

Appendix D

Mailout Materials

Student information leaflet	207
Letter to NPSAS respondents English	209
Letter to NPSAS respondents Spanish.....	210
Letter to NPSAS nonrespondents English	211
Letter to NPSAS nonrespondents Spanish.....	212
Address update sheet English	213
Address update sheet Spanish.....	214

Student Information Leaflet (*side 1*)



B&B:2000/2001

As a participant in B&B:2000/2001 you will have the opportunity to help researchers better understand the undergraduate experiences of bachelor's degree recipients and how they relate to subsequent graduate or professional education and/or initial labor market outcomes.

We have prepared this leaflet to anticipate questions you may have regarding B&B:2000/2001. If you have additional questions or concerns about the study, please contact the B&B Project Director or Project Officer listed on the back of this leaflet.

What is B&B:2000/2001?

Who is conducting the study?

Why should I participate?

How will the data be used?

When will the study be conducted?

Will my answers be kept **Confidential?**

How long is the interview?

Can I get a copy of the **Results?**

Where Can I Get More Information About B&B:2000/2001?

If you have any questions or concerns about the study, please contact the B&B Project Director or Project Officer:

Research Triangle Institute:
Dr. John Riccobono, Project Director
1-800-334-8571

National Center for Education and Statistics:
Dr. Andrew Malizio, Project Officer
Andrew.Malizio@ed.gov
202-502-7387
Ms. Kristin Perry
Kristin.Perry@ed.gov
202-502-7428

You may also contact us by:
E-mail: BB2001@rti.org
Fax: 919-541-7014
TDD: 919-541-6538

Please visit the NCEES website for additional information about B&B:2000/2001 and other educational research:
<http://nces.ed.gov>

If you have questions about your rights as a participant, please contact:

Dr. Wendy Visscher
Coordinator of Human Subjects Committee
Research Triangle Institute
1-800-334-8571

To make an appointment to complete the interview, visit RTI's B&B website:
<http://public.rti.org/bb01>

May 2001
7306.600.640

B&B
2000/2001
Baccalaureate and Beyond

Conducted for:
National Center for Education Statistics
U.S. Department of Education

Conducted by:
Research Triangle Institute
Research Triangle Park, NC 27709-2194

Student Information Leaflet (side 2)

What is B&B: 2000/2001?

The Baccalaureate & Beyond Longitudinal Study:2000/2001 is designed to collect data on the activities and experiences of recent bachelor's degree recipients, who were first selected to be interviewed as part of the 2000 National Postsecondary Student Aid Study (NPSAS) and are now in their first year after graduation. B&B addresses issues such as:

- Time to degree
- Entry into the labor force and the relationship between initial occupation and training
- Entry of newly qualified teachers into the teaching profession
- Participation in graduate and other post-baccalaureate education
- Level of debt

As a participant in B&B, you will provide information that will be combined with that collected from other respondents to produce national statistics used by education policymakers at the local, state, and national levels. For example, in past studies involving 1993 bachelor's degree recipients, we learned that

- Two-thirds of bachelor's degree recipients who started college immediately after high school completed their degree within 5 years.
- About one-fifth (17%) of all bachelor's degree recipients enroll in graduate or professional programs within 1 year of earning their degree.
- One year after graduation, about 8 out of 10 bachelor's degree recipients expect to earn an advanced degree.

Who is conducting the study?

B&B:2000/2001 is conducted under contract for the U.S. Department of Education's National Center for Education Statistics (NCES) by Research Triangle Institute (RTI). RTI is a nonprofit research organization in North Carolina. B&B is authorized by the National Education Statistics Act of 1994 (PL 103-382).

Why should I participate?

By participating, you have the opportunity to help researchers, educational practitioners, and policymakers better understand how collegiate experiences affect early life transitions of bachelor's degree recipients. Your responses will also help the federal government to assess the outcomes of postsecondary education, improve access to education, and improve financial aid packages for those who need financial help.

How will the data be used?

The data you provide will be used by policymakers at federal, state, and local levels to develop and revise a broad range of education policies and programs relating to undergraduate and graduate education.

How long is the interview?

The interview will last approximately 20 minutes. When we call, you can choose to complete the interview then or you can schedule an appointment for a time that is more convenient for you. Participation in this study is voluntary. However, your participation is essential in making this study a success.

When will the study be conducted?

This B&B follow-up study will begin in the summer and continue through the fall of 2001. The study will involve approximately 11,000 baccalaureate recipients randomly selected from 640 colleges and universities.

Will my answers be kept Confidential?

All information you or others provide will be used for research purposes only. Your responses are confidential, and nothing you say will ever be reported in a way that allows you to be identified. Data collected will be aggregated and used for statistical reports. No individual data will be reported.

Specific procedures we have implemented to ensure confidentiality include:

- All project staff with any access to study data are liable to severe fines and imprisonment for any disclosure of individual responses.
- All electronic data are maintained in secure and protected data files. All personally identifying information is stored separately from files containing descriptive information.
- These procedures have been reviewed and approved by the federal government and by the RTI Committee for the Protection of Human Subjects.

Can I get a copy of the Results?

The results are scheduled to be released in the fall of 2002 and will be posted on the B&B website (<http://nces.ed.gov/surveys/b&b>) as soon as they are available.

Letter to  PSAS Respondents



Dear «p_fname» «p_lname»:

I am writing to urge your participation in the Baccalaureate and Beyond Longitudinal Study: 2000/2001. The U.S. Department of Education initiated the study to better understand what happens to students after earning their bachelor's degree. The study provides data about the early career experiences and educational achievements of students who graduated from four-year colleges and universities in 1999-2000. Results of previous studies have been used by policymakers to better understand graduates' decisions concerning graduate school, employment, and family formation.

The study is being conducted for the U.S. Department of Education's National Center for Education Statistics (NCES) by the Research Triangle Institute (RTI), a nationally recognized research organization located in North Carolina. Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected.

An interviewer [not a telemarketer!] from RTI will call to conduct a telephone interview with you in the near future. The interview will take about 20 minutes. Your participation is completely voluntary. However, we do need your assistance in collecting these data. Your responses are important to make the results of this study accurate and timely.

Enclosed you will find a leaflet with a brief description of B&B, how you were selected, and confidentiality procedures. We would also like your help in updating our records. ***Please take a few minutes to verify, correct, or update the enclosed Address Update Information Sheet and return it to RTI in the enclosed postage-paid envelope.*** If you have any questions about the study, please contact Dr. John Riccobono, Project Director, at RTI. The toll free number is 1-800-334-8571. Persons who are hearing or speech impaired may call us at 1-919-541-6538 (TTY/TDD).

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

Sincerely,

Gary W. Phillips
Acting Commissioner

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0666.

«caseid»

Por medio de la presente lo instamos a que participe en el estudio de investigación Más Allá de los Estudios Universitarios: 2000/2001. El Departamento de Educación de los Estados Unidos inició este estudio con el propósito de entender mejor qué sucede con los estudiantes después de graduarse de la universidad. El estudio proporcionará información acerca de las primeras experiencias en la carrera y los logros educativos de los estudiantes que se graduaron de un programa universitario de cuatro años en 1999-2000. Las personas encargadas de formular la política han utilizado los resultados de estudios anteriores para entender mejor las decisiones de egresados con respecto a los estudios graduados, el empleo y la formación de una familia.

Research Triangle Institute (RTI) está realizando el estudio para el Centro Nacional de Estadísticas sobre la Educación (NCES), parte del Departamento de Educación de los Estados Unidos. RTI es una organización de investigación reconocida a nivel nacional que está ubicada en Carolina del Norte. Tenga la seguridad en saber que NCES y RTI exigen el mantenimiento de confidencialidad para proteger la privacidad de los participantes en estudios de investigación y la confidencialidad de la información recopilada.

Un entrevistador de RTI, que no es un vendedor lo llamará para realizar una entrevista con usted por teléfono pronto. La entrevista durará aproximadamente 20 minutos. Su participación es completamente voluntaria. Sin embargo necesitamos su ayuda para recopilar estos datos. Sus respuestas son importantes para asegurar que los resultados de este estudio sean precisos.

Adjunto encontrará un folleto que contiene una descripción breve del estudio, así como la manera en que usted fue seleccionado y el procedimiento de confidencialidad. Además, nos gustaría su ayuda para actualizar nuestros archivos. ***Favor de tomar unos minutos para verificar, corregir, o poner al día el Formulario para Actualizar la Dirección y devolverlo a RTI en el sobre con franqueo postal ya pagado.*** Si tiene cualquier pregunta acerca del estudio, favor de comunicarse con el director del proyecto, Dr. John Riccobono de RTI. El número telefónico gratuito es 1-800-334-8571. Personas con un impedimento auditivo o de habla pueden llamar al número 1-919-541-6538 (TTY/TDD).

Le agradecemos sinceramente su asistencia y su ayuda en la realización de este estudio importante.

De acuerdo a la Ley de Reducción de Papeleo de 1995, ninguna persona está requerida a responder a una encuesta a menos que tenga un número válido de control otorgado por el OMB. El número válido de control otorgado por el OMB para esta recolección de datos es el 1850-0666.

Letter to NPSAS Nonrespondents

BB_FS1/«Addr_ID»
«fname» «mname» «lname» «suffix» «caseid»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

I am writing to urge your participation in the Baccalaureate and Beyond Longitudinal Study: 2000/2001. The U.S. Department of Education initiated the study to better understand what happens to students after earning their bachelor's degree. The study provides data about the early career experiences and educational achievements of students who graduated from four-year colleges and universities in 1999-2000. Results of previous studies have been used by policymakers to better understand graduates' decisions concerning graduate school, employment, and family formation.

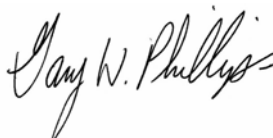
The study is being conducted for the U.S. Department of Education's National Center for Education Statistics (NCES) by the Research Triangle Institute (RTI), a nationally recognized research organization located in North Carolina. Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected.

An interviewer [not a telemarketer!] from RTI will call to conduct a telephone interview with you in the near future. The interview will take about 20 minutes. Your participation is completely voluntary. However, we do need your assistance in collecting these data. Your responses *are important* to make the results of this study accurate and timely. As a thank you for your participation in the interview, **we will send you \$20.**

Enclosed you will find a leaflet with a brief description of B&B, how you were selected, and confidentiality procedures. We would also like your help in updating our records. ***Please take a few minutes to verify, correct, or update the enclosed Address Update Information sheet and return it to RTI in the enclosed postage-paid envelope.*** If you have any questions about the study, please contact Dr. John Riccobono, Project Director, at RTI. The toll free number is 1-800-334-8571. Persons who are hearing or speech impaired may call us at 1-919-541-6538 (TTY/TDD).

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

Sincerely,



Gary W. Phillips
Acting Commissioner

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0666.

