAPP, N8FMCON, N8APOTH, N8APOTHS

Reason for not applying

Why did you decide not to apply for financial aid? (Please check all that apply.)

0 = No

1 = Yes

N8NONEED - I did not need financial aid.

N8THKEL - I assumed I was not eligible.

N8MISS - I missed the application deadline.

N8HSAPP - I did not receive information about financial aid from my high school or financial aid counselor.

N8FMCON - The application forms were too confusing.

N8APOTH – Other

N8APOTHS – Other, please specify

Applies to: Respondents who did not apply for financial aid.

Instrument code: N8APPAID = 0

Sources: NPSAS:08 field test student interview

N8FEDLN

Received federal loans

Did you receive a federal Stafford student loan for the 2006-2007 school year?

0 = No

1 = Yes

Applies to: Respondents who received financial aid.

Instrument code: N8RCVAID = 1

Sources: NPSAS:08 field test student interview

N8PELL

Received Pell grant

Did you receive a Pell grant for the 2006-2007 school year?

0 = No

1 = Yes

Applies to: Undergraduate respondents who received financial aid.

Instrument code: TSTAT in (1 3) and

N8RCVAID = 1

Sources: NPSAS:08 field test student interview

N8STGRT

Received state grant/scholarship

Did you receive any scholarships or grants from your school or from a state grant program during the 2006-2007 school year? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

State grant/scholarship

0 = No

1 = Yes

Applies to: Respondents who received financial aid.

Instrument code: N8RCVAID = 1

Sources: NPSAS:08 field test student interview

N8STAMT

State grant/scholarship amount

Did you receive any scholarships or grants from your school or from a state grant program during the 2006-2007 school year? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Applies to: Respondents who received a state grant or scholarship.

Instrument code: N8STGRT = 1

Sources: NPSAS:08 field test student interview

N8INGRT

Received college grant/scholarship

Did you receive any scholarships or grants from your school or from a state grant program during the 2006-2007 school year? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

College grant/scholarship

0 = No

1 = Yes

Applies to: Respondents who received financial aid.

Instrument code: N8RCVAID = 1

Sources: NPSAS:08 field test student interview

N8INAMT

College grant/scholarship amount

Did you receive any scholarships or grants from your school or from a state grant program during the 2006-2007 school year? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Applies to: Respondents who received a college grant or scholarship.

Instrument code: N8INGRT = 1

Sources: NPSAS:08 field test student interview

N8STNONE

Did not receive state or college aid

Did you receive any scholarships or grants from your school or from a state grant program during the 2006-2007 school year? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Did not receive state or college aid

0 = No

1 = Yes

Applies to: Respondents who received financial aid.

Instrument code: N8RCVAID = 1

Recode note: If N8STGRT = 0 and N8INGRT = 0 and N8STNONE = 0 then N8STNONE = 1

Sources: NPSAS:08 field test student interview

N8ADNEMP

Receive employer aid

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Employer aid

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8AMNEMP

Employer aid amount

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Applies to: Respondents who received employer aid.

Instrument code: N8ADNEMP = 1

Sources: NPSAS:08 field test student interview

N8ADNPMP

Receive aid from parent's employer

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Aid from parent's employer

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8AMNPMP

Parent's employer aid amount

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Applies to: Respondents who received aid from their parent's employer.

Instrument code: N8ADNPMP = 1

Sources: NPSAS:08 field test student interview

N8ADNPRV

Receive aid from private organization

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Aid from a private organization

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8AMNPRV

Private organization aid amount

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Applies to: Respondents who received aid from a private organization.

Instrument code: N8ADNPRV = 1

Sources: NPSAS:08 field test student interview

N8ADNVET

Receive veteran's benefits

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Veteran's benefits

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8AMNVET

Veteran’s benefits amount

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.)

Did you receive...

Applies to: Respondents who received veteran’s benefits.

Instrument code: N8ADNVET = 1

Sources: NPSAS:08 field test student interview

N8ADNON

Other aid: did not receive other aid

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.)

Did you receive...

None of the above

0 = Had other aid

1 = No other aid

Applies to: All respondents.

Recode note: If N8ADNEMP = 0 and N8ADNPMP = 0 and N8ADNPRV = 0 and N8ADNVET = 0 and N8ADNON = 0 then N8ADNON = 1

Sources: NPSAS:08 field test student interview

N8PRVLN

Receive alternative loan

Did you receive any type of alternative or private loan (such as TERI, Excel, or Access loans) from a bank or private organization for your enrollment during the 2006-2007 school year?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8PRVAMT

Amount of alternative loan

How much did you borrow in alternative or private loans for the 2006-2007 school year?

Applies to: Respondents who received a private or alternative loan.

Instrument code: N8PRVLN = 1

Sources: NPSAS:08 field test student interview

N8SCHRES

Residence while enrolled

[If TCURENR = 1]

While enrolled during the 2006-2007 school year, are you living on campus, with your parents or guardians, or some place else? (If you have lived in more than one

residence, choose the place were you have lived for the longest period of time.)

[else]

While you were enrolled during the 2006-2007 school year, did you live on campus, with your parents or guardians, or some place else?

(If you lived in more than one residence, choose the place were you lived for the longest period of time.)

1 = On-campus

2 = With parents or guardians

3 = Some place else (off campus)

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8PARPA–N8PARPF

Help from parents

[If TCURENR = 1]

Which of the following do your parents or guardians help you pay?

(Please check all that apply.)

[else]

Which of the following did your parents or guardians help you pay when you were last enrolled at [NPSAS] during the 2006-2007 school year? (Please check all that apply.)

0 = No

1 = Yes

N8PARPA - Tuition and fees

N8PARPB - Other educational expenses such as books and supplies

N8PARPC - Housing costs, including utilities

N8PARPD - Other living expenses such as food (meal plan) and transportation

N8PARPE - None of the above - no financial assistance from parents

N8PARPF - None of the above - both parents or guardians are deceased

Applies to: Respondents under age 30.

Instrument code: TAGE < 30

Sources: NPSAS:08 field test student interview

N8RNTAMT

Monthly mortgage/rent amount

[If TCURENR = 1]

Since you have been enrolled during the 2006-2007 school year, how much (on average) have you paid in rent or mortgage payments each month?

[else]

While you were enrolled during the 2006-2007 school year, how much (on average) did you pay for your monthly rent or mortgage payment?

Applies to: Undergraduate respondents under age 30 who lived off campus during the 2006-2007 school year.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8SCHRES = 3

Sources: NPSAS:08 field test student interview

N8OUTST

Out-of-state tuition/fees

[If TCURENR = 1]

At [NPSAS], are you charged for out-of-state or out-of-district tuition or fees?

[else]

At [NPSAS], were you charged for out-of-state or out-of-district tuition or fees?

0 = No

1 = Yes

Applies to: Respondents whose school is a public institution.

Instrument code: Y_NPCTRL = 1

Sources: NPSAS:08 field test student interview

N8UGLN

Amount borrowed for undergraduate loans

[If Y_NPLEVL = 3 and TSTAT in (1 3)]

How much have you already borrowed in student loans for your college or vocational education? (Please do not include any money borrowed from family or friends.)

[else if Y_NPLEVL = 3]

How much did you borrow in student loans for your college or vocational education? (Please do not include any money borrowed from family or friends.)

[else if Y_NPLEVL ne 3 and TSTAT in (1 3)]

How much have you already borrowed in student loans for your undergraduate education? (Please do not include any money borrowed from family or friends.)

[else]

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: All respondents.

Sources: NPSAS:08 field test student interview

N8UGOWE

Amount owed for undergraduate loans

How much of that amount do you still owe?

Applies to: Respondents who borrowed money for their undergraduate education.

Instrument code: N8UGLN ne 0

Sources: NPSAS:08 field test student interview

N8GRLN

Amount borrowed for graduate loans

[If TCURENR = 1]

How much have you already borrowed in student loans for your graduate education? (Please do not include any money borrowed from family or friends.)

[else]

How much did you borrow in student loans for your graduate education? (Please do not include any money borrowed from family or friends.)

Applies to: Graduate respondents.

Instrument code: TSTAT in (2 4)

Sources: NPSAS:08 field test student interview

N8GROWE

Amount owed for graduate loans

How much of that amount do you still owe?

Applies to: Graduate respondents who borrowed money for their graduate education.

Instrument code: TSTAT in (2 4) and N8GRLN ne 0

Sources: NPSAS:08 field test student interview

N8AIDINF

Federal student loan: received loan repayment information

When you initially applied for a federal student loan, did you receive any information from your school or lender on...

Loan repayment options?

0 = No

1 = Yes

2 = Don't remember

Applies to: Respondents who received a federal Stafford loan.

Instrument code: N8FEDLN = 1

Sources: NPSAS:08 field test student interview

N8SALINF

Federal student loan: received salary information

When you initially applied for a federal student loan, did you receive any information from your school or lender on...

Anticipated salaries in your academic major and how it related to your ability to repay loans?

- 0 = No
- 1 = Yes
- 2 = Don't remember

Applies to: Respondents who received a federal Stafford loan.

Instrument code: N8FEDLN = 1

Sources: NPSAS:08 field test student interview

N8ACG

Heard of ACG grant

Have you heard of the Academic Competitiveness Grant (ACG), a new need-based federal grant for first- and second-year undergraduate students who meet certain academic requirements?

- 0 = No
- 1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, and not enrolled in less-than-2-year schools.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3

Sources: NPSAS:08 field test student interview

N8HSCNS

Learn about ACG: counselor

How did you learn about the Academic Competitiveness Grant (ACG)?

From a high school counselor

- 0 = No
- 1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and

N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8FINCNS

Learn about ACG: financial aid counselor

How did you learn about the Academic Competitiveness Grant (ACG)?

From a financial aid counselor at your college

- 0 = No

- 1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8LETREC

Learn about ACG: letter

How did you learn about the Academic Competitiveness Grant (ACG)?

From a letter you received

- 0 = No
- 1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and

N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8LRNOTH

Learn about ACG: other, specify

How did you learn about the Academic Competitiveness Grant (ACG)?

Other, please specify

Sources: NPSAS:08 field test student interview

N8ENRFT

ACG requirements: enrolled full time

The following conditions below are requirements to receive an ACG grant. Please indicate whether you were aware of each of these requirements.

That you must be enrolled full time

- 0 = No
- 1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8RIGPGM

ACG requirements: rigorous program of study

The following conditions below are requirements to receive an ACG grant. Please indicate whether you were aware of each of these requirements.

That you must have completed a rigorous high school program of study

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8ERNGPA

ACG requirements: GPA

The following conditions below are requirements to receive an ACG grant. Please indicate whether you were aware of each of these requirements.

In order to receive the grant in your second year, that you must have earned a cumulative GPA of 3.0 or higher in your first year of college

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8FTCHC

ACG affect full time enrollment

Did the availability of the ACG grant affect your choice to enroll full time?

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the ACG and were enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8ACG ne 0 and N8STST = 1

Sources: NPSAS:08 field test student interview

N8PTPLN

ACG affect plans to enroll full time

In the next year, do you plan to enroll full time in order to become eligible for the ACG?

1 = Definitely yes

2 = Probably yes

3 = Probably no

4 = Definitely no

Applies to: Pell eligible first-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the ACG and were not enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR = 1 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8ACG ne 0 and N8STST in (2 3)

Sources: NPSAS:08 field test student interview

N8SMART

Heard of SMART grant

Have you heard of the National SMART grant, a new need-based federal grant for eligible third- and fourth-year undergraduates who meet certain academic requirements?

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, and not enrolled in less-than-2-year schools.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3

Sources: NPSAS:08 field test student interview

N8SMTFT

SMART requirements: full time

The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.

That you must be enrolled full time

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools and had heard of the SMART grant.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0

Sources: NPSAS:08 field test student interview

N8SMTMJR*SMART requirements: major*

The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.

That you must major in math, science, engineering, or certain foreign languages

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools and had heard of the SMART grant.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0

Sources: NPSAS:08 field test student interview

N8SMTGPA*SMART requirements: GPA*

The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.

That you must have earned a cumulative GPA of 3.0 or higher in the courses required for your major

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools and had heard of the SMART grant.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0

Sources: NPSAS:08 field test student interview

N8SMENF*SMART affect full time enrollment*

Did the availability of the SMART grant affect your choice to enroll full time?

0 = No

1 = Yes

Applies to: Pell-eligible third- and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and were enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (3 4) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8STST = 1

Sources: NPSAS:08 field test student interview

N8PTMSMT*SMART affect plans to enroll full time*

In the next year, do you plan to enroll full time in order to become eligible for the SMART grant?

1 = Definitely yes

2 = Probably yes

3 = Probably no

4 = Definitely no

Applies to: Pell-eligible second- and third-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and were not enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (2 3) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8STST in (2 3)

Sources: NPSAS:08 field test student interview

N8CHMJR*SMART will affect major*

Will the availability of the SMART grant affect your choice of major?

1 = Definitely yes

2 = Probably yes

3 = Probably no

4 = Definitely no

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and had not declared a major.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8DBLMAJ = 3

Sources: NPSAS:08 field test student interview

N8DCLSMT*SMART affected chosen major*

Did the availability of the SMART grant affect your choice of major?

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and had declared at least one major that was a SMART major.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8DBLMAJ ne 3 and (N8MJ1GEN in (1 11 14 18 25 28 5 8) or N8MJ2GEN in (1 11 14 18 25 28 5 8))

Sources: NPSAS:08 field test student interview

TCOMP

Degree completion by 2007 flag

TCOMP is an internal variable used to calculate degree completion in the NPSAS year.

Initialize TCOMP = 0

if N8CMPDGN = 1 then TCOMP = 1

else if N8EXNMY ne -9 and N8CMPDGN ne 1 then do:

if (N8EXNYY - 2007 < 1) then TCOMP = 1

else TCOMP = 0

else if N8EXNMY = -9 and N8NPDG = 1 then

TCOMP = 1

else TCOMP = 0

 0 = Degree not completed by 2007

 1 = Degree completion by 2007

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, had declared at least one major, but had not declared a SMART major.

Instrument code: (Y_PLELGL ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8DBLMAJ ne 3 and N8MJ1GEN not in (1 11 14 18 25 28 5 8) and N8MJ2GEN not in (1 11 14 18 25 28 5 8)

Sources: NPSAS:08 field test student interview

N8CHNGMJ

Consider changing major for SMART

Would you consider changing your major to a field that would enable you to receive the SMART grant?

1 = Definitely yes

2 = Probably yes

3 = Probably no

4 = Definitely no

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, had declared at least one major, but had not declared a SMART major, and did not complete their degree in 2007.

Instrument code: (Y_PLELGL ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8DBLMAJ ne 3 and N8MJ1GEN not in (1 11 14 18 25 28 5 8) and N8MJ2GEN not in (1 11 14 18 25 28 5 8) and TCOMP ne 1

Sources: NPSAS:08 field test student interview

Section C: Current Employment

N8NUMJOB

Number of jobs during NPSAS year

[If TCURENR = 1 and (N8TASST in (0, blank) and N8RASST in (0, blank) and N8GASST in (0, blank) and N8GFEL in (0, blank) and N8TRNSHP in (0, blank) and N8WKST ne 1 and N8ASST ne 1)]

How many jobs for pay have you had while enrolled during the 2006-2007 school year?

[else if TCURENR = 1]

How many jobs for pay, other than your [workstudy/assistantship/fellowship/traineeship], have you had while enrolled at [NPSAS] during the 2006-2007 school year?

[else if TCURENR ne 1 and (N8TASST in (0, blank) and N8RASST in (0, blank) and N8GASST in (0, blank) and N8GFEL in (0, blank) and N8TRNSHP in (0, blank) and N8WKST ne 1 and N8ASST ne 1)]

How many jobs for pay did you have while enrolled during the 2006-2007 school year?

[else]

How many jobs for pay, other than your [workstudy/assistantship/fellowship/traineeship], did you have while enrolled at [NPSAS] during the 2006-2007 school year?

Jobs

Observed range: 1 - 10

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8NONOFF

Job on or off campus

[if N8NUMJOB < 2]

[{If TCURENR = 1} Is {else} Was] your job located primarily on or off campus?

[else]

[{If TCURENR = 1} Is {else} Was] your job located primarily on or off campus? (If you had more than one job, please refer to the one at which you worked the most hours when answering the next few questions.)

1 = On campus

2 = Off campus

3 = Both on and off campus

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8JBDSC

Type of job

[If N8NUMJOB = 1 and TCURENR = 1]

Which of the following best describes your job?

[else if N8NUMJOB > 1 and TCURENR = 1]

Which of the following best describes your primary job?

[else if N8NUMJOB = 1 and TCURENR ne 1]

Which of the following best describes the job you had when you were last enrolled at [NPSAS]?

[else]

Which of the following best describes your primary job when you were last enrolled at [NPSAS]?

1 = Your job [is/was] with a private employer --
You [are/were] not employed by the school

2 = You [have/had] cooperative employment (co-op placement)

3 = You [have/had] a paid practicum

4 = You [work/worked] for [Y_NPSCHL], but not in a co-op or paid practicum

5 = Other

6 = Self-employed

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8EMPTYP

Type of employer

[If TCURENR = 1]

In your job, do you work for...

