NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

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.

U. S. Department of Education
Office of Educational Research and Improvement

NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

National Postsecondary Student Aid Study:2000 Field Test Methodology Report

Working Paper No. 2000-17 October 2000

Contact: Andrew G. Malizio
Postsecondary Longitudinal and Sample Survey Studies Program
Tel: 202.502.7387
E-mail: andrew_malizio@ed.gov

U. S. Department of Education
Office of Educational Research and Improvement

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
C. Kent McGuire
Assistant Secretary

National Center for Education Statistics
Gary W. Phillips
Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education
1990 K Street NW
Washington, DC 20006–5651

The NCES World Wide Web Home Page is: ***http://nces.ed.gov***
The NCES World Wide Web Electronic Catalog is: ***http://nces.ed.gov/pubsearch/index.asp***

Suggested Citation

U.S. Department of Education. National Center for Education Statistics. *National Postsecondary Student Aid Study:2000 Field Test Methodology Report*, Working Paper No. 2000–17, by Melissa R. Biber, Michael W. Link, John A. Riccobono, and Peter H. Siegel. Project Officer, Andrew G. Malizio. Washington, DC: 2000.

October 2000

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.

Copies of Working Papers can be downloaded as pdf files from the NCES Electronic Catalog (http://nces.ed.gov/pubsearch/), or contact Sheilah Jupiter at (202) 502–7444, e-mail: sheilah_jupiter@ed.gov, or mail: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 1990 K Street NW, Room 9048, Washington, D.C. 20006–5651.

Marilyn M. McMillen
Chief Mathematical Statistician
Statistical Standards Program

Ralph Lee
Mathematical Statistician
Statistical Standards Program

This page intentionally left blank.

National Postsecondary Student Aid Study:2000

Field Test Methodology Report

Prepared by:

Melissa R. Biber
Michael W. Link
John A. Riccobono (Project Director)
Peter H. Siegel
Research Triangle Institute

Prepared for:

U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics

October 2000

Acknowledgments

The authors gratefully acknowledge the assistance of staff members of the National Center for Education Statistics (NCES) and the Office of Education Research and Improvement (OERI) for their advice, guidance, and review in the design and conduct of the field test study and in preparing this document. We are particularly grateful to C. Dennis Carroll, Associate Commissioner, Postsecondary Studies Division, Paula R. Knepper, Senior Technical Advisor, NCES Postsecondary Studies Division, and Andrew G. Malizio, Program Director, Postsecondary Longitudinal and Sample Survey Studies (PLSSS) for their constructive input and review.

Particular thanks are also extended to the study technical review panel members, who provided considerable insight and guidance in development of the design and instrumentation of this study. Thanks are also extended to the many involved project staff members of the three involved contractors—Research Triangle Institute (RTI), MPR Associates, and the National Association of Student Financial Aid Administrators (NASFAA). At Research Triangle Institute, special acknowledgment is due to Lil Clark for her excellent and tireless efforts at preparing the various drafts and final version of this document.

Most of all, we are greatly indebted to the staff of over 61 postsecondary education institutions who assisted in the institution records collection and to the over 1,500 students who generously participated in the telephone survey. Their willingness to take the time to share information has made this field test study a success, and greatly improved the design of the full-scale NPSAS:2000.

Table of Contents

Appendices

List of Tables

List of Figures

Chapter 1
Introduction, Background, and Purpose

This document provides the description, summary, and evaluation of methodological procedures and results for the *field test* of the 2000 National Postsecondary Student Aid Study (NPSAS:2000). The field test and subsequent full-scale study are being conducted for the National Center for Education Statistics (NCES) of the U. S. Department of Education, Washington, DC, as authorized by Title IV, Section 401, of the National Education Statistics Act of 1994 [PL 103–382]. NPSAS:2000 is being conducted under contract by Research Triangle Institute (RTI), assisted by MPR Associates, Inc. and the National Association of Student Financial Aid Administrators (NASFAA).

This introductory chapter describes briefly the background, purposes, schedule and products of the NPSAS:2000 study and the unique purposes of the field test. In chapter 2, field test design and method are described. Descriptions and overall outcomes of the several stages of data collection, as well as results of special studies, are presented in chapter 3. Chapter 4 presents evaluations of procedures used to collect information from institutions and students. Chapter 5 examines issues related to the quality of the data collected, and chapter 6 summarizes the major recommendations for changes in design for the full-scale study. Materials used during the field test survey are provided as appendixes to the report and cited, where appropriate, in the text.

A. Background and Purpose of NPSAS

NPSAS is a comprehensive nationwide study to determine how students and their families pay for postsecondary education, and to describe some demographic and other characteristics of those enrolled. The study is based on a nationally representative sample of all students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. Students attending all types and levels of institutions are represented in the sample, including public and private for-profit and not-for-profit institutions, and from less-than-2-year institutions to 4-year colleges and universities. The study is designed to address the policy questions resulting from the rapid growth of financial aid programs and the succession of changes in financial aid program policies since 1986. The first NPSAS study was conducted in 1986–1987; subsequently, NPSAS has been conducted as NPSAS:90, NPSAS:93, NPSAS:96 and the current NPSAS:2000. Since 1990, NPSAS has been used to spinoff a postsecondary longitudinal survey, with NPSAS serving as the base year for either the Beginning Postsecondary Students (BPS) survey or the Baccalaureate and Beyond (B&B) survey. NPSAS:2000 will serve as the base year survey for a one-time follow-up of B&B students.

A main objective of the study is to produce reliable national estimates of characteristics related to financial aid for postsecondary students. The data are part of the NCES comprehensive information on student financial aid and other characteristics of those enrolled in postsecondary education. The study focuses on three general questions with important policy implications for financial aid programs:

- How do students and their families finance postsecondary education?
- How does the process of financial aid work, in terms of both who applies for and who receives aid?
- What are the effects of financial aid on students and their families and on postsecondary institutions?

B. Overall Schedule and Products of NPSAS:2000

NPSAS:2000 full-scale data collection is scheduled for March through December 2000. Full-scale data will be used to examine a wide range of education policy questions including helping to determine federal policy regarding student financial aid. The extent and depth of the data allow sophisticated simulation and statistical modeling. Electronically documented, restricted access research files (with associated electronic codebooks) as well as NCES' Data Analysis Systems (DASs) for public release will be constructed from the full-scale data and distributed to a variety of organizations and researchers. NPSAS:2000 will produce the following types of reports: (1) a full-scale methodology report, providing details of sample design and selection procedures, data collection procedures, weighting methodologies, estimation procedures and design effects, and the results of nonresponse analyses; and (2) descriptive summaries of significant findings including *Undergraduate Financing of Postsecondary Education, Student Financing of Graduate and Professional Education,* and *Profile of Undergraduates at U.S. Postsecondary Institutions*.

C. Purpose of the Field Test

The major purpose of the NPSAS:2000 field test was to plan, implement, and evaluate all operational and methodological procedures, instruments, and systems proposed for use in the full-scale study. Many such methodological features, representing enhancements or refinements to previously used NPSAS approaches, had not been fully tested in the past. Using and testing methodologies in the field test that parallel the data collection procedures proposed for the main NPSAS data collection allow such procedures to be adjusted as necessary, before the much larger (and more expensive) full-scale data collection activities begin.

This procedure of comprehensive field-testing has been used quite successfully throughout the NPSAS series to enhance and advance the methodologies used in these important surveys. Just as the results of past NPSAS surveys and their associated field tests have consistently served to improve subsequent design and method, the results of the NPSAS:2000 field test have served to improve the NPSAS:2000 full-scale study, which, based on the evaluations reported herein, has been modified and improved to maximize operational efficiency, responses, and the quality of information obtained.

Chapter 2
Design and Method of the Field Test

A. The NPSAS:2000 Samples

The sample for the NPSAS:2000 field test was selected from students enrolled in postsecondary education in the United States, District of Columbia, or Puerto Rico at any time between July 1, 1998 and April 30, 1999.[1]

1. Institutional Sample

Effectively all U.S. institutions offering academically or vocationally oriented postsecondary programs and eligible for Title IV aid[2] were eligible for NPSAS:2000 participation.[3] Specifically, to be eligible for NPSAS:2000, a non-military-academy educational institution must:

- offer an educational program designed for persons who have completed secondary education;
- offer more than just correspondence courses;
- offer at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offer courses that are 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
- be eligible for Title IV funding.

Institutions providing only avocational, recreational, remedial, correspondence, or only in-house courses for their own employees were excluded.

[1] The population of interest for the full-scale NPSAS:2000 study includes students enrolled in any term during the 1999–2000 *financial aid award year*, which would be any time between July 1, 1999 and June 30, 2000; using a comparable definition for the field test year, however, would have introduced considerable delays in the schedule with only marginal associated benefits, since the bulk of the ideal population is contained within the operationally defined population.

[2] U.S. military academies were excluded due to their atypical funding/tuition base.

[3] The NPSAS universe for the field test included all otherwise eligible institutions in the 1997–98 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics (IC) file.

Institutions selected for the field test were not to be selected for the full-scale study, since participation in both surveys was considered excessively burdensome. After large institutions, which were likely to be certainty institutions in the full-scale survey, were deleted from the field test institutional sampling frame, a stratified simple random sample of institutions was selected for the field test, using the same 22 strata that will be used for the full-scale study. Although no probability-based inferences were planned for the field test, a probability-based sample was used because the complement of the field test sample will be used for the full-scale study sampling frame.

An important benefit of this method of selecting the institutions for the field test is that a more up-to-date institutional sampling frame can be constructed from the 1998–99 IPEDS IC file for the full-scale sample of institutions without losing the ability to generalize to the full population. Each institution on the updated frame will receive a first-stage sampling weight based on the probability that it was not selected for the field test sample. The weights will be unity (1.00) for institutions not on the field test frame (e.g., large institutions likely to be certainty) and will be only slightly greater than unity for the other institutions because of the small numbers of institutions that were selected from each stratum for the field test sample.

Nearly twice as many institutions as needed were selected in the simple random sample for the field test. Then the field test sample was selected purposively from this simple random sample. Three institutions in Puerto Rico were selected to evaluate the viability of alternative methods of locating and interviewing and to check on whether the improved response rates, which RTI achieved in Puerto Rico in NPSAS:96, would continue. Clusters of institutions were selected in several cities to provide an adequate number of students for field interviewing. The remaining field test institutions were selected to represent the 22 institutional strata.

In total, 74 institutions were selected for the field test with the expectation that this figure would yield 66 institutions that both were eligible and would provide lists for student sampling. A breakdown of sampled institutions by original institutional stratum is provided in table 2.1. This table also shows, in total and by stratum among the sampled institutions, eligibility rates and rates for providing student lists. Overall, over 98 percent of the sampled institutions met NPSAS eligibility requirements, and of those, about 86 percent provided lists or agreed to provide lists for student sampling.

2. Student Sample

Not all students enrolled in eligible institutions were considered eligible for NPSAS. In addition to being enrolled at a NPSAS-eligible school between the appropriate dates (for the field test between July 1, 1998 and April 30, 1999; for the full-scale study between July 1, 1999 and June 30, 2000), NPSAS-eligible students must be:

Table 2.1—NPSAS:2000 field test institutional sampling, eligibility, and list-providing, by sampling stratum

Institution sampling stratum	Sampled institutions		Eligible institutions		Provided lists	
	Number	Percent[a]	Number	Percent[b]	Number	Percent[c]
Total	74	100.0	73	98.6	63[d]	86.3
Public						
1 Less-than-2-year	3	4.1	3	100.0	3	100.0
2 2-year	2	2.7	2	100.0	2	100.0
Total less-than-4-year	5	6.8	5	100.0	5	100.0
3 Bachelor's, high ed[f]	2	2.7	2	100.0	2	100.0
4 Bachelor's low ed[g]	4	5.4	4	100.0	4	100.0
5 Masters, high ed	4	5.4	4	100.0	3	75.0
6 Masters, low ed	4	5.4	4	100.0	4	100.0
Total 4-year non-doctorate-granting	14	18.9	14	100.0	13	92.9
7 Doctorate-granting, high ed	2	2.7	2	100.0	2	100.0
8 Doctorate-granting, low ed	4	5.4	4	100.0	2	50.0
9 First-professional-granting, high ed	2	2.7	2	100.0	2	100.0
10 First-professional-granting, low ed	6	8.1	5	83.3	5	100.0
Total 4-year doctorate-granting	14	18.9	13	92.9	11	84.6
Private, not-for-profit						
11 Less-than-2-year	2	2.7	2	100.0	2	100.0
12 2-year	2	2.7	2	100.0	1	50.0
Total less-than-4-year	4	5.4	4	100.0	3	75.0
13 Bachelors, high ed	2	2.7	2	100.0	2	100.0
14 Bachelors, low ed	5	6.8	5	100.0	5	100.0
15 Masters, high ed	2	2.7	2	100.0	2	100.0
16 Masters, low ed	5	6.8	5	100.0	4	80.0
Total 4-year, non-doctorate-granting	14	18.9	14	100.0	13	92.9
17 Doctorate-granting, high ed	2	2.7	2	100.0	1	50.0
18 Doctorate-granting, low ed	5	6.8	5	100.0	4[e]	80.0
19 First-professional-granting, high ed	2	2.7	2	100.0	1	50.0
20 First-professional-granting, low ed	7	9.5	7	100.0	6[e]	85.7
Total 4-year, doctorate-granting	16	21.6	16	100.0	12[d]	75.0
Private, for-profit						
21 Less-than-2-year	4	5.4	4	100.0	3	75.0
22 2-year or more	3	4.1	3	100.0	3	100.0
Total private, for-profit	7	9.5	7	100.0	6	85.7

[a] Percent is based on overall total within column.

[b] Percent is based on number sampled within row.

[c] Percent is based on number eligible within row.

[d] Includes two institutions which agreed to provide lists but did not do so in the time provided

[e] Includes one institution which agreed to provide lists but did not do so in the time provided.

[f] A school is classified as "high-ed" if it is in the top 20 percent of its stratum in terms of baccalaureate students graduating with education degrees.

[g] A school is classified as "low-ed" if it is not in the top 20 percent of its stratum in terms of baccalaureate students graduating with education degrees.

NOTE: First-professional-granting institutions include doctoral degrees.

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

Students who received a baccalaureate degree *at any time* between the appropriate dates for the field test (between July 1, 1998 and June 30, 1999) or were *candidates* to receive a baccalaureate degree by June 30, 1999 were eligible for the NPSAS and the Baccalaureate and Beyond studies.

Students were selected from "unduplicated"[4] student lists provided by participating institutions, using the same procedures to be implemented in the full-scale study. While schools were made aware of student eligibility requirements, as in previous waves of NPSAS, the bulk of the student eligibility determination was accomplished after sampling from the provided lists (i.e., during record abstraction or student interviewing). Incorrect information provided by institutions as to student status also resulted in some other misclassification errors, which were also corrected after sampling.

Students were stratified within selected institutions into seven strata. Separate strata were established for baccalaureate, undergraduate, graduate, and first-professional students; moreover, the baccalaureate stratum was subdivided into two mutually exclusive strata and the graduate stratum was subdivided into three mutually exclusive strata. The first baccalaureate stratum consisted of students who either were baccalaureate recipients or were candidates to be baccalaureate recipients with degrees in a business major. The second baccalaureate stratum comprised students who either were baccalaureate recipients or were candidates to be baccalaureate recipients with degrees in a major other than business. The three graduate strata were students in Master's degree programs, students in Doctorate degree programs, and other graduate students.

Business baccalaureate recipients were sampled at lower sampling rates than other baccalaureate recipients because a large proportion of all baccalaureate degrees are awarded to business majors. Differential sampling rates were also used for the three types of graduate students in order to get adequate representation of students pursuing doctoral degrees and to limit the sample size for "other" graduate students, who are of limited inferential interest. Established sampling rates were applied to the unduplicated student lists to attain the sample using stratified systematic sampling procedures. The sample was constrained so that (1) no less than 25 students were to be selected from each institution, even if the sampling rate had to be raised, and (2) the total sample from an institution did not exceed 50 more than the expected sample size based on the 1997–98 IPEDS information, even if the rates had to be reduced. The sample size was monitored and sampling rates were adjusted, where appropriate.

[4] In some instances, the lists could be unduplicated by the supplying institutions. However, in many cases, institutions were unable (or unwilling) to unduplicate lists, and the unduplicating process was accomplished by contractor staff.

The expected and achieved field test student sample sizes are shown in table 2.2 by student stratum and level of institutional offering. Overall, the application of predetermined sampling rates yielded a sample that was slightly below expectations. The two baccalaureate strata and the doctorate strata yielded samples over expectations, and the undergraduate, Master's, other graduate, and first-professional strata yielded samples below expectations. An additional perspective of the field test student sample, taking into account institution type is shown in table 2.3. About half of the overall sample, more than half of the baccalaureate sample, and almost half of the other undergraduate sample were selected from public institutions (reflecting the higher undergraduate enrollment in such institutions); however, the graduate/first-professional sample had a slightly higher percentage selected from private, not-for-profit institutions than from public institutions. During the full-scale study, we will closely monitor the sample sizes in each student stratum and adjust sampling rates if necessary to achieve target sample sizes.

Table 2.2—Expected and achieved NPSAS:2000 field test student samples, by student stratum and level of institutional offering

Student stratum[a]	Institutional level	Number expected[b]	Students sampled	
			Number achieved	Percent[c]
Total	Total	2,695	2,587	96.0
Baccalaureate business	4-year	128	144	112.5
Baccalaureate other	4-year	1,085	1,158	106.7
Other undergraduate	Subtotal	784	680	86.7
	Less-than-2-year	288	245	85.1
	2-3 Year	195	178	91.3
	4+Year	301	257	85.4
Master's	4-year	168	142	84.5
Doctorate	4-year	151	168	111.3
Other graduate	4-year	74[d]	16	21.6
First-professional	4-year	305	279	91.5

[a] As expected, the original sampling frames misclassified some individual students as to baccalaureate, undergraduate, graduate, and first-professional status; statistics presented in this table are based on the initial sampling frame classification.

[b] Based on sampling rates, 1997–1998 IPEDS IC file enrollment counts, and 1996–1997 IPEDS Completions file baccalaureate counts. Includes students from two schools which agreed to participate but did not provide lists.

[c] Percent reported reflects the ratio of "achieved" to "expected."

[d] A percentage of each institution's graduate students were expected to be other graduate students (such as non-degree graduate or post-baccalaureate students) depending on type of institution, however the actual percentage of other graduate students varied by institution.

Table 2.3—Initial classification of NPSAS:2000 field test student sample by school type and student stratum

Institution type	Student sampling stratum[a]							
	Total sample		Baccalaureate sample[b]		Other undergraduate sample		Graduate/first-professional sample[b]	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All institutions	2,587	100.0	1,302	100.0	680	100.0	605	100.0
Institutional level								
Less-than-2-year	245	9.5	NA	NA	245	36.0	NA	NA
2-year	178	6.9	NA	NA	178	26.2	NA	NA
4-year, non-doctorate-granting	986	38.1	717	55.1	176	25.9	93	15.4
4-year, doctorate granting	1,178	45.5	585	44.9	81	11.9	512	84.6
Institutional control								
Public	1,303	50.4	715	54.9	317	46.6	271	44.8
Private, not-for-profit	1,082	41.8	587	45.1	195	28.7	300	49.6
Private, for-profit	202	7.8	NA	NA	168	24.7	34	5.6
Institutional sector								
Public, less-than-2-year	93	3.6	NA	NA	93	13.7	NA	NA
Public, 2-year	83	3.2	NA	NA	83	12.2	NA	NA
Public, 4-year, non-doctorate-granting	496	19.2	346	26.6	104	15.3	46	7.6
Public, 4-year, doctorate-granting	631	24.4	369	28.3	37	5.4	225	37.2
Private, not-for-profit, 2-year or less	79	3.1	NA	NA	79	11.6	NA	NA
Private, not-for-profit, 4-year, non-doctorate-granting	490	18.9	371	28.5	72	10.6	47	7.8
Private, not-for-profit, 4-year, doctorate-granting	513	19.8	216	16.6	44	6.5	253	41.8
Private, for-profit, less-than-2-year	98	3.8	NA	NA	98	14.4	NA	NA
Private, for-profit, 2-year or more	104	4.0	NA	NA	70	10.3	34	5.6

[a] As expected (and verified following record abstraction), the original sampling frames misclassified some individual students as to baccalaureate, undergraduate, graduate, and first-professional status; statistics presented in this table are based on the initial sampling frame classification.

[b] For this presentation, the two baccalaureate strata have been combined and the masters, doctorate, other graduate, and first-professional strata have been combined into a single graduate/first-professional stratum.

B. Overall Operational Design

NPSAS:2000 involves a multistage effort in collecting information related to student aid. An initial NPSAS:2000 data collection stage involved collecting electronic student aid report (SAR) information directly from the Department of Education Central Processing System (CPS) for federal aid applications.[5] The second stage involves abstracting information from the student's records at the school from which he/she is sampled, using a Computer Assisted Data Entry (CADE) system. The third stage involves interviews with sampled students, primarily using a Computer Assisted Telephone Interviewing (CATI) procedure. Computer-Assisted Personal Interviewing (CAPI) procedures, using field interviewers, were also used for the first time on a NPSAS study, to help reduce the level of nonresponse to CATI.

A schematic of the operational flow of major data collection components of the NPSAS:2000 field test is shown in figure 2.1 and discussed below. To meet established dates for conclusion of all field test activities, while accommodating both differential dates at which student sampling could be initiated and differential timeliness of institutional turnaround, not all stages were implemented at the same time at all institutions. In fact the only fixed points in operations were (1) selection of the institutional sample and initial institutional mailings and verification calls, and (2) cut-off of interviewing. Start and end dates for the significant study activities are shown in table 2.4.