Por medio de la presente lo instamos a que participe en el estudio de investigación Más Allá de los Estudios Universitarios: 2000/2001. El Departamento de Educación de los Estados Unidos inició este estudio con el propósito de entender mejor qué sucede con los estudiantes después de graduarse de la universidad. El estudio proporcionará información acerca de las primeras experiencias en la carrera y los logros educativos de los estudiantes que se graduaron de un programa universitario de cuatro años en 1999-2000. Las personas encargadas de formular la política han utilizado los resultados de estudios anteriores para entender mejor las decisiones de egresados con respecto a los estudios graduados, el empleo y la formación de una familia.

Research Triangle Institute (RTI) está realizando el estudio para el Centro Nacional de Estadísticas sobre la Educación (NCES), parte del Departamento de Educación de los Estados Unidos. RTI es una organización de investigación reconocida a nivel nacional que está ubicada en Carolina del Norte. Tenga la seguridad en saber que NCES y RTI exigen el mantenimiento de confidencialidad para proteger la privacidad de los participantes en estudios de investigación y la confidencialidad de la información recopilada.

Un entrevistador de RTI, que no es un vendedor lo llamará para realizar una entrevista con usted por teléfono pronto. La entrevista durará aproximadamente 20 minutos. Su participación es completamente voluntaria. Sin embargo necesitamos su ayuda para recopilar estos datos. Sus respuestas *son importantes* para asegurar que los resultados de este estudio sean precisos. Para demostrar nuestro agradecimiento por su participación en la entrevista, **le enviaremos \$20.**

Adjunto encontrará un folleto que contiene una descripción breve del estudio, así como la manera en que usted fue seleccionado y el procedimiento de confidencialidad. Además, nos gustaría su ayuda para actualizar nuestros archivos. ***Favor de tomar unos minutos para verificar, corregir, o poner al día el Formulario para Actualizar la Dirección y devolverlo a RTI en el sobre con franqueo postal ya pagado.*** Si tiene cualquier pregunta acerca del estudio, favor de comunicarse con el director del proyecto, Dr. John Riccobono de RTI. El número telefónico gratuito es 1-800-334-8571. Personas con un impedimento auditivo o de habla pueden llamar al número 1-919-541-6538 (TTY/TDD).

Le agradecemos sinceramente su asistencia y su ayuda en la realización de este estudio importante.

De acuerdo a la Ley de Reducción de Papeleo de 1995, ninguna persona está requerida a responder a una encuesta a menos que tenga un número válido de control otorgado por el OMB. El número válido de control otorgado por el OMB para esta recolección de datos es el 1850-0666.

BACCALAUREATE AND BEYOND LONGITUDINAL STUDY

BB_FS2/«Addr_ID»
«fname» «mname» «lname» «suffix» «caseid»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Address Update Information

* «CASEID» *

Address and Telephone Information

A. *Previously, you provided us with the following address. If not currently correct, **please update** in the space provided.*

«fname» «mname» «lname» «suffix» «addr1» «addr2» «city», «state» «zip» «zip4» «sarea1» «sphone1» BB FS1/«Addr_ID»
--

Name:

Address:

Home phone: () _____ Work: () _____

- Please check here if all information pre-printed in this section is **currently correct**.
 Please check here if **you do not know** if this information is currently correct.

B. *Please provide us with information on the best times (in your time zone) and dates for us to call.*

a. Best time to call (in your time zone): ____:____ am pm through ____:____ am pm

b. Which days are best for us to reach you? Sun Mon Tues Wed Thur Fri Sat

C. *If you have an electronic mail address that we can use to contact you, please provide it below.*

Electronic Mail Address:

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

MÁS ALLÁ DE LOS ESTUDIOS UNIVERSITARIOS
Formulario para Actualizar la Dirección del Domicilio

* «CASEID» *

Datos de Dirección y Número de Teléfono

A. *Nos dio anteriormente la siguiente dirección. Si no es correcto en la actualidad, **favor de poner al día** la información en el espacio proporcionado..*

«fname» «mname» «lname» «suffix» «addr1» «addr2» «city», «state» «zip»«zip4» «sarea1» «sphone1» BB FS1/«Addr_ID»

Nombre:

Dirección:

Teléfono particular: (____)

Trabajo: (____)

- Favor de marcar aquí si toda la información ya imprimida en esta sección es **actualmente correcta**.
- Favor de marcar aquí si **no sabe usted** si toda la información es actualmente correcta.

B) *Por favor nos provea con información acerca de la hora más conveniente (en su huso horario) recibir nuestra llamada..*

a. La hora más conveniente (en su huso horario): _____ : _____ am pm *hasta*

_____ : _____ am pm

b. Los días más convenientes?

Domingo Lunes Martes Miércoles Jueves Viernes Sábado

C. *Si tiene una dirección de correo electrónico que podemos usar para ponernos en contacto con usted, por favor escribala en el espacio a continuación.*

Dirección de Correo Electrónico: _____

***Le agradecemos su asistencia y su participación. Esta información se mantendrá estrictamente confidencial.
Favor de devolver esta página en el sobre sellado adjuntado.***

Appendix E

Training of Interviewers

Table of Contents

	<u>Page</u>
1.0 INTRODUCTION	1-1
1.1 What is the the Baccalaureate and Beyond Longitudinal Study (B&B:2000/2001)?	1-1
1.2 What is the Purpose of B&B:2000/2001?.....	1-4
1.3 Who is Supporting B&B:2000/2001?.....	1-5
1.4 Who Will You Be Interviewing.....	1-5
1.5 Project Staff	1-6
2.0 GENERAL INTERVIEWING TECHNIQUES	2-1
2.1 Overview.....	2-1
2.2 Best Practices in Conducting the Interview	2-2
2.2.1 Asking Questions.....	2-3
2.2.2 Using Feedback.....	2-5
2.2.3 Recording Responses Accurately	2-7
2.2.4 Use of Judgement in Coding.....	2-7
2.3 Sample Members' Rights.....	2-9
2.4 Confidentiality	2-11
2.5 Obtaining Cooperation.....	2-14
2.6 Refusals.....	2-16
2.7 Answers to Questions	2-17
3.0 LOCATING AND CONTACTING SAMPLE MEMBERS	3-1
3.1 Pre-CATI Tracing Activities.....	3-1
3.2 Locating and Contacting Procedures	3-1
3.3 Overview of TOPS Tracing Procedures	3-4
3.3.1 Sample Member Profile Considerations.....	3-4
3.3.2 Some of the Resources Used by TOPS for Intensive Tracing.....	3-5
3.4 Initial Contact.....	3-7
3.5 Scheduling a Callback.....	3-8
3.6 Telephone Answering Machine Message Protocol.....	3-9
3.7 The CATI Instrument.....	3-10
3.8 Status Codes.....	3-10
4.0 QUALITY CONTROL.....	4-1
4.1 Assuring Quality in the Interview.....	4-1
4.1.1 Performance Monitoring.....	4-1
4.1.2 Coding Quality Control.....	4-6
4.2 Electronic Problem Reports	4-6
4.3 Quality Circles	4-11
4.4 Conclusion	4-12

Table of Contents (continued)

	<u>Page</u>
List of Exhibits	
Exhibit 1-1 – B&B:2000/2001 Flow of Data Collection	1-2
Exhibit 1-2 – B&B:2000/2001 Field Test Study Calendar.....	1-6
Exhibit 2-1 – Confidentiality Agreement	2-12
Exhibit 2-2 – Affidavit of Nondisclosure	2-13
Exhibit 2-3 – Answering Questions and Dealing with Reluctant B&B Sample Members	2-18
Exhibit 4-1 – B&B:2000/2001 Monitoring Form.....	4-2
Exhibit 4-2 – Problem Reporting System (Opening Screen).....	4-7

List of Appendices

Appendix A – Glossary Terms	A-1
Appendix B – List of Degrees	B-1
Appendix C – List of Acronyms and Abbreviations	C-1
Appendix D – Locator and Initial Mailing Documents	D-1
Appendix E – Event and Status Codes	E-1
Appendix F – Call Scheduler Queues, QIDs, Menu Options, and Mapping of Events To Line-Level and Summary Status Codes	F-1
Appendix G – Refusal Conversion Procedures	G-1
Appendix H – Trace Review Procedures.....	H-1

B&B: 2001
TELEPHONE INTERVIEWER TRAINING AGENDA
(July 7-8, 2001)

<i>Saturday</i>		<i>480 minutes</i>	<i>9:00a-5:00p</i>
	Welcome and Introduction of TIs	5 minutes	9:00a-9:05a
Topic 1	Overview of B&B (Powerpoint presentation)	20 minutes	9:05a-9:25a
Topic 2	Overview of the Training Session - Training agenda and rules	5 minutes	9:25a-9:30a
Topic 3	Confidentiality and Informed Consent - Review signed forms	15 minutes	9:30a-9:45a
Topic 4	Demonstration Interview: audiotaped with dataview projection of screens	20 minutes	9:45a-10:05a
Topic 5	Question and Answer sheet review (round robin)	25 minutes	10:05a-10:30a
BREAK		15 minutes	10:30a-10:45a
Topic 6	Questionnaire Review of Q-by-Qs Round Robin Mock Interview (conduct section by section)	90 minutes	10:45a-12:15p
LUNCH BREAK		60 minutes	12:15p-1:15p
Topic 6	Questionnaire Review of Q-by-Qs Round Robin Mock Interview	90 minutes	1:15p-2:45p
	(Conduct section by section)		
BREAK		15 minutes	2:45p-3:00p
Topic 7	UserExit Review and Practice - For each (IPEDS; Major; Occ/Industry): Conceptual overview diagram Screen-by-screen review on dataview Hands-on navigation practice	60 minutes	3:00p-4:00p
Topic 8	Round Robin Mock #2	45 minutes	4:15p-5:00p

Sunday (Until lunch, new TIs only)		<u>360 minutes</u>	<u>9:00a-3:00a</u>
	Question and Answer sheet review (round robin)	15 minutes	9:00a-9:15a
	Round Robin Mock	60 minutes	9:15a-10:15a
BREAK		15 minutes	10:15a-10:30a
	User Exits Review and Written Exercises	45 minutes	10:30a-11:15a
Topic 9	B&B Front End Module	45 minutes	11:15a-12:00p
	Overview of Contacting/locating procedures		
	Intro to roster line concept (on data view)		
	QxQ Review		
	Examples on Dataview		
	B&B Front End Practice		
LUNCH BREAK		60 minutes	12:00p-1:00p
	B&B Front End Review/Practice	45 minutes	1:00p-1:45p
Topic 10	Round Robin Mock #3	45 minutes	1:45p-2:30p
Topic 11	Refusal Avoidance	30 minutes	2:30p-3:00p
BREAK		15 minutes	3:00p-3:15p
Topic 13	Quality Control Procedures	15 minutes	3:15p-3:30p
	- Monitoring		
	- Reporting problems/Electronic Problem Sheets-QC Meetings		
Topic 14	More UserExit Practice and Coding	30 minutes	3.30p-4:00p
Topic 15	Certification Interview	45 minutes	4:00p-4:45p
	- paired mock		
Topic 16	Question and Answer Session/Final Remarks	15 minutes	4:45p-5:00p

Appendix F

B&B:2000/01 Analysis Variables

Note: This list of B&B:2000/01 analysis variables is current as this report is being published. However, it is anticipated that additional variables will be created and added in the future. Links to the most recent B&B:2000/01 Data Analysis Systems, which contain the B&B:2000/01 analysis variables, can be found at the National Center for Education Statistics web site: <http://nces.ed.gov>.