[else]

In your job, did you work for...

1 = [Y_NPSCHL]

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)

Applies to: Respondents who worked while enrolled and were not self employed.

Instrument code: N8NUMJOB > 0 and

N8JBDSC ne 6

Recode note: If N8JBDSC = 4 then N8EMPTYP = 1

Sources: NPSAS:08 field test student interview

N8RELMAJ

Job related to major

[If TCURENR = 1]

Would you say your job is related to your major or field of study at [NPSAS]?

[else]

Would you say your job was related to your major or field of study at [NPSAS]?

0 = No

1 = Yes

Applies to: Respondents who worked while enrolled, were in a degree program, and had declared a major.

Instrument code: N8NUMJOB > 0 and N8DBLMAJ in (1 2 -9)

Sources: NPSAS:08 field test student interview

N8RELCRS

Job related to coursework

[If TCURENR = 1]

Would you say your job is related to your coursework at [NPSAS]?

[else]

Would you say your job was related to your coursework at [NPSAS]?

0 = No

1 = Yes

Applies to: Respondents who worked while enrolled but were not enrolled in a degree program at [NPSAS] or had not declared a major.

Instrument code: N8NUMJOB > 0 and N8DBLMAJ in (0 3)

Sources: NPSAS:08 field test student interview

N8PREMP

Had job prior to enrollment at NPSAS

Did you have this job before you enrolled at [NPSAS]?

0 = No

1 = Yes

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8ERNAMT

Amount earned during school year

[if TCURENR = 1 and N8NUMJOB >= 1]

Not including your [workstudy/assistantship/fellowship/traineeship], how much do you earn from [if N8NUMJOB = 1} your job {else} your jobs] while enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else if TCURENR = 1]

How much do you earn from [if N8NUMJOB = 1} your job {else} your jobs] while enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else if TCURENR = 0 and N8NUMJOB >= 1]

Not including your [workstudy/assistantship/fellowship/traineeship], how much did you earn from [if N8NUMJOB = 1} your job {else} your jobs] you held while you were enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else]

How much did you earn from [if N8NUMJOB = 1} your job {else} your jobs] you held while you were enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled

during the summer. (Please provide an amount and a unit of time.)

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8ERTIM

Time frame for school year earnings

[if TCURENR = 1 and N8NUMJOB >= 1]

Not including your [workstudy/assistantship/fellowship/traineeship], how much do you earn from [if N8NUMJOB = 1} your job {else} your jobs] while enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else if TCURENR = 1]

How much do you earn from [if N8NUMJOB = 1} your job {else} your jobs] while enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else if TCURENR = 0 and N8NUMJOB >= 1]

Not including your [workstudy/assistantship/fellowship/traineeship], how much did you earn from [if N8NUMJOB = 1} your job {else} your jobs] you held while you were enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else]

How much did you earn from [if N8NUMJOB = 1} your job {else} your jobs] you held while you were enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

1 = For the entire school year

2 = Per term or semester

3 = Per month

4 = Per week

5 = Per hour

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8EARN\$

Time frame for school year earnings

[If TCURENR = 1 and (N8TASST = 1 or N8RASST = 1 or N8GASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8WKST = 1 or N8ASST = 1)]

Not including your [workstudy/assistantship/fellowship/traineeship], how many [terms/months/weeks] will you have worked [{if N8NUMJOB = 1} in your job {else} in all jobs] at the end of the 2006-2007 school year?

[else if TCURENR = 1]

How many [terms/months/weeks] will you have worked [{if N8NUMJOB = 1} in your job {else} in all jobs] at the end of the 2006-2007 school year?

[else if TCURENR = 0 and (N8TASST = 1 or N8RASST = 1 or N8GASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8WKST = 1 or N8ASST = 1)]

Not including your [workstudy/assistantship/fellowship/traineeship], how many [terms/months/weeks] did you work [{if N8NUMJOB = 1} in your job {else} in all jobs] while you were enrolled during the 2006-2007 school year?

[else]

How many [terms/months/weeks] did you work [{if N8NUMJOB = 1} in your job {else} in all jobs] while you were enrolled during the 2006-2007 school year?

[if N8ERTIM = 1] Years

[else if N8ERTIM = 2] Terms

[else if N8ERTIM = 3] Months

[else] Weeks

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Recode note: If N8ERTIM = 1 then N8EARN\$ = 1

Sources: NPSAS:08 field test student interview

N8HOURS

Hours worked weekly during the school year

[if N8GFEL = 1 or N8TRNSHP = 1 or N8TASST = 1 or N8RASST = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1]

Not including your [workstudy/assistantship/fellowship/traineeship], how many hours (on average) did you work [{if N8NUMJOB = 1} in your job {else} in all jobs] per week while you were enrolled during the 2006-2007 school year? (Please exclude summer hours if you were not enrolled during the summer.)

[else]

How many hours (on average) did you work [{if N8NUMJOB = 1} in your job {else} in all jobs] per week while you were enrolled during the 2006-2007 school year? (Please exclude summer hours if you were not enrolled during the summer.)

Hours

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8TOTERN

Total amount earned during the school year

N8TOTERN is calculated from earning while enrolled:

if N8ERTIM = 1 then N8TOTERN = N8ERNAMT

else if N8ERTIM = 5 then do:

{if (N8ERNAMT > 0 and N8EARN\$ > 0 and N8HOURS > 0) then N8TOTERN = N8ERNAMT * N8EARN\$ * N8HOURS

else if N8ERNAMT = -9 or N8EARN\$ = -9 or N8HOURS = -9 then N8TOTERN = -9}

else if N8ERTIM > 1 then do:

{if (N8ERNAMT > 0 and N8EARN\$ > 0) then N8TOTERN = N8ERNAMT * N8EARN\$

else if N8ERNAMT = -9 or N8EARN\$ = -9 then N8TOTERN = -9}

else if N8ERTIM = -9 then N8TOTERN = -9 else N8TOTERN = -9

Note: Due to rounding in N8ERNAMT, N8TOTERN may not equal N8ERNAMT * N8EARN\$ * N8HOURS exactly.

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Recode note: If N8ERNAMT = 0 and N8TOTERN < 0 then N8TOTERN = 0

Sources: NPSAS:08 field test student interview

N8WKSWK

Weeks worked while enrolled

[If TCURENR = 1]

Would you say you have worked during all the weeks you have been enrolled, most of them, half of them, or less than half?

[else]

Would you say you worked 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 worked while enrolled, except those who were paid by the week and provided the number of weeks they worked.

Instrument code: N8NUMJOB > 0 and (N8ERTIM ne 4 or (N8ERTIM = 4 and N8EARN\$ < 0))

Sources: NPSAS:08 field test student interview

N8ENRWRK

Primary role while working

[If TCURENR = 1]

While enrolled at [NPSAS] and working, would you say you are primarily...

[else]

While you were enrolled at [NPSAS] 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 worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8WKRNA, N8WKRNB, N8WKRNC, N8WKRNE, N8WKRNF, N8WKRNG

Reason for working

[If TCURENR = 1]

What are your reasons for working while you are enrolled at [NPSAS]? (Please check all that apply.)

[else]

What were your reasons for working when you were last enrolled at [NPSAS] during the 2006-2007 school year? (Please check all that apply.)

0 = No

1 = Yes

N8WKRNA - To earn spending money

N8WKRNB - To pay tuition, fees, or living expenses

N8WKRNC - To gain job experience

N8WKRNE - To send money home

N8WKRNF – Other

N8WKRNS – Other, please specify

N8WKRNG - To avoid increasing the amount of debt you have

Applies to: Respondents who were primarily students who worked.

Instrument code: N8NUMJOB > 0 and

N8ENRWRK ne 2

Sources: NPSAS:08 field test student interview

N8WKRND

Reason for working: parents expected it

[If TCURENR = 1]

What are your reasons for working while you are enrolled at [NPSAS]? (Please check all that apply.)

[else]

What were your reasons for working when you were last enrolled at [NPSAS] during the 2006-2007 school year? (Please check all that apply.)

Because your parents expected you to work

0 = No

1 = Yes

Applies to: Respondents who were primarily students who worked and were undergraduates under age 30 with both parents or guardians still living.

Instrument code: N8NUMJOB > 0 and N8ENRWRK ne 2 and TSTAT in (1 3) and TAGE < 30 and N8PARPF ne 1

Sources: NPSAS:08 field test student interview

N8AFFORD

Afford school without working

Could you have afforded to attend school if you had not worked?

0 = No

1 = Yes

Applies to: Respondents who were primarily students who worked.

Instrument code: N8NUMJOB > 0 and

N8ENRWRK ne 2

Sources: NPSAS:08 field test student interview

N8JBSCA,–N8JBSCF, N8JBSCX

Job affects school

[If TCURENR = 1]

Does having a job while you are going to school... (Please check all that apply.)

[else]

Did having a job while you were going to school... (Please check all that apply.)

0 = Did not help with class work

1 = Yes, helped with class work

N8JBSCA - Help you with class work

N8JBSCB - Help you with career preparation

N8JBSCC - Restrict your choice of classes

N8JBSCD - [If TCURENR = 1]Limit the number of classes you can take [else]Limit the number of classes you could take

N8JBSC E - [If TCURENR = 1]Limit the class schedule you can have

[else]Limit the class schedule you could have

N8JBSCF - Limit your access to campus facilities or services

N8JBSCX – None of the above

Applies to: Respondents who were primarily students who worked.

Instrument code: N8NUMJOB > 0 and

N8ENRWRK ne 2

Sources: NPSAS:08 field test student interview

N8EFFGRD

Effect of job on grades

[if TCURENR = 1]

Would you say that working while you are going to school has a positive effect, a negative effect, or no effect on the grades you earned?

[else]

Would you say that working while you were going to school had a positive effect, a negative effect, or no effect on the grades you earned?

- 1 = Positive effect
- 2 = Negative effect
- 3 = No effect

Applies to: Respondents who were primarily students who worked.

Instrument code: N8NUMJOB > 0 and

N8ENRWRK ne 2

Sources: NPSAS:08 field test student interview

N8SUMMR

Work during summer 2006

Did you work for pay during the summer of 2006?

- 0 = No
- 1 = Yes

Applies to: Undergraduate respondents under age 30 who were primarily students who worked.

Instrument code: TSTAT in (1 3) and N8ENRWRK ne 2 and TAGE < 30

Sources: NPSAS:08 field test student interview

N8SMRSAV

Amount saved from summer 2006 earnings

In dollars, about how much of your summer earnings would you estimate you saved for the 2006-2007 school year?

Applies to: Undergraduate respondents under age 30 who were primarily students who worked and who worked during the summer of 2006.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8ENRWRK ne 2 and N8SUMMR = 1

Sources: NPSAS:08 field test student interview

N8INCOM

Earnings in 2006

[If N8WAAMT > 0 or or N8TASSM > 1 or N8RASSM > 1 or N8GFELM > 1 or N8TRNSM > 1 or N8GASSM > 1]

Earlier, you told us about the money you earned while you were enrolled (July 1, 2006 through June 30, 2007). Now we need to find out about your income for the calendar year (January 1, 2006 through December 31, 2006). What was your income from all sources (including income from work, investment income, alimony, etc.) prior to taxes and deductions in 2006? [If N8MARR = 2 (Please exclude your spouse's income.)]

[else]

What was your income from all sources (including income from work, investment income, alimony, etc.) prior to taxes and deductions in calendar year 2006? [If N8MARR = 2 (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
- 11 = Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8INCSP

Spouse's earnings in 2006

How much would you estimate your spouse earned from all sources prior to taxes and deductions in calendar year 2006 (January 1, 2006 - December 31, 2006)?

- 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
- 11 = Don't know

Applies to: Married respondents.

Instrument code: N8MARR = 2

Sources: NPSAS:08 field test student interview

N8UNTAX

Received untaxed benefits in 2006

[If N8MARR = 2]

Since July 1, 2006, have you or your spouse received any untaxed income or benefits, such as TANF (AFDC), Social Security, worker's compensation, disability insurance payments, food stamps, child support, or FEMA Disaster Assistance?

[else]

Since July 1, 2006, have you received any untaxed income or benefits, such as TANF (AFDC), Social Security, worker's compensation, disability payments, food stamps, child support, or FEMA Disaster Assistance?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8TANF, N8SOCSEC, N8WRKCMP, N8DISAB, N8STMPS, N8CHILD, N8FEMA, N8TAXTYX

Received untaxed benefits

Since July 2006, which of the following did you receive?

(Please check all that apply.)

0 = No

1 = Yes

N8TANF - TANF (AFDC)

N8SOCSEC - Social Security benefits

N8WRKCMP - Worker's compensation

N8DISAB - Disability insurance payments

N8STMPS - Food stamps

N8CHILD - Child support

N8FEMA - FEMA Disaster Assistance

N8TAXTYX – None of the above

Applies to: Respondents who received untaxed benefits.

Sources: NPSAS:08 field test student interview

N8HOME

Own home or pay mortgage

Do you own your home or pay a mortgage on a home?

0 = No

1 = Yes

Applies to: Respondents over age 23 and who did not live in school-owned housing or with parents or guardians.

Instrument code: TAGE > 23 and N8SCHRES not in (1 2)

Sources: NPSAS:08 field test student interview

N8INVT

Own business, farm, or other investments

Do you own a business, farm, or have other investments worth more than \$10,000 combined?

0 = No

1 = Yes

Applies to: Respondents over age 23.

Instrument code: TAGE > 23

Sources: NPSAS:08 field test student interview

N8PARNC

Parent's income in 2006

What was your parent's or guardian's income in calendar year 2006 (January 1, 2006 through December 31, 2006)? Would you say it was...

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: Undergraduate respondents under age 30 with both parents or guardians still living.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8PARPF ne 1

Sources: NPSAS:08 field test student interview

N8PARHOM

Parents own home or pay mortgage

Do your parents or guardians own their home or pay a mortgage on a home?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30 with both parents or guardians still living.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8PARPF ne 1

Sources: NPSAS:08 field test student interview

N8PARNV

Parents own business, farm, or other investments

Do your parents or guardians own a business, farm, or have other investments worth more than \$10,000 combined?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30 with both parents or guardians still living.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8PARPF ne 1

Sources: NPSAS:08 field test student interview

N8NUMCRD

Number of credit cards in own name

How many credit cards do you have in your own name that are billed to you?

Credit card(s)

Observed range: 1 - 18

Applies to: Undergraduate respondents under age 30.

Instrument code: TSTAT in (1 3) and TAGE < 30

Sources: NPSAS:08 field test student interview

N8CRDTUI

Used credit to pay for tuition

[If N8NUMCRD = 1]

Did you use your credit card to pay any portion of your 2006-2007 tuition?

[else]

Did you use your credit cards to pay any portion of your 2006-2007 tuition?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30 with credit cards.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8NUMCRD ne 0

Sources: NPSAS:08 field test student interview

N8PAYOFF

Payoff or carry credit balance

[If N8NUMCRD = 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 = Payoff balances

2 = Carry balances

Applies to: Undergraduate respondents under age 30 with credit cards.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8NUMCRD ne 0

Sources: NPSAS:08 field test student interview

N8CRDBAL

Balance due on all credit cards

[If N8NUMCRD > 1 or N8NUMCRD = -9]

What was the balance on all your credit cards combined according to your last statements?

[else]

What was the balance on your credit card according to your last statement?

Applies to: Undergraduate respondents under age 30 with credit cards, except those who paid off their credit cards each month.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8NUMCRD ne 0 and N8PAYOFF ne 1

Sources: NPSAS:08 field test student interview

N8CRDPAR

Parents help pay credit bills

[If N8NUMCRD = 1]

Do your parents or guardians help you pay your credit card bill?

[else]

Do your parents or guardians help you pay your credit card bills?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30 with credit cards with both parents or guardians still living.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8NUMCRD ne 0 and N8PARPF ne 1

Sources: NPSAS:08 field test student interview

Section D: Employment Plans

N8WKPLN

Work plans for 2007-2008 school year

What are your plans for work in the 2007-2008 school year (July 1, 2007 to June 30, 2008)? Do you plan to...

- 1 = Not work
- 2 = Work full time
- 3 = Work part time

Applies to: B&B eligible respondents.

Instrument code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8JBNEW

Job status for 2007-2008 school year

[If N8NUMJOB > 0]

Will you be continuing in the job you [{If TCURENR = 1} have {else} had] while enrolled at [NPSAS], working in another job, or looking for work? (If you plan to take a different position with your current employer, count that as working in another job.)

[else]

Will you be working or looking for work?

- 1 = Continuing in the job you have/had while enrolled at Y_NPSCHL
- 2 = Working in another job/Working
- 3 = Looking for work

Applies to: B&B eligible respondents who had plans to work in the 2007-2008 school year.