Table 2.4—Schedule of major NPSAS:2000 field test activities

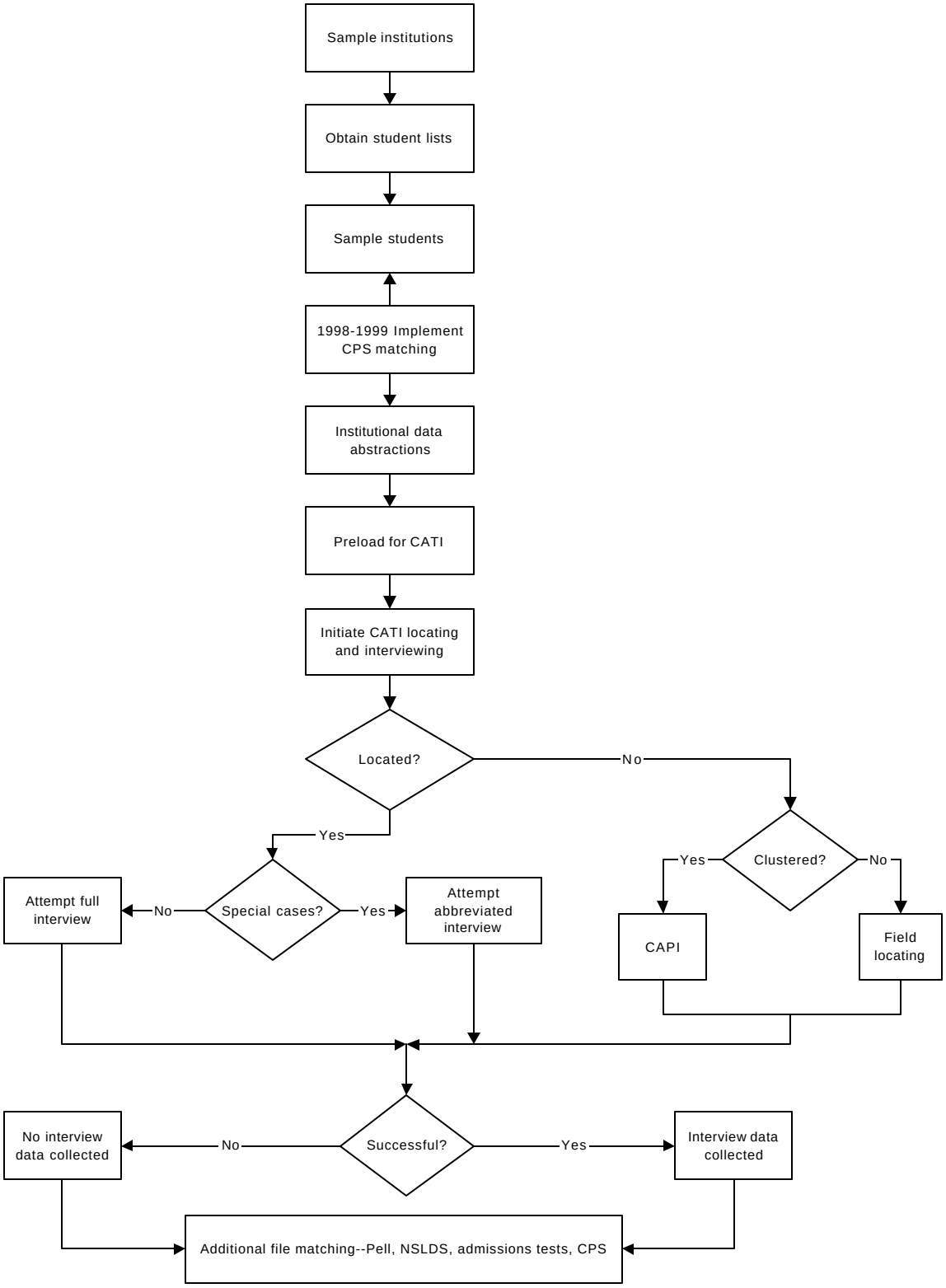
Field test activity	Start date[a]	End date[b]
Select institutional sample	11/30/98	12/09/98
Mail and phone contact with chief administrator	01/15/99	02/02/99
Mail and phone contact with institutional coordinator	02/09/99	04/14/99
Obtaining lists for student sampling	03/02/99	06/02/99
Select student samples	04/15/99	06/29/99
Request/obtain CPS data	04/15/99	06/29/99
Preload CPS data into CADE records	04/15/99	06/30/99
Implement CADE record abstraction	05/11/99	08/16/99
Preload CADE data into CATI records	06/08/99	09/21/99
Implement CATI interviewing of students	06/16/99	09/30/99
Implement CAPI locating/interviewing	08/15/99	09/30/99

[a] This is the date on which the activity was initiated for the first applicable school and/or its associated students.

[b] This is the date on which the activity was completed for the last applicable school and/or its associated students.

[5] The contractor for this service is National Computer Systems (NCS). Students complete a Free Application for Federal Student Aid (FAFSA), which is mailed to the CPS contractor; this information is entered into the computer file and electronic versions of the Institutional Student Information Record (ISIR) are created. The ISIR information is made available to all institutions that the student indicates.

Figure 2.1—Schematic of NPSAS:2000 field test major data collection components flow



1. Institutional Contacting and Student List Acquisition and Sampling

Once institutions were sampled, procedures were initiated to contact the Chief Administrator of selected institutions to (a) advise on sample selection, (b) advise on study requirements and solicit participation, (c) request appointment of an Institutional Coordinator (IC), through which subsequent communication with, and requests of, the institution would be directed, and (d) verify institutional eligibility. The initial letter, signed by the Commissioner of NCES, included a study fact sheet and endorsement letters, as appropriate, from the National Association of Financial Aid Administrators (NASFAA), the American Association of College Registrars and Admissions Officers (AACRAO), the Career College Association (CCA), and the National Accrediting Commission of Cosmetology Arts and Sciences (NACCAS). (Copies of these letters and attachments, as well as all other materials mailed to sampled institutions or students during the course of the field test, are included in appendix B). Follow-up telephone calls were made to the Chief Administrator one week after the mailing; if the IC had not been named by that time, he/she was urged to do so during the telephone conversation.

Separate mailings to the ICs (containing all materials included in the initial mailing to the Chief Administrator) were initiated on a flow basis, as the ICs were designated. Followup telephone calls were initiated one week following the mailing (the initial phone contact with the ICs typically involved a series of calls, including refusal conversion calls). ICs were advised of what would be expected from the school and asked to verify the IPEDS classification (institutional control and highest level of offering) and the calendar system used (including dates that terms started). ICs were also asked to (a) provide information on the school's record keeping approaches (including identifying the physical on-campus location of records needed for the subsequent record abstraction procedures), (b) identify their PC capabilities, and (c) set a date by which the school would provide student enrollment lists.

2. Student List Acquisition and Sampling

The enrollment list(s) requested (preferably a single unduplicated electronic list) were to contain all eligible students enrolled at any time between July 1, 1998 and April 30, 1999. (Sampled schools with NPSAS-year terms starting after the date of the list request obviously could not provide complete lists until after the last applicable term began.) The data items requested for each listed student were:

- student identification (ID) number;
- Social Security number (possibly identical with student ID);
- full name; and
- educational level – undergraduate, Master's, doctoral, other graduate, or first-professional – in the *last* term of enrollment during the study-defined year (only necessary for 4-year schools).

The baccalaureate list requested (preferably an electronic list) was to contain all students who received a baccalaureate degree at any time between July 1, 1998 and June 30, 1999 or were candidates to receive a baccalaureate degree by June 30, 1999. Sampled schools with baccalaureate students which did not have a final list of these students available provided a list as soon as they had a

reasonably complete list of spring 1999 baccalaureate candidates available, even if the list would be revised later. The data items requested for each listed baccalaureate student were:

- student identification (ID) number;
- Social Security number (possibly identical with student ID);
- full name;
- major for baccalaureate degree; and
- classification of instructional program (CIP), if available.

Definitions of types of lists and information preferred, as well as instructions for preparing different forms of lists were included in the initial IC letter and further clarified, as needed, in follow-up telephone conversations. In such subsequent telephone contacts, contractor staff worked closely with the IC to determine the best reasonable alternative lists and student information that could be provided by the institution.

Prompting telephone calls were made to institutions that had not provided lists one week following the date previously set by the IC for list provision (and on any subsequently established delivery date). Throughout the list acquisition process, attempts were made by the contractor to accommodate school constraints and to reduce their burden, including contractor unduplication of lists. Where requested, institutions were reimbursed for personnel and computer time in list preparation.

Several checks on quality and completeness of provided student enrollment and baccalaureate lists were implemented prior to actual student sampling. Institutions providing lists that failed at least one of these checks were called to rectify the detected problem(s). Completeness or quality checks failed if any of the conditions listed below existed:

- educational level – undergraduate, master's, doctoral, other graduate, or first-professional – was not included or clear;
- baccalaureate lists did not include either the student's major or the student's CIP; or
- number of students listed was inconsistent with the latest IPEDS data, as described below.

Quality checks were performed by checking the unduplicated counts from provided lists against the non-imputed unduplicated student counts from the 1997–98 IPEDS IC file (from which the institutional frame was constructed) and baccalaureate counts from the 1996–97 IPEDS Completions file. For 4-year schools, separate checks were made for undergraduate, graduate, first-professional, and baccalaureate students, with baccalaureate students also included in the other counts, where appropriate, for the last term of enrollment. For less-than-4-year schools, checks were made against total enrollment. The institution failed the check if the count for any electronic list differed by 25 percent or more from the IPEDS non-imputed count or if the estimated unduplicated count for any list differed

by 30 percent or more from the IPEDS non-imputed count.[6] However, if a student count failed the check but the absolute difference between the counts for that level was less than 100 students and the student list count was not zero, then the student count for that level passed the QC check. Also, if the IPEDS count was zero for any student level (undergraduate, graduate, first-professional, or baccalaureate) and the school provided a list of students of that level, then the count passed the QC check.

The student sample was selected on a flow basis as the lists were received, reconciled, and unduplicated (as applicable).[7] Stratified systematic sampling procedures were used to facilitate sampling from both electronic and hard-copy lists. For each institution, student sampling rates, rather than student sample sizes, were fixed.[8]

3. Obtaining Central Processing System (CPS) Information

To reduce institutional burden in subsequent data collection, the NPSAS:2000 contractor, with the assistance of NCES, arranged to obtain information from the Central Procesing System (which is operated for the Department of Education by a separate contractor, National Computer Systems—NCS), to access certain information provided by all federal financial aid applicants that had been selected in the sample. This information is provided by students to the CPS contractor on a Free Application for Federal Student Aid (FAFSA) form and then converted to electronic form, analyzed, and provided to involved schools (and other approved parties).

As was the case in NPSAS:96, RTI was assigned a "special designation" code, which allowed use of existing procedures. Under this procedure, financial aid application data were requested through a standard Federal Data Request (FDR) process.[9] The CPS was accessed semiweekly to download CPS data from the completed request.

4. CADE Data Abstraction from Students' Institutional Records

Data from sampled students' records at the NPSAS institution were collected using procedures similar to those successfully tested and implemented during NPSAS:96. Specifically, a Computer-Assisted Data Entry (CADE) software system was developed for use in collecting data from student records.

[6] If provided lists were not unduplicated, the contractor estimated the unduplicated total by applying an empirically determined multiplicity factor to the count over provided lists.

[7] Duplicated electronic lists were unduplicated using Social Security or student ID numbers prior to sampling. Duplicated lists (typically lists by term) were not unduplicated *per se*; rather, samples were drawn from the "most recent" list (typically a spring term) as well as from earlier term lists, and the "most recent" term sample was retained while the other *samples* were unduplicated against that "most recent" sample.

[8] The use of fixed rates rather than fixed sample sizes facilitated sampling students on a flow basis.

[9] This is a request process similar to that available to state and federal requests from the system, through which information can be requested about individuals regardless of the institution they attend; institutional requests, on the other hand, are restricted to applicants to their institution only.

The most significant enhancement to the student record abstraction process for NPSAS:2000 was the development and implementation of a CADE system for use over the Internet through the World Wide Web. This Web-based software (Web-CADE) provided an improved user interface over the NPSAS:96 system, and addressed several of the self-CADE issues raised during the previous study (insufficient computer memory, failures during diskette installation and virus scanning, lack of information regarding institutions' progress during data collection). The data elements included in the Web-CADE system were identical to those included in the laptop-based CADE system used by the RTI field data collectors (field-CADE).

The CADE record abstraction process began when a student sample had been selected and transmitted to the Central Processing System for obtaining financial aid application data. Upon completion of the CPS matching (typically a 48-hour turnaround) a number of data elements were preloaded into the CADE database, thus initializing the CADE system. These preloaded elements included an indicator of whether the student had been matched successfully to the CADE system, as well as selected CPS variables for use in CADE software edit checks. In addition, the system was customized for each institution by preloading the names of up to ten institution financial aid programs and up to ten state financial aid programs, for use in identifying aid received by students.

As was the case in NPSAS:96, institutions were given the choice to either perform the data entry themselves or have an RTI-employed field data collector perform the data entry. Institutions were encouraged to use their own staff for this data collection (with compensation for staff time, when requested), since this minimized the overall cost of the data collection. We were particularly interested in having sufficient numbers of institutions use the Web-CADE system in order to assess its effectiveness.

Once CADE was initialized for a particular institution, the institution coordinator was notified by telephone that we were ready to begin the CADE data collection. Coordinators who had previously indicated a willingness to complete the data collection via Web-CADE were provided with a user name and password to gain access to the Web-CADE systems. As a security measure, each coordinator was asked to provide us with a "lost password prompting question and answer" – if they forgot their password and had to call in for a reminder, the personalized question was posed and the password was provided upon successfully answering the question. Field-CADE institutions were also notified by telephone of CADE initialization, at which time an appointment was made for a field data collector to visit the institution.

The CADE software (the full contents of which appear in appendix C was structured into eight sections:

- Locating – for collecting address and phone information for students, parents, and other contacts
- Characteristics – for collecting demographic data such as gender, race, and marital status

- Admissions – for collecting scores for undergraduate, graduate, and first-professional admissions tests
- Enrollment – for collecting terms-of-enrollment, degree program, and field-of-study
- Tuition – for collecting tuition data for the terms-of-enrollment
- Financial Aid Awards – for collecting financial aid data for aid recipients
- Need Analysis – for collecting student financial aid budget data for aid applicants
- ISIR – for collecting name and SSN for students not previously matched successfully to CPS, but for whom an Institution Student Information Record (ISIR) was available, indicating the student had applied for federal financial aid for the study year.

Because the Web-CADE database was resident on an RTI Web server, daily status reports summarized the progress of the Web-CADE institutions. However, periodic calls were placed to the coordinator to "inquire as to their progress," thereby prompting the institution to complete the record abstraction. In general, it appeared through the status reports that schools were typically slow in beginning the CADE task (often waiting many weeks after system initialization before starting data collection), but once they began they tended to complete the task within two weeks.

5. Student CATI/CAPI Interviews

Student interviews were conducted primarily by telephone, and occasionally in person, using CATI/CAPI technology. Like CADE, CATI/CAPI was developed using version 4.3 of the Computer-Assisted Survey Executive System (CASES) software to facilitate preloading full-screen data entry and editing of "matrix-type" questions. The CATI/CAPI system presented interviewers with screens of questions to be asked of the respondents, with the software guiding the interviewer and respondent through the interview, automatically skipping inapplicable questions based on prior response patterns or suggesting appropriate wording for probes should a respondent pause or seem uncertain in answering a question.

Prior to initiating CATI, notification letters, on Department of Education stationery and with attachments, were mailed to students. These letters (copies are provided in appendix A) notified the sample member of the upcoming survey, pointed out the importance of the study, disclosed average time burden, and urged participation.

Associated with the interviewing (and partially imbedded in the CATI instrument), was the necessity (due to incomplete or incorrect telephone numbers), in many cases, to locate the respondent(s). Much of the locating challenge was associated with the fact that by the time CATI was initiated, most sample members had moved from their "local" (school) address. To facilitate the tracing component, each CATI record contained roster lines for up to 15 telephone numbers (including directory assistance calls and calls to the institutional student locator service); each such roster line was associated with a history of the dates and results of all calls made to that number and a number-specific comment field. Locating calls were initiated according to a calling plan using an automatic call scheduler imbedded within the CATI software. This system allowed calls to be scheduled on the basis of

established case priority, time of day, and history of success of prior calls at different times and on different days.

In some occasions, student tracing activities were executed that were not imbedded in the CATI system. Such systems involved searches by tracing operations staff of various electronic databases. The specific tracing activities are listed below.

- *Query of Equifax database*. Equifax is another large credit bureau company that maintains credit files on a large number of individuals.
- *Query of the Internet databases*. Contractor staff had direct electronic access to various databases, which include names, Social Security numbers, and current and former addresses and telephone numbers of individuals.
- *Query of the Select Phone Book CD ROM data.* This database contains every published telephone number in the United States, with associated names and addresses. It can be sorted within city by address, to obtain telephone numbers and names of neighbors.

To reduce interview burden and to guide the interview through appropriate branchings (e.g., questions appropriate only for graduate students), considerable information was preloaded into the CATI records prior to interviewing. Such preloaded information included (a) data previously collected through CPS and/or CADE; and (b) information from the sampling file (e.g., name, Social Security number, school name, school and student stratum). In a number of instances, specific questionnaire items were not asked (or only verified) if that information had been collected previously. For the field test, we preloaded data and implemented CATI on a flow basis, as CADE results were received from the institutions.

Features of the CATI system that facilitated smooth and appropriate conduct of the interview included:

- extensive use of appropriate branching of interviewees based on preloaded information or responses to questions asked previously in the interview;
- extensive use of "fill" features in screen presentations of questions to be asked by interviewers (i.e., filling in part of a question with preloaded data or a previously provided response—that is, instead of asking the respondent something about "job number three", the question would be presented with the name of the third job held imbedded in the screen wording);
- a "breakoff/resume" feature allowing interview continuation after a breakoff to move automatically to the next applicable question for the respondent; and
- provision of context-sensitive "help" screens (available with a single keyboard entry) to provide the interviewer with information about particular questions to help clarify its intent.

Additionally, NCES-developed, on-line coding programs (for industry/occupation, IPEDS, and field of study coding) were imbedded in the overall interview administration system. These allow standard coding of responses while the respondent is still available to assist.

The Student CATI Interview consisted of 8 sections that were administered sequentially (see figure 2.2).[10] The sections are ordered so that important information is collected early in case the respondent breaks off the interview before completion. Of particular note is Section A; in this section final checks of study eligibility were determined. A facsimile student interview is provided in appendix D.

Cases not completed in CATI were assessed for assignment to field staff. If the case was in an identified geographic cluster, it was assigned to a field interviewer. The field interviewer then attempted to locate the student and complete the interview using CAPI. If the case was not in an identified cluster, it was assigned to a field locator. The field locator then attempted to locate the student and convince the student to call an 800 number to complete the interview in CATI.

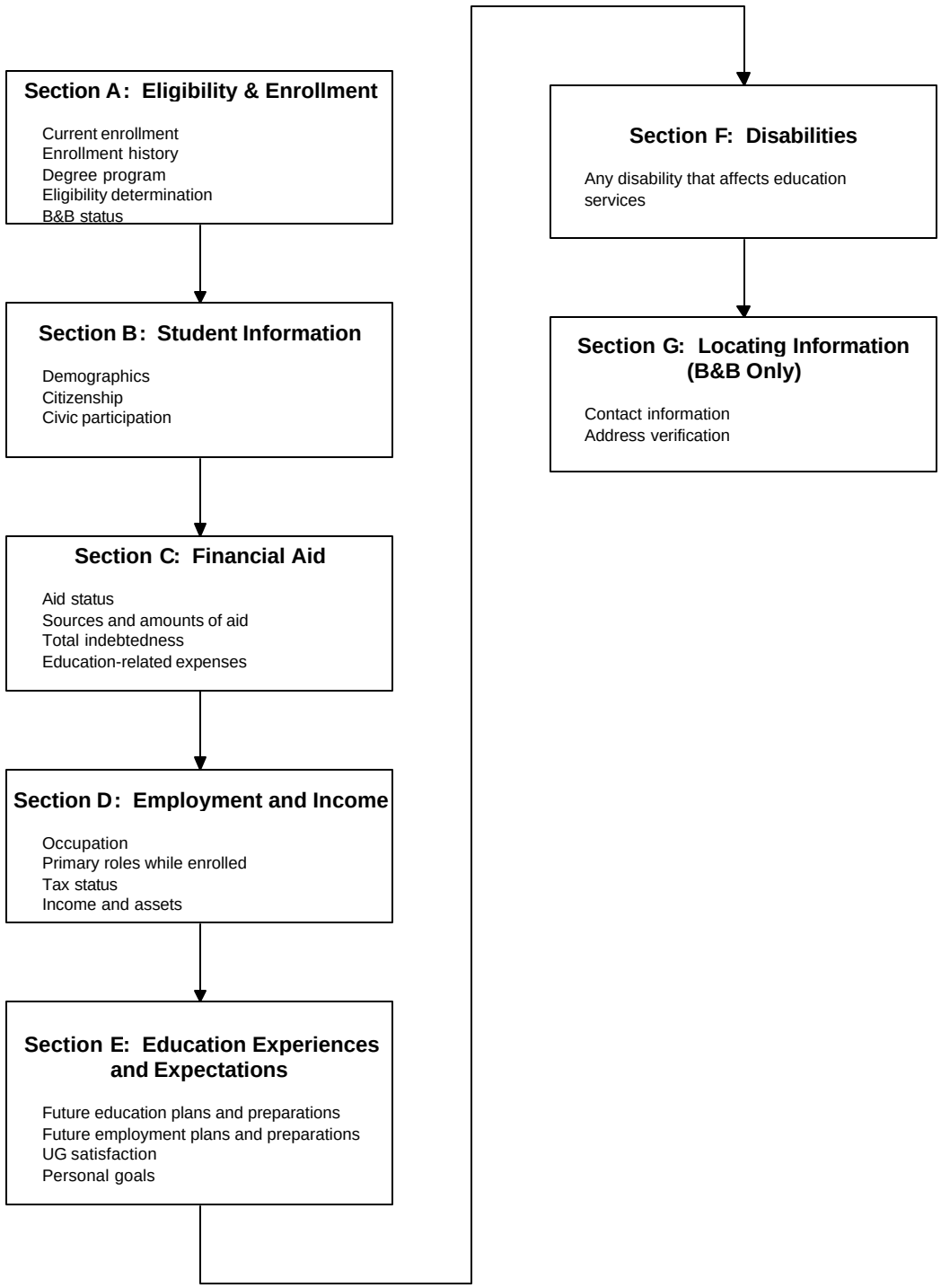
Results of CATI and CAPI interviewing were monitored daily through the study Integrated Management System (IMS). Daily reports of production, with revised projections of future production to satisfy study requirements, were available to both NCES and contractor staff.