Variable name	DAS/ECB	ECB label	File ID
BACITY	Institution_Characteristics	BA institution city	DERIVED
BANAME	Institution_Characteristics	BA institution name	DERIVED
BASAME	Institution_Characteristics	BA institution same as NPSAS institution	DERIVED
BASTATE	Institution_Characteristics	BA institution state	DERIVED
BBFIPS	Institution_Characteristics	BA institution state FIPS code	DERIVED
BCONTROL	Institution_Characteristics	BA institution control	DERIVED
BENRLCAT	Institution_Characteristics	BA institution enrollment and control	DERIVED
BENRLSIZE	Institution_Characteristics	BA institution total enrollment	DERIVED
BHSIPT1	Institution_Characteristics	BA institution Hispanic percent total	DERIVED
BHSIPT2	Institution_Characteristics	BA institution Hispanic percent FTE total	DERIVED
BHSIPT3	Institution_Characteristics	BA institution Hispanic percent undergrad	DERIVED
BHSIPT4	Institution_Characteristics	BA institution Hispanic percent FTE undergrad	DERIVED
BHSITOT1	Institution_Characteristics	BA institution Hispanic-serving total	DERIVED
BHSIUG1	Institution_Characteristics	BA institution Hispanic-serving undergrad	DERIVED
BIPEDS	Institution_Characteristics	BA institution IPEDS ID	DERIVED
BLEVEL	Institution_Characteristics	BA institution level	DERIVED
BOBEREG	Institution_Characteristics	BA institution OBE region	DERIVED
BSECTOR	Institution_Characteristics	BA institution sector	DERIVED
BSECTOR9	Institution_Characteristics	BA institution sector w/ doctorate	DERIVED
COMMCOLL	Institution_Characteristics	Ever attended community/other 2 year	DERIVED
G1CITY	Institution_Characteristics	Post-BA: first institution city	DERIVED
G1CTRL	Institution_Characteristics	Post-BA: first institution control	DERIVED
G1IPEDS	Institution_Characteristics	Post-BA: first institution IPEDS ID	DERIVED
G1LEVEL	Institution_Characteristics	Post-BA: first institution level	DERIVED
G1NAME	Institution_Characteristics	Post-BA: first institution name	DERIVED
G1SECT	Institution_Characteristics	Post-BA: first institution sector	DERIVED
G1STATE	Institution_Characteristics	Post-BA: first institution state	DERIVED
HBCUANY	Institution_Characteristics	Ever attended an HBCU	DERIVED
HBCUBA	Institution_Characteristics	BA institution is HBCU	DERIVED
I1CITY	Institution_Characteristics	First PSE institution city	DERIVED
I1CTRL	Institution_Characteristics	First PSE institution control	DERIVED
I1IPEDS	Institution_Characteristics	First PSE institution IPEDS ID	DERIVED
I1LEVEL	Institution_Characteristics	First PSE institution level	DERIVED
I1NAME	Institution_Characteristics	First PSE institution name	DERIVED
I1SECT	Institution_Characteristics	First PSE institution sector	DERIVED
I1SECT9	Institution_Characteristics	First PSE institution sector w/doctorate	DERIVED

Variable name	DAS/ECB	ECB label	File ID
I1STATE	Institution_Characteristics	First PSE institution state	DERIVED
I2CTRL	Institution_Characteristics	Second PSE institution control	DERIVED
I2LEVEL	Institution_Characteristics	Second PSE institution level	DERIVED
I2SECT	Institution_Characteristics	Second PSE institution sector	DERIVED
I3CTRL	Institution_Characteristics	Third PSE institution control	DERIVED
I3LEVEL	Institution_Characteristics	Third PSE institution level	DERIVED
I3SECT	Institution_Characteristics	Third PSE institution sector	DERIVED
SAMEINST	Institution_Characteristics	BA institution same as first PSE	DERIVED
WHICHBA	Institution_Characteristics	BA institution source of information	DERIVED
EDPCT	Student_Aid_Status_Total Aid	Currently repaying, share of monthly inc	DERIVED
STAFFCT3	Student_Aid_Federal Loans	Stafford unsubsidized maximum 1999-00	DERIVED
STAFTYP2	Student_Aid_Federal Loans	Stafford loan type combination 1999-00	DERIVED
PBANYAS	Student_Aid_Status Total Aid	Post-BA: any assistantships	DERIVED
PBFELL	Student_Aid_Status Total Aid	Post-BA: any fellowships	DERIVED
PBGIFT	Student_Aid_Status Total Aid	Post-BA: any loan/gift from family	DERIVED
PBGRTS	Student_Aid_Status Total Aid	Post-BA: any grants/scholarships	DERIVED
PBOTAI	Student_Aid_Status Total Aid	Post-BA: any unspecified other aid	DERIVED
PBOTAS	Student_Aid_Status Total Aid	Post-BA: any assistantships, other	DERIVED
PBOTLN	Student_Aid_Status Total Aid	Post-BA: any bank loans	DERIVED
PBRESE	Student_Aid_Status Total Aid	Post-BA: any assistantships, research	DERIVED
PBSTULN	Student_Aid_Status Total Aid	Post-BA: any student loans	DERIVED
PBTEAC	Student_Aid_Status Total Aid	Post-BA: any assistantships, teaching	DERIVED
PBTUIT	Student_Aid_Status Total Aid	Post-BA: any tuition reimbursement	DERIVED
AGENBA	Student_Background	Age received BA from NPSAS institution	DERIVED
DISABLT	Student_Background	Reported having a disability	DERIVED
FRGNLANG	Student_Background	Foreign language fluency	DERIVED
CMP1MY	Student_Education_Attainment	Post-BA: date of first completion	DERIVED
CRATAA	Student_Education_Attainment	Certificate/associate before bachelor's	DERIVED
HIOHDEG	Student_Education_Attainment	Highest prior attainment	DERIVED
MACMPL	Student_Education_Attainment	Post-BA: master's degree completed	DERIVED
PBATT	Student_Education_Attainment	Post-BA: highest degree completed	DERIVED
LICENSE	Student_Education_Certificate	Any occupational/professional license	DERIVED
OLTIM	Student_Education_Certificate	License, total prep time	DERIVED
OLTIMC	Student_Education_Certificate	License, total prep time, categorical	DERIVED
PCTIM	Student_Education_Certificate	Certification, total prep time	DERIVED
PCTIMC	Student_Education_Certificate	Certification, total prep time, category	DERIVED

Variable name	DAS/ECB	ECB label	File ID
BAFSTDT	Student_Education_Enrollment	Date first began BA institution	DERIVED
BMAJORS3	Student_Education_Enrollment	Undergrad major field of study 1	DERIVED
DCTR2001	Student_Education_Enrollment	Post-BA degree: enrolled for doctorate	DERIVED
DEG1	Student_Education_Enrollment	Post-BA 1: degree type, collapsed	DERIVED
DEG2	Student_Education_Enrollment	Post-BA 2: degree type, collapsed	DERIVED
ENRCUR	Student_Education_Enrollment	Post-BA degree: current enrollment	DERIVED
FTRDEG	Student_Education_Enrollment	Post-BA future: degree type, collapsed	DERIVED
FUTDEG	Student_Education_Enrollment	Post-BA future: degree type, detailed	DERIVED
FUTMC	Student_Education_Enrollment	Post-BA future: major code, collapsed	DERIVED
G1FSTDT	Student_Education_Enrollment	Date first began post-baccalaureate	DERIVED
GRDPIP	Student_Education_Enrollment	Post-BA degree: grad school pipeline	DERIVED
HIDEG	Student_Education_Enrollment	Post-BA degree: highest, detailed	DERIVED
HIDEGC	Student_Education_Enrollment	Post-BA degree: highest, collapsed	DERIVED
HIDEGMJ	Student_Education_Enrollment	Post-BA degree: highest, detailed major	DERIVED
HS_BA	Student_Education_Enrollment	Time between HS grad and BA completion	DERIVED
HS_PSE	Student_Education_Enrollment	Time between HS grad and PSE	DERIVED
I1FSTDT	Student_Education_Enrollment	Date first began first PSE institution	DERIVED
JOBLOC	Student_Education_Enrollment	First year employment location	DERIVED
MAJORS4	Student_Education_Enrollment	Undergrad major field of study 2	DERIVED
MJCAT1	Student_Education_Enrollment	Post-BA 1: major, collapsed	DERIVED
MJCAT2	Student_Education_Enrollment	Post-BA 2: major, collapsed	DERIVED
MJCD1	Student_Education_Enrollment	Post-BA 1: major, detailed	DERIVED
MJCOD	Student_Education_Enrollment	Post-BA future: major code, detailed	DERIVED
MSTR2001	Student_Education_Enrollment	Post-BA degree: enrolled for masters	DERIVED
NDCR2YR	Student_Education_Enrollment	Post-BA: credit courses at 2-year	DERIVED
NDCR4YR	Student_Education_Enrollment	Post-BA: credit courses at 4-year	DERIVED
NDCROTH	Student_Education_Enrollment	Post-BA: credit courses other location	DERIVED
NDCRVOC	Student_Education_Enrollment	Post-BA: credit courses at voc/tech	DERIVED
NDNC2YR	Student_Education_Enrollment	Post-BA: noncredit courses at 2-year	DERIVED
NDNC4YR	Student_Education_Enrollment	Post-BA: noncredit courses at 4-year	DERIVED
NDNCBUS	Student_Education_Enrollment	Post-BA: noncredit courses at business	DERIVED
NDNCGOV	Student_Education_Enrollment	Post-BA: noncredit courses at gov't	DERIVED
NDNCOTH	Student_Education_Enrollment	Post-BA: noncredit courses at other	DERIVED
NDNCPROF	Student_Education_Enrollment	Post-BA: noncredit courses prof. assoc.	DERIVED
NDNCVOC	Student_Education_Enrollment	Post-BA: noncredit courses at voc/tech	DERIVED
PBDEG1	Student_Education_Enrollment	Post-BA 1: degree type, detailed	DERIVED