Instrument code: N8BBELG = 1 and N8WKPLN in (2 3)

Sources: NPSAS:08 field test student interview

Section E: Education Plans

N8GRE, N8GRESB, N8GMAT, N8LSAT, N8MCAT, N8MAT, N8OTHST, N8OTHSTS, N8NOGRE

Taken graduate admissions exam

Which graduate admissions exams have you taken?
(Please check all that apply.)

0 = No

1 = Yes

N8GRE - Graduate Record Exam (GRE)

N8GRESB - GRE subject test

N8GMAT - Graduate Management Admission Test (GMAT)

N8LSAT - Law School Admission Test (LSAT)

N8MCAT - Medical College Admission Test (MCAT)

N8MAT - Miller Analogies Test (MAT)

N8OTHST – Other

N8OTHSTS – Other, please specify

N8NOGRE - None of the above

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8GRDAPP

Applied to graduate/professional program

Have you applied to any graduate or professional programs?

0 = No

1 = Yes

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Recode Note: If N8BBELG = 1 and TSTAT in (2 4) then N8GRDAPP = 1

Sources: NPSAS:08 field test student interview

N8GRRNA, N8GRRNB, N8GRRNC, N8GRRND, N8GRRNE, N8GRRNF, N8GRRNG, N8GRRNH, N8GRRNS

Reason for applying

[If TSTAT in (2 4)]

Earlier you indicated that you [If TCURENR = 1] are {else} were] [If TSTAT=2] enrolled in a graduate program [If TSTAT=4] taking graduate courses].

Why did you decide to apply to graduate school?
[else]

Why did you decide to apply to graduate school?

N8GRRNA - Required for career choice

N8GRRNB - Qualify for better job

N8GRRNC - Undecided about career

N8GRRND - No job prospects

N8GRRNE - Academic interests

N8GRRNF - Availability of aid

N8GRRNG - Urged by parents or guardians

N8GRRNH – Other

N8GRRNS – Other, please specify

0 = No

1 = Yes

Applies to: B&B eligible respondents who applied to graduate school.

Instrument Code: N8BBELG = 1 and

N8GRDAPP = 1

Sources: NPSAS:08 field test student interview

N8GRDACC

Accepted to graduate school

Have you been accepted to a graduate program?

1 = Yes

2 = No, not accepted

3 = No, waiting to hear if accepted

Applies to: B&B eligible respondents who applied to graduate school.

Instrument Code: N8BBELG = 1 and

N8GRDAPP = 1

Recode Note: If N8BBELG = 1 and TSTAT in (2 4) then N8GRDACC = 1

Sources: NPSAS:08 field test student interview

N8GRDDEG

Intended graduate degree

What degree do you intend to pursue: a Post-baccalaureate certificate, Master’s degree, Doctoral degree, or Professional degree?

- 1 = Master's: Business administration (MBA)
- 2 = Master's: Science (MS)
- 3 = Master's: Arts (MA)
- 4 = Master's: Education (MEd)
- 5 = Master's: Public administration (MPA)
- 6 = Master's: Library science (MLS)
- 7 = Master's: Public health (MPH)
- 8 = Master's: Fine arts (MFA)
- 9 = Master's: Applied arts (MAA)
- 10 = Master's: Teaching (MAT)
- 11 = Master's: Divinity (MDiv)
- 12 = Master's: Social work (MSW)
- 13 = Master's: Landscape architect
- 14 = Master's: Professional mgmt
- 15 = Master's: Other
- 16 = Doctoral: Philosophy (PhD)
- 17 = Doctoral: Education (EdD)
- 18 = Doctoral: Theology (THD)
- 19 = Doctoral: Business administration (DBA)
- 20 = Doctoral: Engineering (DEng)
- 21 = Doctoral: Fine arts (DFA)
- 22 = Doctoral: Public admin. (DPA)
- 23 = Doctoral: Science (DSC/SCD)
- 24 = Doctoral: Psychology (PSYD)
- 25 = Doctoral: Other doctoral degree
- 26 = First-professional: Chiropractic (DC or DCM)
- 27 = First-professional: Dentistry (DDS or DMD)
- 28 = First-professional: Medicine (MD)
- 29 = First-professional: Optometry (OD)
- 30 = First-professional: Osteopathic medicine (DO)
- 31 = First-professional: Pharmacy (PharmD)
- 32 = First-professional: Podiatry (DPM or PodD)
- 33 = First-professional: Veterinary medicine (DVM)
- 34 = First-professional: Law (LLB or JD)
- 35 = First-professional: Theology (MDiv, MHL, BD)
- 36 = Post-baccalaureate certificate

Applies to: B&B eligible respondents who were accepted or did not know if they were accepted to graduate school at the time of the interview, except graduates not enrolled in a degree program at [NPSAS].

Instrument Code: N8BBELG = 1 and N8GRDACC in (1 3) and TSTAT ne 4

- Recode Note: 1) If N8GRDDEG = 10 then N8GRDDEG = 4
 2) If N8GRDDEG = 23 then N8GRDDEG = 20
 3) If N8GRDDEG = 22 then N8GRDDEG = 19
 4) If N8GRDDEG = 30 then N8GRDDEG = 28

5) If N8BBELG = 1 and TDEGREE = 6 then N8GRDDEG = 36

6) If N8BBELG = 1 and TDEGREE = 8 then do:

- If N8DGMS = 1 then N8GRDDEG = 2
- If N8DGMS = 2 then N8GRDDEG = 3
- If N8DGMS = 3 then N8GRDDEG = 4
- If N8DGMS = 4 then N8GRDDEG = 1
- If N8DGMS = 5 then N8GRDDEG = 5
- If N8DGMS = 6 then N8GRDDEG = 12
- If N8DGMS = 7 then N8GRDDEG = 8
- If N8DGMS = 8 then N8GRDDEG = 7
- If N8DGMS = 19 then N8GRDDEG = 11
- If N8DGMS = 9 then N8GRDDEG = 15

7) If N8BBELG = 1 and TDEGREE = 11 then do:

- If N8DGD = 11 then N8GRDDEG = 16
- If N8DGD = 12 then N8GRDDEG = 17
- If N8DGD = 13 then N8GRDDEG = 20
- If N8DGD = 14 then N8GRDDEG = 24
- If N8DGD = 15 then N8GRDDEG = 19
- If N8DGD = 16 then N8GRDDEG = 21
- If N8DGD = 17 then N8GRDDEG = 18
- If N8DGD = 18 then N8GRDDEG = 25

8) If N8BBELG = 1 and TDEGREE = 10 then do:

- If N8DGPR = 19 then N8GRDDEG = 35
- If N8DGPR = 20 then N8GRDDEG = 34
- If N8DGPR = 21 then N8GRDDEG = 28
- If N8DGPR = 22 then N8GRDDEG = 27
- If N8DGPR = 23 then N8GRDDEG = 26
- If N8DGPR = 24 then N8GRDDEG = 31
- If N8DGPR = 25 then N8GRDDEG = 29
- If N8DGPR = 26 then N8GRDDEG = 32
- If N8DGPR = 27 then N8GRDDEG = 33

9) If N8BBELG = 1 and TDEGREE = 9 then N8GRDDEG = 37

Sources: NPSAS:08 field test student interview

N8EDPLN

Graduate enrollment plans for 2007-2008 school year

What are your plans for the 2007-2008 school year (July 1, 2007 - June 30, 2008)? Do you plan to be...

- 0 = Not enrolled
- 1 = Enrolled full time
- 2 = Enrolled part time

Applies to: B&B eligible respondents who planned to enroll in or were enrolled in graduate school.

Instrument Code: N8BBELG = 1 and (N8GRDACC in (1 3) or N8GRDPLN = 1)

Sources: NPSAS:08 field test student interview

N8GRDFT

Plan to be full-time graduate student

[If N8EDPLN = 1]

Do you intend to be a full-time student the entire time while you're in graduate school?

[else]

Do you intend to be a full-time student at any time while you're in graduate school?

0 = No

1 = Yes

Applies to: B&B eligible respondents who planned to enroll in or were enrolled in graduate school and planned to be enrolled in graduate school for the next academic year.

Instrument Code: N8BBELG = 1 and (N8GRDACC in (1 3) or N8GRDPLN = 1) and N8EDPLN in (1 2)

Sources: NPSAS:08 field test student interview

N8GRDPLN

Plans to apply to grad school in future

Do you plan to apply to graduate school...

1 = For the next academic year (2007-2008)?

2 = In the next five years?

3 = No plans to apply

Applies to: B&B eligible undergraduate respondents who had not applied to graduate school at the time of the interview.

Instrument Code: N8BBELG = 1 and TSTAT in (1 3) and N8GRDAPP ne 1

Sources: NPSAS:08 field test student interview

N8GRPSA–N8GRPSJ, N8GRPSS

Postpone applying

Why did you decide to postpone applying to graduate school? (Please check all that apply.)

0 = No

1 = Yes

N8GRPSA - Undergraduate debt

N8GRPSB - Couldn't get financial aid

N8GRPSC - Financial reasons not related to debt or financial aid

N8GRPSD - Personal reasons such as family responsibilities

N8GRPSE - Career plans or job opportunities

N8GRPSF - Missed the application deadline

N8GRPSG - Undecided on what degree to pursue

N8GRPSH - Military commitment

N8GRPSI - Wanted break from school

N8GRPSJ – Other

N8GRPSS – Other, please specify

Applies to: B&B eligible undergraduate respondents who planned to apply to graduate school within the next 5 years.

Instrument Code: N8BBELG = 1 and TSTAT in (1 3) and N8GRDPLN = 2

Sources: NPSAS:08 field test student interview

N8NOGDA, N8NOGDB, N8NOGDC, N8NOGDD, N8NOGDE, N8NOGDF, N8NOGDG, N8NOGDI, N8NOGDJ, N8NOGDK, N8NOGDS

Reason not applying:

Why did you choose not to apply to graduate school? (Please check all that apply.)

0 = Not because of undergraduate debt

1 = Yes, because of undergraduate debt

N8NOGDA - Undergraduate debt

N8NOGDB - Could not afford to go

N8NOGDC - Couldn't get financial aid

N8NOGDD - Not required for career goals

N8NOGDE - Grades not high enough to enter

N8NOGDF - No academic interest

N8NOGDG - Personal reasons

N8NOGDH - Plan to apply later

N8NOGDI - Need work experience first

N8NOGDJ - Have a good job now

N8NOGDK - Other

N8NOGDS – Other, please specify

Applies to: B&B eligible undergraduate respondents who did not plan to apply to graduate school.

Instrument Code: N8BBELG = 1 and TSTAT in (1 3) and N8GRDPLN in (3 -9)

Sources: NPSAS:08 field test student interview

Section F: Teaching

N8EVRTCH

Ever taught at the K-12 level

Have you ever taught at the K-12 (Kindergarten - 12th grade) level?

(Please do not include homeschooling of your own or others' children.)

0 = No

1 = Yes

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8CONSID

Currently considering teaching

Are you currently considering teaching at the K-12 level?

0 = No

1 = Yes

Applies to: B&B eligible respondents who had not taught at the K-12 level.

Instrument Code: N8BBELG = 1 and

N8EVRTCH = 1

Sources: NPSAS:08 field test student interview

N8POSREG, N8POSLSU, N8POSAID, N8POSSPP, N8POSITI, N8POSSSU, N8POSSTU

Teaching positions

What teaching positions have you held?

(Please check all that apply.)

0 = No

1 = Yes

N8POSREG - Regular (full-time or part-time) teaching position

N8POSLSU - Long-term substitute

N8POSAID - Teacher's aide or instructional aide

N8POSSPP - Teacher support

N8POSITI - Itinerant teacher

N8POSSSU - Short-term substitute

N8POSSTU - Student teacher

Applies to: B&B eligible respondents who taught at the K-12 level.

Instrument Code: N8BBELG = 1 and

N8EVRTCH = 1

Sources: NPSAS:08 field test student interview

N8PREP1–N8PREP6, N8PREPN

Teacher preparation

Which of the following steps have you taken to prepare for a state-issued teaching certificate at the K-12 level?

(Please check all that apply.)

0 = No

1 = Yes

N8PREP1 - Applied to teacher education program

N8PREP2 - Taken the Praxis or other examination to enter teacher education program

N8PREP3 - Entered teacher education program

N8PREP4 - Taken courses toward teacher certification

N8PREP5 - Taken an examination to receive a teaching certificate/license

N8PREP6 - Completed the student teaching assignment

N8PREPN – None of the above

Applies to: B&B eligible respondents who were considering teaching at the K-12 level at the time of the interview.

Instrument Code: N8BBELG = 1 and

N8CONSID = 1

Sources: NPSAS:08 field test student interview

Section G: Education Experiences

N8REMEVR

Ever taken remedial courses

Since you completed high school, have you taken remedial or developmental courses to improve your basic skills, such as in mathematics, reading, writing, or studying?

0 = No

1 = Yes

Applies to: Undergraduate respondents.

Instrument Code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8REMSY

Took remedial courses in 2006-2007 school year

[If TCURENR = 1]

Have you taken any remedial or developmental courses during the 2006-2007 school year? (If you are currently enrolled in a remedial or developmental course, please answer "yes.")

[else]

Did you take any remedial or developmental courses during the 2006-2007 school year?

0 = No

1 = Yes

Applies to: First- and second-year undergraduate respondents or undergraduate respondents not enrolled in a degree program at [NPSAS] who took remedial classes.

Instrument Code: N8REMEVR = 1 and (N8UGYR in (1 2) or TSTAT = 3)

Sources: NPSAS:08 field test student interview

N8REMNUM

Number of remedial courses

[If TCURENR = 1]

How many remedial or developmental courses have you taken during the 2006-2007 school year?

[else]

How many remedial or developmental courses did you take during the 2006-2007 school year?

Courses

Observed range: 1 - 8

Applies to: First- and second-year undergraduate respondents or undergraduate respondents not enrolled in a degree program at [NPSAS] who took remedial classes in the 2006-2007 school year.

Instrument Code: N8REMSY = 1

Sources: NPSAS:08 field test student interview

N8ACTSAT

Took SAT or ACT college exams

Did you take the SAT or ACT college entrance exam?

0 = No

1 = Yes, SAT

2 = Yes, ACT

3 = Yes, both the SAT and ACT

Applies to: Undergraduate respondents.

Instrument Code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8CLSTIM

Hours per week in class

[If TCURENR = 1]

How many hours, on average, do you spend in class per week?

[else]

How many hours, on average, did you spend in class per week during your last term of enrollment at

[NPSAS]?

Hours

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8CLSWRK

Hours per week on schoolwork

[If TCURENR = 1]

How many hours, on average, do you spend per week on schoolwork outside of class?

[else]

How many hours, on average, did you spend per week on schoolwork outside of class during your last term of enrollment at [NPSAS]?

Hours

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DSTED

Distance education: took courses

[If TCURENR = 1]

During the 2006-2007 school year, have you taken any courses for credit that were distance education courses? (Distance education courses are primarily delivered off campus using live, interactive audio or videoconferencing, pre-recorded instructional videos, webcasts, CD-ROM, or DVD, or computer-based systems delivered over the internet. Distance education does not include correspondence courses.)

[else]

During the 2006-2007 school year, did you take any courses for credit that were distance education courses? (Distance education courses are primarily delivered off campus using live, interactive audio or videoconferencing, pre-recorded instructional videos, webcasts, CD-ROM, or DVD, or computer-based systems delivered over the internet. Distance education does not include correspondence courses.)

0 = No

1 = Yes

Applies to: All respondents.

Recode Note: If N8DSTED = 1 and N8NMDSED = 0 then N8DSTED = 0

Sources: NPSAS:08 field test student interview

N8ENTPGM

Distance education: entire program

[If TSTAT in (3 4)]

[{if TCURENR = 1} Are {else} Were] all of the courses you have taken taught through distance education?

[else]

[{if TCURENR = 1} Is {else} Was] your entire degree program taught through distance education?

0 = No

1 = Yes

Applies to: Respondents who took distance education courses in the 2006-2007 school year.

Instrument Code: N8DSTED = 1

Sources: NPSAS:08 field test student interview

N8NMDSED

Distance education: number of courses

[If TCURENR = 1]

How many distance education courses will you have taken during the 2006-2007 school year?

[else]

How many distance education courses did you take during the 2006-2007 school year?

Courses

Observed range: 1 - 20

Applies to: Respondents who took distance education courses in the 2006-2007 school year.

Instrument Code: N8DSTED = 1

Sources: NPSAS:08 field test student interview

N8DSLOC

Distance education: location of courses

[If TCURENR = 1 and N8NMDSED = 1]

Is this course offered through [NPSAS], another institution, or both?

[else if TCURENR = 1]

Are these courses offered through [NPSAS], another institution, or both?

[else if TCURENR ne 1 and N8NMDSED = 1]

Was this course offered through [NPSAS], another institution, or both?

[else]

Were these courses offered through [NPSAS], another institution, or both?

1 = [Y_NPSCHL]

2 = Another institution

3 = Both

Applies to: Respondents who took distance education courses in the 2006-2007 school year.