Two sets of abbreviated interviews were conducted in special cases. First, the planned reliability reinterview study used an interview containing only a small subset of the items in the full student interview. Second, an abbreviated interview was developed (containing only selected items) for telephone administration to those who could speak only Spanish and to those who refused to complete the full interview.[11] A facsimile of the reliability interview is in appendix E, and the abbreviated interview is provided in appendix F.

[10] While the logical flow within an interview is generally constrained to be linear (with forward branching as applicable), this is even more important in CATI, where previously supplied responses control subsequent branching items. Nonetheless, standard features were available to allow interviewers to back-up in the interview to change prior responses based on information provided subsequently.

[11] Spanish speakers who could speak some English were guided through the full interview by bilingual interviewers; however, translation "on the fly" of the full interview to one who spoke only Spanish was considered inappropriate.

Figure 2.2—Structure and flow of NPSAS:2000 field test student CATI



C. The Integrated Management System (IMS)

The NPSAS:2000 field test IMS was developed based on a framework initially developed (and evolved) under previous NCES studies conducted by RTI. These include BPS:90/92, BPS:90/94, NPSAS:96, and BPS:96/98. As with these previous studies, the NPSAS:2000 IMS consisted of independent, but integrated, modules. Development of the IMS occurred throughout the study field test period. To the extent possible, the NPSAS:2000 IMS was developed using commercial, off-the-shelf PC-based software systems.

The major enhancement to the NPSAS IMS was the development of a Web-CADE module for institutions to provide student data via the Internet. The system replaced the diskette-based version of CADE used during NPSAS:96. The Web-CADE system included encrypted data transmission and a login/logout feature to maintain data security. More information about Web-CADE is provided below.

The modular design of the IMS allows for efficient upgrading or replacement of components as necessary. This occurred during the field test period, as RTI's migration from SQL Server 6.5 to SQL Server 7.0 took place during the summer of 1999.

Below are listed the major components, or modules, of the NPSAS:2000 IMS. Relevant details regarding each module are provided.

Receipt Control System (RCS)

- Back-end database is Microsoft SQL Server. SQL Server version 6.5 was used for the field test development. The RCS back-end database was upgraded to SQL Server version 7.0 near the end of the field test period and prior to the full-scale study.
- Front-end interface was programmed in Microsoft Visual Basic 5.0 and Microsoft Access 97.
- RCS reports were developed using Crystal Reports 6.0 and Microsoft Access 97.

Web CADE

- Back-end database was Microsoft SQL Server 6.5 (subsequently upgraded to version 7.0).
- Front-end interface was programmed in HTML.
- Middleware software, which allows the Web pages to communicate with the back-end database, is Allaire Cold Fusion version 4.0.
- Web-CADE edit checks were programmed using JavaScript.
- Reports were developed using Crystal Reports 6.0, Microsoft Access 97, and Cold Fusion 4.0.

- Web security was implemented using Secure Socket Layer (SSL) certification with 128-bit encryption. Users' ID's and passwords were assigned by RTI using Microsoft Windows NT 4.0 domain security.
- Users' browsers were required to support, and be enabled for, JavaScript.

Field CADE

- The field CADE system was run on Toshiba Satellite laptop computers configured with 16MB of RAM and Pentium processors.
- Back-end database was CASES version 4.3.
- Instrument was programmed in CASES 4.3.
- User Exits were programmed using C++.
- Final CADE database was maintained in SAS version 6.12.
- CADE quality control reports and status reports were programmed in SAS 6.12.

CATI/CAPI

- Back-end database was CASES version 4.3.
- Main instrument was programmed in CASES 4.3.
- Abbreviated instrument (for use in refusal conversion and hardcopy format) was programmed in CASES 4.3.
- CATI User Exits were programmed using C++.
- Final CATI database was maintained in SAS 6.12.
- CATI status and summary reports were programmed in SAS 6.12.
- The CATI system was ported to a CAPI version, for use in conducting in-person interviews with students. The same software systems were used for the CAPI system, with the exception of a case management component developed in SQL Server and Visual Basic.

Data Library

- CD-ROM-based searchable database of Data Library entries will be maintained in SQL Server 7.0 throughout the course of the study. The Data Library was initialized during the field test.
- Web-based searchable database of Data Library entries programmed in Cold Fusion 4.0 and MS Access 97.
- Word Processing documents are created using Microsoft Word.
- Spreadsheets are created in Microsoft Excel.
- Schedule files are maintained in Microsoft Project 98.

IMS Web site

- Infrastructure programmed in HTML, with Cold Fusion 4.0 providing "action pages."
- SQL Server 7.0 serves as the back-end database where applicable (maintaining the project staff contact list, TRP membership, confidentiality report, etc.).

Central Processing System (CPS)

- Back-end database for CPS data received was SAS version 6.12.
- The CPS system is a mainframe-based system called the Title IV Wide Area Network (T4WAN). Communications with T4WAN are through EDConnect for Windows version 2.3.
- CPS input files were prepared using SAS 6.12. Input files were flat ASCII files, with the Federal Data Request (FDR) file layout (as specified in the CPS Electronic Data Exchange Technical Reference manual).
- CPS data files were read using SAS 6.12. CPS data files were flat ASCII files (one record per student, plus header and trailer records) with FDR Full ISIR layout (as specified in the CPS Electronic Data Exchange Technical Reference manual).

National Student Loan Data System (NSLDS) processing

- Input files for matching to the NSLDS were created as flat ASCII files, containing student name, SSN, and date of birth. Files contained one record per sample student.
- At the time of this writing, NSLDS file matching activities have not been completed. However, it is expected that resulting data files will be flat ASCII files containing loan-level transactions (multiple records per student). NSLDS loan records will reflect cumulative history of loan data (i.e. not just the NPSAS year).
- Pell data files that will be received from NSLDS will also be flat ASCII files containing Pell-award-level records. As with the NSLDS loan data, each student's cumulative Pell history will be obtained.
- Creation of input files and processing of all NSLDS files was done using SAS 6.12.
- Back-end database for all NSLDS data will be SAS 6.12 format.

Admissions test file processing

- Student SAT data (scores and background variables) were obtained from ETS. ACT scores and background variables were obtained from ACT.
- Input files for submission to ETS and ACT were flat ASCII files, containing student name, SSN, and date of birth. Files contained one record per sample student.

- Admissions test files (received back from ETS and ACT) were flat ASCII files containing student-level records (one record per student). A separate file was received for each admissions test cohort year (multiple files received from each admissions test vendor).
- Creation of input files and processing of admissions test data was done using SAS 6.12.
- Back-end database for admissions test data was SAS 6.12 format.

D. Methodological Experiments and Evaluation Approaches

Evaluation of field test procedures have obvious implications for possible improvement of procedures for the subsequent full-scale study (as well as for enhancements for subsequent waves of NPSAS). Each major component of the field test was evaluated. Methodology consisted of both formative and summative evaluations. Formative evaluations were of an ongoing nature, designed to assess tasks at intermediate stages so that the effects of employing alternate methodologies could be analyzed and modifications and revisions could be employed and assessed prior to task completion. Summative evaluations assessed the results of the field test, including procedural changes instituted during the course of the study. Results of summative evaluations will be used to optimize procedures in the full-scale study. A summary of NPSAS:2000 field test evaluations that were planned and implemented is provided in table 2.5.

As indicated in table 2.5, the study design included two components for direct evaluation of data quality. First, a reliability reinterview was conducted with students about four weeks after the initial interview; this involved a random subsample of respondents to the initial interview. The reliability reinterview contained only a small subset of the initial interview items. Second, validity of information collected from CADE was evaluated by having ICs (or their designee) compare samples of previously collected CADE data to institutional records and to note discrepancies. The verification study involved a random sample of students per institution, for each of whom selected data elements were presented for comparison with records.

Table 2.5—Summary of NPSAS:2000 field test evaluations

Major area of evaluation	Evaluation approaches
Training	Debrief institutional coordinators.* Debrief field Abstractors.* Debrief CATI staff.*
Enrollment file acquisition	Analyze overall response rate, accuracy, costs, and time to produce lists. Analyze impact of financial incentive on timelines of enrollment file delivery.
Record abstraction	Evaluate electronic file matching/downloading approaches. Analyze data quality (missing data) under conditions of self-CADE, field staff-CADE, and data file production approaches. Debrief institutional coordinators.* Debrief field staff.* Analyze results of information verification study.
Tracing activities	Debrief tracing staff and supervisors. Analyze all levels of tracing results and costs.
Interview administration/data quality	Analyze silent monitoring quality control data. Analyze CATI operational parameters (e.g., numbers of calls per case, total interviewer hours per completed interview). Analyze interview response burden, overall and by section/item. Debrief interviewers, monitors, and supervisors.* Analyze response rates and patterns of interview nonresponse. Analyze impact of financial incentive on response rate. Analyze response temporal stability (reliability) through reinterviews of selected items. Analyze effectiveness of various strategies for handling answering machines. Evaluate alternative response options.

* Informal debriefings of staff involved in different data collection tasks were conducted throughout the field test. Information gathered through these debriefings were used to enhance our understanding of the outcomes of more formal evaluations and are therefore not reported separately in this report.

This page intentionally left blank.

Chapter 3
Overall Institution and Student Outcomes

Attaining the participation rates required for NPSAS:2000, by NCES Statistical Standards, demands high levels of cooperation at all stages of the survey process. This chapter provides the overall participation outcomes obtained in the field test.[1]

A. Institutional Participation

As noted in chapter 2, one of the 74 institutions selected for the field test was excluded. Because it is not actually a U.S. Service academy, it was not initially excluded from the NPSAS universe at the time of sample selection. However, upon subsequently determining that this institution serves only members of the military, it was reclassified as ineligible for the field test. At the remaining 73 eligible institutions, 67 (91.8 percent) of the chief administrators agreed to participate; all of these appointed an Institutional Coordinator (IC) to assist with study requirements.[2]

The first request of the ICs was to provide student enrollment lists and baccalaureate lists, where applicable, to be used in selecting the student sample. Four of the ICs explicitly refused to provide an enrollment list and two of the ICs did not provide the lists in the time frame allocated for the activity. This left 61 (83.6 percent) of the eligible institutions which provided lists. As previously shown in table 2.1, list provision varied by type of school considered; the percentage of schools providing or agreeing to provide enrollment lists ranged from about 50 percent to 100 percent. The lowest rates of providing lists were among the private, not-for-profit, less-than-4-year institutions; private, not-for-profit, 4-year, doctorate-granting institutions; and private, for-profit, less-than-2-year institutions.

The lists requested were to include all students enrolled at any time between July 1, 1998 and April 30, 1999 and all students who received or were candidates to receive a baccalaureate degree at any time between July 1, 1998 and June 30, 1999. The preferred type of list was a single, unduplicated (i.e., with duplicate entries over terms of enrollment removed) electronic enrollment list and a separate electronic baccalaureate list, where appropriate, because such lists required no preprocessing prior to electronic sampling. However, any set of electronic lists was still preferable to paper lists, because they

[1] The field test differed from the full-scale study in a number of ways that should be considered when examining the outcomes. In the field test the entire sequential process of obtaining student records (first the CPS matching, then the CADE operation) then locating and interviewing the student was constricted to a 6-month period (with the final stage, CATI, being the most impacted); for the full-scale study, this process is scheduled for 10 months.

[2] At some of the smaller schools, the chief administrator also served as IC.

could easily be unduplicated using the institutional student ID number. Types of lists provided by participating schools are shown in table 3.1. Thirty-nine institutions (64 percent) provided some sort of electronic list(s). Another 10 (16 percent) provided a single, unduplicated paper list; the remainder provided paper lists that required unduplication by the contractor.

Table 3.1—Types of student enrollment lists provided by NPSAS:2000 field test institutions

Type of list received	Frequency	Percent[a]
Total	61	100
Electronic[b]	39	63.9
Paper	22	36.1
Single, unduplicated	10	16.4
By term	6	60.0
By level	2	20.0
By term and level	1	10.0
By campus	1	10.0

[a] Percentages are based on the total or subtotal under which the referent category is indented.

[b] Three of these institutions also included paper printouts.

B. Student Record Abstraction

Obtaining information from student records was a sequential 2-stage process. The first stage, which was implemented for the first time in NPSAS:96, involved an electronic data matching with a Department of Education (ED) Central Processing System (CPS) database of electronic Institution Student Aid Reports (ISARs). Since this operation was thoroughly examined in the NPSAS:96 field test and successfully implemented in the NPSAS:96 full-scale survey, it was considered unnecessary to conduct an in-depth evaluation of the CPS matching procedures or of the quality of the CPS data obtained as part of the current field test study. The second stage involved collection of information from student records at the field test sample of postsecondary institutions using a Computer Assisted Data Entry (CADE) system (accomplished either by staff at the NPSAS school or by contractor field interviewers).[3] Outcomes of these activities are considered separately in this section.

1. Matching to the Central Processing System

Following procedures developed for the prior NPSAS:96, each NPSAS:2000 field test sample student for whom a social security number was obtained was matched to the Central Processing System (CPS) database. This matching enabled us to obtain student data provided on the Free Application for Federal Student Aid (FAFSA) at the time the student applied for federal financial aid. In addition, the CPS database includes the details regarding the student's Expected Family Contribution (EFC) and other data resulting from the Federal Need Analysis.

[3] To avoid duplication of effort, student information obtained in the first stage was preloaded into the CADE records for affected students.

Study coordinators at participating sample institutions were requested to provide Social Security numbers for all students to be included on institution enrollment lists. A total of 2,431 SSNs were obtained in this manner, and each of these students was submitted to the CPS prior to CADE data collection. An additional 156 sample students could not be submitted to CPS prior to CADE, since a social security number was not available. Of the 2,431 students submitted to CPS, matches were obtained for 1,227 (50.5 percent).

For cases that were not successfully matched to CPS, the CADE software included a question asking about the presence or absence of a Student Aid Report (SAR) at the institution. The presence of a SAR indicates the student did apply for federal student aid, and therefore should have been successfully matched to CPS. Of the 1,204 CPS non-matches for whom the SAR present/absent item was asked in CADE, there were 230 CPSID values (19.1 percent) obtained from the institution. These 230 cases were then resubmitted to CPS using the CPSID value acquired during CADE. An additional 196 (85.2 percent) CPS matches were obtained through this post-CADE matching process. In total, we obtained 1,423 matches to CPS, or 58.5 percent of all cases submitted to CPS and 55 percent of all sample students.

2. Student Record Abstracting at Sampled Schools

At all sampled institutions, the NPSAS coordinator was given an option as to how information about sampled students was abstracted from school records. The first option was for the institution staff to use the Web-CADE application, while the second option was to have contractor field data collectors abstract the data. The first option was the recommended option, since it was less expensive and the Web-based approach had not yet been field-tested.

The large majority of field-test coordinators (at 56 of the 61 institutions that provided enrollment lists) initially chose the first option (Web-CADE). Subsequently, a portion of the coordinators changed their preference and several more were convinced to convert to field-CADE by the contractor in order to ensure sufficient workload for field data collectors and/or timely completion of this phase of study data collection. Four of the initial Web-CADE institutions preferred completing the CADE task by creating a data file and sending it to the contractor. Ultimately, a field data collector was sent to 33 percent of the field test institutions (consistent with the NPSAS:96 experience). Initial and final institutional choices of student record abstracting method are shown, by institutional control and highest level of offering, in table 3.2.

During the CADE operation, 61 students were classified as ineligible by the record abstractors. These were students that did not meet the study eligibility requirements, specifically because they were not enrolled at the NPSAS institution during the 1998–99 financial aid year, and in all likelihood were sampled into the field test due to frame errors on institution enrollment files. As can be seen in table 3.3, eligibility rates ranged from 100 percent at public 2-year and less-than-2-year institutions to 89.8 percent at private, for-profit, 2-year-or-less institutions.

Table 3.2—CADE abstraction method

Institution type[a]	Sample size	Initial choice				Final procedure used					
		Self[b]		Field		Web		Field		Data File	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total:	61	56	91.8	5	8.2	37	60.7	20	32.8	4	6.6
Institutional control:											
Public	29	28	96.6	1	3.4	21	72.4	6	20.7	2	6.9
Private, not-for-profit	26	24	92.3	2	7.7	13	50.0	11	42.3	2	7.7
Private, for-profit	6	4	66.7	2	33.3	3	50.0	3	50.0	0	0.0
Level of highest offering:											
Less-than-2-year	8	7	87.5	1	12.5	6	75.0	2	25.0	0	0.0
2-year	5	4	80.0	1	20.0	2	40.0	3	60.0	0	0.0
4-year non-doctorate-granting	27	25	92.6	2	7.4	15	55.6	10	37.0	2	7.4
4-year doctorate-granting	21	20	95.2	1	4.8	14	66.7	5	23.8	2	9.5

[a]Institution classifications are based on the status reported by the institution during initial contacts and sample list acquisition. Frame misclassification errors have not been corrected for this table.

[b]This includes Web, Diskette, and Data File CADE.

Table 3.3—CADE abstraction results by institution and student type

Institution /student type[a]	Institutions providing CADE	Eligible students			Eligible students with some CADE data obtained	
		Total students	Number	Percent	Number	Percent[b]
Total:	61	2,587	2,526	97.6	2,517	99.6
Institutional control:						
Public	29	1,303	1,288	98.8	1,288	100.0
Private, not-for-profit	26	1,082	1,056	97.6	1,047	99.1
Private, for-profit	6	202	182	90.1	182	100.0
Level of highest offering:						
Less-than-2-year	8	245	233	95.1	233	100.0
2-year	5	178	163	91.6	163	100.0
4-year non-doctorate-granting	27	1,020	1,001	98.1	1,001	100.0
4-year doctorate-granting	21	1,144	1,129	98.7	1,120	99.2
Level/control combined:						
Public, less-than-2-year	3	93	93	100.0	93	100.0
Public, 2-year	2	83	83	100.0	83	100.0
Public, 4-year non-doctorate-granting	13	496	485	97.8	485	100.0
Public, 4-year doctorate-granting	11	631	627	99.4	627	100.0
Private, not-for-profit, 2-year or less	3	79	71	89.9	71	100.0
Private, not-for-profit, 4-year non-doctorate-granting	13	490	483	98.6	483	100.0
Private, not-for-profit, 4-year doctorate-granting	10	513	502	98.1	493	98.2
Private, for-profit, 2-year or less	3	98	88	89.8	88	100.0
Private, for-profit, 2-year or more	3	104	94	90.4	94	100.0
Abstraction method:						
Web	37	1305	1291	98.9	1,282	99.3
Field	20	973	926	95.2	926	100.0
Data File	4	309	309	100.0	309	100.0
Student type:						
B&B	^	1,302	1,282	98.5	1,282	100.0
Other undergraduates	^	680	648	95.3	645	99.5
Graduate/first-professional	^	605	596	98.5	590	99.0

^The number of institutions providing CADE by student type is not meaningful, since these categories are not mutually exclusive.

[a] Institution and student classifications are based on the status reported by the institution during initial contacts and sample list acquisition. Frame misclassification errors have not been corrected for this table.

[b] Percent with data calculated as the number of cases with any CADE data, divided by the number of eligible cases (based on the record abstraction results).

Consistent with expectations, the student-level CADE response rate was quite high. Overall, 99.6 percent of the eligible students had partial or complete CADE data obtained. The lowest CADE response rate occurred within the private, not-for-profit, 4-year doctorate-granting sector. CADE response rates by institutional control, highest level of offering, sector, and abstraction method are shown in table 3.3.