Variable name	DAS/ECB	ECB label	File ID
PBDEG2	Student_Education_Enrollment	Post-BA 2: degree type, detailed	DERIVED
PBENST	Student_Education_Enrollment	Post-BA degree: enrollment summary	DERIVED
PSE_BA	Student_Education_Enrollment	Time between PSE and BA completion	DERIVED
STOPTOT	Student_Education_Enrollment	Undergrad total months stopped out 1	DERIVED
STOPTOT2	Student_Education_Enrollment	Undergrad total months stopped out 2	DERIVED
TAKENGRE	Student_Education_Enrollment	Post-BA degree: took admissions test	DERIVED
TXFR	Student_Education_Enrollment	Undergrad transfer, any	DERIVED
TXFR_TYP	Student_Education_Enrollment	Undergrad type of transfer	DERIVED
EDEXP	Student_Education_Goals	Highest degree plans	DERIVED
MSDEGRB	Student_Education_Goals	Planning masters or higher degree, B&B	DERIVED
MSDEGRN	Student_Education_Goals	Planning masters or higher degree, NPSAS	DERIVED
HSTYP	Student_Education_High_School	Detailed high school type	DERIVED
GPAMAJ	Student_Education_Performance	GPA in undergraduate major	DERIVED
CERT1CAR	Student_Education_Reasons	Certification exam for career change	DERIVED
CERT1INC	Student_Education_Reasons	Certification exam for increased income	DERIVED
CERT1OPP	Student_Education_Reasons	Certification exam for advancement	DERIVED
CERT1OTH	Student_Education_Reasons	Certification exam for other reason	DERIVED
CERT1PER	Student_Education_Reasons	Certification exam for personal interest	DERIVED
EDPSTAID	Student_Education_Reasons	Delay grad school b/c no financial aid	DERIVED
EDPSTAPP	Student_Education_Reasons	Delay grad school b/c missed deadline	DERIVED
EDPSTBRK	Student_Education_Reasons	Delay grad school because wants a break	DERIVED
EDPSTCAR	Student_Education_Reasons	Delay grad school b/c indefinite plans	DERIVED
EDPSTDEB	Student_Education_Reasons	Delay grad school b/c undergraduate debt	DERIVED
EDPSTFAM	Student_Education_Reasons	Delay grad school b/c family constraint	DERIVED
EDPSTFIN	Student_Education_Reasons	Delay grad school for other financial	DERIVED
EDPSTJOB	Student_Education_Reasons	Delay grad school for good job	DERIVED
EDPSTKID	Student_Education_Reasons	Delay grad school b/c raising children	DERIVED
EDPSTMIL	Student_Education_Reasons	Delay grad school for military	DERIVED
EDPSTMOV	Student_Education_Reasons	Delay grad school b/c moving/relocating	DERIVED
EDPSTOTH	Student_Education_Reasons	Delay grad school due to other reason	DERIVED
EDPSTSCH	Student_Education_Reasons	Delay grad school because not admitted	DERIVED
EDPSTWRK	Student_Education_Reasons	Delay grad school to gain experience	DERIVED
NDCRACAD	Student_Education_Reasons	Post-BA: credit course due to interest	DERIVED
NDCRADVA	Student_Education_Reasons	Post-BA: credit course to advance career	DERIVED
NDCRCARR	Student_Education_Reasons	Post-BA: credit course for career choice	DERIVED
NDCRCERT	Student_Education_Reasons	Post-BA: credit course for license/cert	DERIVED

Variable name	DAS/ECB	ECB label	File ID
NDCREXAM	Student_Education_Reasons	Post-BA: credit course for license exam	DERIVED
NDCREXPL	Student_Education_Reasons	Post-BA: credit course explore options	DERIVED
NDCRGRAD	Student_Education_Reasons	Post-BA: credit course prep for school	DERIVED
NDCRMARK	Student_Education_Reasons	Post-BA: credit course for marketability	DERIVED
NDCROTR	Student_Education_Reasons	Post-BA: credit course for other reason	DERIVED
NDCRTRAN	Student_Education_Reasons	Post-BA: credit course to transfer	DERIVED
NDNCACAD	Student_Education_Reasons	Post-BA: noncredit course to interest	DERIVED
NDNCADVA	Student_Education_Reasons	Post-BA: noncredit course to advance	DERIVED
NDNCCARR	Student_Education_Reasons	Post-BA: noncredit course for career	DERIVED
NDNCCERT	Student_Education_Reasons	Post-BA: noncredit course for license	DERIVED
NDNCEXAM	Student_Education_Reasons	Post-BA: noncredit course for exam	DERIVED
NDNCEXPL	Student_Education_Reasons	Post-BA: noncredit course to explore	DERIVED
NDNCGRAD	Student_Education_Reasons	Post-BA: noncredit course for grad sch	DERIVED
NDNCMARK	Student_Education_Reasons	Post-BA: noncredit course to market self	DERIVED
NDNCOTR	Student_Education_Reasons	Post-BA: noncredit course for other	DERIVED
NHDGCAR	Student_Education_Reasons	No grad degree because not needed	DERIVED
NHDGFAM	Student_Education_Reasons	No grad degree due to family/personal	DERIVED
NHDGGRA	Student_Education_Reasons	No grad degree because grades too low	DERIVED
NHDGINT	Student_Education_Reasons	No grad degree because no interest	DERIVED
NHDGKID	Student_Education_Reasons	No grad degree because raising children	DERIVED
NHDGLAB	Student_Education_Reasons	No grad degree since not in labor market	DERIVED
NHDGOTH	Student_Education_Reasons	No grad degree due to other reason	DERIVED
NHDGRFIN	Student_Education_Reasons	No grad degree due to financial reasons	DERIVED
NHDGSCH	Student_Education_Reasons	No grad degree since do not like school	DERIVED
PBAC1ACA	Student_Education_Reasons	Post-BA degree due to academic/personal	DERIVED
PBAC1ADV	Student_Education_Reasons	Post-BA degree for career advancement	DERIVED
PBAC1AID	Student_Education_Reasons	Post-BA degree due to aid availability	DERIVED
PBAC1CAR	Student_Education_Reasons	Post-BA degree for career choice	DERIVED
PBAC1FIN	Student_Education_Reasons	Post-BA degree for marketability/money	DERIVED
PBAC1NOJ	Student_Education_Reasons	Post-BA degree because no job prospects	DERIVED
PBAC1OTH	Student_Education_Reasons	Post-BA degree due to other reason	DERIVED
PBAC1UNS	Student_Education_Reasons	Post-BA degree because of uncertainty	DERIVED
PBAC1URG	Student_Education_Reasons	Post-BA degree because urged by others	DERIVED
TRNR1	Student_Education_Reasons	Undergrad transfer 1st reason	DERIVED
TRNRAC	Student_Education_Reasons	Undergrad transfer due to any academic	DERIVED
TWOYRAC	Student_Education_Reasons	Attended 2-year due to any academic	DERIVED

Variable name	DAS/ECB	ECB label	File ID
TWOYRFIN	Student_Education_Reasons	Attended 2-year due to any financial	DERIVED
UG2YCONV	Student_Education_Reasons	Attended 2-year for convenience	DERIVED
UG2YDEGR	Student_Education_Reasons	Attended 2-year to earn degree/cert	DERIVED
UG2YENRI	Student_Education_Reasons	Attended 2-year for personal enrichment	DERIVED
UG2YEXPC	Student_Education_Reasons	Attended 2-year for less expense	DERIVED
UG2YFAID	Student_Education_Reasons	Attended 2-year for financial aid	DERIVED
UG2YFINR	Student_Education_Reasons	Attended 2-year for financial reasons	DERIVED
UG2YOTHR	Student_Education_Reasons	Attended 2-year for other unspecified	DERIVED
UG2YPROG	Student_Education_Reasons	Attended 2-year due to desired program	DERIVED
UG2YSKIL	Student_Education_Reasons	Attended 2-year to learn job skills	DERIVED
UG2YTRAN	Student_Education_Reasons	Attended 2-year to prepare for transfer	DERIVED
UGBRKACA	Student_Education_Reasons	Took 2-year break b/c academic problems	DERIVED
UGBRKFAM	Student_Education_Reasons	Took 2-year break b/c change in family	DERIVED
UGBRKFIN	Student_Education_Reasons	Took 2-year break b/c other financial	DERIVED
UGBRKFUT	Student_Education_Reasons	Took 2-year break b/c unsure of future	DERIVED
UGBRKJOB	Student_Education_Reasons	Took 2-year break b/c job conflicts	DERIVED
UGBRKOTH	Student_Education_Reasons	Took 2-year break b/c other unspecified	DERIVED
UGBRKSTU	Student_Education_Reasons	Took 2-year break for time off	DERIVED
UGBRKWRK	Student_Education_Reasons	Took 2-year break b/c needed to work	DERIVED
UGMULCLA	Student_Education_Reasons	Multiple schools for extra classes	DERIVED
UGMULCON	Student_Education_Reasons	Multiple schools for consortium/classes	DERIVED
UGMULDNE	Student_Education_Reasons	Multiple schools to get done sooner	DERIVED
UGMULEAS	Student_Education_Reasons	Multiple schools to fill requirements	DERIVED
UGMULFIN	Student_Education_Reasons	Multiple schools for financial reasons	DERIVED
UGMULOTH	Student_Education_Reasons	Multiple schools for other unspecified	DERIVED
UGMULPRO	Student_Education_Reasons	Multiple schools to try different major	DERIVED
UGMULSCH	Student_Education_Reasons	Multiple schools for scheduling	DERIVED
UGMULTRN	Student_Education_Reasons	Multiple schools to prepare to transfer	DERIVED
UGTRNACA	Student_Education_Reasons	Undergrad transfer for academic problems	DERIVED
UGTRNDEG	Student_Education_Reasons	Undergrad transfer to earn degree/cert	DERIVED
UGTRNFIN	Student_Education_Reasons	Undergrad transfer for financial reasons	DERIVED
UGTRNLOC	Student_Education_Reasons	Undergrad transfer preferred location	DERIVED
UGTRNOTH	Student_Education_Reasons	Undergrad transfer for other unspecified	DERIVED
UGTRNPER	Student_Education_Reasons	Undergrad transfer for personal/family	DERIVED
UGTRNREP	Student_Education_Reasons	Undergrad transfer for school reputation	DERIVED
UGTRPRI	Student_Education_Reasons	Undergrad transfer back to prior school	DERIVED