Instrument Code: N8DSTED = 1

Sources: NPSAS:08 field test student interview

**N8LIVE, N8RECORD, N8NET,
N8DSNONE**

Distance education: live TV, recorded audio, or internet

[If TCURENR = 1 and N8NMDSED = 1]

Does the distance education course you are taking during the 2006-2007 school year use any of the following?

(Please check all that apply.)

[else if N8NMDSED ne 1]

Do the distance education courses you are taking during the 2006-2007 school year use any of the following?

(Please check all that apply.)

[else if TCURENR ne 1 and N8NMDSED = 1]

Did the distance education course you took during the 2006-2007 school year use any of the following?

(Please check all that apply.)

[else]

Did the distance education courses you took during the 2006-2007 school year use any of the following?

(Please check all that apply.)

0 = No

1 = Yes

N8LIVE - Live, interactive TV or audio

N8RECORD - Pre-recorded TV or audio

N8NET - The Internet

N8DSNONE – None of the above

Applies to: Respondents who took distance education courses in the 2006-2007 school year.

Instrument Code: N8DSTED = 1

Sources: NPSAS:08 field test student interview

N8CMPSAT

Distance education: satisfaction

Compared to other courses you have taken, are you more satisfied or less satisfied with the quality of instruction you received in your distance education [{If N8NMDSED = 1 } course {else} courses]?

1 = More satisfied with the distance education [{If N8NMDSED = 1 } course {else} courses]

2 = Liked both the same

3 = Less satisfied with the distance education [{If N8NMDSED = 1 } course {else} courses]

4 = All courses were distance education courses

Applies to: Respondents who took distance education courses in during the 2006-2007 school year, but whose entire program was not through distance education.

Instrument Code: N8DSTED = 1 and

N8ENTPGM ne 1

Sources: NPSAS:08 field test student interview

N8MATHA–N8MATHF

High school math

Which of the following math courses did you complete while in high school?

(Please check all that apply.)

0 = No

1 = Yes

N8MATHA - Algebra II

N8MATHB - Algebra III/Trigonometry

N8MATHC - Pre-calculus/analytic geometry

N8MATHD - Calculus

N8MATHE - Statistics

N8MATHF - None of the above

Applies to: Undergraduate respondents under age 30.

Instrument Code: TSTAT in (1 3) and TAGE < 30

Sources: NPSAS:08 field test student interview

N8COLLCR

Earned college credit during high school

While you were in high school, did you take any courses at a college or university for which you earned college credit?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30.

Instrument Code: TSTAT in (1 3) and TAGE < 30

Sources: NPSAS:08 field test student interview

N8AP

Advanced placement credit

When you first enrolled in college, did you have any advanced placement (AP) credits that were accepted by [NPSAS]?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30.

Instrument Code: TSTAT in (1 3) and TAGE < 30

Sources: NPSAS:08 field test student interview

N8TRNCRD

Ever transfer credits to [NPSAS]

Have you ever tried to transfer any credits from another institution to [NPSAS]?

0 = No

1 = Yes

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8TRNATT

Transfer credits attempted: amount

How many credits did you try to transfer to [NPSAS]?
(Please enter the number of credits and indicate the unit of credit.)

Credit(s)

Applies to: B&B eligible respondents who attempted to transfer credits to [NPSAS].

Instrument Code: N8BBELG = 1 and
N8TRNCRD = 1

Sources: NPSAS:08 field test student interview

N8TRATYP

Transfer credits attempted: unit of credit

How many credits did you try to transfer to [NPSAS]?
(Please enter the number of credits and indicate the unit of credit.)

- 1 = Semester hours
- 2 = Quarter hours
- 3 = Clock hours

Applies to: B&B eligible respondents who attempted to transfer credits to [NPSAS].

Instrument Code: N8BBELG = 1 and
N8TRNCRD = 1

Sources: NPSAS:08 field test student interview

N8ACCTRN

Transfer credits accepted: amount

Of those credits you tried to transfer, how many credits were accepted by [NPSAS]?
(Please enter a number and indicate the type of credit.)

Credit(s)

Applies to: B&B eligible respondents who attempted to transfer credits to [NPSAS].

Instrument Code: N8BBELG = 1 and
N8TRNCRD = 1

Sources: NPSAS:08 field test student interview

N8ACCTYP

Transfer credits accepted: unit of credit

Of those credits you tried to transfer, how many credits were accepted by [NPSAS]? (Please enter a number and indicate the type of credit.)

- 1 = Semester hours
- 2 = Quarter hours
- 3 = Clock hours

Applies to: B&B eligible respondents who attempted to transfer credits to [NPSAS].

Instrument Code: N8BBELG = 1 and
N8TRNCRD = 1

Sources: NPSAS:08 field test student interview

N8SABEVR

Ever study abroad

During your undergraduate education at [NPSAS], did you ever study abroad?

0 = No

1 = Yes

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8SALEN

Study abroad: length

How long did you study abroad?

(Please enter a number and indicate the unit of time.)

Applies to: B&B eligible respondents who studied abroad.

Instrument Code: N8BBELG = 1 and

N8SABEVR = 1

Sources: NPSAS:08 field test student interview

N8SAPRD

Study abroad: time period

How long did you study abroad?

(Please enter a number and indicate the unit of time.)

1 = Year(s)

2 = Term(s) or Semester(s)

3 = Month(s)

4 = Week(s)

Applies to: B&B eligible respondents who studied abroad.

Instrument Code: N8BBELG = 1 and

N8SABEVR = 1

Sources: NPSAS:08 field test student interview

N8OTLNG

Number of languages studied

How many languages, other than English, have you studied for at least one semester in college?

Observed range: 1 - 4

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8SPLGA–N8SPLGT, N8SPLNS

Languages studied

What languages have you studied for at least one semester in college?

(Please check all that apply.)

0 = No

1 = Yes

- N8SPLGA - African languages
- N8SPLGB - American or other sign language
- N8SPLGC - Arabic
- N8SPLGD - Bahasa Indonesian or Bahasa Malay
- N8SPLGE - Bengali
- N8SPLGF - Chinese or Mandarin
- N8SPLGG - Filipino or Tagalog
- N8SPLGH - French or Canadian French
- N8SPLGI - German
- N8SPLGJ - Hebrew
- N8SPLGK - Hindi or Urdu
- N8SPLGL - Persian, Farsi, or Iranian
- N8SPLGM - Pakistani or Punjabi
- N8SPLGN - Portuguese
- N8SPLGO - Russian languages
- N8SPLGP - Spanish
- N8SPLGQ - Thai
- N8SPLGR - Turkish
- N8SPLGS - Vietnamese
- N8SPLGT – Other
- N8SPLNS – Other, please specify

Applies to: B&B eligible respondents who studied a language other than English for at least one semester in college.

Instrument Code: N8BBELG = 1 and N8OTLNG > 0

Sources: NPSAS:08 field test student interview

N8MAJCHG

Frequency of formal changes in major

[If TCURENR = 1]

How many times have you formally changed your major at [NPSAS]?

[else]

How many times did you formally change your major at [NPSAS]?

0 = Never

1 = One time

2 = More than one time

Applies to: Undergraduate respondents who were enrolled in a degree program at [NPSAS] and had declared at least one major.

Instrument Code: TSTAT = 1 and N8DBLMAJ ne 3

Sources: NPSAS:08 field test student interview

N8OMJ1

Original major: primary string

[If COMPMODE = 0]

Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

Applies to: Undergraduate respondents who changed their major at [NPSAS] at least one time.

Instrument Code: TSTAT = 1 and N8DBLMAJ ne 3 and N8MAJCHG in (1 2)

Sources: NPSAS:08 field test student interview

N8OM1GEN

Dropdown original major: general code

[If COMPMODE = 0]

Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

- 1 = Agriculture/natural resources/related
- 2 = Architecture and related services
- 3 = Area/ethnic/cultural/gender studies
- 4 = Arts--visual and performing
- 5 = Biological and biomedical 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/clinical sciences
- 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
- 33 = Liberal arts/sciences, general studies

Applies to: Undergraduate respondents who changed their major at [NPSAS] at least one time.

Instrument Code: TSTAT = 1 and N8DBLMAJ ne 3 and N8MAJCHG in (1 2)

Sources: NPSAS:08 field test student interview

N8OM1SPE

Dropdown original major: specific code

[If COMPMODE = 0]

Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

- 101 = Agriculture and related sciences
- 102 = Natural resources and conservation
- 201 = Architecture
- 202 = City/urban, community, and regional planning
- 203 = Drafting/design engineering technologies/technicians
- 204 = Architecture, planning, and related services, other
- 301 = Area, ethnic, cultural, and gender studies
- 401 = Art history, criticism & conservation
- 402 = Design & applied arts
- 403 = Drama/theatre arts and stagecraft
- 404 = Fine and studio art
- 405 = Music, general
- 406 = Music history, literature, and theory
- 407 = Visual and performing arts, other
- 408 = Commercial and advertising art
- 409 = Dance
- 410 = Film/video and photographic arts
- 411 = Crafts/craft design, folk art and artisanry
- 501 = General biology
- 502 = Biochem/biophysics/molecular biology
- 503 = Botany/plant biology
- 504 = Genetics
- 505 = Microbiological sciences & immunology
- 506 = Physiology, pathology & related sciences
- 507 = Zoology/animal biology
- 508 = Biological and biomedical sciences
- 509 = Biological and physical sciences
- 510 = Systems science and theory
- 511 = Biopsychology [main CIP is Multidisc
- 512 = Biological & biomedical sciences, other
- 601 = Accounting and related services
- 602 = Business administration, management and operations
- 603 = Business operations support and assistant services
- 604 = Finance and financial management services

605 = Human resources management and services	1105 = Electrical, electronics and communications engineering
606 = Marketing	1106 = Engineering technologies/technicians
607 = Business, management, marketing, and related support services, other	1107 = Environmental/environmental health engineering
608 = Management information systems and services	1108 = Mechanical engineering
609 = Real estate	1109 = Engineering, other
610 = Hospitality Administration/Management	1201 = Creative writing
701 = Communication and media studies	1202 = American literature
702 = Communication technologies	1203 = English literature
703 = Journalism	1204 = English language and literature/letters, others
704 = Communication/journalism/comm. tech, other	1301 = Family and consumer sciences/human sciences
801 = Computer/information technology administration and management	1302 = Family and consumer sciences/human sciences, general
802 = Computer programming	1303 = Child care and support services management
803 = Computer science	1304 = Child care provider/assistant (also under Education)
804 = Computer software and media applications	1305 = Apparel and textiles
805 = Computer systems analysis	1306 = Family and consumer sciences/human sciences, other
806 = Computer systems networking and telecommunications	1401 = Romance languages, literatures, and linguistics
807 = Data entry/microcomputer applications	1402 = Spanish language and literature
808 = Data processing	1403 = Foreign languages/literature/linguistics, other
809 = Information science/studies	1501 = Health services/allied health/health sciences, general
810 = Computer and information sciences and support services, other	1502 = Alternative/complementary medicine/sys
901 = Construction trades	1503 = Chiropractic
1001 = Curriculum and instruction	1504 = Audiology/audiologist & hearing sciences
1002 = Educational administration and supervision	1505 = Clinical/medical lab science/allied
1003 = Educational/instructional media design	1506 = Dental support services/allied
1004 = Special education and teaching	1507 = Dentistry
1005 = Student counseling and personnel services	1508 = Health & medical administrative services
1006 = Education, other	1509 = Health/medical services/allied health
1007 = Teacher education: Early childhood education and teaching	1510 = Health/medical technicians/technologists
1008 = Teacher education: Elementary education and teaching	1511 = Health/medical preparatory programs
1009 = Teacher education: Secondary education and teaching	1512 = Medicine, including psychiatry
1010 = Teacher education: Adult and continuing education and teaching	1513 = Mental/social health services and allied
1011 = Teacher education: Specific levels, other	1514 = Clinical pastoral counseling/ patient counseling
1012 = Teacher education: Specific subject areas	1515 = Nursing/registered (RN, ASN, BSN, MSN)
1013 = Bilingual, multilingual, and multicultural education	1516 = Nursing science (MS, PhD)
1014 = Ed assessment. evaluation, and research	1517 = Licensed practical/vocational nurse training (LPN, LVN, Cert., Dipl., AAS)
1015 = Higher education/higher education administration	1518 = Nurse/nursing assistant/aide and patient care assistant
1016 = Teaching assistant/aide	1519 = Optometry
1017 = Childcare provider/assistant	1520 = Osteopathic medicine/osteopathy
1018 = Physical education teaching and coaching	1521 = Pharmacy/pharmaceutical sciences/admin
1019 = Education, other	1522 = Podiatric medicine/podiatry
1101 = Biomedical/medical engineering	1523 = Public health
1102 = Chemical engineering	1524 = Rehabilitation & therapeutic professions
1103 = Civil engineering	
1104 = Computer engineering	

1525 = Veterinary medicine
 1526 = Health aides/attendants/orderlies
 1527 = Dietetics and clinical nutrition services
 1528 = Health /related clinical services, other
 1601 = Law
 1602 = Legal support services
 1603 = General undergraduate legal studies
 including pre-law
 1604 = Legal professions and studies, other
 1701 = Library science
 1801 = Mathematics
 1802 = Statistics
 1803 = Mathematics and statistics, other
 1901 = Electrical/electronics maintenance and
 repair technology
 1902 = Heating, air conditioning, ventilation and
 refrigeration maintenance
 1903 = Vehicle maintenance and repair
 technologies
 1904 = Mechanical/repair technologies/techs, other
 2001 = Biological and physical sciences
 2002 = Systems science and theory
 2003 = Biopsychology
 2004 = Multi/interdisciplinary studies, other
 2101 = Parks, recreation and leisure studies
 2102 = Health and physical education/fitness
 2201 = Precision metal working
 2202 = Woodworking
 2203 = Precision production, other
 2301 = Cosmetology and related personal grooming
 services
 2302 = Funeral service and mortuary science
 2303 = Culinary arts and related services
 2304 = Personal and culinary services, other
 2401 = Philosophy
 2402 = Religion/religious studies
 2403 = Theology and religious vocations
 2501 = Astronomy & astrophysics
 2502 = Atmospheric sciences and meteorology
 2503 = Chemistry
 2504 = Geological & earth sciences/geosciences
 2505 = Physics
 2506 = Biological and physical science
 2507 = Systems science and theory [main CIP is
 Multidisc]

2508 = Physical sciences, other
 2601 = Behavioral psychology
 2602 = Clinical psychology
 2603 = Education/school psychology
 2604 = Psychology, other
 2605 = Biopsychology
 2701 = Public administration
 2702 = Social work
 2703 = Public administration and social service
 professions, other
 2801 = Biology technician/biotechnology
 laboratory technician
 2802 = Nuclear and industrial radiologic
 technologies/technicians
 2803 = Physical science technologies/technicians
 2804 = Science technologies/technician, other
 2901 = Criminal justice and corrections
 2902 = Fire protection
 2903 = Security and protective services, other
 3001 = Anthropology
 3002 = Archeology
 3003 = Criminology
 3004 = Demography & population studies
 3005 = Economics
 3006 = Geography & cartography
 3007 = History
 3008 = International relations & affairs
 3009 = Political science and government
 3010 = Sociology
 3011 = Urban studies/affairs
 3012 = Social sciences, other (except psychology)
 3101 = Transportation & materials moving
 3102 = Air transportation
 3103 = Ground transportation
 3104 = Transportation & materials moving, other
 3201 = Other
 3301 = Liberal arts and sciences, general studies
 and humanities

*Applies to: Undergraduate respondents who changed
 their major at [NPSAS] at least one time.*

Instrument Code: TSTAT = 1 and N8DBLMAJ ne 3
 and N8MAJCHG in (1 2)

Sources: NPSAS:08 field test student interview

Section H: Background

N8STATE

State of legal residence

What is your state of legal residence?

- | | |
|-----------------------------|--|
| 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 = Fed State Micronesia |
| 25 = Mississippi | 57 = Marshall Islands |
| 26 = Missouri | 58 = Northern Mariana Isl |
| 27 = Montana | 59 = Palau |
| 28 = Nebraska | 60 = Virgin Islands |
| 29 = Nevada | 61 = American Military |
| 30 = New Hampshire | 62 = Mexico |
| 31 = New Jersey | 63 = FOREIGN |
| 32 = New Mexico | COUNTRY (other
than Mexico and
Canada) |

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DISTNC

Distance from NPSAS school to home

[If TCURENR = 1]

How far (in miles) is [NPSAS] from your permanent home?

[else]

How far (in miles) was [NPSAS] from your permanent home when you were most recently enrolled?

Miles

Applies to: Undergraduate respondents.

Instrument Code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8DISTWK

Distance from NPSAS school to work

[If TCURENR = 1]

How far (in miles) is [NPSAS] from your job?