C. Student Locating and Interviewing

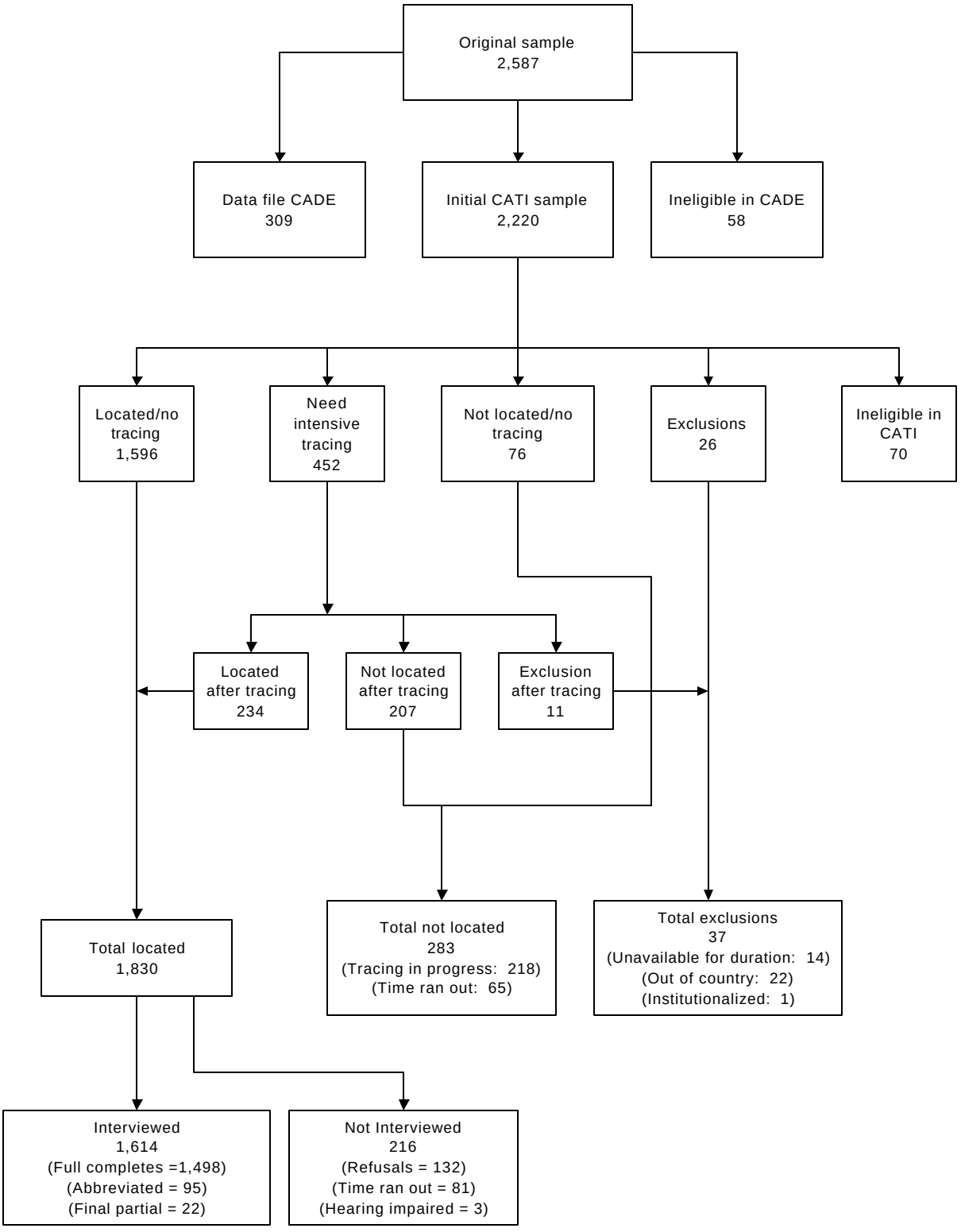
Telephone interviewing of a previously selected sample of students is sometimes as straightforward as placing a single telephone call; however, the operation frequently involves a number of sequential operations. The activities can be categorized into two major steps: locating (identifying an initial telephone number at which the sample member can be reached) and interviewing (convincing the sample member to cooperate and conducting the interview).

As implied by the sequential nature of activities that may be required for any given case, successful completion of interviews with those that are difficult either to locate or to interview requires considerable calendar time. The time available for these operations for the NPSAS:2000 field test was more limited than will be the case in the full-scale survey; therefore implementation of procedures for those most difficult to locate and for those most difficult to interview were constricted, with consequent adverse impact on final CATI response rate.

Figure 3.1 presents a schematic of the outcomes of student locating and interviewing and related case-resolution activities. Student interview data collection was primarily by computer-assisted telephone interview (CATI), but a limited field interviewing and field locating operation augmented the final portion of the CATI data collection period. CATI data collection for the field test was 15 weeks in duration, with CATI running from June 16–September 3, 1999, and field activities from August 15 – September 3, 1999.

As shown in figure 3.1, attempts were made to locate 2,220 student sample members during CATI operations (this excludes the 58 cases determined as NPSAS-ineligible in prior data collection steps as well as the 309 student sample members associated with the four schools participating in the data file CADE "test" since the latter was expected to require substantially more time to complete, thereby precluding sufficient time to adequately work those students in CATI). Among those for whom locating was attempted, 1,900 (86 percent) were located, 283 (13 percent) were *not* located, and 37 (2 percent) were considered "exclusions."

Figure 3.1—NPSAS:2000 field test result flow of locating/interviewing activities



Exclusion cases consisted of those whose status (generally obtained through some contacted third party) was determined to be such that attempts at locating/interviewing them during the CATI operational period would be futile (e.g., incarcerated, institutionalized, incapacitated, or out of the country). The designation "exclusions" indicates that, even though the status of the case was successfully resolved, such cases are considered "out-of-scope" for locating and interviewing operations.

Not located cases are classified into two groups: (1) "time ran out," those for whom telephone tracing *within the CATI-imbedded locator module* was still ongoing (but still not fruitful) when data collection activities were ceased and (2) "tracing in progress" cases, those for whom all telephone tracing attempts *within the CATI-imbedded locator module* had been exhausted with no success in locating. The first of these categories (which includes cases for whom additional locating leads had been obtained through CATI-external locating services) obviously represents an effect of the constricted time frame. The second category also reflects effects of constricted time, since the category includes cases who had been (or could have been—given a longer time frame) assigned to CATI-external tracing activities, which themselves had not been completed prior to ceasing data collection.

Table 3.4 shows NPSAS:2000 field-test student locating and interviewing (given located) results by type of institution and student stratum.[4] Some relatively minor differences in locating and interviewing rates can be observed in the table.

In terms of locating, the most noticeable difference is that students from less-than-2-year institutions were markedly more difficult to locate than students from all other institutions. This result is consistent with findings from other NPSAS waves. This may be because students at these institutions, both public and private, are more mobile than students in other sectors. Within the 4-or-more-year schools (the only applicable schools), graduate/first professional students were located at about the same rates as B&B students and, adjusting for institutional level of offering, at rates similar to that of other undergraduates

[4] The statistics in table 3.4 exclude the 58 NPSAS-ineligible sample members determined during record abstraction as well as the 70 sample members determined ineligible during CATI and the 37 "exclusions"; they do not exclude any potential ineligibles likely to be part of the unlocatables.

Table 3.4—NPSAS:2000 field test student locating and interview results by institution and student type[a]

Institution /student type[b]	Total	Located		Interviewed, given locate	
		Number located	Percent located	Number interviewed	Percent interviewed
Total:	2,113	1,830	86.6	1,614	88.2
Institutional control:					
Public	1,066	937	87.9	853	91.0
Private, not-for-profit	873	749	85.8	641	85.6
Private, for-profit	174	144	82.8	120	83.3
Level of highest offering:					
Less-than-2-year	218	164	75.2	135	82.3
2-year	137	117	85.4	108	92.3
4-year non-doctorate-granting	863	766	88.8	661	86.3
4-year doctorate-granting	895	783	87.5	710	90.7
Level/control combined:					
Public, less-than-2-year	88	70	79.6	60	85.7
Public, 2-year	62	56	90.3	51	91.1
Public, 4-year non-doctorate-granting	412	366	88.8	330	90.2
Public, 4-year doctorate-granting	504	445	88.3	412	92.6
Private, not-for-profit, 2-year or less	63	42	66.7	41	97.6
Private, not-for-profit, 4-year non-doctorate-granting	419	369	88.1	302	81.8
Private, not-for-profit, 4-year doctorate-granting	391	338	86.5	298	88.2
Private, for-profit, less-than-2-year	84	66	78.6	48	72.7
Private, for-profit, 2-year or more	90	78	86.7	72	92.3
Student type:					
B&B	1,045	914	87.5	797	87.2
Other undergraduates	571	471	82.5	412	87.5
Graduate/first-professional	497	445	89.5	405	91.1

[a] Statistics exclude 128 NPSAS-ineligible sample members (as determined during record extraction or in CATI) and 37 sample members who were either unavailable for the duration of the field test, out of country, or institutionalized.

[b] Institution and student classifications are based on the status reported by the institution during initial contacts and sample list acquisition. Frame misclassification errors have not been corrected for this table.

Student interviewing results, for those students who were located, are also shown schematically in figure 3.1. A total of 1, 614 (of the 1,830 eligible located students) were interviewed. The bulk of these (1,498) completed the entire interview; however, 117 completed only a partial interview. Many of the partial interviews (22) were the typical case of respondent break-off after completing part of the interview (break-off could have represented an explicit or implicit refusal or the arising of some other matter requiring the attention of the respondent, but such cases could not be converted or recontacted to complete the interview by the end of the data collection period). A substantial number (95) of partial interviews, however, resulted from administration of a "minimal" set of questions to certain sample members; two-thirds of the latter group represented interviews with Spanish-speaking respondents.

A total of 216 eligible, located students were not interviewed. Of these, 132 were explicit final refusals, and 3 were hearing impaired sample members. These cases represent situations in which subsequent attempts at interviewing was determined to be infeasible or unwise. Not interviewed cases also included 81 sample members for whom time ran out prior to completing the interview; such cases clearly reflect, at least in part, the constricted data collection period.[5] Because the interviewing rates were computed as conditional upon locating, it is possible and appropriate to determine an overall student CATI response rate as the product of the reported locating rate and the conditional interviewing rate:

*Student CATI response rate = 100*0.866*0.882 = 76.4 percent.*

To examine differences in conditional interviewing rates, table 3.4 shows NPSAS:2000 field-test interviewing results among located students by type of institution and student stratum. Generally, the differences in conditional interviewing rates are consistent with the differences in locating rates.

As was the case with locating, interviewing was also least likely to be accomplished among students in less-than-2-year institutions of control sector considered, with minor exceptions. This again mirrors findings in previous NCES telephone surveys of postsecondary students.

These CATI response rates reflect constriction of the available data collection period. As can be seen from table 3.5, student interview rates are directly related to the amount of time allotted to work the cases in CATI. On average, we completed interviews for more than 80 percent of the cases worked for at least eight weeks, which also points to the likelihood of achieving higher CATI response rates in the full-scale survey since the time frame for CATI data collection will be extended.

[5] This group likely contains, however, an unknown number of implicit refusal cases, individuals who after first contact use answering machines or friends/relatives as gatekeepers, as well as those who continue to make (and then break) appointments for an interview "in the future."

Table 3.5—NPSAS: 2000 field test response rates by student type and number of weeks worked

Number of weeks worked[a]	Total		B&B students[b]		Other undergraduate students[b]		Graduate/first-professional students[b]	
	Total number	Percent complete[c]	Total number	Percent complete[c]	Total number	Percent complete[c]	Total number	Percent complete[c]
Total	2,113	76.4	1,045	76.3	571	72.2	497	81.5
11	521	81.8	161	84.5	141	75.9	219	83.6
10	215	76.3	78	84.6	122	72.1	15	66.7
9	86	77.9	49	85.7	18	61.1	19	73.7
8	406	82.5	221	81.0	103	81.6	82	87.8
7	204	75.0	126	72.2	49	75.5	29	86.2
6	264	77.7	175	75.4	23	73.9	66	84.8
5	132	72.0	96	72.9	24	70.8	12	66.7
4	109	60.6	31	64.5	56	53.6	22	72.7
3	156	60.9	99	56.6	31	67.7	26	69.2
2	20	40	9	55.6	4	0.0	7	42.9

Note: Statistics exclude 123 NPSAS-ineligible sample members (as determined during records extraction or in CATI) and 37 sample members who were either unavailable for the duration of the field test, out of country, or institutionalized.

[a] Number of weeks worked is based on the number of weeks between the date the case was first accessed in CATI and the final day of data collection.

[b] Institution and student classifications are based on the status reported by the institution during initial contacts and sample list acquisition. Frame misclassification errors have not been corrected for this table.

[c] Percent complete is calculated as the number of completed interviews for each group by the total number of eligible cases in each group.

D. Other Data Collection Activities

Two additional ancillary data collection activities were implemented during the NPSAS:2000 field test. The first of these involved the record abstraction verification activity, whereby the reliability of data abstracted from student records was evaluated. The second was the CATI reliability reinterview activity, whereby the temporal stability of student interview response was evaluated. While the results of these evaluations are reported in chapter 4, the outcomes of the data collection procedures, *per se*, are reported below in this section.

1. Record Abstraction Verification

Several weeks after completion of data collection, each of the ICs in 57 participating field test institutions (the 4 data file CADE schools were excluded from this examination) was asked to verify five selected record abstract data elements for each of five randomly selected students from the institution. Tailored forms were computer generated for each institution (listing the five selected students, the five data elements, and the recorded value of those data elements).[6] The IC (or his/her designee) was instructed to mark the recorded data elements as either correct or incorrect and, if incorrect, to write in the correct value. (A copy of this form, together with cover letter and instructions, is provided in appendix G.) Even though all 61 ICs initially indicated institutional willingness to perform the verification, only 33 of the 61 institutions (58 percent) returned a completed form in the time allowed for this activity.

2. Reliability Reinterviews

A subsample of eligible sample members who completed the NPSAS:2000 field test interview was selected to participate in a reliability reinterview, containing a subset of items from the initial interview. A random selection algorithm was programmed directly into the CATI instrument. Sample members selected for the reinterview were informed of their selection at the end of the initial interview and allowed an opportunity to agree to the reinterview or to refuse it at that time.

A total of 289 respondents were selected for the reliability reinterview. The reinterview sample, together with rates of agreement and subsequent participation in a reinterview are shown on table 3.6. Due to the built-in delay in administering the reinterview (a delay of approximately 3–4 weeks from the initial interview) and the need to complete reinterviews during the same time frame as the field test interview, those selected for reinterview were more likely to be those sampled and interviewed early during the field test data collection period. Such individuals were those most easily located and convinced to participate in the initial interview. Consequently, the reported agreement and reinterview rates are probably higher than if the reinterview respondents were sampled subsequent to the initial data collection effort.

[6] Missing values for the variable were also included, in order to evaluate errors of omission as well as those of commission.

Table 3.6—Reliability reinterview survey response by institution and student type

Institution / student type[a]	Selected for reinterview		Agreed to participate		Reinterviewed[b]	
	Number	Percent[c]	Number	Percent	Number	Percent
Total	289	100.0	287	99.3	250	86.5
Institutional control:						
Public	186	64.4	185	99.5	166	89.7
Private, not-for-profit	85	29.4	84	98.8	72	85.7
Private, for-profit	18	6.2	18	100.0	12	66.7
Level of highest offering:						
Less-than-2-year	21	7.3	21	100.0	16	76.2
2-year	19	6.6	19	100.0	13	68.4
4-year non-doctorate-granting	118	40.8	116	98.3	104	89.7
4-year doctorate-granting	131	45.3	131	100.0	117	89.3
Student type:						
B&B	149	51.6	148	99.3	133	89.9
Other undergraduates	72	24.9	72	100.0	56	77.8
Graduate/first-professional	68	23.5	67	98.5	61	91.0

[a] Institution and student classifications are based on the status reported by the institution during initial contacts and sample list acquisition. Frame misclassification errors have not been corrected for this table.

[b] The targeted number of completed reliability reinterviews was 250. Once that target was reached no further efforts were made to complete additional reliability reinterviews.

[c] Percentage based on column total.

[d] Percentage based on total selected for interview, within row under consideration.

[e] Percentage based on total agreeing to participate in interview, within row under consideration.

Despite the nature of the selection process, the reinterview sample closely approximates the overall NPSAS:2000 sample group loaded into and worked in CATI with respect to level of highest offering and student type. In terms of institutional control, the percentage of sample members selected from public schools was somewhat higher in the reinterview sample (64.4 percent) compared to the percentage in the overall sample that was loaded and worked in CATI (50.3 percent). The percentage of private not-for-profit cases worked in CATI was 40.8 percent and the percentage of private, for-profit cases was 8.9 percent.

Among the 289 student respondents sampled for reinterview, 287 (or 99.3 percent) agreed to participate. Agreement rates were nearly identical across the subgroups examined. Of the 287 selected students who agreed to participate in the reinterview, 250 (or 86.5 percent) completed the reinterview. Of the 37 cases where a reinterview was not complete, 5 respondents refused to be reinterviewed. The other 32 were not interviewed because the reinterview effort was halted once the target of 250 completed interviews was reached. Among subgroups, the highest completed reinterview rate was among graduate and first professional students (91.0 percent); the lowest rates were seen among students from two-year schools (68.4 percent) and those from private, not-for-profit institutions (66.7 percent).

This page intentionally left blank.

Chapter 4
Evaluation of Field Test Operations

As indicated in the introductory chapter of this report, the principal purpose of the NPSAS:2000 field test was to test and evaluate all operational and methodological procedures, instruments and procedures planned for use in the full-scale study. The results of the evaluations are presented in this chapter together with recommendations for full-scale implementation.

A. Obtaining Adequate Numbers of Baccalaureate Students for Follow-up

1. General

a. Background

One of the important goals of the NPSAS:2000 Field Test is to gather base year data on a subset of students who will become the sample for a one-time follow-up study of graduating college seniors. NPSAS:2000 will be the base year for a Baccalaureate and Beyond study with a follow-up survey one year later (B&B:2000/2001). The B&B study focuses on the experience of recent college graduates: how long it took them to complete the degree, their entry into the job market, into graduate school and other further education, and their employment one year after finishing college. B&B also has a more specialized focus on a subset of students who enter teaching after they graduate, and the follow-up survey will gather information about their experiences during their first year as teachers.

A major objective of this field test was to develop and implement appropriate sampling and screening procedures to yield an adequate number of students *that are accurately identified as baccalaureate candidates* for the full-scale B&B cohort. Procedures specific to this purpose were implemented at almost every step of field test operations (e.g., detailed instructions for baccalaureate list requests; sample selection procedures; and, B&B-eligibility questions in the student instrument to make the final B&B determination). *B&B-eligible students* were defined as those students eligible to receive their baccalaureate degree at any time between July 1, 1998 and June 30, 1999.[1]

[1] If a student was eligible, but didn't receive a baccalaureate degree until August 31, 1999, the student remained in the B&B longitudinal cohort.

b. Procedures for Screening B&B-Eligible Students

Locating and interviewing potential B&B students is particularly important to the establishment of the B&B cohort, since final B&B eligibility is determined by student responses to specific questions asked during the interview. Student records maintained at many postsecondary institutions do not contain adequate or current information necessary for making accurate B&B-eligibility determinations. For instance, students targeted as B&B-eligible based on institutional projections may be delayed in actually fulfilling their degree requirements within the specified timeframe, thereby making them ineligible for this round of the B&B study.

Nonetheless, institutional records can be used to identify the large majority of *potential* B&B students; however, instructions to institutions regarding preliminary identification of such students must also be sufficiently clear and viable that the institution can implement them correctly. As a first screening, schools were asked to send a list of potential B&B students, using the criteria that the students received their baccalaureate degree at any time between July 1, 1998 and June 30, 1999 or were candidates to receive a baccalaureate degree by June 30, 1999. Samples of potential B&B students were selected from these lists.

Based on prior experience, it was anticipated that two types of errors would still exist in the lists provided by the schools; specifically, (1) students listed as potential B&B students would not be actual B&B students (a false positive group) and (2) students not identified as B&B eligible would, in fact, prove to be B&B students (a false negative group). The actual B&B cohort would thus consist of those in the sampled B&B group *minus* the identified false positives in that group *plus* any false negatives identified in other student strata.

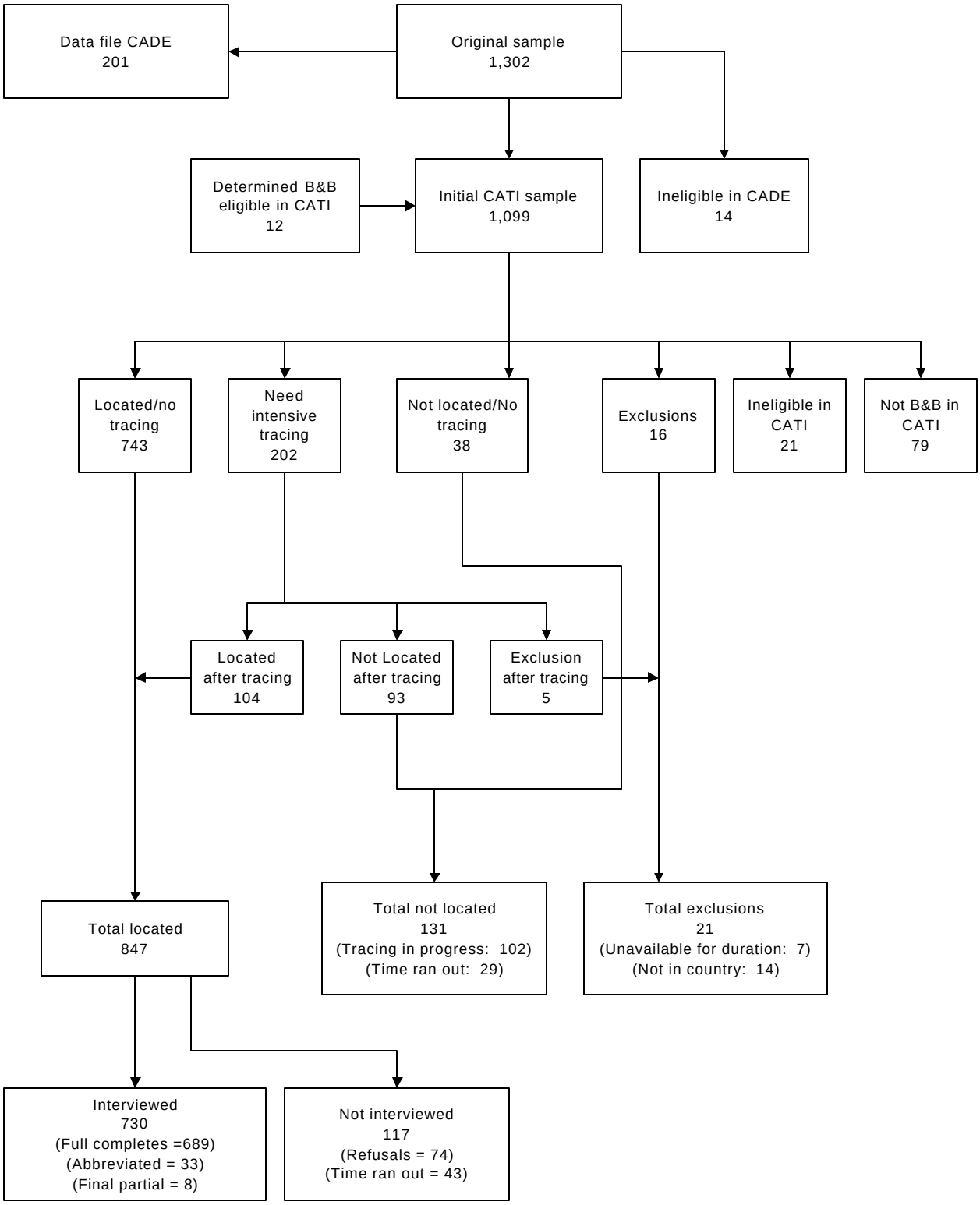
Final eligibility screening was conducted as part of the NPSAS:2000 Field Test interview. B&B screening was accomplished very early in the interview (immediately following NPSAS study eligibility determination).[2] The B&B eligibility questions were asked of all sampled students so that not only would false positives from the potential B&B stratum be eliminated from the B&B cohort but also false negatives from the other student strata would be identified and included in the B&B:2000/2001 field test cohort.