Variable name	DAS/ECB	ECB label	File ID
UGTRPRO	Student_Education_Reasons	Undergrad transfer for desired program	DERIVED
HLTHINS	Student_Employment_Benefit	Medical insurance	DERIVED
COSIZ	Student_Employment_Jobs	Number of employees, categories	DERIVED
EMPAPR	Student_Employment_Jobs	Employment status April 2001	DERIVED
EMPCUR	Student_Employment_Jobs	Current employment status	DERIVED
EMPLOY1	Student_Employment_Jobs	Current employment status at least part-time	DERIVED
EMPLOY2	Student_Employment_Jobs	Current employment status full-time	DERIVED
EMPMY	Student_Employment_Jobs	Date began current job, all respondents	DERIVED
EMPOLF	Student_Employment_Jobs	Current employment status, with OLF	DERIVED
INDCD	Student_Employment_Jobs	Current industry code, collapsed	DERIVED
JBRELMJR	Student_Employment_Jobs	Job related to undergraduate major, closely	DERIVED
MOEMP	Student_Employment_Jobs	Months employed in current job	DERIVED
MOSNOEMP	Student_Employment_Jobs	Months since last worked for pay	DERIVED
OCCD	Student_Employment_Jobs	Current occupation code, collapsed	DERIVED
AVGSAT	Student_Employment_Satisfaction	Overall index, all items	DERIVED
JOBSATIS	Student_Employment_Satisfaction	Satisfied-job overall (single item)	DERIVED
SATJBSAL	Student_Employment_Satisfaction	Satisfied-job pay	DERIVED
JFINDEMP	Student_Employment_Strategies	Previous job search, agencies/recruiters	DERIVED
JFINDFAC	Student_Employment_Strategies	Previous job search, faculty/staff	DERIVED
JFINDOTH	Student_Employment_Strategies	Previous job search, other methods	DERIVED
JFINDSCH	Student_Employment_Strategies	Previous job search, placement office	DERIVED
JFINDUNE	Student_Employment_Strategies	Previous job search, unemployment office	DERIVED
JFINDVOL	Student_Employment_Strategies	Previous job search, volunteered	DERIVED
JFINDWWW	Student_Employment_Strategies	Previous job search, Internet/WWW	DERIVED
JFINNET	Student_Employment_Strategies	Previous job search, friends/relatives	DERIVED
JFINNEW	Student_Employment_Strategies	Previous job search, newspaper/ads	DERIVED
JFINREC	Student_Employment_Strategies	Previous job search, fairs/meetings	DERIVED
JFINRES	Student_Employment_Strategies	Previous job search, resume/contacts	DERIVED
JOBSR	Student_Employment_Strategies	Current job search all	DERIVED
JSRCHEMP	Student_Employment_Strategies	Current job search, agencies/recruiters	DERIVED
JSRCHFAC	Student_Employment_Strategies	Current job search, faculty/staff	DERIVED
JSRCHOTH	Student_Employment_Strategies	Current job search, other methods	DERIVED
JSRCHSCH	Student_Employment_Strategies	Current job search, placement office	DERIVED
JSRCHUNE	Student_Employment_Strategies	Current job search, unemployment office	DERIVED
JSRCHVOL	Student_Employment_Strategies	Current job search, volunteering	DERIVED
JSRCHWWW	Student_Employment_Strategies	Current job search, Internet/WWW	DERIVED

Variable name	DAS/ECB	ECB label	File ID
JSRCNET	Student_Employment_Strategies	Current job search, friends/relatives	DERIVED
JSRCNEW	Student_Employment_Strategies	Current job search, newspaper/ads	DERIVED
JSRCREC	Student_Employment_Strategies	Current job search, fairs/meetings	DERIVED
JSRCRES	Student_Employment_Strategies	Current job search, resume/contacts	DERIVED
ADSBPERM	Student_Employment_Teaching	Ever took aide/sub job	DERIVED
CNDRTCHG	Student_Employment_Teaching	Pipeline, never taught but considered	DERIVED
CRLEV97	Student_Employment_Teaching	Current, el/sec school level	DERIVED
CRLOC97	Student_Employment_Teaching	Current, el/sec school locale	DERIVED
CRPMIN97	Student_Employment_Teaching	Current, el/sec school percent minority	DERIVED
CRSIZE97	Student_Employment_Teaching	Current, el/sec school enrollment size	DERIVED
CRSTAT	Student_Employment_Teaching	Current, el/sec school state, recoded	DERIVED
CRTYPE97	Student_Employment_Teaching	Current, el/sec school type	DERIVED
EMPLTCHR	Student_Employment_Teaching	Employed at K-12 level in 2001	DERIVED
FIRSTPOS	Student_Employment_Teaching	First position type	DERIVED
FRLEV97	Student_Employment_Teaching	First, el/sec school level	DERIVED
FRLOC97	Student_Employment_Teaching	First, el/sec school locale	DERIVED
FRPMIN97	Student_Employment_Teaching	First, el/sec school percent minority	DERIVED
FRSIZE97	Student_Employment_Teaching	First, el/sec school enrollment size	DERIVED
FRTYPE97	Student_Employment_Teaching	First, el/sec school type	DERIVED
FSSTAT	Student_Employment_Teaching	First, el/sec school state, recoded	DERIVED
NTAPPCER	Student_Employment_Teaching	Reason no apply not yet certified	DERIVED
NTAPPCON	Student_Employment_Teaching	Reason no apply poor teaching conditions	DERIVED
NTAPPINT	Student_Employment_Teaching	Reason no apply not interested	DERIVED
NTAPPJOB	Student_Employment_Teaching	Reason no apply already in another job	DERIVED
NTAPPOFF	Student_Employment_Teaching	Reason no apply got better job offer	DERIVED
NTAPPOTH	Student_Employment_Teaching	Reason no apply other	DERIVED
NTAPPREQ	Student_Employment_Teaching	Reason no apply not taken required tests	DERIVED
NTAPPSAL	Student_Employment_Teaching	Reason no apply wants higher salary	DERIVED
NTAPTEA	Student_Employment_Teaching	Reason no apply already teaching	DERIVED
NTAPTES	Student_Employment_Teaching	Reason no apply unable to pass tests	DERIVED
NTEACBET	Student_Employment_Teaching	Reason not teaching better offer	DERIVED
NTEACDAN	Student_Employment_Teaching	Reason not teaching dangerous/difficult	DERIVED
NTEACFAR	Student_Employment_Teaching	Reason not teaching too far from home	DERIVED
NTEACINT	Student_Employment_Teaching	Reason not teaching more interesting	DERIVED
NTEACJOB	Student_Employment_Teaching	Reason not teaching accepted other job	DERIVED
NTEACLOW	Student_Employment_Teaching	Reason not teaching low salary/benefits	DERIVED

Variable name	DAS/ECB	ECB label	File ID
NTEACOTH	Student_Employment_Teaching	Reason not teaching other	DERIVED
NTEACQUA	Student_Employment_Teaching	Reason not teaching not qualified	DERIVED
PIPELINE	Student_Employment_Teaching	Pipeline, location in teacher pipeline	DERIVED
STATUS	Student_Employment_Teaching	Teacher status	DERIVED
TCHPIPLN	Student_Employment_Teaching	Pipeline, whether in teacher pipeline	DERIVED
TCURART	Student_Employment_Teaching	Currently teach art/drama/music	DERIVED
TCURBUS	Student_Employment_Teaching	Currently teach business	DERIVED
TCURECO	Student_Employment_Teaching	Currently teach economics/politics	DERIVED
TCURELE	Student_Employment_Teaching	Currently teach elementary/early child	DERIVED
TCURENG	Student_Employment_Teaching	Currently teach English/reading/writing	DERIVED
TCURESLE	Student_Employment_Teaching	Currently teach ESL/bilingual	DERIVED
TCURFOR	Student_Employment_Teaching	Currently teach foreign languages	DERIVED
TCURMAT	Student_Employment_Teaching	Currently teach math	DERIVED
TCUROTH	Student_Employment_Teaching	Currently teach other unspecified	DERIVED
TCURPHY	Student_Employment_Teaching	Currently teach health/physical ed	DERIVED
TCURSCI	Student_Employment_Teaching	Currently teach science	DERIVED
TCURSEC	Student_Employment_Teaching	Currently teach secondary education	DERIVED
TCURSOC	Student_Employment_Teaching	Currently teach social studies/history	DERIVED
TCURSPE	Student_Employment_Teaching	Currently teach special education	DERIVED
TCURVOC	Student_Employment_Teaching	Currently teach vocational/occupational	DERIVED
TFIRSART	Student_Employment_Teaching	First, taught art/drama/music	DERIVED
TFIRSBUS	Student_Employment_Teaching	First, taught business	DERIVED
TFIRSECO	Student_Employment_Teaching	First, taught economics/politics	DERIVED
TFIRSELE	Student_Employment_Teaching	First, taught elementary/early child	DERIVED
TFIRSENG	Student_Employment_Teaching	First, taught English/reading/writing	DERIVED
TFIRSESL	Student_Employment_Teaching	First, taught ESL/bilingual	DERIVED
TFIRSFOR	Student_Employment_Teaching	First, taught foreign languages	DERIVED
TFIRSMAT	Student_Employment_Teaching	First, taught math	DERIVED
TFIRSOTH	Student_Employment_Teaching	First, taught other type of education	DERIVED
TFIRSPHY	Student_Employment_Teaching	First, taught health/physical ed	DERIVED
TFIRSSCI	Student_Employment_Teaching	First, taught science	DERIVED
TFIRSSSEC	Student_Employment_Teaching	First, taught secondary education	DERIVED
TFIRSSOC	Student_Employment_Teaching	First, taught social studies/history	DERIVED
TFIRSSPE	Student_Employment_Teaching	First, taught special education	DERIVED
TFIRSVOC	Student_Employment_Teaching	First, taught vocational/occupational	DERIVED
JBRELTRN	Student_Employment_Training	Any job training in past year	DERIVED

Variable name	DAS/ECB	ECB label	File ID
JTSUPP	Student_Employment_Training	Employer accommodations for job training	DERIVED
TRNCRT	Student_Employment_Training	Job training leading to license	DERIVED
ENREMPC	Student_Employment_Work & Education	Enrollment/employment, current	DERIVED
CHILDREN	Student_Family	Dependents: any dependent children	DERIVED
DEP14P	Student_Family	Dependents: number age 14 or older	DERIVED
DEP4B	Student_Family	Dependents: number age 4 or below	DERIVED
DEP5T13	Student_Family	Dependents: number age 5-13	DERIVED
HSFAM	Student_Family	Household-number of family members total	DERIVED
HSNUM	Student_Family	Household-number of people total	DERIVED
MARRIED	Student_Family	Current marital status, married	DERIVED
SPSED	Student_Family	Spouse highest level of education	DERIVED
SPSENR	Student_Family	Spouse enrolled in 2000-2001	DERIVED
EDCTNDBT	Student_Finances_Debt	Have/had education debt	DERIVED
OWNHOME	Student_Finances_Debt	Home, arrangement is ownership	DERIVED
SPAID	Student_Finances_Debt	Spouse borrowed, any undergrad	DERIVED
SPAMT	Student_Finances_Debt	Spouse borrowed, payment amount	DERIVED
SPLON	Student_Finances_Debt	Spouse borrowed, undergrad loan amount	DERIVED
SPOWE	Student_Finances_Debt	Spouse borrowed, undergrad amount owed	DERIVED
SPSRPY	Student_Finances_Debt	Spouse borrowed, in repayment	DERIVED
ANERNC	Student_Finances_Income	Job income, annual, categories	DERIVED
ANERNP	Student_Finances_Income	Job income, annual, percentile	DERIVED
EARN30K	Student_Finances_Income	Job income, at least \$30,000 annually	DERIVED
INCSP00	Student_Finances_Income	Spouse job income 2000	DERIVED
MOINC	Student_Finances_Income	Job income, monthly amount 2001	DERIVED
SPSEMP	Student_Finances_Income	Spouse employed in 2000	DERIVED
FGVTYP	Student_Finances_Strategies	Loan forgiveness, program type collapsed	DERIVED
LFTMTXCR	Student_Finances_Strategies	Lifetime learning credit 1999,2000,2001	DERIVED
VOTE2000	Student_Public Service_Civic	Voted in 2000 presidential election	DERIVED
COMMALIT	Student_Public Service_Community	Type-adult literacy project	DERIVED
COMMCHUR	Student_Public Service_Community	Type-service to church	DERIVED
COMMCRIS	Student_Public Service_Community	Type-telephone/rape crisis center	DERIVED
COMMFIRE	Student_Public Service_Community	Type-volunteer fire/EMT	DERIVED
COMMFUND	Student_Public Service_Community	Type-nonpolitical fundraising	DERIVED
COMMHLTH	Student_Public Service_Community	Type-health service/hospital/home	DERIVED
COMMHOME	Student_Public Service_Community	Type-homeless shelter/soup kitchen	DERIVED
COMMNEIG	Student_Public Service_Community	Type-neighborhood improvement	DERIVED