[{If N8TASST = 1 or N8RASST = 1 or N8GASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8WKST = 1 or N8ASST = 1} (Please refer to your job you held for pay, not your [workstudy/assistantship/fellowship/traineeship].)] [{If N8NUMJOB > 1} (If you have more than one job, please refer to the job at which you work the most hours when answering this question.)] [else]

How far (in miles) was [NPSAS] from your job when you were most recently enrolled? [{If N8TASST = 1 or N8RASST = 1 or N8GASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8WKST = 1 or N8ASST = 1} (Please refer to your job you held for pay, not your [workstudy/assistantship/fellowship/traineeship].)] [{N8NUMJOB > 1} (If you have more than one job, please refer to the job at which you work the most hours when answering this question.)]

Miles

Applies to: Respondents who worked while enrolled.

Instrument Code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8HISP

Respondent of Hispanic or Latino origin

Are you of either Hispanic or Latino origin?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8HISA, N8HISB, N8HISC, N8HISD

Hispanic type

Are you of... (Please check one or more.)

0 = No

1 = Yes

N8HISA - Cuban descent

N8HISB - Mexican, Mexican-American, or Chicano descent

N8HISC - Puerto Rican descent

N8HISD - Some other Spanish, Hispanic or Latino origin

Applies to: Respondents of Hispanic or Latino origin.

Instrument Code: N8HISP = 1

Sources: NPSAS:08 field test student interview

**N8RACEA–N8RACED, N8RACEX,
N8RACES**

Race

What is your race? (Please check one or more.)

0 = No

1 = Yes

N8RACEA - White

N8RACEB - Black or African American

N8RACEC - Asian

N8RACED - American Indian or Alaska Native

N8RACEE - Native Hawaiian or Other Pacific Islander

N8RACEX – Other

N8RACES – Other, please specify

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8TRIBE

State or federally recognized tribe

Are you enrolled in a state- or federally-recognized tribe?

0 = No

1 = Yes

Applies to: Respondents who were American Indian or Alaska Native.

Instrument Code: N8RACED = 1

Sources: NPSAS:08 field test student interview

N8DEPS

Has dependent children

[If TCURENR = 1 and N8MARR = 2]

Do you or your spouse have any children whom you support financially?

[else if TCURENR = 1 and N8MARR ne 2]

Do you have any children whom you support financially?

[else if TCURENR ne 1 and N8MARR = 2]

While you were enrolled in the 2006-2007 school year, did you or your spouse have any children whom you supported financially?

[else if TCURENR ne 1 and and N8MARR ne 2]

While you were enrolled in the 2006-2007 school year, did you have any children whom you supported financially?

0 = No

1 = Yes

Applies to: All respondents.

Recode Note: If N8DEPS = 1 and N8DEP2 = 0 then N8DEPS = 0

Sources: NPSAS:08 field test student interview

N8DEP2

Number of dependent children

How many?

Observed range: 1 - 8

Applies to: All respondents.

Recode Note: If N8DEPS = 0 then N8DEP2 = 0

Sources: NPSAS:08 field test student interview

N8DAGE01

Age of dependent children

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 1

Observed range: 1 - 24

Applies to: Respondents with at least one dependent child.

Instrument Code: N8DEP2 >= 1

Sources: NPSAS:08 field test student interview

N8DAGE02

Age of dependent child 2

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 2

Observed range: 1 - 24

Applies to: Respondents with at least two dependent children.

Instrument Code: N8DEP2 >= 2

Sources: NPSAS:08 field test student interview

N8DAGE03

Age of dependent child 3

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 3

Observed range: 1 - 24

Applies to: Respondents with at least three dependent children.

Instrument Code: N8DEP2 >= 3

Sources: NPSAS:08 field test student interview

N8DAGE04

Age of dependent child 4

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 4

Observed range: 1 - 24

Applies to: Respondents with at least four dependent children.

Instrument Code: N8DEP2 >= 4

Sources: NPSAS:08 field test student interview

N8DAGE05

Age of dependent child 5

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 5

Observed range: 1 - 24

Applies to: Respondents with at least five dependent children.

Instrument Code: N8DEP2 >= 5

Sources: NPSAS:08 field test student interview

N8DAGE06

Age of dependent child 6

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 6

Observed range: 1 - 24

Applies to: Respondents with at least six dependent children.

Instrument Code: N8DEP2 >= 6

Sources: NPSAS:08 field test student interview

N8DAGE07

Age of dependent child 7

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 7

Observed range: 1 - 24

Applies to: Respondents with at least seven dependent children.

Instrument Code: N8DEP2 >= 7

Sources: NPSAS:08 field test student interview

N8DAGE08

Age of dependent child 8

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 8

Observed range: 1 - 24

Applies to: Respondents with at least eight dependent children.

Instrument Code: N8DEP2 >= 8

Sources: NPSAS:08 field test student interview

N8DAGE09

Age of dependent child 9

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 9

Observed range: 1 - 24

Applies to: Respondents with at least nine dependent children.

Instrument Code: N8DEP2 >= 9

Sources: NPSAS:08 field test student interview

N8DAGE10

Age of dependent child 10

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 10

Observed range: 1 - 24

Applies to: Respondents with at least ten dependent children.

Instrument Code: N8DEP2 >= 10

Sources: NPSAS:08 field test student interview

KIDLT12

Number of kids younger than 12

KIDLT12 is an internal variable that calculates the number of children under age 12:

Initialize KIDLT12 = 0

KIDLT12 = # children from N8DAGE1 where 0 <= N8DAGE1-10 < 12

If all N8DAGE1-10 = -9 then KIDLT12 = 0

Observed range: 1 - 10

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

KIDGT16

Number of kids 16 or older

KIDGT16 is an internal variable that calculates the number of children age 16 or older:

Initialize KIDLT12 = 0

KIDGT16 = # children from N8DAGE1 where N8DAGE1-10 >= 16

If all N8DAGE1-10 = -9 then KIDGT16 = 0

Observed range: 1 - 10

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8CARE1

Number of children in daycare

How many of your dependent children are in daycare?

Observed range: 1 - 4

Applies to: Respondents with dependent children under age 12.

Instrument Code: KIDLT12 > 0

Sources: NPSAS:08 field test student interview

N8DAYCST

Monthly daycare costs

During the most recent term you were enrolled in the 2006-2007 school year, how much (on average) did you pay each month for childcare?

Applies to: Respondents with dependent children under age 12 in daycare.

Instrument Code: KIDLT12 > 0 and N8CARE1 > 0

Sources: NPSAS:08 field test student interview

N8OTDEPS

Supporting someone else

[If N8MARR = 2 and N8DEPS in (0 -9)]

Other than your spouse, [{if TCURENR=1} have you been {else} were you] supporting anyone else during the 2006-2007 school year?

[else if N8MARR ne 2 and N8DEPS in (0 -9)]

[{if TCURENR = 1} Have you been {else} Were you] supporting anyone else during the 2006-2007 school year?

[else if N8MARR = 2 and N8DEPS = 1]

Other than your spouse and your [{if N8DEP2 = 1} child {else} children], [{if TCURENR = 1} have you been {else} were you] supporting anyone else during the 2006-2007 school year?

[else if N8MARR ne 2 and N8DEPS = 1]

Other than your [{if N8DEP2 = 1} child {else} children], [{if TCURENR = 1} have you been {else} were you] supporting anyone else during the 2006-2007 school year?

[else]

[{if TCURENR = 1} Have you been {else} Were you] supporting anyone else during the 2006-2007 school year?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8PARST

Parent's marital status

What is the current marital status of your parent(s) or guardian(s)? (For all questions related to your parents, please answer about the parent(s) or guardian(s) from whom you receive the greatest amount of financial support.)

1 = Married or remarried

2 = Living together or domestic partners but not married

3 = Single

4 = Divorced or separated

5 = Widowed

6 = None of the above - Both parents or guardians are deceased

Applies to: Respondents under age 30.

Instrument Code: TAGE < 30

Recode Note: If N8PARPF = 1 then N8PARST = 6

Sources: NPSAS:08 field test student interview

N8PRHSD

Number of people supported by parents

Not including yourself (or your parents), how many people have your parents or guardians been supporting financially during the 2006-2007 school year?

Observed range: 1 - 20

Applies to: Respondents under age 30 with both parents or guardians still living.

Instrument Code: TAGE < 30 and N8PARST ne 6

Sources: NPSAS:08 field test student interview

N8DPNUM

Number of other dependents in college

Not including yourself, how many of those people were enrolled in a college, university, or trade school during the 2006-2007 school year?

Observed range: 1 - 4

Applies to: Respondents under age 30 with both parents or guardians still living and whose parents or guardians had other dependents.

Instrument Code: TAGE < 30 and N8PARST ne 6 and N8PRHSD > 0

Sources: NPSAS:08 field test student interview

N8PRCOL

Parents taking college courses in 2006-2007

Were your parents or guardians taking any courses at a postsecondary institution (college, university, or trade school) during the 2006-2007 school year?

0 = No

1 = Yes, full time

2 = Yes, part time

Applies to: Respondents under age 30 with both parents or guardians still living.

Instrument Code: TAGE < 30 and N8PARST ne 6

Sources: NPSAS:08 field test student interview

N8SPCOL

Spouse in college

Did your spouse attend college or graduate school during the 2006-2007 school year?

0 = No

1 = Yes, full time

2 = Yes, part time

Applies to: Married respondents.

Instrument Code: N8MARR = 2

Sources: NPSAS:08 field test student interview

N8KIDCOL

Dependent children in college

How many of your children were in college at some point during the 2006-2007 school year?

Observed range: 1 - 3

Applies to: Respondents with dependent children age 16 or older.

Instrument Code: KIDGT16 > 0

Sources: NPSAS:08 field test student interview

N8DADED

Father's education

What is the highest level of education your father completed?

- 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, ministry or divinity, or veterinary medicine)
- 10 = Doctoral degree (PhD, EdD, etc) or equivalent
- 11 = Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8MOMED

Mother's education

What is the highest level of education your mother completed?

- 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, ministry or divinity, or veterinary medicine)
- 10 = Doctoral degree (PhD, EdD, etc) or equivalent
- 11 = Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8USBORN

Respondent born in the U.S.

Were you born in the United States?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8CITZN

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 or other eligible non-citizen 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: Respondents who were born in the United States or were not born in the United States and were not U.S. citizens.

Instrument Code: N8USBORN = 1 or (N8USBORN ne 1 and Y_CITZN ne 1)

Recode Note: If N8USBORN = 1 then N8CITZN = 1

Sources: NPSAS:08 field test student interview

N8PARUS

Parents born in the U.S.

Were your parents born in the United States?

0 = No

1 = Yes, one parent

2 = Yes, both parents

Applies to: Respondents not in the United States on a student visa.

Instrument Code: N8CITZN ne 3

Sources: NPSAS:08 field test student interview

N8SCHUS

Ever attended elementary or secondary school outside the U.S.

Did you ever attend elementary or secondary school outside of the United States?

0 = No

1 = Yes

Applies to: Respondents not in the United States on a student visa.

Instrument Code: N8CITZN ne 3

Recode Note: If N8CITZN ne 3 and (N8DIPL = 4 or N8HSTYP = 3 or Y_NPSTAT = 52) then N8SCHUS = 1

Sources: NPSAS:08 field test student interview

N8LANG

English as primary language

When you were growing up, was English the language you spoke most often at home?

0 = No

1 = Yes

Applies to: Respondents not in the United States on a student visa.

Instrument Code: N8CITZN ne 3

Sources: NPSAS:08 field test student interview

N8VOTE

Registered to vote

Are you registered to vote in U.S. elections?

0 = No

1 = Yes

Applies to: Respondents over age 18.

Instrument Code: TAGE >= 18

Recode Note: If N8CITZN > 1 then N8VOTE = 0

Sources: NPSAS:08 field test student interview

N8EVRVT

Ever vote

Have you ever voted in any national, state, or local elections?

0 = No

1 = Yes

Applies to: Respondents who were U.S. citizens, over age 18, and registered to vote.

Instrument Code: TAGE >= 18 and N8VOTE ne 0

Sources: NPSAS:08 field test student interview

N8MILA, N8MILB, N8MILC, N8MILN

Military status

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty or in the reserves?

(Please check all that apply.)

0 = No

1 = Yes

N8MILA - Veteran

N8MILB - Active duty

N8MILC - Reserves

N8MILN - None of the above

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8COMSRV

Community service or volunteer in last year

Have you performed any community service or volunteer work in the last 12 months? (Please exclude charitable donations (such as food, clothing, money, etc.), paid community service, and court ordered service.)

0 = No

1 = Yes

Applies to: All respondents.

Recode Note: 1) If N8UGYR in (1 2) and N8COMSRV = 1 then do:

If N8HSRQ = -9 and N8HSVLNR = -9 and (N8VLTA = -9 and N8VLTB = -9 and N8VLTC = -9 and N8VLTD = -9 and N8VLTE = -9 and N8VLTF = -9 and N8VLTG = -9 and N8VLTX = -9 and N8VLTS = -9) and N8VLHRS in (0 -9) and N8VLONE = 0 then N8COMSRV = 0

2) If TSTAT in (1 3) and N8UGYR not in (1 2) and N8COMSRV = 1 then do:

If (N8VLTA = -9 and N8VLTB = -9 and N8VLTC = -9 and N8VLTD = -9 and N8VLTE = -9 and N8VLTF = -9 and N8VLTG = -9 and N8VLTX = -9 and N8VLTS = -9) and N8VLHRS in (0 -9) and N8VLONE = 0 and N8VLGRAD = -9 then N8COMSRV = 0

3) If TSTAT in (2 4) and N8COMSRV = 1 then do:

If (N8VLTA = -9 and N8VLTB = -9 and N8VLTC = -9 and N8VLTD = -9 and N8VLTE = -9 and N8VLTF = -9 and N8VLTG = -9 and N8VLTX = -9 and N8VLTS = -9) and N8VLHRS in (0 -9) and N8VLONE = 0 then N8COMSRV = 0

Sources: NPSAS:08 field test student interview

N8HSRQ

Required community service in high school

While enrolled in high school, did you perform community service as part of a high school graduation requirement or high school coursework?

0 = No

1 = Yes

Applies to: First- and second-year undergraduate respondents who volunteered in the last 12 months.

Instrument Code: N8UGYR in (1 2) and N8COMSRV = 1

Sources: NPSAS:08 field test student interview

N8HSVLNR

Voluntary community service in high school

While in high school, did you perform other community service that was not required for coursework or graduation?

0 = No

1 = Yes

Applies to: First- and second-year undergraduate respondents who volunteered in the last 12 months.

Instrument Code: N8UGYR in (1 2) and N8COMSRV = 1

Sources: NPSAS:08 field test student interview

N8VLTA, N8VLTB, N8VLTC, N8VLTD, N8VLTE, N8VLTF, N8VLTG, N8VLTX, N8VLTS

Volunteer

What type of community service or volunteer work have you performed in the last 12 months?

(Please check all that apply.)

0 = No

1 = Yes

N8VLTA - Tutoring, other education-related work with kids

N8VLTB - Non-education-related work with kids (coaching, sports, Big Brother/Big Sister etc.)

N8VLTC - Fundraising (political and non-political)

N8VLTD - Work in a homeless shelter or soup kitchen

N8VLTE - Neighborhood improvement, clean-up, or Habitat for Humanity

N8VLTF - Work in a health services agency or hospital, nursing home, group home

N8VLTG - Service to a church or other religious organization

N8VLTX – Other

N8VLTS – Other, please specify

Applies to: Respondents who volunteered in the last 12 months.

Instrument Code: N8COMSRV = 1

Sources: NPSAS:08 field test student interview

N8VLHRS

Number of hours volunteered per month

On average, how many hours did you volunteer each month during the last 12 months? (If you volunteered at a one-time event, please check the one-time event box and do not enter a number of hours.)

Hour(s)

Applies to: Respondents who volunteered in the last 12 months more than once.

Instrument Code: N8COMSRV = 1 and

N8VLONE = 0

Sources: NPSAS:08 field test student interview

N8VLONE

One time volunteer event

On average, how many hours did you volunteer each month during the last 12 months? (If you volunteered at a one-time event, please check the one-time event box and do not enter a number of hours.)

One time event

0 = No

1 = Yes

Applies to: Respondents who volunteered in the last 12 months.

Instrument Code: N8COMSRV = 1

Sources: NPSAS:08 field test student interview

N8VLGRAD

Volunteer work required for graduation/class

Was any of your community service or volunteer work part of your educational program or required for degree completion?

0 = No

1 = Yes

Applies to: Undergraduate respondents who volunteered in the last 12 months.

Instrument Code: TSTAT in (1 3) and

N8COMSRV = 1

Sources: NPSAS:08 field test student interview

N8DISSEN

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 sensory impairment, such as blindness, deafness, or a severe vision or hearing impairment, that has lasted for 6 months or more?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DISMOB

Disability: condition that limits physical activities

Do you have a mobility impairment that has substantially limited one or more basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying, for 6 months or more?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DISOTH

Disability: other long-lasting condition

Excluding any disabilities already mentioned, do you have any other physical, mental, emotional, or learning condition that has lasted 6 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.

Sources: NPSAS:08 field test student interview

N8MAIN

Disability: main limiting condition

What is the main type of condition or impairment you have? (Please choose only one.)