2. Basic Results for Establishing the B&B:2000/2001 Field Test Cohort

In addition to highlighting some of the problems and potential obstacles to B&B identification in the full-scale study, field test procedures identified B&B-eligible students, who will also serve as the field test sample for the B&B:2000/2001 follow-up study. An overview of the locating and interviewing results for establishing the B&B field test cohort are provided in figure 4.1. As indicated in the figure, the B&B cohort starts with students sampled within the potential B&B strata, but is augmented by students identified as B&B from other student strata.

[2] B&B status was determined at the start of the Student interview, since many subsequent questions were to be asked only of the *actual* B&B cohort.

Figure 4.1—NPSAS:2000 field test result flow of locating/interviewing activities for confirmed and potential B&B cohort



a. Locating and Interviewing Rates for B&B Cohort

Of the 1,302 students originally sampled as potential B&B students based on information provided by the institutions, 1,087 were initially loaded into CATI for interviewing. Sample members identified as potential B&B students, but for whom CADE data was collected via a data file sent by the institution were not worked in CATI (201 sample members). Likewise, 14 students were determined to be NPSAS-ineligible during the CADE phase of data collection and hence were removed from the sample base.

Several B&B cases were added, however, from other non-B&B strata. An additional 12 cases were initially sampled as other undergraduate or as graduate/first-professional student cases, but were later determined to be B&B eligible based on responses during the interview. Thus, the total number of potential B&B sample members worked in CATI was 1,099. Of those, 121 were excluded from the final B&B CATI sample—79 were determined to be B&B ineligible in CATI, 21 were determined to be NPSAS ineligible in CATI (and hence B&B ineligible), and 21 were classified as "exclusion" cases (14 were out of the country, while 7 were unavailable for the duration of the data collection period).

Discounting ineligibles and exclusions, the number of potential B&B students was 978. Of these, 847 (or 86.6 percent) were ultimately located. Interviews were subsequently completed with 730 of the located sample members.

The overall response rate—not counting ineligibles and exclusions—was 74.6 percent (730 completes / 978 potential or confirmed B&B sample members). Adjusting this figure to include only those students who were located, the response rate was 86.2 percent (730 completes /847 located sample members).

Obviously, the brief field test data collection period limited the success of the locating effort for the B&B cohort and, hence, resulted in a lower final response rate. The full-scale study should benefit from a longer data collection period.

b. Classification Error Rates for B&B Cohort

Table 4.1 provides an overview of the classification errors (both false positives and false negatives) among the 1,614 sample members who completed the NPSAS:2000 field test interview. In terms of false positives, of the 797 students originally thought to be B&B eligible based on the lists obtained from the schools, 79 or nearly one-in-ten were determined *not* to be B&B eligible. Conversely, the false negative rate was much lower. Only 12 (or 1.5 percent) of the 817 cases thought to be non-B&B sample members were, in fact, B&B eligible. This false negative rate was higher among "other undergraduates" (9 of 412 sampled students; 2.2 percent) than it was among "graduate/first professional" students (3 of 405 sampled students; 0.7 percent).

Table 4.1—NPSAS:2000 field test verified student classification by student sampling classification

Verified student classification	Total		Student sampling classification					
			B&B undergraduate		Other undergraduate		Graduate or first professional	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	1,614	100.0	797	100.0	412	100.0	405	100.0
B&B undergraduate	730	45.2	718	90.1	9	2.2	3	0.7
Other undergraduate	484	30.0	49	6.1	397	96.4	38	9.4
Graduate or first professional	400	24.8	30	3.8	6	1.4	364	89.9

Note: Statistics do not include 128 NPSAS-ineligible sample members (as determined during records extraction or during data collection) and 37 sample members who were unavailable for the duration of the field test, out of country, or institutionalized.

B. Obtaining Data from Institutions

Two major NPSAS activities involved collecting information from selected institutions or external data bases:

- student list(s) acquisition for student sampling, and
- abstracting student data from institutional records through CADE.

The basic nature of these activities and their overall outcomes have been discussed previously in chapters 2 and 3. Evaluations of these procedures are discussed separately in this section.

1. List Acquisition and Processing

Most of the challenges associated with obtaining and processing student lists had been anticipated based on prior NPSAS studies. These anticipated problems include: (a) obtaining the list(s) in a timely manner; (b) baccalaureate identification by the schools; (c) identification by the schools of the student's educational level; (d) appropriate format and accuracy of lists; and (e) problems of sample unduplication when duplicated hard-copy lists were provided. We also determined the feasibility of using e-mail and an FTP (File Transfer Protocol) site for obtaining lists.

Obtaining the lists. As previously discussed in Section 3.A, lists were ultimately received from 61 of the 73 eligible institutions in the NPSAS:2000 field test sample. Since 6 of the 73 institutions explicitly refused to participate in the study during the chief administrator contacting, lists were not obtained within a 4-month time frame from about 9 percent of the 67 eligible schools *that had previously agreed to participate.* Many schools sent their list on or before the negotiated deadline, but obtaining the lists at some schools required a considerable number of follow-up prompting calls, as the institutions missed deadline after deadline. Some delay problems will always exist because study requirements compete with institutional requirements of involved institutional staff members.

Additionally, an experiment was imbedded in the field test to evaluate the effectiveness of a $150 reimbursement on the ability of institutions to provide lists in a more timely manner. The 67 institutions, which originally agreed to participate, were randomly divided into a control group and an experiment group, with 33 schools in the experiment group and 34 schools in the control group. After negotiating a date by which the institution would send in their list(s), each school received a letter thanking them for their cooperation. For the schools in the experiment group, an extra paragraph was in the letter explaining that they would receive $150 if they sent their list on or before the agreed upon date. Several schools were not sent letters because they provided their lists immediately after agreeing to do so.

One institution sent an enrollment list of student IDs and indicated that all the students were undergraduates. We selected a sample of IDs and sent the sample IDs back to the school. The school agreed to participate in the field test only if they could ask their students' permission to be in the sample. Three of the sample students refused to be in the sample, and the school sent us the requested list information, and subsequently CADE data, for the remaining students.

Baccalaureate identification. For the field test, institutions which award bachelor's degrees were asked (in addition to sending an enrollment list) to send a list of all students who received a baccalaureate degree at any time between July 1, 1998 and June 30, 1999 or were candidates to receive a baccalaureate degree by June 30, 1999. Due to time constraints, the schools were asked to send a reasonably complete list of spring 1999 baccalaureate candidates, even though this list of candidates was not a final list. For this reason and others, some students were mistakenly classified as baccalaureate students (9.9 percent) and some students who should have been classified as baccalaureate students were not (1.5 percent). Students' correct classification was identified during CATI or CAPI. Only true baccalaureate recipients will be eligible for the B&B study. All of the schools which awarded Bachelor's degrees sent a separate list of baccalaureates, although a few schools sent this list after sending the enrollment list. No schools sent a list of baccalaureates when we were not expecting one, although one school with no undergraduate students was planning to send a list of graduates before they understood that the study was only interested in baccalaureates. Some baccalaureate lists contained no students who were also listed on the enrollment list(s), some baccalaureate lists contained some students who were also on the enrollment list and some who were not on the enrollment list, and some baccalaureate lists completely overlapped with the enrollment list(s). Baccalaureate lists were unduplicated from enrollment lists as described in the Multiplicity on duplicated lists section below. Also, if a student was listed more than once and had more than one baccalaureate degree during the NPSAS time period, and if at least one of the majors was business, the student was classified as a business major. Otherwise, the major was randomly chosen from the two or more baccalaureate degrees listed.

Since a large proportion of all baccalaureate degrees are awarded to business majors, business baccalaureate recipients were sampled at lower sampling rates. Therefore, schools were asked to identify the student's major for the baccalaureate degree and the student's Classification of Instructional Program (CIP), if available. Most schools provided this information, and many of the schools were able to provide the CIP code. For a few schools which did not provide either the major or CIP code, the school's Web site was consulted, and it was determined that the school offered no baccalaureate business degrees.

Student's educational level. In order to better control the sample sizes for types of graduate students, the schools were asked to identify graduate students as being Master's, doctoral, or other graduate students, in addition to identifying undergraduate and first-professional students. Some schools did not originally provide the student's educational level. Other schools classified their graduate students only as graduate students and not into one of the three categories of graduate students. For such schools, the school's Web site was consulted to determine if the school offered only one type of graduate program, i.e., only offered Master's, doctoral, or other graduate programs. The school was asked to provide a new list if the school offered more than one type of graduate program. Some schools did not originally provide sufficient documentation to determine the student's educational level; i.e., the schools provided codes to determine level but no documentation of the codes.

Appropriate format and accuracy of lists. Some of the types of accuracy and format problems experienced with the lists provided by the 61 schools are shown in table 4.2. While not all of the problems of format appropriateness are covered, the listing provides a flavor of multiple situations that were experienced with student lists.

Table 4.2—Types of problems encountered with returned student lists

Type of problem(s)	Frequency	Percent
Total	61	100.0
None	30	49.2
Count(s) out-of bounds	20	32.8
Insufficient documentation	1	1.6
No baccalaureate list	2	3.3
Cannot identify strata	2	3.3
Count(s) out-of-bounds and cannot identify strata	3	4.9
Count(s) out-of-bounds, no baccalaureate list, and cannot identify strata	1	1.6
Insufficient documentation and cannot identify strata	2	3.3

Preferences are always for unduplicated lists or for electronic lists, which are much more easily processed and unduplicated, when necessary. As shown previously, about 80 percent of the provided lists met such preferences. Considerable effort was obviously made by some ICs to conform the provided lists to contractor desires; however, in many instances, the school provided the list(s) in the format that they had readily available; for example, a spreadsheet or database rather than an ASCII file. Sometimes it was easier for a school to print out a list than to get an electronic file in the appropriate format. Despite the format problems, any type of reasonable list was preferred to no list, so any reasonable list was accepted.

Multiplicity on duplicated lists. When student sampling lists provided by institutions are such that the same student can appear on more than one list, such as a baccalaureate list and an enrollment list or separate lists for each term during the year, that student has multiple chances of being selected for sample unless the lists were "unduplicated." When each of several non-disjoint lists are supplied in electronic form, unduplication prior to selection was readily accomplished by computer matching on SSN and institutional ID. Computer matching on

student name was also attempted as a secondary matching technique but no duplicates were identified using this method for any school.

Duplicated hard-copy lists pose a much more labor-intensive problem of unduplication prior to selection; consequently the field test procedures were carried over from previous NPSAS studies of unduplicating the samples from such lists. Samples were selected from all lists using the appropriate sampling rates and then unduplicating the samples beginning with the baccalaureate sample then continuing with the sample from the most recent term (i.e., spring 1999) and continuing through the least recent term (i.e., summer or fall 1998).[3]

Use of e-mail and an FTP site for obtaining lists. Schools were encouraged to send their student lists as electronic files, but hard-copy lists were accepted if that was the school's preference. There were four options for sending the lists:

1. Electronic mail (E-mail);
2. File transfer protocol (FTP);
3. Diskette or tape; and
4. Hard-copy.

Sixty-four percent of schools sent electronic lists and 36 percent sent hard-copy lists. Most of the electronic lists were sent via e-mail, although several were sent by FTP and a couple came on diskette. The schools were sent instructions about how to prepare an electronic or hard-copy list. The electronic list instructions requested that the enrollment and baccalaureate lists contain certain data elements which were column formatted. While some schools followed the instructions, many schools did not. The types of electronic lists we received included column formatted text files with a different layout than specified, delimited text files, Excel spreadsheets, Word documents, and Access databases. While these files were more difficult to process, they were preferable to hard-copy lists, and procedures to handle such lists were put in place during the field test.

The schools which sent lists via e-mail did not seem to have any problems, although one school wrote in the e-mail message that they weren't sure if it would work. In the e-mail message, most schools gave us the file layout or said that the layout was as specified. The files were attachments to the e-mail, and all were readable. One file contained a virus, but the file was cleaned and used. The school was informed that the file had a virus.

If any school had concerns about security or being able to e-mail a large file, they had the option of sending the files via FTP. To ensure the security of the FTP site, schools which sent their list via FTP called the contractor to obtain the FTP site location, a username, and a password. After sending the files using FTP, the schools sent an e-mail to the contractor indicating that they had done so and listing the file names and layouts. Only one school seemed to have problem using FTP, and they sent their lists via e-mail instead.

[3] This order for unduplicating was used to be consistent with stratification which was based on a student's most recent term. This ordering will not cause problems for comparing data for NPSAS:2000 students enrolled in the fall with the NPSAS:87 data because comparisons are based on the domain of students enrolled in the fall and are not based on from what list the student was sampled.

The use of e-mail and FTP seemed to be feasible from the institution's perspective, and it was also very efficient to receive files via e-mail and FTP.

2. Evaluation of NPSAS:2000 Field Test Enrollment List Preparation Incentive Experiment

The NPSAS:2000 field test included an investigation of the impact of offering a monetary incentive to institutional coordinators for the timely provision of student enrollment files. This section documents the results of that evaluation.

NPSAS coordinators at all 73 eligible field test sample institutions were asked to provide RTI with a listing of all students who were enrolled at these institutions during the 12-month period beginning July 1, 1998. During the initial contact with the study coordinator at each institution, an RTI staff member negotiated a mutually agreeable date for provision of the enrollment list, which was based both on study schedule constraints and on the particular term schedules associated with the institution. After the "due date" was negotiated and recorded in the survey receipt control system, the institution was randomly assigned to either the experimental treatment or control group. Coordinators at institutions assigned to the control group were sent a letter confirming the agreed-upon expected date for receipt of the enrollment list by RTI but were not offered any monetary incentive. Coordinators at institutions assigned to the treatment group received a $150 check (made out to them or, if they preferred, to their institution) if RTI received the enrollment list on or before the negotiated due date.

Student enrollment lists were received from field test institutions during the period March 1 through June 30, 1999. Of the 73 NPSAS eligible sample institutions, 38 were assigned to the control (no incentive) group and 35 were assigned to the treatment ($150 incentive) group. As shown in table 4.3, 61 (83.6 percent) of the 73 eligible institutions provided a list before the cut-off date for this collection. The offer of $150 incentive had a positive impact on the likelihood of an institution providing a list, with 91.4 percent of the institutions in the incentive group providing a list before the cut-off date versus only 76.3 percent of the control group institutions providing lists. Further, offering the incentive increased the likelihood that an institution would provide the enrollment list "on time" (i.e., on or before the negotiated date), with 65.7 percent of the institutions in the incentive group versus 55.3 percent of the control group institutions meeting this request.

Table 4.3—Enrollment list provision rates for NPSAS:2000 field test sample institutions by incentive condition

		Provided a list		Provided a list "on time"	
Institution incentive condition	Total	Number	Percent	Number	Percent
All institutions	73	61	83.6	44	60.3
Control group	38	29	76.3	21	55.3
Incentive group	35	32	91.4	23	65.7

3. Institutional Record Abstraction

The use of CADE procedures, by both contractor field staff and institution staff, to abstract student record data was first initiated in NPSAS:93. Procedures used in NPSAS:93 were refined during NPSAS:96, and those procedures were further refined for the NPSAS:2000 field test. The most significant refinement in procedures was the incorporation of Web-based technologies to facilitate the collection of data. Several procedures first used in NPSAS:96 were again incorporated into the CADE data collection activities. These included:

- Development of a CADE User's Guide to assist self-CADE institutions in completed the data collection task,
- Customization of CADE instrument skip logic, such that certain data items were "skipped" for students to whom they did not apply,
- Incorporation of automated data checks in the CADE software requiring verification if a response was out of the expected range of values, inconsistent with previously entered data, or in conflict with information obtained from the Central Processing System, and
- Customization of the CADE system with the names of state and institution financial aid programs.
- Other CADE procedures were incorporated to facilitate the timeliness of CADE completion, including:
- Prescheduling of schools for field data collectors,
- Maintaining an email-based and telephone-based "hot line" for operational or interpretational problem resolution,
- Scheduled calls to prompt Web-CADE schools and to offer answers to questions that may have arisen, and
- Scheduled weekly calls to field data collectors and field supervisors to assess progress.

Content of the NPSAS:2000 CADE instrument was virtually unchanged from NPSAS:96. Therefore, there was little concern that the field test institutions would have the ability or willingness to provide the information being requested. However, institution acceptance of a Web-based data collection system was unknown prior to the field test. There was some anticipation that schools might express concern of transmitting student data over the Internet. However, thorough explanations of the CADE confidentiality procedures, including password-protected access to the CADE Web site and encrypted data transmission, proved to allay concerns. No institution chose not to complete the Web-CADE data collection due to confidentiality concerns.

4. Ease of Using CADE Software

In order to evaluate the usability of the CADE software and the effectiveness of CADE procedures, staff from NASFAA and RTI conducted three debriefing discussions with institutions who participated in the NPSAS:2000 field test. Two focus groups (one with schools

who had field data collectors the other with those schools who used the Web-CADE application) were conducted in August of 1999. The third session was an on-line "chat" on the World Wide Web for CADE users. A total of 25 institutions participated.

During the debriefing sessions, the Web-CADE institution coordinators consistently reported they had no difficulties using the Web application. The Web-CADE User's Guide was judged to be an effective training guide, and the on-screen instructions were clear and understandable. Web-CADE improvements recommended by the evaluators included:

- Speed up the CADE system, especially when accessing the student selection page
- Include the full list of CADE data elements in the CADE User's Guide
- Provide space for reporting "unknown" as a response for categorical questions
- Offer an option to skip the parent locating information section for independent students.
- Provide navigation buttons leading back to the home page or instructions on how to close windows.
- Jump the cursor to the next field when the previous one is filled.

Coordinators from institutions in which a field data collector completed the record abstraction reported a high level of satisfaction with the field test experience. Field staff were judged to be knowledgeable of financial aid concepts, and conducted themselves with professionalism. Recommendations from institution coordinators at field-CADE schools included:

- Extend the cut-off date in the study to provide more flexibility in the timing of the data collection.
- Provide field data collectors with a screen to note institution-specific comments regarding the CADE data.
- Clarify that the Confidentiality Agreement and the Affidavit of Non-disclosure forms are for information only and are not needed from institutional staff.
- Consider various enrollment term differences in reformatting the questionnaire to enhance ease of completion.
- Explain quality assurance methods to institutional coordinators, including institutional verification of reported data.

5. Completeness of CADE Data

As indicated in chapter 3, the CADE student-level response rate was quite high, with at least partial data obtained for 98.7 percent of the eligible students. Differences in CADE data completeness between Web-CADE and field-CADE cases are apparent, as evidenced in table 4.4.

In general, field data collectors provided more complete data than did Self-CADE institutions that either used Web-CADE or delivered student data to the contractor as a data file.

This phenomenon was also observed in NPSAS:96. Self-CADE procedures are significantly more cost efficient for the study, and we continue to investigate strategies for shrinking the completion rate gap between Field-CADE and Self-CADE abstraction methods.

C. Obtaining Data from Student Sample Members

1. Interview Burden and Effort

This section of the field test report reviews the effort and burden associated with the NPSAS:2000 field test student interview. We first examine the interview's length by considering the timing analysis statistics. This information is useful in that it provides empirical data that can serve to reduce respondent burden, data collection effort and cost, and to improve data quality. We then briefly discuss the effort required to locate and interview sample members for the study by considering the average time that was required to complete interviews.

During CATI/CAPI instrument development, project staff embedded "time stamps" at the start and end of the interview, as well as the beginning and end of each interview "screen," which could include up to eight related items. The time stamps measured the elapsed time to complete each segment of the interview, and enabled project staff to monitor the time required to complete specific interview items, the on-line coding programs, individual sections of the interview, and the entire interview itself.