Variable name	DAS/ECB	ECB label	File ID
COMMOKID	Student_Public Service_Community	Type-other work with kids/coaching	DERIVED
COMMOTHR	Student_Public Service_Community	Type-other unspecified	DERIVED
COMMPOLI	Student_Public Service_Community	Type-political fundraising	DERIVED
COMMSERV	Student_Public Service_Community	Any community service	DERIVED
COMMTUTR	Student_Public Service_Community	Type-tutoring/education with kids	DERIVED
VOLBASIS	Student_Public Service_Community	Time commitment, all	DERIVED
MILIT	Student_Public Service_Military	Military status 2001	DERIVED
CCNPCUR	Student_Residence	Distance NPSAS institution to current home	DERIVED
CCNPOM	Student_Residence	Distance NPSAS home to NPSAS institution	DERIVED
CCZIPDST	Student_Residence	Distance high school to current home	DERIVED
CURRUCA	Student_Residence	Rural urban code-current residence	DERIVED
HSRUCA	Student_Residence	Rural urban code-high school residence	DERIVED
LIVWPRNT	Student_Residence	Housing, neither own/rent, with parents	DERIVED
MOVEAFAM	Student_Residence	Reason moved to get away from family	DERIVED
MOVECFAM	Student_Residence	Reason moved to stay close to family	DERIVED
MOVECLIM	Student_Residence	Reason moved to change climates	DERIVED
MOVEJOB	Student_Residence	Reason moved got a job	DERIVED
MOVEJOPP	Student_Residence	Reason moved for better job opportunity	DERIVED
MOVELOCA	Student_Residence	Reason moved preferred location	DERIVED
MOVEOFAM	Student_Residence	Reason moved for other family reasons	DERIVED
MOVEOTHR	Student_Residence	Reason moved other unspecified	DERIVED
MOVEQUAL	Student_Residence	Reason moved for better quality of life	DERIVED
MOVESCHL	Student_Residence	Reason moved for further education	DERIVED
REGION	Student_Residence	Current home region	DERIVED
SMSTATE	Student_Residence	BA institution in residence state 2001	DERIVED

Appendix G

Design Effects

Appendix G

Design Effects

A common approach to evaluating the efficiency of the survey design for estimating any population parameter, θ , using a survey statistic, say $\hat{\theta}$, is to compute the design effect, designated as DEFF, and defined as

$$DEFF = \frac{\hat{V}_{design}(\hat{\theta})}{\hat{V}_{SRS}(\hat{\theta})}$$

where $\hat{V}_{design}(\hat{\theta})$ is the variance estimate of estimator $\hat{\theta}$ under the design, and $\hat{V}_{SRS}(\hat{\theta})$ is the variance estimate of $\hat{\theta}$ for a simple random sample of equal size. The square root of the design effect, or root design effect (DEFT), is also useful as it provides a statistic with units on the same scale as the estimate, θ .

The design effect is unity (1.00), by definition, for simple random samples. For most practical sampling designs, the survey design effect is greater than unity, reflecting that the precision is less than could be achieved with a simple random sample of the same size (if such a design were practical). The size of the survey design effect depends largely on the sample size and intracluster correlation within the primary sampling units (e.g., number of students per institution and within-institution correlations). Hence, statistics that are based on observations that are highly correlated within institutions will have higher design effects for the B&B:2000/01 study.

Design effects and root design effects were computed for respondents in the following analysis domains:

- All respondents
- Sex: male and female
- Race¹: Asian, Black, and White
- Ethnicity: Hispanic
- Institutional control: public and private not-for-profit

Within these domains, design effects were estimated for 30 outcomes, mostly B&B CATI variables, identified in consultation with NCES. All required variance estimates were made by the Taylor series approach, using SUDAAN. These design effects can be found in tables G.1 through G.9.

¹Students may be of more than one race and therefore may be represented in more than one table.

Using Design Effects to Estimate Standard Errors

Design effects can be used when it is necessary to perform an analysis of the B&B:2000/01 data using a software package that is not designed for analysis of complex survey data (see appendix I). In such a situation, the design effects given here can provide a rough guide to the adjustment needed for the resulting standard errors for any of the domains for which design effect tables are provided in this appendix (e.g., all, male, female, Asian,...). Each of these domains has design effects given for 30 variables, providing a range of design effects one might expect to see. This range of design effects can then be easily converted to a range of possible standard errors for any variable not among the 30. If the minimum standard error were required, for example, the computation would be

$$SE_{min,design} = SE_{SRS} \times DEFT_{min}$$

where $SE_{min,design}$ is the minimum of the range of standard errors, $DEFT_{min}$ is the minimum root design effect found in the tables for the domain of interest, and SE_{SRS} is the estimated standard error computed using the study weights and a standard statistical package that ignores sample stratification and clustering (i.e., multistage sampling). The maximum would be found similarly.

For example, table G.2 shows design effects for male respondents. If one had computed a statistic (e.g., mean Pell grant amount) for male students using the study weights and a standard statistical analysis package, then the summary statistics from table G.2 suggest that the computed standard error should be multiplied by a root design effect somewhere around 1.18 to 1.43 (the minimum and the maximum of DEFT for variables given in the table). This product would be a rough approximation to the range of possible standard errors. However, whenever possible, a software package specifically designed for analysis of data from complex sample surveys should be used to directly compute the design-based standard error.

Table G.1. Design effects for all respondents

Variable description	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Ever attended a community college or other 2-year college	51.5	0.79	0.50	1.58	2.48
Live in same state where BA institution is located	69.2	0.74	0.46	1.60	2.56
Living with parent(s) or other relatives	16.3	0.52	0.37	1.40	1.95
Own home or making mortgage payments	24.3	0.67	0.43	1.57	2.46
Employed at least part-time	87.4	0.46	0.33	1.37	1.89
Employed full-time	76.5	0.56	0.42	1.32	1.75
Employed in a job that offers health insurance	81.2	0.59	0.43	1.35	1.83
Employed in a job closely related to the student's major	54.0	0.72	0.54	1.32	1.75
Earning \$30,000 or more per year of those employed full or part-time	58.1	0.81	0.57	1.41	2.00
Received employer training in the past year	72.9	0.84	0.59	1.41	1.99
Satisfied with job salary	65.7	0.68	0.53	1.29	1.67
Ever considered teaching of those who have never taught	40.4	0.74	0.57	1.31	1.72
In the teacher pipeline	50.6	0.71	0.51	1.38	1.91
Employed as a teacher	11.9	0.44	0.33	1.33	1.77
Was planning to get a Master's or higher degree when interviewed in NPSAS	83.8	0.62	0.40	1.56	2.42
Currently working on or planning to pursue a Master's or higher degree within the next 5 years when interviewed in B&B	70.3	0.62	0.46	1.35	1.83
Have taken the GRE or some other graduate admissions test	10.4	0.38	0.33	1.17	1.36
Voted in 2000 presidential election	76.8	0.62	0.43	1.43	2.06
Did any community service work in 2001	43.0	0.69	0.50	1.36	1.85
Enrolled in a Master's program in 2001	16.5	0.48	0.37	1.30	1.70
Enrolled in a Doctoral program in 2001	5.1	0.27	0.22	1.22	1.50
Have/had education debt	65.6	0.67	0.49	1.38	1.90
Used lifetime learning tax credit in 1999, 2000, or 2001	48.5	0.80	0.63	1.28	1.63
Graduated from same institution where they began their postsecondary education	54.6	0.88	0.53	1.65	2.72
Can speak a foreign language	21.8	0.68	0.42	1.62	2.64
Have a disability	8.5	0.39	0.29	1.36	1.85
Married	29.7	0.72	0.46	1.58	2.50
Have children	18.2	0.62	0.39	1.57	2.47
Satisfied with job	85.0	0.53	0.40	1.34	1.79
Has occupational or professional license	29.7	0.61	0.47	1.30	1.69
SUMMARY STATISTICS					
Mean	†	†	†	1.40	1.99
Minimum	†	†	†	1.17	1.36
Maximum	†	†	†	1.65	2.72

†Not applicable.

¹ DEFT is the root design effect, given by $DEFT = \sqrt{DEFF}$.

² DEFF is the design effect, given by $DEFF = \hat{V}_{design}(\hat{\theta}) / \hat{V}_{SRS}(\hat{\theta})$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table G.2. Design effects for male respondents

Variable description	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Ever attended a community college or other 2-year college	49.3	1.15	0.81	1.42	2.01
Live in same state where BA institution is located	66.7	1.05	0.76	1.38	1.91
Living with parent(s) or other relatives	14.8	0.77	0.57	1.33	1.78
Own home or making mortgage payments	21.6	0.94	0.67	1.41	2.00
Employed at least part-time	89.2	0.65	0.50	1.29	1.66
Employed full-time	80.4	0.78	0.64	1.22	1.48
Employed in a job that offers health insurance	82.7	0.89	0.68	1.32	1.73
Employed in a job closely related to the student's major	52.2	1.08	0.87	1.24	1.53
Earning \$30,000 or more per year of those employed full or part-time	67.7	1.05	0.86	1.21	1.47
Received employer training in the past year	72.2	1.25	0.97	1.28	1.64
Satisfied with job salary	71.2	0.97	0.81	1.20	1.43
Ever considered teaching of those who have never taught	38.5	1.12	0.87	1.29	1.66
In the teacher pipeline	45.7	1.07	0.82	1.31	1.71
Employed as a teacher	7.5	0.51	0.43	1.18	1.38
Was planning to get a Master's or higher degree when interviewed in NPSAS	81.8	0.96	0.68	1.42	2.02
Currently working on or planning to pursue a Master's or higher degree within the next 5 years when interviewed in B&B	70.8	0.91	0.73	1.24	1.55
Have taken the GRE or some other graduate admissions test	9.5	0.58	0.51	1.14	1.31
Voted in 2000 presidential election	75.2	0.95	0.72	1.33	1.77
Did any community service work in 2001	41.4	1.06	0.81	1.30	1.70
Enrolled in a Master's program in 2001	15.0	0.74	0.58	1.28	1.63
Enrolled in a Doctoral program in 2001	6.1	0.46	0.39	1.19	1.41
Have/had education debt	64.4	1.02	0.80	1.29	1.66
Used lifetime learning tax credit in 1999, 2000, or 2001	48.5	1.32	1.01	1.31	1.72
Graduated from same institution where they began their postsecondary education	54.6	1.23	0.86	1.43	2.04
Can speak a foreign language	21.3	0.94	0.67	1.39	1.94
Have a disability	7.3	0.53	0.44	1.21	1.47
Married	27.7	0.99	0.72	1.36	1.86
Have children	16.3	0.86	0.61	1.42	2.03
Satisfied with job	86.2	0.74	0.62	1.20	1.43
Has occupational or professional license	26.8	0.89	0.73	1.22	1.50
SUMMARY STATISTICS					
Mean	†	†	†	1.29	1.68
Minimum	†	†	†	1.14	1.31
Maximum	†	†	†	1.43	2.04

†Not applicable.