- 1 = Hearing impairment (i.e., deaf or hard of hearing)
- 2 = Blindness or visual impairment that cannot be corrected by wearing glasses
- 3 = Speech or language impairment
- 4 = Orthopedic or mobility impairment
- 5 = Specific learning disability or dyslexia
- 6 = Attention deficit disorder (ADD)
- 7 = Health impairment or problem
- 8 = Mental, emotional or psychiatric condition
- 9 = Depression
- 10 = Developmental disability
- 11 = Brain injury
- 12 = Other, please specify

Applies to: Respondents who reported some type of disability.

Instrument Code: N8DISSEN = 1 or N8DISMOB = 1
or N8DISOTH = 1

Sources: NPSAS:08 field test student interview

Student Reinterview

Enrollment

ZRID

Identification number

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

RCOMPMODE

Reinterview completion mode

Mode respondent used to complete interview

0 = Web

1 = CATI

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

RCOMPDATE

Date reinterview completed

Date reinterview was completed

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

RSUMSTAT

Reinterview completion status

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

R8RSNAYN, R8RSNBYN, R8RSNDYN, R8RSNEYN, R8RSNFYN, R8RSNHYN,

Reason for attending NPSAS

What were your reasons for enrolling at [NPSAS]?

0 = No

1 = Yes

R8RSNAYN - Gain job or occupational skills

R8RSNBYN - Prepare for job certification or license

R8RSNDYN - Earn course credits needed for a program at a different school

R8RSNEYN - Take courses solely for recreation, self-improvement or personal interest

R8RSNFYN - Complete an undergraduate degree or certificate program at this school

R8RSNHYN – Other, please specify

Applies to: Undergraduate respondents.

Instrument code: Y_EXPER = 1 and TSTAT in (1 3)

Sources: NPSAS:2008 field test student interview

R8RSNACH–R8RSNHCH, R8RSNSCH

Reason for attending NPSAS

What were your reasons for enrolling at [NPSAS]?

(Please check all that apply.)

0 = No

1 = Yes

R8RSNACH - Gain job or occupational skills

R8RSNBCH - Prepare for job certification or license

R8RSNDCH - Earn course credits needed for a program at a different school

R8RSNECH - Take courses solely for recreation, self-improvement or personal interest

R8RSNFCH - Complete an undergraduate degree or certificate program at this school

R8RSNHCH – Other

R8RSNSCH – Other, please specify

Applies to: Undergraduate respondents.

Instrument code: Y_EXPER = 1 and TSTAT in (1 3)

Sources: NPSAS:2008 field test student interview

R8RSNCYN

Reason for attending NPSAS: prepare for transfer

What were your reasons for enrolling at [NPSAS]?

[If Y_NPLEVL = 3] Transfer to a 2- or 4-year school

[else] Transfer to a 4-year school

0 = Not to prepare for transfer

1 = Yes, to prepare for transfer

Applies to: Undergraduate respondents who attended a 2-year or less-than-2-year school.

Instrument code: Y_EXPER = 0 and TSTAT in (1 3)

and Y_NPLEVL in (2 3)

Sources: NPSAS:2008 field test student interview

R8RSNCCH

Reason for attending NPSAS: prepare for transfer

What were your reasons for enrolling at [NPSAS]?

(Please check all that apply.)

[If Y_NPLEVL = 3] Transfer to a 2- or 4-year school

[else] Transfer to a 4-year school

0 = Not to prepare for transfer

1 = Yes, to prepare for transfer

Applies to: Undergraduate respondents who attended a 2-year or less-than-2-year school.

Instrument code: Y_EXPER = 1 and TSTAT in (1 3)

and Y_NPLEVL in (2 3)

Sources: NPSAS:2008 field test student interview

R8RSNGYN

Reason for attending NPSAS: complete associate's degree

What were your reasons for enrolling at [NPSAS]?

Complete an Associate's degree

0 = Not to complete associate's degree

1 = Yes, to complete associate's degree

Applies to: Undergraduate respondents who were working on an associate's degree at [NPSAS].

Instrument code: Y_EXPER = 0 and TSTAT in (1 3)

and TDEGREE = 3

Sources: NPSAS:2008 field test student interview

R8RSNGCH

Reason for attending NPSAS: complete associate's degree

What were your reasons for enrolling at [NPSAS]? (Please check all that apply.)

Complete an Associate's degree

0 = Not to complete associate's degree

1 = Yes, to complete associate's degree

Applies to: Undergraduate respondents who were working on an associate's degree at [NPSAS].

Instrument code: Y_EXPER = 1 and TSTAT in (1 3) and TDEGREE = 3

Sources: NPSAS:2008 field test student interview

R8MAINR

Main reason for attending NPSAS

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

1 = Gain job or occupational skills

2 = Prepare for job certification or license

3 = Transfer to a 4-year school

4 = Earn course credits needed for a program at a different school

5 = Take courses solely for recreation, self-improvement or personal interest

6 = Complete an undergraduate degree or certificate program at the school

7 = Complete an Associate's degree

8 = Other

Applies to: Undergraduate respondents who provided at least one reason for attending [NPSAS].

Instrument code: TSTAT in (1 3) and (R8RSNACH/YN ne 0 or R8RSNBCH/YN ne 0 or R8RSNCCH/YN not in (0-3) or R8RSNDCH/YN ne 0 or R8RSNECH/YN ne 0 or R8RSNFCH/YN ne 0 or R8RSNGCH/YN not in (0-3) or R8RSNHCH/YN ne 0)

Recode note: 1) If R8RSNACH/YN = 1 and R8RSNBCH/YN = 0 and R8RSNCCH/YN in (0-3) and R8RSNDCH/YN = 0 and R8RSNECH/YN = 0 and R8RSNFCH/YN = 0 and R8RSNGCH/YN in (0-3) and R8RSNHCH/YN = 0 then R8MAINR = 1

2) If R8RSNACH/YN = 0 and R8RSNBCH/YN = 1 and R8RSNCCH/YN in (0-3) and R8RSNDCH/YN = 0 and R8RSNECH/YN = 0 and R8RSNFCH/YN = 0 and R8RSNGCH/YN in (0 -3) and R8RSNHCH/YN = 0 then R8MAINR = 2

3) If R8RSNACH/YN = 0 and R8RSNBCH/YN = 0 and R8RSNCCH/YN = 1 and R8RSNDCH/YN = 0 and R8RSNECH/YN = 0 and R8RSNFCH/YN = 0 and R8RSNGCH/YN in (0-3) and R8RSNHCH/YN = 0 then R8MAINR = 3

4) If R8RSNACH/YN = 0 and R8RSNBCH/YN = 0 and R8RSNCCH/YN in (0-3) and R8RSNDCH/YN = 1 and R8RSNECH/YN = 0 and R8RSNFCH/YN = 0 and R8RSNGCH/YN in (0-3) and R8RSNHCH/YN = 0 then R8MAINR = 4

5) If R8RSNACH/YN = 0 and R8RSNBCH/YN = 0 and R8RSNCCH/YN in (0-3) and R8RSNDCH/YN = 0 and R8RSNECH/YN = 1 and R8RSNFCH/YN = 0 and R8RSNGCH/YN in (0-3) and R8RSNHCH/YN = 0 then R8MAINR = 5

6) If R8RSNACH/YN = 0 and R8RSNBCH/YN = 0 and R8RSNCCH/YN in (0-3) and R8RSNDCH/YN = 0 and R8RSNECH/YN = 0 and R8RSNFCH/YN = 1 and R8RSNGCH/YN in (0-3) and R8RSNHCH/YN = 0 then R8MAINR = 6

7) If R8RSNACH/YN = 0 and R8RSNBCH/YN = 0 and R8RSNCCH/YN in (0-3) and R8RSNDCH/YN = 0 and R8RSNECH/YN = 0 and R8RSNFCH/YN = 0 and R8RSNGCH/YN = 1 and R8RSNHCH/YN = 0 then R8MAINR = 7

8) If R8RSNACH/YN = 0 and R8RSNBCH/YN = 0 and R8RSNCCH/YN in (0-3) and R8RSNDCH/YN = 0 and R8RSNECH/YN = 0 and R8RSNFCH/YN = 0 and R8RSNGCH/YN in (0-3) and R8RSNHCH/YN = 1 then R8MAINR = 8

Sources: NPSAS:2008 field test student interview

R8NFST

NPSAS first school attended after high school

Was [NPSAS] the first college, university, or trade school you enrolled in after completing your high school requirements?

0 = No

1 = Yes

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:2008 field test student interview

R8FSTMY

Date attended first school

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

Applies to: Undergraduate respondents whose first school was not [NPSAS].

Instrument code: TSTAT in (1 3) and R8NFST ne 1

Sources: NPSAS:2008 field test student interview

R8DGBMY

Date first began NPSAS ever

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

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:2008 field test student interview

R8CMPCLS

Completed postsecondary course after high school
Between the time you completed high school and July 1, 2006, did you complete any classes for credit at a university, college, or trade school?

- 0 = No
- 1 = Yes

Applies to: All respondents.

Recode note: 1) If R8UGYR > 2 or TSTAT in (2 4) then R8CMPCLS = 1
2) If TSTAT in (1 3) and R8UGYR in (-3 -9 1 2) and R8NFST = 1 and (200607 <= R8DGBMY <= 200706 and R8DGBMY > 0) then R8CMPCLS = 0
3) If TSTAT in (1 3) and R8UGYR in (-3 -9 1 2) and R8NFST ne 1 and (200607 <= R8DGBMY <= 200706) and (200607 <= R8FSTMY <= 200706) then R8CMPCLS = 0
Sources: NPSAS:2008 field test student interview

R8EXPEVR

Highest level of education expected ever
What is the highest level of education you expect to complete (at any school) in the next 5 to 10 years?

- 0 = No degree or certificate expected
- 2 = Undergraduate certificate or diploma (occupational or technical program)
- 3 = Associate's degree
- 4 = Bachelor's degree
- 6 = Post-baccalaureate certificate or program
- 8 = Master's degree
- 9 = Post-master's certificate
- 10 = Professional degree
- 11 = Doctoral degree

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

R8PRDG

Earned prior degree/certificates
[If TSTAT in (3 4)]
Have you earned any degrees or certificates since you left high school?
[else if R8CMPDGN ne 1]
Other than the [TDEGREN] that you [if TCURENR = 1} are {else} were] working on at [NPSAS], have you earned any other degrees or certificates since you left high school?
[else]

Other than the [TDEGREN] that you earned at [NPSAS], have you earned any other degrees or certificates since you left high school?

- 0 = No
- 1 = Yes
- 2 = Don't know

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

R8HSGPA

High school GPA
What was your cumulative high school GPA?
Range: 0.00 to 4.00

Applies to: Undergraduate respondents who received a high school diploma and provided a high school GPA.
Instrument code: R8DIPL = 1 and R8HSGPN ne 1
Sources: NPSAS:2008 field test student interview

R8HSGPN

No high school GPA
What was your cumulative high school GPA?
Do not have a high school GPA

- 0 = No
- 1 = Yes

Applies to: Undergraduate respondents who received a high school diploma.
Instrument code: R8DIPL = 1
Sources: NPSAS:2008 field test student interview

R8HSGPES

Estimate of high school GPA
Which of the following would you say best describes your cumulative high school GPA?

- 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)
- 8 = Don't know

Applies to: Undergraduate respondents who received a high school diploma but did not provide a high school GPA.

Instrument code: R8DIPL = 1 and R8HSGPA < 0
Sources: NPSAS:2008 field test student interview

Financial Aid

R8RCVAID

Received financial aid

[If TCURENR = 1 and [if (R8TASST = 1 or R8RASST = 1 or R8GFEL = 1 or R8TRNSHP = 1 or R8GASST = 1 or R8WKST = 1 or R8ASST = 1)] Besides your [workstudy/assistantship/fellowship/traineeship], have you received any other financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

[else if TCURENR = 1]

Have you received financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

[else if TCURENR ne 1 and (R8TASST = 1 or R8RASST = 1 or R8GFEL = 1 or R8TRNSHP = 1 or R8GASST = 1 or R8WKST = 1 or R8ASST = 1)]

Besides your [workstudy/assistantship/fellowship/traineeship], did you receive any other financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

[else]

Did you receive financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

R8APPAID

Applied for financial aid

Did you apply for financial aid for the 2006-2007 school year?

0 = No

1 = Yes

Applies to: All respondents.

Recode note: If R8RCVAID = 1 then

R8APPAID = 1

Sources: NPSAS:2008 field test student interview

R8NONEED, R8THKEL, R8MISS, R8HSAPP, R8FMCON, R8APOTH, R8APOTHS

Reason for not applying

Why did you decide not to apply for financial aid? (Please check all that apply.)

0 = No

1 = Yes

R8NONEED - I did not need financial aid.

R8THKEL - I assumed I was not eligible.

R8MISS - I missed the application deadline.

R8HSAPP - I did not receive information about financial aid from my high school or financial aid counselor.

R8FMCON - The application forms were too confusing.

R8APOTH – Other

R8APOTHS – Other, please specify

Applies to: Respondents who did not apply for financial aid.

Instrument code: R8APPAID = 0

Sources: NPSAS:2008 field test student interview

R8FEDLN

Received federal loans

Did you receive a federal Stafford student loan for the 2006-2007 school year?

0 = No

1 = Yes

Applies to: Respondents who received financial aid.

Instrument code: R8RCVAID = 1

Sources: NPSAS:2008 field test student interview

R8AIDINF

Federal student loan: received loan repayment information

When you initially applied for a federal student loan, did you receive any information from your school or lender on...

Loan repayment options?

0 = No

1 = Yes

2 = Don't remember

Applies to: Respondents who received a federal Stafford loan.

Instrument code: R8FEDLN = 1

Sources: NPSAS:2008 field test student interview

R8SALINF

Federal student loan: received salary information

When you initially applied for a federal student loan, did you receive any information from your school or lender on...

Anticipated salaries in your academic major and how it related to your ability to repay loans?

0 = No

1 = Yes

2 = Don't remember

Applies to: Respondents who received a federal Stafford loan.

Instrument code: R8FEDLN = 1

Sources: NPSAS:2008 field test student interview

R8PELL

Received Pell grant

Did you receive a Pell grant for the 2006-2007 school year?

0 = No

1 = Yes

Applies to: Undergraduate respondents who received financial aid.

Instrument code: TSTAT in (1 3) and

R8RCVAID = 1

Sources: NPSAS:2008 field test student interview

R8HSCNS

Learn about ACG: counselor

How did you learn about the Academic

Competitiveness Grant (ACG)?

From a high school counselor

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLELIG ne 0 or R8PELL ne 0)

and R8UGYR in (1 2) and TSTAT = 1 and Y_CITZN

ne 0 and Y_NPLEVL ne 3 and

R8ACG ne 0

Sources: NPSAS:2008 field test student interview

R8FINCNS

Learn about ACG: financial aid counselor

How did you learn about the Academic

Competitiveness Grant (ACG)?

From a financial aid counselor at your college

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLELIG ne 0 or R8PELL ne 0)

and R8UGYR in (1 2) and TSTAT = 1 and Y_CITZN

ne 0 and Y_NPLEVL ne 3 and

R8ACG ne 0

Sources: NPSAS:2008 field test student interview

R8LETREC

Learn about ACG: letter

How did you learn about the Academic

Competitiveness Grant (ACG)?

From a letter you received

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLELIG ne 0 or R8PELL ne 0)

and R8UGYR in (1 2) and TSTAT = 1 and Y_CITZN

ne 0 and Y_NPLEVL ne 3 and

R8ACG ne 0

Sources: NPSAS:2008 field test student interview

R8LRNOTH

Learn about ACG: other, specify

How did you learn about the Academic

Competitiveness Grant (ACG)?

Other, please specify

Sources: NPSAS:2008 field test student interview

R8ENRFT

ACG requirements: enrolled full time

The following conditions below are requirements to receive an ACG grant. Please indicate whether you were aware of each of these requirements.

That you must be enrolled full time

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLELIG ne 0 or R8PELL ne 0)

and R8UGYR in (1 2) and TSTAT = 1 and Y_CITZN

ne 0 and Y_NPLEVL ne 3 and

R8ACG ne 0

Sources: NPSAS:2008 field test student interview

R8RIGPGM

ACG requirements: rigorous program of study

The following conditions below are requirements to receive an ACG grant. Please indicate whether you were aware of each of these requirements.

That you must have completed a rigorous high school program of study

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLELIG ne 0 or R8PELL ne 0)

and R8UGYR in (1 2) and TSTAT = 1 and Y_CITZN

ne 0 and Y_NPLEVL ne 3 and

R8ACG ne 0

Sources: NPSAS:2008 field test student interview

R8ERNGPA

ACG requirements: GPA

The following conditions below are requirements to receive an ACG grant. Please indicate whether you were aware of each of these requirements.