Table 4.4—Comparison of NPSAS:2000 field test CADE item completion rates by method of abstraction

Data element	Method of abstraction							
	Total[1]		Web		Field		Data file	
	Count[2]	Percent[3]	Count[2]	Percent[3]	Count[2]	Percent[3]	Count[2]	Percent[3]
Total CADE eligibles	2,529	100.0	1318	100.0	902	100.0	309	100.0
Student characteristics								
Student characteristics section completion	2,107*	95.0	1,212	92.1	895	99.3	?[6]	?[6]
Gender	2,381	94.3	1,187	90.2	885	98.2	309	100.0
Marital status	1,878	74.4	1,012	76.9	610	67.7	256	82.9
Citizenship	2,210	87.5	1,136	86.3	869	96.5	205	66.3
Veteran status[4]	1,934	81.0	872	71.5	762	88.8	300	97.1
High school degree	1,572	62.2	864	65.7	666	73.9	42	13.5
Race	2,065	81.8	1,032	78.4	758	84.1	275	89.0
Hispanic status	2,098	83.1	1,086	82.5	803	89.1	209	67.6
At least one phone number	2,151	85.7	1,274	96.8	877	97.3	?[7]	?[7]
At least two phone numbers	876	34.9	454	34.5	422	46.8	?[7]	?[7]
Enrollment								
Enrollment section completion	2,103*	94.9	1,210	91.9	893	99.1	?[6]	?[6]
Type of degree program	2,362	93.5	1,121	92.0	873	96.9	278	89.9
Master's degree program[4]	144	26.6	57	35.2	62	88.6	25	8.1
Doctorate or first professional degree[4]	371	50.8	258	71.1	51	86.4	62	20.1
Student class level[4]	2,233	92.4	1,210	91.9	747	94.2	276	89.3
Tuition jurisdiction classification[4]	1,336	87.6	667	86.2	432	97.5	237	76.7
Financial aid								
Financial aid section completion	2,123*	95.8	1,231	93.5	892	99.0	?[6]	?[6]
Any aid received (Y/N)	2,378	94.1	1,231	93.5	892	99	255	82.5
Federal aid received (Y/N)[5]	1,584	89.5	906	91.4	519	98.3	159	63.4
State aid received (Y/N)[5]	1,538	86.9	906	91.4	519	98.3	113	45.0
Undergraduate aid received (Y/N)[5]	1,519	85.8	906	91.4	519	98.3	94	37.5
Graduate aid received (Y/N)	1,519	85.8	906	91.4	519	98.3	94	37.5
Other aid received (Y/N)	1,519	85.8	906	91.4	519	98.3	94	37.5

* If first item (any aid received) is no—no further questions are asked. Denominator of follow-up question is based on those who continue past the first question.

[1] Excludes 58 sample students identified as study ineligible based on institution.

[2] Cell entries represent total number of valid responses obtained for students to whom the item applied.

[3] Percentages are based on the total number of valid responses divided by the total number of applicable cases time 100.

[4] Item does not apply to all students.

[5] Denominator is 2,217 for these entries. Excludes 309 cases from data file CADE, which did not contain section completion indicators.

[6] Section completion flags were not included in data file CADE.

[7] These items were inadvertently omitted from the data file specifications prepared for institutions choosing this method of student record abstraction.

The time, in minutes, needed to conduct a student interview is shown, by interview section and student type, in table 4.5. Sections are listed in the table in the order in which they were presented. The bulk of the differences in numbers of cases contributing to the timing results over sections reflects "break-off" interviews (which may have occurred with or without a scheduled call-back to complete the interview); however, some data loss for these analyses resulted from contaminated time stamps, in which case all affected sections were discarded for a case.[4]

Average administration time to complete the student interview was 30.5 minutes for the B&B cohort members (i.e., verified B&Bs) and 20.5 to 21.5, respectively for undergraduates and graduate/first professional students. The additional time required for the B&B cohort is principally attributable to Section E (which contained a number of questions that were only administered to such students) and the time required to obtain the much more comprehensive Section G locating information for the longitudinal study sample.

As a consequence of examining administration time by the study Technical Review Panel, certain items were recommended for deletion from both interviews for the full-scale study. Items chosen for exclusion were typically those which showed a lack of temporal stability or extremely low variance of responses (see chapter 5).

Interview administration time, however, reflects only a small fraction of the time required to obtain a completed interview. Time is spent by locator/interviewers in locating, scheduling call-backs, attempting refusal conversion, and other related activities. This time is spent not only on cases that are ultimately interviewed but also on cases for which no interviews are obtained. The average locator/interviewer time requirement for each completed interview was slightly more than 1.6 hours.

[4] The time stamp analyses excluded cases with "invalid" timers: cases with long pauses, negative timers, and other invalid time stamps. For example, "backing up" in an interview and changing the path through the instrument might invalidate some timers.

Table 4.5—Average minutes to complete NPSAS:2000 field test student interview by interview section and student stratum

Interview section	Total		B&B		Other undergraduates		Graduate/first-professionals	
	Count	Minutes	Count	Minutes	Count	Minutes	Count	Minutes
Total	1,489	25.4	686	30.5	424	20.5	379	21.5
A. Eligibility/Enrollment	1,496	4.4	693	4.0	431	4.1	372	5.5
B. Background	1,491	3.9	686	4.1	421	4.2	384	3.3
C. Financial Aid	1,497	4.2	692	4.2	425	3.7	380	4.7
D. Employment	1,467	6.1	682	6.6	415	5.7	370	5.4
E. Education	1,467	3.6	679	5.8	417	1.8	371	1.5
F. Disability	1,489	0.7	687	0.7	424	0.7	378	0.7
G. Locating	685	4.9	684	4.9	1	8.3	0	0.0

Note: A section was considered complete if the amount of time to complete the section was greater than zero and the section completion flag was set. Section outliers were removed from the timing calculations (20 in section A, 13 in section B, 2 in section C, 3 in section D, 2 in section E, 2 in section F, 2 in section G, and 1 from the total interview).

2. Evaluation of NPSAS:2000 Field Test Nonresponse Incentive Experiment

U.S. Office of Management and Budget (OMB) approval for the NPSAS:2000 field test included authorization for a methodological experiment to assess the impacts of a monetary incentive on survey nonresponse. A detailed description of the incentive plan, including a review of relevant literature, was provided in the Department's Supporting Statement Request for OMB Review (dated December 1, 1998 and revised March 19, 1999). The discussion below first describes the incentive plan, then provides an overview of the findings of the incentive experiment. Recommendations for employing the incentive in the full-scale study to improve cohort response rates is discussed in chapter 6 of this report.

a. Overview of the Nonresponse Incentive Experiment

The incentive experiment was implemented during the NPSAS:2000 field test data collection period of June 16 through September 3, 1999. Based on initial calls to sample members by trained telephone survey staff, nonresponding sample members were partitioned into groups corresponding to three nonresponse "types." These nonresponse types included (1) individuals who refused to be interviewed, (2) sample members who could not be located or contacted by telephone (e.g., their telephone numbers were unlisted or their service was discontinued), and (3) persons who were "hard to reach" (e.g., unavailable for interviews or repeatedly broke CATI appointments after 10 or more telephone calls during a 3-week period). Nonresponding sample members within these conditions were then randomly assigned to experimental treatment and control conditions. Treatment group members received a $20 incentive for completing the interview; control group members received no incentive. All other survey activities, such as field follow-up, tracing/locating services, and the like, were similar for the two groups.

Nonrespondents selected for the treatment condition received a personalized letter delivered by overnight service.[5] The letter addressed the most frequent questions or concerns raised by nonrespondents about the study. Also enclosed with the letter was a $5 bill and instructions for completing an interview by calling a toll-free telephone number. After successfully completing the NPSAS:2000 interview, whether by a call-in to the toll-free number from the sample member or through a subsequent call from a telephone interviewer, each respondent received an additional payment of $15 by personalized check.

b. Results of the Nonresponse Incentive Experiment

Of the 2,113 eligible cases in the field test sample, 944 sample members (44.7 percent) qualified for one of the three nonresponse types.[6] A total of 479 cases were randomly assigned to treatment conditions, and 465 cases were assigned to a control condition.

Interview response rates among the incentive treatment and control groups for each of the nonresponse types are provided in table 4.6. Overall, interviewers completed 240 of 479

[5] Packages to post office boxes received overnight delivery from the U.S. Postal Service's Express Mail.

[6] Some sample members changed nonresponse "types" during the data collection period (e.g., a hard-to-reach case subsequently refused to participate). For the purpose of the incentive experiment, the initial response type and experimental condition were retained throughout the experiment.

interviews among sample members assigned to the no-incentive control conditions (50.1 percent), while employing routine telephone interviewing, tracing, follow-up, and refusal conversion techniques. By comparison, among sample members who received an incentive mailing, interviews were completed with 55.1 percent of the cases (256 of 465 possible interviews). Notably, the incentive seemed to be an effective conversion tool with one of the most difficult survey populations, refusal cases. For example, 58.8 percent of the 51 cases that received an incentive after initially refusing to participate ultimately completed interviews. In contrast, among refusal cases that did not receive an incentive, only 40.7 percent completed the interview (22 of 54 cases). Offer of the incentive also led to the completion of 9 of the 30 second refusals (30.0 percent); no attempts were made to convert second time refusals in the control group.

Table 4.6—Response rates for the NPSAS:2000 nonresponse incentive experiment, by experimental condition and nonresponse type

Experiment designation and treatment group	Total	Number completed	Percent completed[a]
Control after refusal	54	22	40.7
Incentive after first refusal	51	30	58.8
Incentive after second refusal	30	9	30.0
Control after no telephone[b]	134	27	20.1
Incentive after no telephone[b]	126	51	40.5
Control after hard-to-reach[c]	291	191	65.6
Incentive after hard-to-reach[c]	258	166	64.3

[a] Percent completed is calculated as the number of completed interviews divided by the row total.

[b] "No telephone" cases are those where a valid telephone number could not be identified, but a valid "mail to" address was identified.

[c] "Hard-to-reach" cases are those that have received a minimum of 10 call attempts over a 21 day period.

Offering of an incentive also proved to be an effective strategy for completing interviews among respondents with unlocatable telephone numbers. Interviews were completed with 40.5 percent (51 of the 126 cases) of those in this group who were offered the incentive. This is double the percentage of cases completed in the corresponding control group (20.1 percent or 27 of 134 cases).

The only group where the incentive did not appear to have an effect is the "hard-to-reach" group—those cases that received a minimum of 10 call attempts across a 21-day period. Within this group the response rates were nearly identical: 65.6 percent among those who did not receive an incentive and 64.3 percent among those who did receive an incentive. It is not clear from these findings why the incentive was effective with the refusal and "no telephone" groups, but not with the "hard-to-reach" group. The reasons may be connected to the fact that the NPSAS:2000 sample is loaded into CATI on a flow basis as school lists are processed and preloaded information is collected from the schools. Given the rather tight timeline imposed for completion of field test data collection, it may be that the incentive was simply not given adequate time to produce differential results among the incentive and control groups. Were the data collection period longer, the effect of the incentive may have been increased.

The use of incentives in the NPSAS:2000 field test not only raised response rates among initial nonrespondents, but also decreased the level of effort required to complete these interviews. First, incentive cases were assisted by the increased likelihood of call-ins among the sample members assigned to treatment conditions (see table 4.7). Approximately one-in-five (21.3 percent) of the cases assigned to treatment conditions called-in to the telephone survey unit to complete the field test interview. In contrast, only 10 percent of the no-incentive control cases also telephoned to complete interviews. Moreover, the calls from the control cases were less likely to result in completed interviews. Among the control case call-ins, just two-thirds (66.7 percent) produced completed interviews; in contrast, 86.9 percent of the call-ins from those receiving an incentive were completed.

Table 4.7—Number of call-ins to by sample members for the NPSAS:2000 nonresponse incentive experiment and response rates for the calls, by experimental group

Experiment group designation	Total	Call-in to 1–800 number		Completed, given call-in	
		Number of call-ins	Percent call-ins[a]	Number complete	Percent complete, given call-in[b]
No incentive	479	48	10.0	32	66.7
Incentive received	465	99	21.3	86	86.9

[a] Percent call-ins is calculated as the number of call-ins divided by the total.

[b] Percent, given call-in is calculated as the number of completes divided by the number of call-ins.

Next, fewer call attempts were required to complete an interview among cases receiving an incentive (see table 4.8). On average 15.9 call attempts were required to complete an interview among those assigned to the treatment group; by comparison, 20.5 call attempts were required, on average, to complete an interview among those in the control group.

Table 4.8—Mean number of call attempts by nonresponse NPSAS:2000 field test incentive experiment group

Treatment group	Total		Completed interviews only	
	Number of cases	Mean number of attempts	Number of cases	Mean number of attempts
No incentive	477	19.2	240	20.5
Incentive received	463	16.6	255	15.9

Note: Statistics do not include 4 cases for which a valid telephone number could not be determined and were, hence, not attempted in CATI.

Finally, the targeted use of incentive payments also appears to be cost effective from the perspective of data collection (see table 4.9). Among the control (or no-incentive) group cases, 50.1 percent of interviews were completed by computer assisted interviews (CATI) carried out by telephone interviewers; 4.0 percent of the no-incentive cases required intensive field work from specially trained field interviewers to obtain a completion. The combined CATI plus field effort, therefore, produced a 54.1 percent response rate for the control group. In contrast, when monetary incentives were implemented with the treatment group cases, a comparable percentage of interview completions (54.9 percent) was obtained through telephone interviews, alone. In

other words, using the $20 incentive and completing CATI telephone interviews by telephone is far less costly than the data collection costs associated with conducting telephone interviews and then mounting a relatively costly field data collection effort.

Table 4.9—Overall response rates among incentive experiment cases by whether field work was required

Experiment group designation	Total			CATI, no field work required		Field work required	
	Total	Number complete	Percent complete[a]	Number complete	Percent complete[a]	Number complete	Percent complete[a]
No incentive	479	259	54.1	240	50.1	19	4.0
Incentive received	466	266	57.1	256	54.9	10	2.2

[a] Percent complete is calculated as the number complete divided by the row total.

3. Telephone Answering Machine Experiment Results

Conventional wisdom has it that modern innovations in telephone technology—such as telephone answering machines (TAMs)—threaten the validity and reliability of research conducted via the telephone by undermining the representativeness of the resulting sample and increasing the level of effort (and hence costs) required to conduct such surveys. Studies which include a predominately younger sampling frame—such as NPSAS and many of the other large scale studies sponsored by NCES—are particularly affected by this growth of technology.[7]

It is unclear, however, to what degree these innovations—particularly TAMs—are being used by younger individuals for screening unwanted calls versus facilitating "on the go" lifestyles. If used in the former sense, then answering machines may indeed serve as yet another barrier to obtaining cooperation from sample members. If used to stay connected to the outside world when they are not at home, however, then these devices could be used to facilitate cooperation. In essence, leaving messages on telephone answering machines that encourage sample members to call-in to complete the survey may be akin to sending an "electronic lead letter" to sample members.

To test whether or not leaving messages on sample members' answering machines is an effective means of reducing nonresponse, a split-sample experimental design was implemented during the NPSAS:2000 field test. The hypothesis is that messages left early in the survey process will encourage those who use TAMs to stay "connected" to call-in and complete the study earlier than if we relied simply on random call scheduling to reach these individuals. Thus, if leaving messages on TAMs is akin to sending sample members electronic lead letters, we should see a higher completion rate and lower level of effort among cases where the early message strategy is employed. During CATI data collection, the first time a telephone answering machine was encountered on any roster line during the course of trying to reach the student, the

[7] See Michael W. Link and Robert W. Oldendick. 1999. "Call Screening: Is It Really a Problem for Survey Research?" *Public Opinion Quarterly* 63 (3): 577-589; and Robert W. Oldendick and Michael W. Link. 1994. "The Answering Machine Generation." *Public Opinion Quarterly* 58 (2): 264-273.

case was randomly assigned to one of two groups: the first group had messages left on their machines the first and fourth times a TAM was encountered (testing an early message strategy), while the second group had messages left the seventh and tenth times a TAM was reach (testing a later/end-of-study message strategy).

For both experimental groups the messages left were identical, describing the purpose of the call and encouraging sample members to call-in on a 1–800 number to complete the survey. The message read:

> Hello, I'm calling for the U.S. Department of Education. It's important that we contact [subject's name] for a survey we are conducting. Please ask [him/her] to call Marty Nash at 1–800–647–9674 as soon as possible and refer to ID number [case ID number]. Thank you.

4. Completion Rates by Message Strategy

First, we examine the effects of these two message strategies on completion rates obtained during the NPSAS:2000 field test. Table 4.10 provides cumulative counts of the number of completions and cumulative completion rates for the two experimental groups by the number of times an answering machine was reached in the course of trying to contact sample members. The early- vs-later message design allows us to examine first the impact of leaving messages compared to not leaving messages. Because the "later message" group did not have a message left until the seventh TAM event, the cases completed with six or fewer TAM events had no messages left. If we compare the cumulative completion rates for the two groups for sample members with six or fewer TAM events in their call history, we see that leaving messages after the first and fourth TAM events produced a statistically significant higher completion rate than did not leaving a message at all (68.1 percent vs 60.5 percent; F-test of means $p < .001$). Thus, early messages are more effective than not leaving messages in terms of completion rates.

Table 4.10—CATI completion rate by number of telephone answering machine (TAM) events by the message strategy employed

Number of TAM events	Message after 1st / 4th TAM event		Message after 7th / 10th TAM event	
	Cumulative number complete	Cumulative percent complete	Cumulative number complete	Cumulative percent complete
0	370	35.2	361	34.0
1	512	48.8	466	43.8
2	567	54.0	528	49.7
3	613	58.4	566	53.5
4	657	62.6	599	56.4
5	685	65.2	620	58.3
6	715	68.1	643	60.5
7	722	68.8	685	64.4
8	731	69.6	701	66.0
9	739	70.4	713	67.1
10	743	70.8	730	68.7
11	748	71.2	735	69.1
12	749	71.3	739	69.5
13	750	71.4	740	69.6
14	753	71.7	746	70.2
15	757	72.1	751	70.7
16	759	72.3	754	70.9
17	760	72.4	757	71.2
18	762	72.6	760	71.5
19	764	72.8	763	71.8
20	770	73.3	768	72.3
21+	786	74.9	781	73.5

Note: Of the 2,113 total eligible sample members who completed the interview in CATI, 1,050 were randomly selected to have messages left the first and fourth times a telephone answering machine was reached, while 1,063 were randomly selected to have messages left the seventh and tenth times a telephone answering machine was reached.

While the "early message" strategy has a positive effect on completion rates, the "later message" strategy is not significantly better than the "early message" strategy. The response rates for each group appear to plateau at approximately 69 percent and then climb slowly with subsequent calls to a final response rate of about 74 percent. Thus, early messages are better than no messages, but later messages do not provide any additional benefit.

Next, we examine more directly the possible impact these two message strategies had on the level of effort required to obtain comparable response rates. We do so first by looking at the number of call attempts it took to produce comparable response rates across the two experimental groups.[8] In table 4.11**,** we see a pattern similar to that reported above: after five call attempts, the completion rate among the early message strategy group is significantly higher than for the late message group (37.2 percent vs 31.0 percent; F-test of means, $p < .001$). The same is true after 10 call attempts, although the margins are narrower (53.4 percent vs 49.7

[8] Although related, analysis of the number of call attempts differs from analysis of the number of telephone answering machine events. The number of attempts provides a more direct measure of the level of effort that was required to obtain a particular response rate; number of answering machine events does not because it only focuses on the frequency of one type of call event and does not include other call outcomes (such as "ring, no answers," "busys," "other contacts," etc.).

percent; F-test of means, $p < .008$); and, by 15 call attempts the response rates are statistically comparable (61.7 percent vs 59.5 percent; F-test of means, $p < .267$). Once again, while the ultimate completion rates achieved across these two groups were similar, the early message strategy produced those completion rates at a faster rate and with a lower level of effort.

Finally, we compare the results achieved using these two message strategies across a somewhat different dimension: generating call-ins and generating completed interviews from call-ins. As noted above, the message left asked respondents to call-in to a 1–800 number to complete the interview. Table 4.12 provides a breakdown of the number of call-ins for each group and the number of completions obtained given that a respondent called-in.[9] The table shows that the early message strategy resulted in a significantly higher percentage of call-ins than did the late message strategy (17.7 percent vs 10.1 percent; Chi square, $p < .001$). This finding helps to explain, in part, the previous findings that the early message strategy required a lower level of effort (particularly fewer call attempts) to achieve similar results than did the later message strategy.

[9] Messages left on telephone answering machines were not the only way a sample member could have obtained the 1–800 number. The number was printed on literature sent to sample members as part of the student lead letter mailing, and the number was often provided when contacts other than the sample member were reached. These contacts were asked to give the respondent the 1–800 number and to ask them to call-in to complete the interview. However, given the random assignment that initially determined the two experimental groups, these influences should be equivalent across the two groups. Any differences, therefore, should be the result of the type of message strategy employed.

Table 4.11—CATI completion rates by number of call attempts by when message was left on respondents' telephone answering machine (TAM)

Number of call attempts	Message after 1st / 4th TAM event		Message after 7th / 10th TAM event	
	Cumulative number complete	Cumulative percent complete	Cumulative number complete	Cumulative percent complete
1	96	9.1	69	6.5
2	190	18.1	153	14.4
3	264	25.1	222	20.9
4	327	31.1	286	26.9
5	391	37.2	329	31.0
6	430	41.0	383	36.0
7	470	44.8	429	40.4
8	514	49.4	467	43.9
9	542	51.6	506	47.6
10	561	53.4	528	49.7
11	578	55.1	555	52.2
12	599	57.1	574	54.0
13	619	59.0	597	56.2
14	636	60.6	614	57.8
15	648	61.7	632	59.5
16	656	62.5	652	61.3
17	668	63.6	665	62.6
18	677	64.5	681	64.1
19	688	65.5	690	64.9
20	701	66.8	696	65.5
21+	786	74.9	781	73.5

Note: Of the 2,113 total eligible sample members who completed the interview in CATI, 1,050 were randomly selected to have messages left the first and fourth times a telephone answering machine was reached, while 1,063 were randomly selected to have messages left the seventh and tenth times a telephone answering machine was reached.