¹ DEFT is the root design effect, given by $DEFT = \sqrt{DEFF}$.

² DEFF is the design effect, given by $DEFF = \hat{V}_{design}(\hat{\theta}) / \hat{V}_{SRS}(\hat{\theta})$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table G.3. Design effects for female respondents

Variable description	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Ever attended a community college or other 2-year college	53.1	0.98	0.64	1.53	2.35
Live in same state where BA institution is located	71.0	0.87	0.58	1.51	2.27
Living with parent(s) or other relatives	17.4	0.65	0.48	1.35	1.82
Own home or making mortgage payments	26.2	0.84	0.56	1.50	2.26
Employed at least part-time	86.1	0.60	0.44	1.36	1.86
Employed full-time	73.6	0.73	0.56	1.29	1.67
Employed in a job that offers health insurance	80.2	0.76	0.57	1.34	1.79
Employed in a job closely related to the student's major	55.4	0.94	0.69	1.35	1.83
Earning \$30,000 or more per year of those employed full or part-time	50.7	1.08	0.74	1.45	2.11
Received employer training in the past year	73.5	1.10	0.75	1.47	2.16
Satisfied with job salary	61.5	0.94	0.69	1.36	1.85
Ever considered teaching of those who have never taught	42.0	0.97	0.75	1.30	1.69
In the teacher pipeline	54.3	0.89	0.65	1.36	1.86
Employed as a teacher	15.2	0.62	0.47	1.33	1.77
Was planning to get a Master's or higher degree when interviewed in NPSAS	85.2	0.69	0.49	1.41	1.99
Currently working on or planning to pursue a Master's or higher degree within the next 5 years when interviewed in B&B	69.9	0.79	0.58	1.35	1.84
Have taken the GRE or some other graduate admissions test	11.0	0.49	0.43	1.14	1.30
Voted in 2000 presidential election	78.0	0.74	0.54	1.37	1.87
Did any community service work in 2001	44.2	0.90	0.64	1.40	1.95
Enrolled in a Master's program in 2001	17.5	0.64	0.48	1.31	1.73
Enrolled in a Doctoral program in 2001	4.5	0.31	0.26	1.17	1.36
Have/had education debt	66.6	0.89	0.62	1.43	2.05
Used lifetime learning tax credit in 1999, 2000, or 2001	48.6	1.05	0.80	1.31	1.72
Graduated from same institution where they began their postsecondary education	54.6	1.04	0.68	1.53	2.35
Can speak a foreign language	22.2	0.84	0.54	1.56	2.43
Have a disability	9.3	0.54	0.38	1.41	1.99
Married	31.2	0.89	0.59	1.51	2.29
Have children	19.7	0.77	0.52	1.48	2.19
Satisfied with job	84.0	0.72	0.52	1.38	1.89
Has occupational or professional license	31.9	0.77	0.61	1.27	1.62
SUMMARY STATISTICS					
Mean	†	†	†	1.39	1.93
Minimum	†	†	†	1.14	1.30
Maximum	†	†	†	1.56	2.43

†Not applicable.

¹ DEFT is the root design effect, given by $DEFT = \sqrt{DEFF}$.

² DEFF is the design effect, given by $DEFF = \hat{V}_{design}(\hat{\theta}) / \hat{V}_{SRS}(\hat{\theta})$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table G.4. Design effects for Asian respondents

Variable description	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Ever attended a community college or other 2-year college	55.5	3.05	2.29	1.33	1.77
Live in same state where BA institution is located	73.7	2.48	2.02	1.23	1.51
Living with parent(s) or other relatives	24.7	2.21	1.98	1.12	1.25
Own home or making mortgage payments	13.8	2.10	1.58	1.33	1.76
Employed at least part-time	80.7	2.02	1.81	1.12	1.25
Employed full-time	69.4	2.30	2.11	1.09	1.19
Employed in a job that offers health insurance	86.7	2.12	1.84	1.15	1.33
Employed in a job closely related to the student's major	55.6	2.91	2.59	1.12	1.26
Earning \$30,000 or more per year of those employed full or part-time	70.5	2.90	2.58	1.12	1.26
Received employer training in the past year	71.2	3.80	3.07	1.24	1.53
Satisfied with job salary	74.0	2.69	2.37	1.14	1.29
Ever considered teaching of those who have never taught	30.3	2.67	2.23	1.20	1.43
In the teacher pipeline	33.9	2.54	2.23	1.14	1.29
Employed as a teacher	2.3	0.67	0.70	0.96	0.92
Was planning to get a Master's or higher degree when interviewed in NPSAS	84.7	2.42	1.85	1.31	1.71
Currently working on or planning to pursue a Master's or higher degree within the next 5 years when interviewed in B&B	73.6	2.46	2.02	1.22	1.48
Have taken the GRE or some other graduate admissions test	14.7	2.18	1.78	1.22	1.50
Voted in 2000 presidential election	58.8	2.88	2.60	1.11	1.22
Did any community service work in 2001	34.6	2.55	2.23	1.15	1.31
Enrolled in a Master's program in 2001	17.4	2.36	1.74	1.36	1.85
Enrolled in a Doctoral program in 2001	6.6	1.03	1.14	0.90	0.82
Have/had education debt	57.7	2.96	2.34	1.26	1.60
Used lifetime learning tax credit in 1999, 2000, or 2001	45.1	3.42	2.96	1.16	1.34
Graduated from same institution where they began their postsecondary education	54.2	2.85	2.51	1.14	1.29
Can speak a foreign language	65.8	2.65	2.22	1.19	1.43
Have a disability	4.9	1.43	1.07	1.35	1.81
Married	19.4	2.17	1.81	1.20	1.45
Have children	8.4	1.65	1.30	1.27	1.61
Satisfied with job	85.6	2.36	1.90	1.24	1.54
Has occupational or professional license	18.8	2.35	1.83	1.28	1.64
SUMMARY STATISTICS					
Mean	†	†	†	1.19	1.42
Minimum	†	†	†	0.90	0.82
Maximum	†	†	†	1.36	1.85

†Not applicable.

¹DEFT is the root design effect, given by $DEFT = \sqrt{DEFF}$.

²DEFF is the design effect, given by $DEFF = \hat{V}_{design}(\hat{\theta}) / \hat{V}_{SRS}(\hat{\theta})$.

NOTE: Students may be of more than one race and therefore may be represented in more than one table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table G.5. Design effects for Black respondents

Variable description	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Ever attended a community college or other 2-year college	52.4	2.18	1.78	1.22	1.50
Live in same state where BA institution is located	69.3	2.45	1.64	1.49	2.22
Living with parent(s) or other relatives	18.8	1.58	1.39	1.14	1.30
Own home or making mortgage payments	20.3	1.95	1.43	1.36	1.84
Employed at least part-time	87.3	1.59	1.18	1.35	1.82
Employed full-time	76.1	2.09	1.51	1.38	1.90
Employed in a job that offers health insurance	82.4	1.98	1.50	1.33	1.76
Employed in a job closely related to the student's major	56.8	2.88	1.92	1.50	2.26
Earning \$30,000 or more per year of those employed full or part-time	55.6	2.78	2.09	1.33	1.76
Received employer training in the past year	71.1	2.86	2.04	1.40	1.97
Satisfied with job salary	48.1	2.58	1.95	1.32	1.74
Ever considered teaching of those who have never taught	50.7	2.92	2.07	1.41	2.00
In the teacher pipeline	60.2	2.61	1.79	1.46	2.12
Employed as a teacher	11.6	1.50	1.16	1.29	1.67
Was planning to get a Master's or higher degree when interviewed in NPSAS	92.7	1.07	1.00	1.07	1.15
Currently working on or planning to pursue a Master's or higher degree within the next 5 years when interviewed in B&B	78.9	1.72	1.45	1.18	1.40
Have taken the GRE or some other graduate admissions test	10.5	1.45	1.16	1.25	1.56
Voted in 2000 presidential election	79.5	1.85	1.49	1.24	1.53
Did any community service work in 2001	49.6	2.29	1.81	1.26	1.60
Enrolled in a Master's program in 2001	22.3	2.06	1.48	1.39	1.92
Enrolled in a Doctoral program in 2001	4.3	0.88	0.72	1.23	1.51
Have/had education debt	80.5	2.15	1.45	1.48	2.19
Used lifetime learning tax credit in 1999, 2000, or 2001	48.4	2.60	2.12	1.22	1.50
Graduated from same institution where they began their postsecondary education	53.2	2.82	1.89	1.49	2.22
Can speak a foreign language	19.7	1.98	1.44	1.37	1.89
Have a disability	7.8	1.26	0.99	1.27	1.60
Married	24.5	1.95	1.53	1.28	1.64
Have children	34.5	2.27	1.72	1.32	1.73
Satisfied with job	78.3	1.95	1.61	1.21	1.46
Has occupational or professional license	29.3	2.15	1.65	1.30	1.68
SUMMARY STATISTICS					
Mean	†	†	†	1.32	1.75
Minimum	†	†	†	1.07	1.15
Maximum	†	†	†	1.50	2.26

†Not applicable.

¹DEFT is the root design effect, given by $DEFT = \sqrt{DEFF}$.

²DEFF is the design effect, given by $DEFF = \hat{V}_{design}(\hat{\theta}) / \hat{V}_{SRS}(\hat{\theta})$.