In order to receive the grant in your second year, that you must have earned a cumulative GPA of 3.0 or higher in your first year of college

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or R8PELL ne 0) and R8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8ACG ne 0

Sources: NPSAS:2008 field test student interview

R8FTCHC

ACG affect full time enrollment

Did the availability of the ACG grant affect your choice to enroll full time?

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the ACG and were enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or R8PELL ne 0) and R8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8ACG ne 0 and R8STST = 1

Sources: NPSAS:2008 field test student interview

R8PTPLN

ACG affect plans to enroll full time

In the next year, do you plan to enroll full time in order to become eligible for the ACG?

1 = Definitely yes

2 = Probably yes

3 = Probably no

4 = Definitely no

Applies to: Pell eligible first-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the ACG and were not enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or R8PELL ne 0) and R8UGYR = 1 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8ACG ne 0 and R8STST in (2 3)

Sources: NPSAS:2008 field test student interview

R8SMTFT

SMART requirements: full time

The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.

That you must be enrolled full time

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools and had heard of the SMART grant.

Instrument code: (Y_PLLELG ne 0 or R8PELL ne 0) and R8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8SMART ne 0

Sources: NPSAS:2008 field test student interview

R8SMTMJR

SMART requirements: major

The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.

That you must major in math, science, engineering, or certain foreign languages

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools and had heard of the SMART grant.

Instrument code: (Y_PLLELG ne 0 or R8PELL ne 0) and R8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8SMART ne 0

Sources: NPSAS:2008 field test student interview

R8SMTGPA

SMART requirements: GPA

The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.

That you must have earned a cumulative GPA of 3.0 or higher in the courses required for your major

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools and had heard of the SMART grant.

Instrument code: (Y_PLLELG ne 0 or R8PELL ne 0) and R8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8SMART ne 0

Sources: NPSAS:2008 field test student interview

R8SMENF

SMART affect full time enrollment

Did the availability of the SMART grant affect your choice to enroll full time?

0 = No

1 = Yes

Applies to: Pell-eligible third- and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and were enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or R8PELL ne 0) and R8UGYR in (3 4) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8SMART ne 0 and R8STST = 1

Sources: NPSAS:2008 field test student interview

R8PTMSMT

SMART affect plans to enroll full time

In the next year, do you plan to enroll full time in order to become eligible for the SMART grant?

1 = Definitely yes

2 = Probably yes

3 = Probably no

4 = Definitely no

Applies to: Pell-eligible second- and third-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and were not enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or R8PELL ne 0) and R8UGYR in (2 3) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8SMART ne 0 and R8STST in (2 3)

Sources: NPSAS:2008 field test student interview

R8CHMJR

SMART will affect major

Will the availability of the SMART grant affect your choice of major?

1 = Definitely yes

2 = Probably yes

3 = Probably no

4 = Definitely no

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and had not declared a major.

Instrument code: (Y_PLLELG ne 0 or R8PELL ne 0) and R8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8SMART ne 0 and R8DBLMAJ = 3

Sources: NPSAS:2008 field test student interview

R8DCLSMT

SMART affected chosen major

Did the availability of the SMART grant affect your choice of major?

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and had declared at least one major that was a SMART major.

Instrument code: (Y_PLLELG ne 0 or R8PELL ne 0) and R8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8SMART ne 0 and R8DBLMAJ ne 3 and (R8MJ1GEN in (1 11 14 18 25 28 5 8) or R8MJ2GEN in (1 11 14 18 25 28 5 8))

Sources: NPSAS:2008 field test student interview

TCOMP

Degree completion by 2007 flag

TCOMP is an internal variable used to calculate degree completion in the NPSAS year.

Initialize TCOMP = 0

if R8CMPDGN = 1 then TCOMP = 1

else if R8EXNMY ne -9 and R8CMPDGN ne 1 then do:

if (R8EXNYY - 2007 < 1) then TCOMP = 1

else TCOMP = 0

else if R8EXNMY = -9 and R8NPDG = 1 then

TCOMP = 1

else TCOMP = 0

0 = Degree not completed by 2007

1 = Degree completion by 2007

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, had declared at least one major, but had not declared a SMART major.

Instrument code: (Y_PLLELG ne 0 or R8PELL ne 0) and R8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8SMART ne 0 and R8DBLMAJ ne 3 and R8MJ1GEN not in (1 11 14 18 25 28 5 8) and R8MJ2GEN not in (1 11 14 18 25 28 5 8)

Sources: NPSAS:2008 field test student interview

R8CHNGMJ

Consider changing major for SMART

Would you consider changing your major to a field that would enable you to receive the SMART grant?

- 1 = Definitely yes
- 2 = Probably yes
- 3 = Probably no
- 4 = Definitely no

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, had declared at least one major, but had not declared a SMART major, and did not complete their degree in 2007.

Instrument code: (Y_PLELG ne 0 or R8PELL ne 0) and R8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and R8SMART ne 0 and R8DBLMAJ ne 3 and R8MJ1GEN not in (1 11 14 18 25 28 5 8) and R8MJ2GEN not in (1 11 14 18 25 28 5 8) and TCOMP ne 1

Sources: NPSAS:2008 field test student interview

Education Experiences

R8CLSTIM

Hours per week in class

[If TCURENR = 1]

How many hours, on average, do you spend in class per week?

[else]

How many hours, on average, did you spend in class per week during your last term of enrollment at [NPSAS]?

Hours

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

R8CLSWRK

Hours per week on schoolwork

[If TCURENR = 1]

How many hours, on average, do you spend per week on schoolwork outside of class?

[else]

How many hours, on average, did you spend per week on schoolwork outside of class during your last term of enrollment at [NPSAS]?

Hours

Applies to: All respondents.

Sources: NPSAS:2008 field test student interview

R8SABEVR

Ever study abroad

During your undergraduate education at [NPSAS], did you ever study abroad?

0 = No

1 = Yes

Applies to: B&B eligible respondents.

Instrument Code: R8BBELG = 1

Sources: NPSAS:2008 field test student interview

R8OTLNG

Number of languages studied

How many languages, other than English, have you studied for at least one semester in college?

Observed range: 1 - 4

Applies to: B&B eligible respondents.

Instrument Code: R8BBELG = 1

Sources: NPSAS:2008 field test student interview

Background

R8DISTWK

Distance from NPSAS school to work

[If TCURENR = 1]

How far (in miles) is [NPSAS] from your job?

[{If R8TASST = 1 or R8RASST = 1 or R8GASST = 1 or R8GFEL = 1 or R8TRNSHP = 1 or R8WKST = 1 or R8ASST = 1} (Please refer to your job you held for pay, not your [workstudy/assistantship/fellowship/traineeship].)] [{If R8NUMJOB > 1} (If you have more than one job, please refer to the job at which you work the most hours when answering this question.)]

[else]
How far (in miles) was [NPSAS] from your job when you were most recently enrolled? [{If R8TASST = 1 or R8RASST = 1 or R8GASST=1 or R8GFEL = 1 or R8TRNSHP= 1 or R8WKST = 1 or R8ASST = 1} (Please refer to your job you held for pay, not your [workstudy/assistantship/fellowship/traineeship].)] [{R8NUMJOB > 1} (If you have more than one job, please refer to the job at which you work the most hours when answering this question.)]

Miles

Applies to: Respondents who worked while enrolled.

Instrument Code: R8NUMJOB > 0

Sources: NPSAS:2008 field test student interview

Computer-Assisted Data Entry (CADE)

For each eligible sampled student, please provide the following data.

I. Financial Aid	
Question Number	Description
Question 1.	<p>Did the student receive any financial aid for the terms or courses in which the student was enrolled between July 1, 2006, and June 30, 2007? (Some portion of the term must occur between these dates but may start prior to July 1 or end after June 30.)</p> <p>NOTE: Please do not include any information on state prepaid or savings plans. Examples of financial aid include the following:</p> <ul style="list-style-type: none"> • assistantships • grants • scholarships • fellowships • work study • tuition waivers or discounts • veterans benefits • tuition aid from employers • loans <p>[y/n]</p>
IF NO, Skip to end of section.	
Question 2a.	Did the student receive any federal aid, such as the program listed below? [y/n]
Question 2b.	<p>Please enter the amounts of federal financial aid received by the student within each program.</p> <p><u>Federal Aid Programs</u></p> <p>A. Pell Grant program</p> <p>B. Academic Competitiveness Grants</p> <p>C. SMART Grants</p> <p>D. Stafford Loan - subsidized (FFEL or Direct)</p> <p>E. Stafford Loan - unsubsidized (FFEL or Direct)</p> <p>F. PLUS loan (FFEL or Direct)</p> <p>G. Perkins loan</p> <p>H. Federal SEOG grant</p> <p>I. Federal work-study (FWS)</p> <p>J. Robert Byrd honors scholarship</p> <p>K. Federal health professions loans (Nursing, HPSL, Primary Care, Disadvantaged)</p> <p>L. Federal health professions disadvantaged student scholarships (SDS)</p>
Question 3a.	Did the student receive any state aid, such as the programs listed below? [y/n]

I. Financial Aid—Continued	
Question Number	Description
Question 3b.	<p>Please enter the amounts of state aid received by the student within each program.</p> <p><u>State Aid Programs (List up to 12 awards)</u></p> <ul style="list-style-type: none"> A. <i>Customized for each state</i> B. <i>Customized for each state</i> C. <i>Customized for each state</i> D. <i>Customized for each state</i> E. <i>Customized for each state</i> F. <i>Customized for each state</i> G. <i>Customized for each state</i> H. <i>Customized for each state</i> I. <i>Customized for each state</i> J. <i>Customized for each state</i> K. <i>Customized for each state</i> L. <i>Customized for each state</i>
Question 4a.	<p>Did the student receive any institutional aid, such as the programs listed below? [y/n]</p>
Question 4b.	<p>Please enter the amounts of institutional aid received by the student within each program.</p> <p><u>Institutional Financial Aid</u></p> <ul style="list-style-type: none"> A. <i>Customized for each institution</i> B. <i>Customized for each institution</i> C. <i>Customized for each institution</i> D. <i>Customized for each institution</i> E. <i>Customized for each institution</i> F. <i>Customized for each institution</i> G. <i>Customized for each institution</i> H. <i>Customized for each institution</i> I. <i>Customized for each institution</i> J. <i>Customized for each institution</i> K. <i>Customized for each institution</i> L. <i>Customized for each institution</i> M. Other grants and scholarships: need-based N. Other grants and scholarships: merit-based only O. Other grants and scholarships: both need and merit P. Athletic scholarship Q. Undergraduate Tuition waivers for faculty/staff, family R. Tuition waivers and discounts for other undergraduates S. Undergraduate institutional loan T. Undergraduate institutional work-study U. Undergraduate resident assistants, tutors, or advisor stipends <p><i>NOTE: List shown on screen will shrink and expand as necessary to show the preloaded institution aid for that institution.</i></p>

I. Financial Aid—Continued	
Question Number	Description
Question 5a.	<i>[If DEGREE <= 4 then skip the following graduate aid questions. Go to “other aid” (Q6a).]</i> Did the student receive any graduate financial aid, such as the programs listed below? [y/n]
Question 5b.	Please enter the amounts of graduate financial aid received by the student within each program. Graduate Financial Aid <ul style="list-style-type: none"> A. Graduate fellowship or scholarship B. Federal fellowship (NSF, NASA, NIH, USDA, etc.) C. Federal traineeship D. Teaching assistantships/stipends E. Research assistantships/stipends F. Other graduate assistants, tutors, or readers stipends G. Tuition waivers for graduate students (including assistants) H. Tuition waivers for faculty/staff, spouse, or children I. Institutional work-study J. Institutional loan
Question 6a.	Did the student receive any other aid, such as the programs listed below? [y/n]
Question 6b.	Please enter the amounts of any other aid received by the student within each program. <ul style="list-style-type: none"> A. Scholarships/grants from private organizations, foundations, unions B. Employer paid tuition C. Veterans benefits D. ROTC and other grants for Armed Forces personnel E. WIA (Workforce Investment Act), other job training, vocational rehabilitation F. Bureau of Indian Affairs grants G. Scholarships/grants from state agencies in other states H. Alternative loans (including Law, Medical, TERI, Nellie Mae) I. District of Columbia Tuition Assistance Grants (DCTAG or DCCAP)
Question 7.	Add Other Financial Aid Awarded Please indicate any other financial aid awarded to the student that you have not already indicated above. <ul style="list-style-type: none"> 1. the <i>name</i> of the award 2. the <i>type</i> of award (Use key below) <ul style="list-style-type: none"> 1. Grant/scholarship: need-based 2. Grant/scholarship: merit-based 3. Grant/scholarship: both need and merit 4. Tuition waiver 5. Loan 6. Work-study or assistantship 7. Other 3. the <i>source</i> of the award (Use key below) <ul style="list-style-type: none"> 1. Institution 2. State 3. Federal 4. Other 4. the <i>amount</i> of the award
	Section Completion You have reached the end of the Financial Aid section of webCADE. Please indicate whether you are completely finished or partially finished with the Financial Aid section for this student. [Completely Finished/Partially Finished]

II. Need Analysis	
Question Number	Description
Question 1.	Is there financial aid budget information or a Federal Expected Family Contribution (EFC) value available for this student? [y/n]
IF NO, Skip to end of section.	
Question 2.	What was the student’s dependency status during the study year for federal financial aid purposes? 1. Dependent 2. Independent 3. Don't know
Question 3.	For purposes of determining the student’s financial aid budget, where was the student’s local residence...? 1. On-Campus or school-owned housing 2. Off-Campus without parents 3. Off-Campus with parents 4. Don’t know
Question 4.	Please enter or update the Federal Expected Family Contribution (EFC) amount for the student.
Question 5.	Is there a Cost of Attendance or Student Expense Budget available for this student? [y/n]
IF NO, Skip to end of section.	
Question 6.	Please enter the line-item budget amounts for this student below. 1. Tuition and Fees 2. Books and Supplies 3. Room and Board 4. Transportation 5. Computer Technology 6. All Other Expenses <u>OR</u> <i>[Only if Line-item budget amounts are not available]</i> Total Cost of Attendance
Question 7	For what period does this budget apply? 1. Full time, full year 2. Full time, one term 3. Part time, full year 4. Part time, one term 5. Other
	<u>Section Completion</u> You have reached the end of the Need Analysis section of webCADE. Please indicate whether you are completely finished or partially finished with the Need Analysis section for this student. [Completely Finished/Partially Finished]

III. Institutional Student Information Record	
<i>[only students who did not match to CPS prior to CADE get this section]</i>	
Question Number	Description
Question 1	Is there an Institutional Student Information Record (ISIR) or computerized ISIR data available for this student? [y/n]
IF NO, Skip to end of section.	
Question 2	Student's Social Security number from the institutional student information record (ISIR).
Question 3	Student's last name from institutional student information record (ISIR).
	<p>Section Completion</p> <p>You have reached the end of the Institutional Student Information Record section of webCADE. Please indicate whether you are completely finished or partially finished with the Institutional Student Information Record section for this student.</p> <p>[Completely Finished/Partially Finished]</p>

IV. Locating	
Question Number	Description
Question 1.	Student's PERMANENT phone number [area code + prefix + number]
	Student's PERMANENT Cell phone number [area code + prefix + number]
	Student's PERMANENT address
	Student's PERMANENT city
	Student's PERMANENT state
	Student's PERMANENT zip code
	Student's PERMANENT country (if not USA)
	Student's PERMANENT e-mail address <i>[NOTE: If available, permanent e-mail address from the enrollment list will be preloaded and can be edited or confirmed.]</i>
	Student's PERMANENT International phone number [country code + number] <i>[NOTE: Provide only if no US phone number available.]</i>
Question 2.	Is the student's LOCAL address the same as the PERMANENT address? [y/n]
IF YES, Skip to end question 4.	
Question 3.	Student's LOCAL phone number [area code + prefix + number]
	Student's LOCAL Cell phone number [area code + prefix + number]
	Student's LOCAL address
	Student's LOCAL city
	Student's LOCAL state
	Student's LOCAL zip code
	Student's campus e-mail address <i>[NOTE: If available, campus e-mail address from the enrollment list will be preloaded and can be edited or confirmed.]</i>
Question 4.	Is the student a permanent resident of <school state>? [y/n/dk]
Question 5.	Please enter the name of a parent (for whom locating information is available, if possible). First Name, Middle Initial, Last Name, Suffix
Question 6.	Is address/phone information available for parent(s) of the student? [y/n]