Table 4.12–Call-ins and completions from call-ins by message strategy employed

TAM message experiment groups	Total cases	Number of call-ins	Percent call-ins	Number complete given call-in	Percent complete given call-in
Total	2,113	293	13.9	260	88.7
Message after 1th / 4th TAM event	1,050	186	17.7	169	90.9
Message after 7th / 10th TAM event	1,063	107	10.1	91	85.1

Overall, the early message strategy appears to be a more effective means of reaching the completion rate "plateau" (the point at which the completion rate appears to level-off) with a lower level of effort than does a "no message" strategy or a "late message" strategy. The "early message" strategy resulted in a higher proportion of call-ins by respondents to complete the interview and, hence, required fewer call attempts. The findings also show, however, that the "early message" strategy is only effective up to a point. Thereafter, the completion rate plateaus

and it requires enormous effort, regardless of the initial message strategy, to attain higher completion rates.

Michael W. Link and Robert W. Oldendick. 1999. Call Screening: Is It Really a Problem for Survey Research? *Public Opinion Quarterly* 63 (3): 577–589.

Robert W. Oldendick and Michael W. Link. 1994. "The Answering Machine Generation." *Public Opinion Quarterly* 58 (2): 264–273.

Chapter 5
Evaluation of Data Quality

A. Reliability of Interview Responses

The temporal stability of a subset of interview items was evaluated through reinterview. Reinterviews were administered to a randomly selected subsample of 287 respondents who completed the full interview within the first six weeks of data collection and agreed to participate in the reinterview. The reinterview included items that were newly designed for the NPSAS:2000, or revised since being used in either NPSAS:96 or BPS:96/98. The items were factual in nature, rather than attitudinal, because valid and reliable responses needed to remain stable for the time period between initial interview and reinterview. A paper facsimile of the reinterview is provided in appendix E.

Reinterview respondents were contacted five to seven weeks after completing the initial interview, and their responses in the initial interview and the reinterview were compared. Two measures of temporal stability were computed for all paired responses. The first, *percent agreement*, was determined in one of two ways. For categorical variables, the interview/reinterview responses *agreed* when there was an exact match between the two responses. For continuous variables, the two responses were considered to match when their values fell *within one standard deviation unit of each other*.[1]

The second measure evaluated temporal stability using one of three relational statistics: Cramer's V, Kendall's tau-*b* (t_b), and the Pearson product-moment correlation coefficient (**r**). Which of the three statistics was used depended on the properties of the particular variable. That is, Cramer's V statistic was used for items with discrete, unordered response categories (e.g., yes/no responses). Kendall's tau-*b* (t_b) statistic, which takes into account tied rankings[2] was used for questions answered using ordered categories (e.g., never, sometimes, often). For items yielding interval or ratio scale responses (e.g., income), the Pearson product-moment correlation coefficient (**r**) was used.

Analyses were based on the 250 respondents who completed reinterviews. Effective sample sizes are presented for all results because analyses needed to be restricted to cases with determinate responses to the relevant items in both interviews. Because not all items were

[1] This is equivalent to within one-half standard deviation of the average (best estimate of actual value) of the two responses.

[2] *c.f.* Kendall, M. (1945). The treatment of ties in rank problems. *Biometrika, 33,* 81–93 and Agresti, A. (1984). *Analysis of Ordinal Categorical Data.* New York, NY: Wiley & Sons.

applicable to all respondents (e.g., some questions were asked only of B&B respondents), variation exists in the number of cases on which the reliability indices were based for the items considered. In administering the reinterview, information from the initial interview was preloaded to ensure that school-specific and job-specific items were asked for the same school and job across the two interviews.

1. Financial Aid

Table 5.1 presents the results of reliability analyses for the set of items pertaining to financial aid. This series of questions represents a new way of obtaining information about financial assistance received from sources other than federal student aid. Private commercial loans and employer reimbursement are among the new sources of aid increasingly being used by students financing their postsecondary education.

Table 5.1—Financial aid

Data element	Number of cases[a]	Percent agreement[b]	Relational statistic[c]
Receive federal loans	244	91.4 [d]	0.83 [e]
Amount received - Private loans	11	91.0	0.74
Amount received - Employer aid	13	92.3	0.60
Amount received - Borrowed from family	14	85.7	0.69

NOTE: Analyses are based on 250 respondents to the reliability reinterview.

[a] Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

[b] Unless otherwise indicated, this percentage reflects values that fall within one standard deviation unit of each other.

[c] Unless otherwise indicated, the relational statistic used here is the Pearson product moment correlation coefficient, **r**.

[d] This percentage reflects an exact match of the paired responses.

[e] The relational statistic used here is the Cramer's V statistic.

The overall temporal stability for this series of items is quite good. Percent agreement ranges from 85.7 to 92.3 percent with three of the four items showing at least 90 percent agreement. The most reliable item in the series is receipt of federal aid with 91.4 percent agreement and a relational statistic of 0.83. Among the respondents who gave determinate responses for both interview and reinterview, percent agreement is high for amount borrowed from private sources and amount received in employer aid (91.0 and 92.3, respectively). Percent agreement for the amount borrowed from family, however, is lower at 85.7 percent.

The relational statistic for items reflecting aid amounts (private loans, employer aid, and amount borrowed from family) ranges from 0.60 to 0.74. All three items representing aid amounts received from various sources suffer from low sample sizes, which partially explains the low relational statistics. More likely, however, is that respondents have a hard time distinguishing between the different possible sources of aid, and remembering dollar amounts associated with each source from the previous school year. Respondents seem to be unclear about the term *borrow*, particularly when family members are the source in question. The intent of the question is to obtain the amount that must be repaid, but respondents sometimes misinterpret this and report amounts that their family *gave* them to cover educational expenses.

Questions pertaining to financial aid will be revised in the full-scale study to improve the quality of data. Respondents will be asked more general questions about aid received *from sources other than the school,* and then we will collect the source and the amount.

2. Credit Cards

Table 5.2 presents the results of reliability analyses for the set of items pertaining to credit cards. Measures of temporal stability for having a credit account are acceptable, with 89.7 percent agreement and a relational statistic of 0.70. It is possible, however, that some of the temporal inconsistency is due to real change. Inconsistent responses for this item are concentrated among those who initially reported having no credit accounts, but then reported having such accounts at the time of the reinterview. Of those who reported having credit cards during the main interview, 94 percent gave the same response during the reinterview. Of those who first said they did not have credit cards, 26 percent reported having them at the reinterview.

While having a credit account in one's own name is something that generally does not change once established, it is likely that this population of students is less financially stable than those who have completed their postsecondary education. Therefore, it is not unlikely that students among this population open accounts for the first time, especially those who may have graduated and are just starting out on their own.

Reliability improves quite a bit for the estimate of the monthly amount charged on credit accounts. Percent agreement for monthly amount charged is 95.5 and the relational statistic is 0.83, so it appears that we are able to obtain a reliable estimate of monthly charges once we determine if the respondent has such an account. This is actually quite impressive given that estimates of dollar amount are generally unreliable. However, the focus of this question will change for the full-scale study. The intent of the credit card items is to get an overall sense of students' credit debt rather than their monthly budget. Instead of asking about the monthly amount charged, we will ask about the balance due according the last monthly statement for those who carry a balance.

Table 5.2—Credit card use

Data element	Number of cases[a]	Percent agreement[b]	Relational statistic[c]
Have credit cards in his/her own name	155	89.7 [d]	0.70[e]
Amount charged monthly	85	95.5	0.83

NOTE: Analyses are based on 250 respondents to the reliability reinterview.

[a] Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

[b] Unless otherwise indicated, this percentage reflects values that fall within one standard deviation unit of each other.

[c] Unless otherwise indicated, the relational statistic used here is the Pearson product moment correlation coefficient, **r.**

[d] This percentage reflects an exact match of the paired responses.

[e] The relational statistic used here is the Cramer's V statistic.

3. Parent Support

Table 5.3 presents reliability results for items related to parental support for education expenses. Overall percent agreement and the relational statistics show marginally acceptable to low response stability over time for all items tested. Percent agreement is acceptable for all items, ranging from 84 to 89 percent. The relational statistics, however, are very low, especially for the item representing amount of supplemental support received from parents.

Table 5.3—Parent support

Data element	Number of cases[a]	Percent agreement[b]	Relational statistic[c]
Parents provide money on a regular basis	143	84.6	0.60
Parents provide other support	62	83.9	0.54
Amount of supplemental support received from parents	36	88.9[d]	0.25[e]

NOTE: Analyses are based on 250 respondents to the reliability reinterview.

[a] Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

[b] Unless otherwise indicated, this percentage reflects an exact match of the paired responses.

[c] Unless otherwise indicated, the relational statistic used here is the Cramer's V.

[d] This percentage reflects values that fall within one standard deviation unit of each other.

[e] The relational statistic used here is the Pearson product moment correlation coefficient, **r**

The most reliable item in this series is whether parents provide money for expenses on a regular basis, which is a "yes/no" question. This item has 85 percent agreement and the marginally acceptable relational statistic of 0.60. The majority of respondents reported that they did not receive money from their parents both times. The inconsistent responses, however, were evenly distributed. Of those who initially reported that they received money from their parents on a regular basis, 17 percent changed answers by the reinterview. Likewise, 15 percent of those who initially reported not receiving money from their parents on a regular basis changed answers by the reinterview.

The item representing other types of support received from parents (such as clothing, credit cards, transportation, etc.) shows fair percent agreement (84 percent) but a lower relational statistic (0.54). Overall, seventy-three percent of respondents reported receiving support (other than monetary) from their parents both during the initial interview and during the reinterview. Of the 46 who initially reported receiving other support from their parents, there was only one case of response reversal. Of the 16 who said "no" at the time of the initial interview, 9 (56 percent) changed responses and only 7 (44 percent) gave the same answer at the time of the reinterview, indicating low reliability.

The least reliable item in this series is the dollar estimate of the value of parental support (other than monetary). Here, percent agreement is fairly high (89 percent) but the relational statistic is only 0.25. There are only 36 cases with determinate responses for both the interview and reinterview. Of those, there are 4 cases of non-agreement, and the difference between interview and reinterview ranges from $17,000 to $62,000 (a standard deviation for this item is $10,000). It appears that there is uncertainty regarding what might be included in *other types of*

support. For the full-scale study, the item will be revised so that response categories are provided, rather than asking for a dollar amount.

4. Family Members

Measures of temporal stability for items about family members are presented in table 5.4. Items indicating whether the respondent's parents were born in the United States are both very reliable. Agreement between interview and reinterview is almost 100 percent and the relational statistic is very high as well (0.98 and 0.97 for father and mother, respectively.)

Table 5.4—Information about family members

Data element	Number of cases[a]	Percent agreement[b]	Relational statistic[c]
Father born in US	236	99.6	0.98
Mother born in US	247	99.2	0.97
Number of siblings who ever attended college	147	78.9	0.74 [d]
Parents currently attending college	147	95.9	0.79

NOTE: Analyses are based on 250 respondents to the reliability reinterview.

[a] Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

[b] Unless otherwise indicated, this percentage reflects an exact match of the paired responses.

[c] Unless otherwise indicated, the relational statistic used here is the Cramer's V.

[d] The relational statistic used here is Kendall's Tau, (τb).

Items pertaining to college attendance among family members are also presented below. The item reflecting parents' current college attendance has very high percent agreement (96 percent) and a reasonably high relational statistic (0.79). However, of the 17 respondents who indicated that their parents were taking college courses, 5 (30 percent) changed answers by the time of the reinterview. Given that field test data collection went from June to September, it is possible that some parents were taking courses at the time of the initial interview, in a summer session perhaps, but were not at the time of the reinterview. To increase response consistency, the wording of this question should be revised to specify the time period of interest.

Reliability statistics regarding siblings are slightly lower; percent agreement is 78.9 percent, and the relational statistic is 0.74. There are two possible sources of confusion contributing to the inconsistencies observed. First, the question asks for the number of siblings who have *ever* attended college. Evaluation of the response inconsistencies, however, indicates that some respondents may respond based on the number of siblings *currently* in college.

Second, there are two response codes to indicate "none." There is a code for "no siblings in college" and a code for "respondent does not have siblings." Of the inconsistent responses for this item, 13 percent were cases where the interview was coded as "respondent does not have siblings" and the reinterview was coded as for "no siblings in college". When the values were re-coded so that the reinterview value of "none" corresponded to the same value of "none" given and re-tested, percent agreement increased to 81.6 percent with a relational statistic of 0.85. Interviewer training and emphasis on the time period in question should improve the reliability for this item in the full-scale study.

5. Undergraduate Experiences

Table 5.5 presents the results of reliability analyses for items pertaining to undergraduate experiences. Overall temporal stability for this series is quite high, with percent agreement ranging from 83.8 to 98.2 percent, and the relational statistics ranging from 0.62 to 0.85.

Table 5.5—Undergraduate experiences

Data element	Number of cases[a]	Percent agreement[b]	Relational statistic[c]
Time that most classes start	239	92.1	0.76
Number of jobs held during 98–99 school year	247	78.5	0.72
Ever taken distance education courses*	247	96.8	0.62[e]
Cumulative GPA	219	98.2[d]	0.85[f]
Major GPA *	99	96.0[d]	0.78[f]

NOTE: Analyses are based on 250 respondents to the reliability reinterview.

[a] Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

[b] Unless otherwise indicated, this percentage reflects an exact match of the paired responses.

[c] Unless otherwise indicated, the relational statistic used here is Kendall's Tau, (t_b)

[d] This percentage reflects values that fall within one standard deviation unit of each other.

[e] The relational statistic used here is the Cramer's V.

[f] The relational statistic used here is the Pearson product moment correlation coefficient, **r.**

∗ These items were asked only of B&B respondents.

The items with the highest reliability measures are cumulative grade point average and whether or not respondents have applied to graduate school. While response consistency was high for both cumulative and major GPA, reliability can be improved in the full-scale study through increased interviewer training regarding coding for these questions. The GPA items allow a continuous range between 0 and 5, but there are also response options to account for pass/fail grading systems, and for programs that do not award grades. Examination of field test results indicates that all but one of the cases of non-agreement are due to confusion regarding the two codes for pass/fail and no grades awarded.

The least reliable item in this set of items is the number of jobs held during 1998–1999 school year. Percent agreement is moderately acceptable at 83.8 percent, but the relational statistic is only 0.70. The low relational statistic is likely due to a misinterpretation of the time period in question. Overall, respondents were more likely to report a higher number during the reinterview, so it is possible that they are including jobs worked during the summer while they were not enrolled. For example, 22 of the 77 (30 percent) respondents who initially reported not having a job while enrolled reported having either one or two jobs during the reinterview. Of the 124 respondents who initially reported having one job while enrolled, 8 (6 percent) reported having either two or three jobs during the school year. Item wording should be revised to specify the time period in question.

Measures of temporal stability for the time that most classes start and for having ever taken distance education courses both have high percent agreement (92.1 and 96.8 percent, respectively). The relational statistics, however, are less impressive at 0.76 and 0.62, respectively. The overwhelming majority of respondents have classes that are early in the day. There is no pattern evident in the distribution of the inconsistent responses, so it is likely that the unreliability is attributable to error. Regarding distance education courses, the low relational statistic is due largely to discrepancy between interview and reinterview among the few initially positive responses. Most respondents (94 percent) indicated not having taken distance education courses for both the interview and reinterview. Of the 11 respondents who reported having taken a distance education course during the interview, 4 (36 percent) changed their answer at the time of the reinterview.

6. Post-graduation Plans of B&B Respondents

Results of reliability analyses regarding post-graduation plans are presented in table 5.6. The item reflecting applications to graduate school shows good response consistency. There is 95.2 percent agreement and a relational statistic of 0.89. Most respondents reported no graduate applications both during the interview and reinterview. While most respondents answered reliably, response inconsistency seems to be concentrated among those who initially said no; 5 of 6 inconsistent responses went from no to yes by the time of the reinterview. The question asks if the respondent has applied to any graduate or professional programs, so it is possible that the response inconsistency is reflective of real change.

Table 5.6—Post-graduation plans

Data element	Number of cases[a]	Percent agreement[b]	Relational statistic[c]
Applied to any graduate programs?	126	95.2	0.89
Have a job/offer for after graduation?	128	69.5	0.41

NOTE: Analyses are based on 250 respondents to the reliability reinterview, but these items were asked only of B&B respondents.

[a] Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

[b] Unless otherwise indicated, this percentage reflects an exact match of the paired responses.

[c] Relational statistic used here is the Cramer's V.

Measures of temporal stability for the item reflecting whether respondents had a job or an offer prior to graduation are not good. Percent agreement is only 69.5 percent and the relational statistic is only 0.41. Of the 54 respondents who initially reported having a job or an offer prior to graduation, 12 (22 percent) responded that they did not have a job or offer by the time of the reinterview. Of the 74 respondents who initially reported not having a job or offer, 27 (37 percent) indicated that they had a job or offer during the reinterview.

There was likely some confusion regarding the time reference. The wording of the question was based on whether the student was still enrolled in school or if she/he had graduated, and the intent was to determine if the respondent had an offer for a job *prior* to graduating. However, the high rate of conversion from "no" to "yes" suggests that the time reference needs to be emphasized. Furthermore, it is possible that respondents were unclear about the intent of the question. As it was asked in the field test, this question indicates only if respondents had a job or an offer, but does not indicate if the respondent accepted the offer. They may have had an offer, but may not have reported it if they did not plan to accept it. Question wording will be changed for the full-scale study to more clearly convey the intent of the question.

B. Evaluation of Alternative Response Options

The field test reinterview was also used to evaluate a series of items in order to determine which of two sets of response options to use in the full-scale interview. The series of items ask about different life goals and their degree of importance to the respondent. These items were not evaluated for temporal consistency, but rather, to establish whether to use two-level or three-level response categories.

In the main interview, respondents were randomized into two groups that were given different response options. Respondents in the first group were given "yes/no" response categories and those in the second group were given the response categories of "very important, somewhat important, or not important." In the reinterview, respondents were asked the same series of items again, but were given the other set of response options.

Results of the cross-frequencies are presented in table 5.7, and indicate that the three-level options result in greater variability because some of both the "yes" and "no" responses fall into the "somewhat important" category when given the third option. Respondents typically prefer having a third category that allows a mid-range option. This is particularly true for this series of items, given the nature of the life goals in question. The three-level categories will be more beneficial for analytic purposes, since the additional variability increases the likelihood that researchers will find these items to be significantly related to other study outcomes.

C. Indeterminate Responses

Allowances were made in the CATI to accommodate responses of refusal and "don't know" to every item, by special keyed entry by the interviewers. Refusal responses (RE) to interview questions are most common for items considered sensitive by the respondent, while "don't know" (DK) responses may result from a number of potential circumstances. The most obvious reason a respondent will offer a DK response is that the answer is truly unknown or in some way inappropriate for the respondent. But DK responses may also be evoked (1) when question wording is not understood by the respondent, without explanation by the interviewer; (2) when there is hesitancy on the part of the respondent to provide "best guess" responses, with insufficient prompting from the interviewer; and (3) as an implicit refusal to answer a question. RE and DK responses introduce indeterminacies in the data set and must be resolved by imputation or subsequently dealt with during analysis; to the extent possible, they need to be reduced.

Table 5.7—Distribution of responses to items employing both 2-point and 3-point importance scale

Please tell me if each of the following personal goals is…

Group 1 *important to you.*
Yes / No

Group 2 *very important, somewhat important, or not important to you.*
Very important / Somewhat important / Not important

Group 1	Group 2	Frequency	Percent
Becoming an authority in your field?			
DK	Somewhat important	1	0.8
Yes	Very important	73	58.4
Yes	Somewhat important	28	22.4
Yes	Not important	1	0.8
No	Very important	1	0.8
No	Somewhat important	14	11.2
No	Not important	7	5.6
Influencing the political structure?			
Yes	Very important	15	12.0
Yes	Somewhat important	29	23.2
Yes	Not important	6	4.8
No	Very important	1	0.8
No	Somewhat important	26	20.8
No	Not important	48	38.4
Being very well-off financially?			
Yes	Very important	51	40.8
Yes	Somewhat important	41	32.8
Yes	Not important	4	3.2
No	Very important	1	0.8
No	Somewhat important	19	15.2
No	Not important	9	7.2
Being successful in your line of work?			
Yes	Very important	116	92.8
Yes	Somewhat important	8	6.4
No	Very important	1	0.8
Being able to find steady work?			
Yes	Very important	111	88.8
Yes	Somewhat important	9	7.2
Yes	Not important	1	0.8
No	Very important	3	2.4
No	Somewhat important	1	0.8
Being a leader in the community?			
Yes	Very important	40	32.0
Yes	Somewhat important	52	41.6
Yes	Not important	2	1.6
No	Very important	1	0.8
No	Somewhat important	16	12.8
No	Not important	14	11.2

Table 5.7—Distribution of responses to items employing both 2-point and 3-point importance scale—(continued)

Group 1	Group 2	Frequency	Percent
Living close to parents and relatives?			
DK	Very important	1	0.8
Yes	Very important	25	20.0
Yes	Somewhat important	47	37.6
Yes	Not important	2	1.6
No	Very important	2	1.6
No	Somewhat important	31	24.8
No	Not important	17	13.6
Getting away from the area where you grew up?			
Yes	Very important	13	10.4
Yes	Somewhat important	20	16.0
Yes	Not important	2	1.6
No	Very important	6	4.8
No	Somewhat important	19	15.2
No	Not important	65	52.0
Having leisure time to enjoy your interests?			
Yes	Very important	89	71.2
Yes	Somewhat important	35	28.0
No	Not important	1	0.8
Having children?			
DK	Somewhat important	1	0.8
Yes	DK	1	0.8
Yes	Very important	72	57.6
Yes	Somewhat important	24	19.2
Yes	Not important	1	0.8
No	Very important	4	3.2
No	Somewhat important	8	6.4
No	Not important	14	11.2
Being able to give your children better opportunities than you had?			
Yes	Very important	100	80.0
Yes	Somewhat important	14	11.2
Yes	Not important	2	1.6
No	Very important	1	0.8
No	Somewhat important	4	3.2
No	Not important	4	3.2

Overall, item nonresponse rates in the student CATI were fairly low, with only 31 of over 1,000 variables included in the field test CATI data set containing over 10 percent missing data. These items are shown in table 5.8**,** grouped by interview section. Item nonresponse rates are calculated *only for those sample members for whom each item was applicable and asked.*

As in the past surveys, items with the largest amount of nonresponse were those pertaining to graduate entrance examination scores, with about two-fifths or more of the students interviewed and reporting having taken the GRE unable to recall their scores on these exams. Questions most likely to evoke explicit refusals were those concerning student, spouse, and parent income, assets, and debt, which also provided relatively high rates of "don't know." Many student respondents are reluctant to provide information about family finances and, among those who are not, many simply don't know.