NOTE: Students may be of more than one race and therefore may be represented in more than one table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table G.6. Design effects for White respondents

Variable description	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Ever attended a community college or other 2-year college	50.4	0.89	0.56	1.60	2.55
Live in same state where BA institution is located	68.2	0.84	0.51	1.63	2.64
Living with parent(s) or other relatives	14.8	0.56	0.39	1.43	2.04
Own home or making mortgage payments	25.5	0.74	0.48	1.54	2.36
Employed at least part-time	88.3	0.48	0.36	1.37	1.86
Employed full-time	77.6	0.63	0.46	1.36	1.85
Employed in a job that offers health insurance	81.0	0.65	0.48	1.37	1.87
Employed in a job closely related to the student's major	53.8	0.79	0.60	1.33	1.77
Earning \$30,000 or more per year of those employed full or part-time	57.3	0.88	0.63	1.41	1.98
Received employer training in the past year	73.3	0.88	0.65	1.36	1.84
Satisfied with job salary	67.1	0.75	0.57	1.30	1.70
Ever considered teaching of those who have never taught	40.1	0.80	0.63	1.28	1.64
In the teacher pipeline	50.7	0.77	0.56	1.37	1.88
Employed as a teacher	12.5	0.49	0.37	1.32	1.75
Was planning to get a Master's or higher degree when interviewed in NPSAS	82.4	0.70	0.46	1.54	2.36
Currently working on or planning to pursue a Master's or higher degree within the next 5 years when interviewed in B&B	68.8	0.68	0.51	1.33	1.77
Have taken the GRE or some other graduate admissions test	10.1	0.41	0.36	1.15	1.32
Voted in 2000 presidential election	77.8	0.69	0.47	1.47	2.17
Did any community service work in 2001	42.7	0.75	0.56	1.35	1.81
Enrolled in a Master's program in 2001	15.6	0.50	0.40	1.24	1.54
Enrolled in a Doctoral program in 2001	5.0	0.30	0.24	1.24	1.54
Have/had education debt	64.2	0.76	0.54	1.39	1.93
Used lifetime learning tax credit in 1999, 2000, or 2001	48.3	0.90	0.69	1.29	1.66
Graduated from same institution where they began their postsecondary education	55.3	0.98	0.59	1.67	2.79
Can speak a foreign language	15.5	0.64	0.41	1.56	2.44
Have a disability	8.9	0.42	0.32	1.28	1.64
Married	31.2	0.80	0.51	1.56	2.42
Have children	17.1	0.65	0.42	1.55	2.40
Satisfied with job	85.5	0.61	0.43	1.41	1.99
Has occupational or professional license	30.8	0.67	0.52	1.29	1.67
SUMMARY STATISTICS					
Mean	†	†	†	1.40	1.97
Minimum	†	†	†	1.15	1.32
Maximum	†	†	†	1.67	2.79

†Not applicable.

¹DEFT is the root design effect, given by $DEFT = \sqrt{DEFF}$.

²DEFF is the design effect, given by $DEFF = \hat{V}_{design}(\hat{\theta}) / \hat{V}_{SRS}(\hat{\theta})$.

NOTE: Students may be of more than one race and therefore may be represented in more than one table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table G.7. Design effects for Hispanic respondents

Variable description	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Ever attended a community college or other 2-year college	51.0	2.70	1.96	1.38	1.90
Live in same state where BA institution is located	80.0	2.08	1.51	1.38	1.89
Living with parent(s) or other relatives	21.4	1.92	1.55	1.24	1.53
Own home or making mortgage payments	24.7	2.12	1.63	1.30	1.70
Employed at least part-time	87.2	1.62	1.26	1.28	1.64
Employed full-time	76.2	2.15	1.61	1.33	1.78
Employed in a job that offers health insurance	80.8	2.33	1.73	1.35	1.83
Employed in a job closely related to the student's major	57.8	2.71	2.12	1.28	1.63
Earning \$30,000 or more per year of those employed full or part-time	54.5	3.08	2.19	1.41	1.99
Received employer training in the past year	70.7	2.69	2.36	1.14	1.30
Satisfied with job salary	63.9	2.75	2.10	1.31	1.71
Ever considered teaching of those who have never taught	44.2	2.85	2.33	1.22	1.49
In the teacher pipeline	58.3	2.77	1.99	1.39	1.94
Employed as a teacher	18.7	2.46	1.55	1.59	2.52
Was planning to get a Master's or higher degree when interviewed in NPSAS	90.0	1.67	1.31	1.28	1.64
Currently working on or planning to pursue a Master's or higher degree within the next 5 years when interviewed in B&B	75.1	2.01	1.64	1.23	1.52
Have taken the GRE or some other graduate admissions test	10.2	1.43	1.30	1.10	1.21
Voted in 2000 presidential election	70.2	2.40	1.92	1.25	1.57
Did any community service work in 2001	40.9	2.30	1.97	1.17	1.36
Enrolled in a Master's program in 2001	19.3	1.61	1.49	1.08	1.16
Enrolled in a Doctoral program in 2001	4.6	0.85	0.79	1.07	1.15
Have/had education debt	71.8	2.08	1.80	1.15	1.33
Used lifetime learning tax credit in 1999, 2000, or 2001	54.3	2.90	2.45	1.18	1.40
Graduated from same institution where they began their postsecondary education	51.7	2.95	2.15	1.37	1.88
Can speak a foreign language	69.3	2.68	1.85	1.45	2.10
Have a disability	8.1	1.47	1.10	1.34	1.80
Married	30.1	2.15	1.73	1.24	1.54
Have children	21.6	1.98	1.65	1.20	1.44
Satisfied with job	84.2	2.22	1.59	1.39	1.94
Has occupational or professional license	29.5	2.26	1.83	1.23	1.52
SUMMARY STATISTICS					
Mean	†	†	†	1.28	1.65
Minimum	†	†	†	1.07	1.15
Maximum	†	†	†	1.59	2.52

†Not applicable.

¹DEFT is the root design effect, given by $DEFT = \sqrt{DEFF}$.

²DEFF is the design effect, given by $DEFF = \hat{V}_{design}(\hat{\theta}) / \hat{V}_{SRS}(\hat{\theta})$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table G.8. Design effects for respondents who received their degree from a public institution

Variable description	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Ever attended a community college or other 2-year college	53.4	0.97	0.62	1.55	2.40
Live in same state where BA institution is located	74.0	0.88	0.55	1.61	2.59
Living with parent(s) or other relatives	15.8	0.64	0.45	1.42	2.01
Own home or making mortgage payments	24.4	0.80	0.54	1.50	2.24
Employed at least part-time	87.9	0.58	0.41	1.43	2.04
Employed full-time	76.8	0.71	0.53	1.34	1.80
Employed in a job that offers health insurance	81.6	0.72	0.53	1.36	1.85
Employed in a job closely related to the student's major	54.3	0.90	0.67	1.34	1.80
Earning \$30,000 or more per year of those employed full or part-time	58.2	0.97	0.71	1.37	1.87
Received employer training in the past year	73.3	1.03	0.73	1.41	1.99
Satisfied with job salary	65.4	0.84	0.65	1.29	1.66
Ever considered teaching of those who have never taught	38.6	0.89	0.70	1.27	1.60
In the teacher pipeline	49.4	0.87	0.64	1.37	1.88
Employed as a teacher	12.4	0.58	0.42	1.38	1.90
Was planning to get a Master's or higher degree when interviewed in NPSAS	82.6	0.78	0.51	1.52	2.31
Currently working on or planning to pursue a Master's or higher degree within the next 5 years when interviewed in B&B	68.2	0.72	0.58	1.25	1.56
Have taken the GRE or some other graduate admissions test	10.8	0.47	0.41	1.13	1.29
Voted in 2000 presidential election	75.9	0.81	0.55	1.47	2.17
Did any community service work in 2001	40.9	0.81	0.62	1.30	1.70
Enrolled in a Master's program in 2001	15.5	0.57	0.45	1.25	1.57
Enrolled in a Doctoral program in 2001	4.6	0.33	0.26	1.29	1.65
Have/had education debt	63.4	0.85	0.62	1.38	1.91
Used lifetime learning tax credit in 1999, 2000, or 2001	48.6	1.00	0.78	1.28	1.63
Graduated from same institution where they began their postsecondary education	53.5	1.00	0.66	1.51	2.27
Can speak a foreign language	21.2	0.90	0.52	1.74	3.03
Have a disability	8.1	0.48	0.35	1.38	1.89
Married	30.0	0.85	0.57	1.49	2.21
Have children	17.8	0.70	0.48	1.45	2.09
Satisfied with job	85.6	0.64	0.48	1.32	1.74
Has occupational or professional license	30.2	0.75	0.58	1.29	1.66
SUMMARY STATISTICS					
Mean	†	†	†	1.39	1.94
Minimum	†	†	†	1.13	1.29
Maximum	†	†	†	1.74	3.03

†Not applicable.

¹DEFT is the root design effect, given by $DEFT = \sqrt{DEFF}$.

²DEFF is the design effect, given by $DEFF = \hat{V}_{design}(\hat{\theta}) / \hat{V}_{SRS}(\hat{\theta})$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table G.9. Design effects for respondents who received their degree from a private not-for-profit institution

Variable description	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Ever attended a community college or other 2-year college	47.0	1.44	0.86	1.68	2.83
Live in same state where BA institution is located	59.7	1.31	0.84	1.57	2.46
Living with parent(s) or other relatives	17.5	0.90	0.65	1.38	1.91
Own home or making mortgage payments	22.9	1.20	0.72	1.67	2.80
Employed at least part-time	86.3	0.74	0.59	1.27	1.60
Employed full-time	75.5	0.96	0.73	1.31	1.72
Employed in a job that offers health insurance	80.2	1.04	0.76	1.36	1.84
Employed in a job closely related to the student's major	53.3	1.21	0.94	1.29	1.67
Earning \$30,000 or more per year of those employed full or part-time	56.5	1.46	0.99	1.47	2.16
Received employer training in the past year	71.8	1.49	1.05	1.42	2.01
Satisfied with job salary	66.7	1.16	0.90	1.28	1.63
Ever considered teaching of those who have never taught	43.4	1.35	0.97	1.39	1.94
In the teacher pipeline	53.0	1.25	0.87	1.43	2.05
Employed as a teacher	11.4	0.69	0.55	1.25	1.57
Was planning to get a Master's or higher degree when interviewed in NPSAS	86.0	1.08	0.65	1.67	2.80
Currently working on or planning to pursue a Master's or higher degree within the next 5 years when interviewed in B&B	74.7	1.09	0.74	1.47	2.17
Have taken the GRE or some other graduate admissions test	9.8	0.65	0.54	1.20	1.44
Voted in 2000 presidential election	78.0	0.99	0.73	1.36	1.86
Did any community service work in 2001	47.3	1.24	0.87	1.42	2.03
Enrolled in a Master's program in 2001	18.0	0.86	0.66	1.32	1.73
Enrolled in a Doctoral program in 2001	6.6	0.48	0.42	1.14	1.31
Have/had education debt	69.6	1.11	0.81	1.37	1.89
Used lifetime learning tax credit in 1999, 2000, or 2001	48.0	1.33	1.07	1.25	1.55
Graduated from same institution where they began their postsecondary education	58.5	1.79	0.90	1.98	3.93
Can speak a foreign language	22.5	0.94	0.73	1.29	1.67
Have a disability	9.2	0.69	0.51	1.36	1.84
Married	28.2	1.33	0.77	1.74	3.02
Have children	17.8	1.13	0.67	1.69	2.86
Satisfied with job	84.3	0.93	0.70	1.33	1.78
Has occupational or professional license	28.8	1.07	0.79	1.36	1.85
SUMMARY STATISTICS					
Mean	†	†	†	1.43	2.06
Minimum	†	†	†	1.14	1.31
Maximum	†	†	†	1.98	3.93

†Not applicable.

¹ DEFT is the root design effect, given by $DEFT = \sqrt{DEFF}$.

² DEFF is the design effect, given by $DEFF = \hat{V}_{design}(\hat{\theta}) / \hat{V}_{SRS}(\hat{\theta})$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