IV. Locating—Continued																			
Question Number	Description																		
Question 7.	Parent Address is the same as... student Permanent , student Local , or Other [NOTE: May choose one of the previously entered addresses or if different continue with Q8.]																		
Question 8.	For parent named in Question 5. PARENT'S phone number [area code + prefix + number] PARENT'S cell phone number [area code + prefix + number] PARENT'S address PARENT'S city PARENT'S state PARENT'S zip code PARENT'S country (if not USA) PARENT'S e-mail address PARENT'S International phone number [country code + number] [NOTE: Provide only if no US phone number available.]																		
Question 9.	Is other phone/address information [DIFFERENT from what was previously entered] available for another parent, a relative, or a friend of the student? [y/n]																		
Question 10.	Please provide the name, relationship to student, and contact information for the parent, relative, or friend for whom locating information is available. First Name, Middle Initial, Last Name, Suffix																		
Question 11.	Relationship [of parent or relative/friend to STUDENT] <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. Mother</td> <td style="width: 33%;">7. Uncle</td> <td style="width: 33%;">13. Other (SPECIFY)</td> </tr> <tr> <td>2. Father</td> <td>8. Grandmother</td> <td>14. Student</td> </tr> <tr> <td>3. Guardian</td> <td>9. Grandfather</td> <td>15. Unknown</td> </tr> <tr> <td>4. Sister</td> <td>10. Friend</td> <td></td> </tr> <tr> <td>5. Brother</td> <td>11. Spouse</td> <td></td> </tr> <tr> <td>6. Aunt</td> <td>12. Colleague</td> <td></td> </tr> </table>	1. Mother	7. Uncle	13. Other (SPECIFY)	2. Father	8. Grandmother	14. Student	3. Guardian	9. Grandfather	15. Unknown	4. Sister	10. Friend		5. Brother	11. Spouse		6. Aunt	12. Colleague	
1. Mother	7. Uncle	13. Other (SPECIFY)																	
2. Father	8. Grandmother	14. Student																	
3. Guardian	9. Grandfather	15. Unknown																	
4. Sister	10. Friend																		
5. Brother	11. Spouse																		
6. Aunt	12. Colleague																		
Question 12.	Other address [for parent or relative/friend] Phone number [area code + prefix + number] Cell Phone Number [area code + prefix + number] Address City State Zip Code Country Email International Phone [country code + number] [NOTE: Provide International number only if no US phone number available.]																		
Question 13.	If there are other contact persons including parents, relatives, or friends, please enter the name, phone number, and relationship to the student below for each person. First Name Middle Initial Last Name Suffix Phone [area code + prefix + number] Relationship																		
	Section Completion You have now reached the end of the Locating section of webCADE. Please indicate whether you are completely finished or partially finished with the Locating section for this student. [Completely Finished/Partially Finished]																		

V. Student Characteristics	
Question Number	Description
Question 1.	Name Student's FIRST name Student's MIDDLE initial Student's LAST name Student's SUFFIX (e.g., Jr., III)
Question 2.	Student's Social Security number
Question 3.	Student's date of birth Month Year
Question 4.	Student's gender 1. Male 2. Female 3. Don't know
Question 5.	Student's driver's license number and state.
Question 6.	Student's marital status 1. Not married (single, widowed, divorced) 2. Married 3. Separated 4. Don't know If married or separated and female, please also provide: Student's maiden name If married, please also provide: Spouse's name (First, Middle, Last) (ASSPFNM, ASSPMI, ASSPLNM)
Question 7a.	<i>[If student is not an undergraduate then go to question 8. Determine student type by first checking the degree program in the enrollment section (DEGREE <=4) and if that is blank, use the preloaded student type.]</i> Student's high school degree 1. High school diploma 2. GED or other equivalency 3. Certificate of High School Completion 4. Foreign High School 5. No High School Degree or Certificate 6. Don't know
Question 7b.	<i>[If Question 7 above >= 5, then skip to Question 8.]</i> Year Student Received High School Diploma/GED/Certificate
Question 8.	What is the student's ethnicity? (Use key below) 1=Hispanic or Latino 2=Not Hispanic or Latino 3=Don't know
Question 9.	What is the student's race? (Choose one or more) 1. White 2. Black or African American 3. Asian 4. American Indian or Alaska Native 5. Native Hawaiian or other Pacific Islander

V. Student Characteristics—Continued	
Question Number	Description
Question 10.	What is the student's citizenship status? 1. U.S. Citizen or U.S. National 2. Resident Alien 3. Foreign/International Student or Non-resident Alien 4. Don't know
Question 10b	<i>[If citizenship status = 3 then ask]</i> Please enter the student's country of origin
Question 11.	<i>[Students with a DOB year prior to 1986 get this question. If it is skipped due to age, insert a 0 for NO into the database.]</i> Is the student a veteran of the U.S. Armed Forces? [y/n]
	<u>Section Completion</u> You have reached the end of the Characteristics section of webCADE. Please indicate whether you are completely finished or partially finished with the Characteristics section for this student. [Completely Finished/Partially Finished]

VI. Undergraduate Admissions	
<i>[only undergraduate students get this section]</i>	
Question Number	Description
Question 1.	SAT score available for this student? [y/n] If yes: Student's SAT verbal score Student's SAT math score Student's SAT writing score
Question 2.	ACT score available for this student? [y/n] If yes: Student's composite ACT score
Question 3.	High School GPA <i>[unweighted]</i>
Question 4.	Does the student meet the high school curriculum eligibility requirements for a federal Academic Competitiveness Grant (ACG)? [y/n/dk]
	<u>Section Completion</u> You have reached the end of the Undergraduate Admissions section of webCADE. Please indicate whether you are completely finished or partially finished with the Undergraduate Admissions section for this student. [Completely Finished/Partially Finished]

VII. Enrollment	
Question Number	Description
Question 1.	<p>Please click the Enrolled box and provide the other requested information for each term in which the student was enrolled in a course for credit at any time between July 1, 2006 and June 30, 2007. When entering the Credit Hours information, please include all credit hours the student has completed AND credit hours for which the student is currently enrolled. If a term does not appear below, add it by clicking Add term, providing the requested information, and clicking Add this term.</p> <p>Name of term or payment period [EX: Fall, 2006] Start date of that term/period [mm/dd/yyyy] End date of that term/period [mm/dd/yyyy] Attendance status (use key below): 1 = Full-time 2 = Half-time 3 = Less than Half-time <i>[If school is not a clock-hour school:]</i> Credit hours [number] <i>[Enter credits hours completed. If student is currently enrolled, enter hours enrolled for that term.]</i></p>
Question 2. This item is referred to as DEGREE throughout this document.	<p>During the last term enrolled as entered above, [LAST TERM ENROLLED], in what type of degree program was the student enrolled (Use key below):</p> <p>1 = Bachelor's degree 2 = Associate's degree 3 = Undergraduate certificate or diploma (occupational or technical program) 4 = Undergraduate, not in a degree program 5 = Master's degree program 6 = Professional degree (law, medicine, chiropractic, pharmacy, ordination) 7 = Doctoral degree program 8 = Post-baccalaureate certificate program (including teaching credential) <i>[skip next item, advanced degree, and code it as 28]</i> 9 = Graduate, not in a degree program <i>[skip next item, advanced degree, and code it as 29]</i></p>
Question 2a.	<p><i>[if DEGREE=2 then]</i> During [LAST TERM ENROLLED], which of the following Associate's degrees was the student working toward? 1 = AA,AS, general education or transfer program 2 = AAS, occupational or technical program</p>
Question 2b.	<p><i>[Only applicable to students in Master's Degree program. If DEGREE=5]</i> During [LAST TERM ENROLLED], which of the following Master's degrees was the student working toward? (Use key below) 1 = Master of Science (MS) 2 = Master of Arts (MA) 3 = Master of Education (MEd) or Teaching (MAT) 4 = Master of Business Administration (MBA) 5 = Master of Public Administration (MPA) 6 = Master of Social Work (MSW) 7 = Master of Fine Arts (MFA) 8 = Master of Public Health (MPH) <i>[code as 19] Master of Divinity (MDiv)</i> 9 = Other master's degree programs not listed</p>

VII. Enrollment—Continued	
Question Number	Description
Question 2c.	<p><i>[Only applicable to students in Doctoral or Professional program. If DEGREE=6 or 7]</i> During [LAST TERM ENROLLED], which of the following [doctoral/professional] degrees was the student working toward? (Use key below)</p> <p>DOCTORAL DEGREES 11 = Doctor of Philosophy (PhD) 12 = Doctor of Education (EdD) 13 = Doctor of Science (DSc/ScD) or Engineering (DEng) 14 = Doctor of Psychology (PsyD) 15 = Doctor of Business or Public Administration (DBA, DPA) 16 = Doctor of Fine Arts (DFA) 17 = Doctor of Theology (ThD) 18 = Other doctoral degrees not listed</p> <p>PROFESSIONAL DEGREES 19 = Ministry or Divinity (MDiv, DMin, MHL, BD, ordination) 20 = Law (JD, LLB) 21 = Medicine or Osteopathic Medicine (MD, DO) 22 = Dentistry (DDS, DMD) 23 = Chiropractic (DC, DCM) 24 = Pharmacy (PharmD) 25 = Optometry (OD) 26 = Podiatry (DPM, DP, PodD) 27 = Veterinary medicine (DVM)</p>
Question 3.	<p>During [LAST TERM ENROLLED], what was this student’s class level? (Use key below) [If the student is in an undergraduate degree program, the user will see only the undergraduate levels below. If the student is in a graduate/professional degree program, the user will see only the graduate/professional levels below.]</p> <p>1 = 1st Year/Freshman 2 = 2nd Year/Sophomore 3 = 3rd Year/Junior 4 = 4th Year/Senior 5 = 5th Year or Higher Undergraduate 6 = Undergraduate (unclassified) 7 = Student with advanced degree taking undergraduate courses 8 = 1st year Graduate/professional 9 = 2nd year Graduate/professional 10 = 3rd year Graduate/professional 11 = Beyond 3rd year Graduate/professional</p>
Question 3a.	<p><i>[Only applicable to graduate and professional students. If DEGREE > 4:]</i> You have indicated that this student is enrolled as a graduate or professional student. When did this student obtain a Baccalaureate degree? Month/Year: Student does not have a Baccalaureate degree. <i>[NOTE: User can give the month and year or the “Student does not have a BA degree” option can be selected.]</i></p>
Question 4.	<p>Please enter the 6-digit CIP Code of the student’s major field of study.</p>
Question 4a.	<p>[Only asked if user checks Unknown CIP CODE:] What is the student’s current or most recent major or field of study? [Collect string] (In some cases, this will be filled automatically filled based on type of Masters, doctoral, or professional degree program, but the user can still edit it.)</p>

VII. Enrollment (continued)	
Question Number	Description
Question 5.	<i>[If the school does not have GPA's, skip to Question 6.]</i> Cumulative GPA
Question 6.	Major GPA
Question 7.	<i>[Only applicable to undergraduate students. If DEGREE <= 4 or "student does not have a baccalaureate degree" option was selected in question 3a:]</i> Is this student classified as a first-time degree-seeking student for IPEDS reporting purposes? [y/n]
Question 8.	<i>[Ask of all students]</i> Is the student expected to have completed the requirements for the [DEGREE] on or before June 30, 2007? [y/n]
Question 9.	<i>[Ask of all students EXCEPT for those with DEGREE = Bachelor's]</i> Has the student completed or does the student plan to complete a bachelor's degree between July 1, 2006 and June 30, 2007? [y/n]
	<i>For CLOCK HOUR Institutions ONLY.</i>
Question 9.	What is the total length of the program in clock/contact hours? [Specify hours]
Question 10.	How many hours (lab and classroom) are required per week? [Specify hours]
	<u>Section Completion</u> You have reached the end of the Enrollment section of webCADE. Please indicate whether you are completely finished or partially finished with the Enrollment section for this student. [Completely Finished/Partially Finished]

VIII. Tuition	
Question Number	Description
Question 1.	For each term listed below, specify amounts of tuition and mandatory fees charged. Please exclude tuition waivers and discounts. If you only know the total amount for the period July 1, 2006 - June 30, 2007, click Total below and enter that amount. Please round up or down to the nearest whole number. <i>[User can enter tuition amounts by term or total.]</i>
Question 1a.	Total tuition and fees charged for all terms.
Question 2.	<i>[If the institution is public:]</i> For tuition purposes, this student was classified as: (Use key below) 1. In jurisdiction (e.g., in-state, in-district, etc.) 2. Out-of-jurisdiction (e.g., out-of-state, out-of-district, etc.)
	<u>Section Completion</u> You have reached the end of the Tuition section of webCADE. Please indicate whether you are completely finished or partially finished with the Tuition section for this student. [Completely Finished/Partially Finished]

Appendix E

Computer-Assisted Telephone Interviewing (CATI) Training

**NPSAS 2008 Field Test
Telephone Interviewer Training Agenda
March 26-28, 2007**

<i>Night 1</i>		<i>6:00 p.m.–10:00 p.m.</i>
6:00 – 6:05	Welcome and Introduction	
6:05 – 6:15	Overview of Study, Sample, and Manual	
6:15 – 6:40	Confidentiality	
6:40 – 7:10	Demonstration Interview	
7:10 – 7:20	Frequently Asked Questions	
7:20 – 8:00	Q x Q Review	
8:00 – 8:15	<i>Break</i>	
8:15 – 9:25	Q x Q Review Continued	
9:25 – 9:55	Introduction to the Front End	
9:55 – 10:00	Wrap-Up Questions	
<i>Night 2</i>		<i>6:00 p.m.–10:00 p.m.</i>
6:00 – 6:05	FAQ review	
6:00 – 6:50	Coding Practice	
6:50 – 7:05	Front-End Practice	
7:05 – 8:05	Round Robin Mock #1	
8:05 – 8:20	<i>Break</i>	
8:20 – 9:50	Paired Mocks	
9:50 – 9:55	FAQ Review	
9:55 – 10:00	Wrap-Up Questions	
<i>Night 3</i>		<i>6:00 p.m.–10:00 p.m.</i>
6:00 – 6:10	FAQ Review	
6:10 – 6:40	Coding Certification	
6:40 – 7:30	Additional Front End Practice	
7:30 – 7:45	FAQ Homework Review	
7:45 – 8:10	Round Robin Mock #2	
8:10 – 8:25	<i>Break</i>	
8:25 – 9:55	Certification Interviews/FAQ Certification	
9:55 – 10:00	Wrap-Up	

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Appendix F

CADE Record Verification

CADE Student Records Data Verification

[Return to Main Menu](#)

Below we have displayed a few pieces of data provided to us by your institution for five of the sampled students. We would like you to verify or correct the displayed information. The students are listed in the first column and each has their own row containing 5 pieces of information. Indicate whether the information displayed in blue is correct by clicking the appropriate button, "correct" or "incorrect", according to your records. If the information is incorrect, please provide the correct information. The data displayed is for the 2006-2007 academic year.

If a column has **<no response>** displayed, this means there was no data entered for that field when your institution provided the CADE data to us. For those columns, we are asking you to either verify that the information is not available from this student's records by selecting "correct" or to select "incorrect" and enter the correct information.

Name	Degree Program	Month and Year of Birth	Gender	Citizenship	Total Tuition Cost (6/1/2006 - 7/30/2007)
Lastname1, Firstname1 99900501	As of Spring 2007 (01/16/2007 - 05/09/2007): Bachelor's degree	04/1985 <input type="radio"/> Correct <input type="radio"/> Incorrect	Male <input type="radio"/> Correct <input type="radio"/> Incorrect	U.S. Citizen or U.S. National <input type="radio"/> Correct <input type="radio"/> Incorrect	\$6,378 <input type="radio"/> Correct <input type="radio"/> Incorrect
Lastname2, Firstname2 99900502	As of Fall 2006 (08/21/2006 - 12/11/2006): Bachelor's degree	05/1989 <input type="radio"/> Correct <input type="radio"/> Incorrect	Female <input type="radio"/> Correct <input type="radio"/> Incorrect	U.S. Citizen or U.S. National <input type="radio"/> Correct <input type="radio"/> Incorrect	\$3,189 <input type="radio"/> Correct <input type="radio"/> Incorrect
Lastname3, Firstname3 99900503	As of Spring 2007 (01/16/2007 - 05/09/2007): Undergraduate, not in a degree program	11/1988 <input type="radio"/> Correct <input type="radio"/> Incorrect	<no response> <input type="radio"/> Correct <input type="radio"/> Incorrect	U.S. Citizen or U.S. National <input type="radio"/> Correct <input type="radio"/> Incorrect	\$2,948 <input type="radio"/> Correct <input type="radio"/> Incorrect
Lastname4, Firstname4 99900504	As of Spring 2007 (01/16/2007 - 05/09/2007): Bachelor's degree	02/1989 <input type="radio"/> Correct <input type="radio"/> Incorrect	Male <input type="radio"/> Correct <input type="radio"/> Incorrect	U.S. Citizen or U.S. National <input type="radio"/> Correct <input type="radio"/> Incorrect	\$6,378 <input type="radio"/> Correct <input type="radio"/> Incorrect
Lastname5, Firstname5 99900505	As of Spring 2007 (01/16/2007 - 05/09/2007): Master's degree program	01/1987 <input type="radio"/> Correct <input type="radio"/> Incorrect	Male <input type="radio"/> Correct <input type="radio"/> Incorrect	<no response> <input type="radio"/> Correct <input type="radio"/> Incorrect	\$7,977 <input type="radio"/> Correct <input type="radio"/> Incorrect

Please indicate whether you are completely finished or partially finished with Verification.

- Partially Finished
 Completely Finished

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