Table 5.8—Student interview item nonresponse for items with more than 10 percent "don't know" or "refused"

ITEM	VARNAME	Label	Number asked	Percent don't know	Percent refused	Combined Percent
Current enrollment						
	NAEXPNMM	Month respondent expects to complete degree-NPSAS	698	12.0	0.3	12.3
	NAGPA	Cumulative GPA	1398	12.0	0.2	12.2
	NAMAJGPA	Major GPA	690	17.0	0.2	17.2
Demographic Information						
	NBARRVF	Year father arrived in US	258	15.0	1.6	16.6
	NBARRVM	Year mother arrived in US	258	10.0	1.6	11.6
Financial aid and education related expenses						
	NCAMTN1	Amount of grant/scholarship-1-NPSAS	509	14.0	0.0	14.0
	NCAMTN2	Amount of grant/scholarship-2-NPSAS	155	14.0	0.0	14.0
	NCMNYAMT	Amount received from parents/guardians	185	11.0	1.6	11.6
	NCSUPAMT	Amount of other support	288	19.0	1.4	20.4
Employment and earnings						
	NDCASH	Total cash and savings	759	7.20	9.7	16.9
	NDHMDEBT	Amount owed on mortgage	396	13.0	4.0	17.0
	NDHRSEXP	Hours expected to work	286	19.0	0.4	19.4
	NDINC97	Earnings in 1997	334	9.3	2.4	11.7
	NDINC98	Earnings this calendar year	1597	9.5	2.6	12.1
	NDINCS97	Spouse's earnings in 1997	104	31.0	9.6	40.6
	NDINCS98	Spouse's earnings in 1998	524	12.0	6.3	18.3
Assets and debt						
	NDINVAL	Total value of other investments	102	15.0	6.9	21.9
	NDINVST1	Own investments-1	144	2.1	7.6	9.7
	NDPARINC	Parents income in 1998	387	13.0	4.1	17.1
	NDSMRSAV	Amount saved for educational expenses	471	8.3	1.3	9.6
Graduate admissions test scores						
	NEGREA	GRE score: analytic	110	42.0	0.9	42.9
	NEGREM	GRE score: math	110	38.0	0.9	38.9
	NEGREV	GRE score: verbal	112	42.0	0.9	42.9
Locating information						
	NGIDYES	Will tell student id number	274	18.0	1.5	19.5
	NGOCCTY	Expected future residence city	691	10.0	0.1	10.1
	NGOTZIP	Other contact-zip code	423	12.0	0.5	12.5
	NGP2FNAM	Parent 2-first name	275	2.9	12.0	14.9
	NGP2INFO	Parent 2-suffix	102	14.0	13.0	27.0
	NGP2RLTN	Parent 2-relationship (mother/father)	142	8.5	27.0	35.5
	NGP2SAME	Both parents same address	341	0.6	9.1	9.7

Note: Statistics are based on student sample members for whom specific items were applicable and asked. Items applicable to less than 100 sample members were excluded from consideration.

D. Quality Assurance CATI Monitoring

Monitoring of telephone data collection leads to better interviewing and better quality survey data as well as to improvements in costs and efficiency in telephone facilities. Monitoring in the NPSAS:2000 field test helped to meet four important quality objectives: (1) reduction in the number of interviewer errors; (2) improvement in interviewer performance by reinforcing good interviewer behavior; (3) assessment of the quality of the data being collected; and (4) evaluation of the overall survey design for full-scale implementation.

Monitors listened to up to twenty questions during the on-going interview and, for each question, evaluated two aspects of the interviewer-respondent interchange: whether the interviewer delivered the question correctly and keyed the appropriate response. Each of these measures was quantified and daily, weekly, and cumulative reports were produced for the study's IMS. During the course of monitoring, 1,271 items were monitored during the data collection period. The majority of the monitoring was conducted during the first half of data collection. Towards the end of data collection, monitoring efforts were scaled back due to the lighter caseload being worked by telephone interviewers, the greater experience of the remaining interviewers, and the satisfaction by project staff that the process was in appropriate control. Figure 5.1 shows error rates for question delivery; figure 5.2 shows error rates for data entry; both presentations provide upper and lower control limits for these measures.[3] In these figures, the "time period" represents the weeks of data collection through period seven. Monitoring results from the seventh through the final week of data collection are combined into period eight.

[3] The upper and lower control limits were defined by three times the standard error of the cumulative proportion of errors to the number of questions observed for the period (+3 * SE for the upper limit; -3 * SE for the lower limit).

Figure 5.1—Monitoring error rates for CATI question delivery

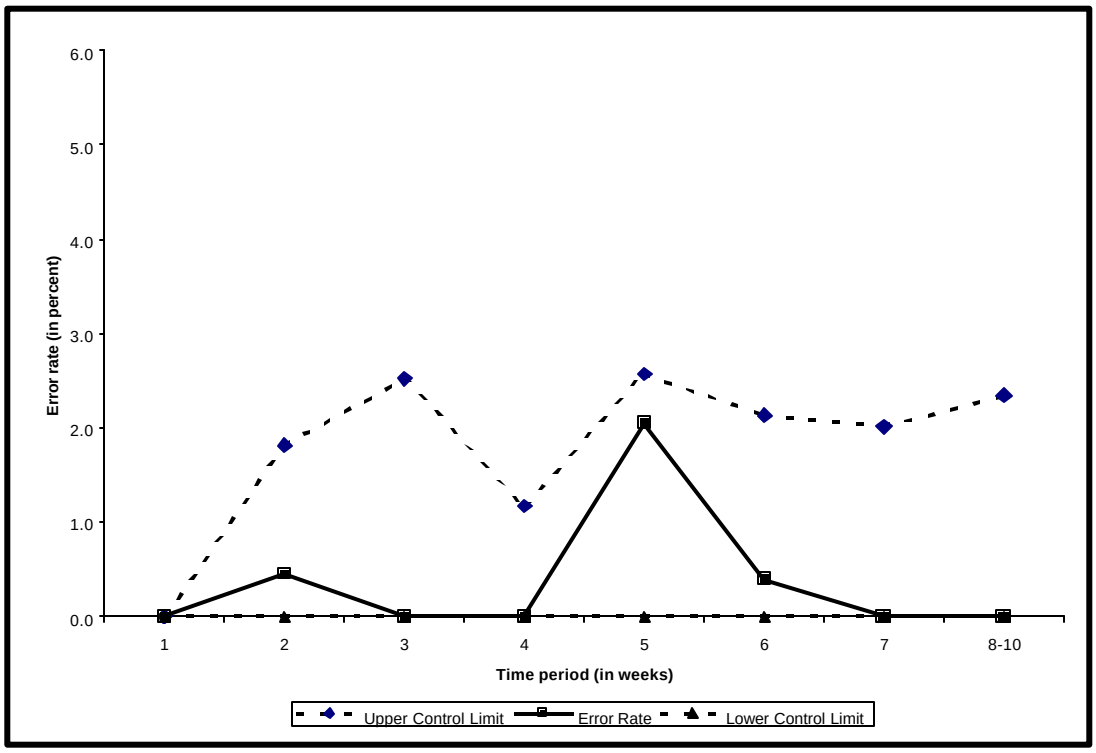
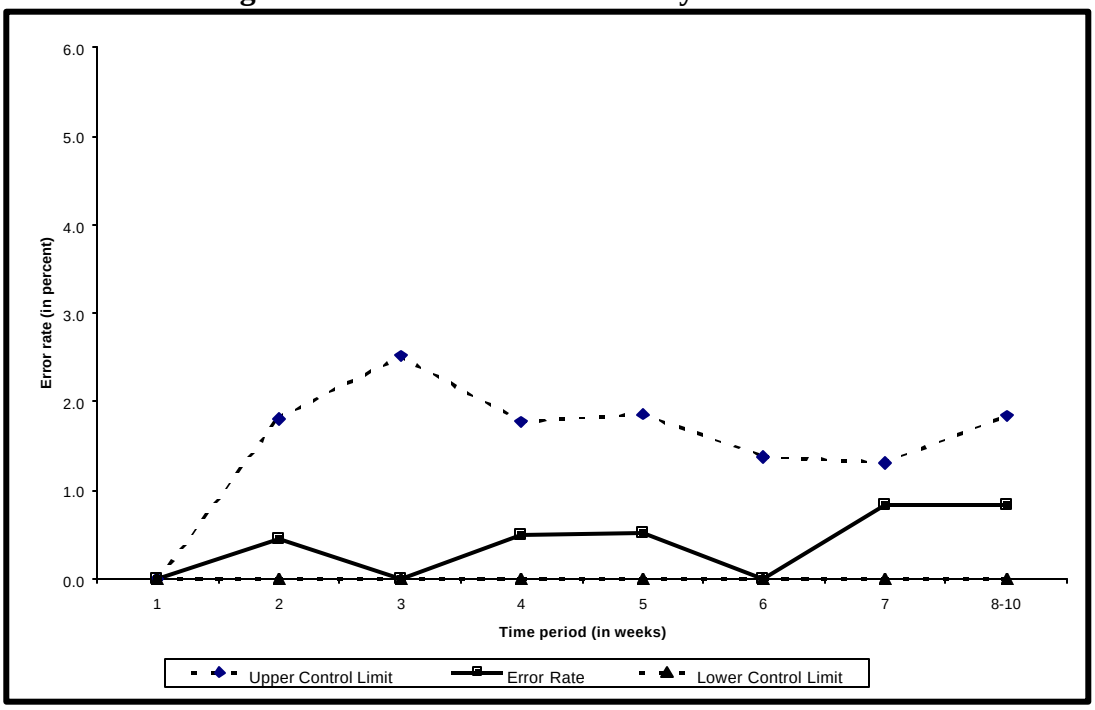


Figure 5.2—Monitoring error rates for CATI data entry



Throughout the monitoring period, error rates remained within acceptable limits, typically below 1 percent. Among the 1,271 items observed, there were six CATI question delivery errors and four data entry errors.

E. CADE Verification

Of the 61 institutions that provided an enrollment list, five were excluded from the verification process—four because they were data file schools and there was not time to verify given the time required to process data file CADE and the other institution was excluded because CADE data for that school was received after the verification mailout had occurred. Verification (and correction if needed) of CADE responses was requested of institution coordinators at 56 of the field test institutions. Verification was requested for five CADE data elements, for each of five randomly selected students. Only 34 of the 56 institutions returned their completed CADE verification forms, yielding an analysis base of 170 students.

The results are presented in table 5.9. The five data elements chosen for the CADE verification were:

- Enrollment status during fall of 1998
- Ctizenship status
- Total tuition charges for 1998–1999
- Expected family contribution (EFC) for 1998–1999
- Total financial aid received for 1998–1999

Table 5.9—CADE verification percent agreement, by abstraction method

	Total (n=170)		Abstraction method			
			Web-CADE (n=135)		Field CADE (n=35)	
CADE Item Verified	Total	Percent agreement[1]	Total	Percent agreement	Total	Percent agreement
Enrollment status, fall term (98)	170	84.1	135	88.1	35	68.6
Citizenship[2]	170	82.9	135	85.9	35	71.4
Total tuition charges	170	77.1	135	77.8	35	74.3
Expected family contribution	170	88.9	135	94.8	35	65.7
Total financial aid received	170	82.4	135	86.7	35	65.7

[1] "Percent agreement" refers to the percentage of the cases in the corresponding "Total" column for which the Institution Coordinator indicated the value entered in CADE was correct.

[2] Percent agreement for Citizenship status is artificially lower than expected, due to an error in the preparation of the CADE verification forms that was not discovered until after institutions had completed the task of verifying CADE data. In order to minimize burden on institutions, there was no effort to resolve the error.

The student's enrollment status during fall 1998 was not one CADE variable. Rather, this value was derived for each of the randomly selected students based on their attendance status during the institution's "fall term". Because the CADE data record did not explicitly indicate terms in which this student was not enrolled, the lack of a reference to the Fall Term was interpreted to mean "this student was not enrolled during the Fall of 1998".

Table 5.9 reveals that, for all five variables, percent agreement was higher for Web CADE institutions than for Field CADE institutions. While the results are based on only seven field CADE schools, two of the schools had much lower overall agreement than the others. This may also be an artifact of the verification process. In the case of Web CADE institutions, the person performing the verification was (in most cases) the same person that performed the original abstraction, possibly increasing the likelihood that mistakes in the original abstraction were repeated during the verification. However, in the case of the Field CADE institutions, the person who performed the verification was never the same person who performed the original abstraction. Field data collectors performed the original abstraction while someone from the institution did the verification.

Table 5.9 also reveals that Percent Agreement rates among the Field CADE cases are lower than expected (in the NPSAS:96 field test, Field CADE Percent Agreement ranged from 76.4 percent to 96.4 percent). The low sample size (n=35) makes these results somewhat difficult to interpret. However, it should be noted that at three of the seven field CADE institutions for which a CADE verification form was returned, each of the five students had at least one erroneous value flagged by the institution coordinator and each of the errors was in one of the dollar fields (e.g., financial aid received, EFC or total tuition), indicating that specific field data collectors may have had difficulty obtaining these types of information. Financial aid received and total tuition, often require summation of data from multiple sources at the institutions. These results indicate the need for additional emphasis on the collection of financial data during the full-scale training.

F. Examination of Race/Ethnicity Items

Evaluation of New Race Item

The NPSAS:2000 field test interview included a newly conceptualized race item designed to address recent standards for maintaining, collecting, and presenting data on race and ethnicity. While items on race were collected during earlier administrations of NPSAS, the new item was "designed to provide a common language for uniformity and comparability in the collection and use of data on race and ethnicity by Federal Agencies."[4]

The new federal standards have five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Additionally, the standards also allow for the provision of multiple races.

Table 5.10 presents the distribution of races reported by the respondent population of the NPSAS:2000 student CATI field test sample. As indicated, relatively few sample members

[4] See, for example, *Federal Register* (October 30, 1997), "Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity."

reported more than a single race. For example, a total of 30 CATI respondents (1.9 percent of the population overall) reported more than one race; and only one reported membership in more than two racial groups. It should also be noted that the majority of respondents (83 percent) who chose "other" as a race also indicated in response to a separate question that they are of Hispanic or Latino origin.

Table 5.10—Distribution of responses to race items

Racial Group	Percent response					
	First		Second		Third	
	Number	Percent	Number	Percent	Number	Percent
White	1,227	77.0	2	16.7	0	0.0
Black or African American	129	8.1	0	0.0	0	0.0
Asian	99	6.2	2	16.7	0	0.0
American Indian or Alaska Native	21	1.3	5	41.7	0	0.0
Native Hawaiian or Other Pacific Islander	2	0.1	1	8.3	0	0.0
Other, specify	116	7.3	2	16.7	1	100.0

The option to report multiple races was also allowed in CADE for student record abstractions, however, the incidence of multiple races was much lower in CADE than in CATI. Of 2,587 CADE respondents, only 5 reported multiple races.

Chapter 6
Recommendations for the Full-Scale Study

The NPSAS:2000 field test was successful in providing useful information with respect to planning for the full-scale study. While many aspects of the survey design and instrumentation worked quite well, some field test outcomes and evaluation results, documented in chapters 3 through 5 of this report, justify procedural and substantive modifications to the full-scale survey implementation. Major recommendations are summarized below by topical area.

A. Sampling of Baccalaureate Recipients

A critical factor for the success of the full-scale study is achieving a sufficient yield of baccalaureate students for the Baccalaureate and Beyond follow-up study in 2001. We decided not to make any changes to the instructions to institutions for identifying baccalaureate students. Asking for candidates receiving a baccalaureate degree will cause us to select some sample students from the baccalaureate strata who do not receive their baccalaureate degree by June 30, 2000. However, in order to meet the study's schedule requirements, we must ask for candidates rather than wait until actual graduates can be determined. Since this procedure will yield false positives and a fewer number of false negatives, we will increase the sampling rates for the baccalaureate strata and decrease the sampling rates for the other undergraduate stratum to account for these, based on field test experience.

B. CADE

The CADE software and collection procedures proved highly effective in achieving high completion rates during the field tests. Data provided by institutional staff using the Web-based CADE instrument were determined to have high reliability; reliability of CADE data provided by field interviewer staff was generally lower, suggesting that additional training of these staff may be necessary for the full-scale survey.

The new Web-based student record abstraction instrument, designed for use by institutional staff choosing to perform the data abstraction themselves, proved to be quite effective and easy to use. Focus groups and debriefings involving samples of these staff yielded several useful recommendations for improving the CADE procedures, but no changes in instrument content were recommended. The most frequently mentioned concern/ recommendation had to do with the speed (or lack thereof) associated with the instrumentation.

RTI will explore several options to alleviate the problem for full-scale implementation, including having the Web-CADE instrument reside on a server dedicated to this data collection.

C. Student CATI

Recommended revisions to the field test student CATI interview (see appendix D) are based on (1) examination of field test interview results, including item indeterminancies, (2) results of timing analyses, (3) quality circle debriefings with telephone interview staff, and (4) discussions with the study Technical Review Panel (see appendix A). These recommended changes are listed by instrument section and individual data element in table 6.1.

D. Use of Institutional Incentives for Provision of Enrollment Lists

Based on these field test findings, we believe the offer of a $150 incentive increases the likelihood that an institution will provide an enrollment list and reduces the amount of time and effort (i.e., prompting) that would otherwise be required to obtain such lists from institutions. Thus, we propose to implement the targeted use of such an incentive, offering it to the subset of institutions that, because of their term structure, cannot accurately compile a complete enrollment listing until late in the NPSAS year and, therefore, represent a potential scheduling problem for the NPSAS:2000 study. Specifically, we propose to offer the incentive to institutions with any term that begins after June 1, 2000 and ends before July 1, 2000, on the condition that they provide their enrollment lists to RTI no later than June 16, 2000. Based on examination of the prior NPSAS:96 records, we estimate that the number of institutions with such terms in the NPSAS:2000 full-scale sample will be about 35.

E. Nonresponse Incentive Plan for Student Sample Members

Based on the findings of the nonresponse incentive experiment conducted during the NPSAS:2000 field test, we believe that the select use of financial incentives increases the likelihood of sample member response and reduces the overall level of effort and costs of data collection. Thus, we propose to implement a comparable incentive plan for the NPSAS:2000 full-scale study.

Like the nonresponse categories tested during the field test, we propose to offer incentive payments to nonresponding members of the sample population who fall into one of three nonrespondent types: (1) individuals who refuse to be interviewed, (2) sample members who cannot be located or contacted by telephone, but for whom we have a valid mailing address, and (3) persons who are hard to reach for interviews. Our approach to maximizing response and limiting potential nonresponse bias while containing costs will involve the distribution of a $20 incentive payment: a $5 payment included with the initial nonresponse contact letter and a follow-up payment of $15 upon interview completion. The procedures we propose to implement for the incentive plan are comparable to the plan used successfully with the field test with three minor procedural changes noted below.

- The incentive offer for sample members who refuse to participate will be delivered immediately upon the first refusal by either the sample member or others in the household (for example, a spouse, parent, or other gatekeeper). After the incentive mailing, no further contact with the sample member will be attempted for approximately two weeks. This 15-day-waiting period, similar to the procedures used for the field test, will serve as a cooling off period for the sample member, will provide sufficient time for the incentive package to be returned and redelivered (if necessary), and will allow time for respondents to call the toll-free number for a telephone interview. Following this delay period, refusal conversion calls will be undertaken by specially trained data collection personnel.
- For members of the unable-to-contact due to unlocatable telephone number group of nonrespondents, we will implement more detailed procedures to ensure the quality of "mail to" addresses used for incentive packages. For example, using U.S. Post Office mail return cards from earlier mailings, address update sheets, and other approaches will increase the likelihood that the incentive mailings will be accurately and promptly delivered to sample members. Those to receive the incentive mailing will be ones for whom we have no valid telephone number but for whom we have an address which is assumed to be valid. This procedure will cut-down on the number of incentive mailings to "bad" addresses.
- Finally, for members of the hard-to-reach group, we propose to implement nonresponse incentives on an as-needed basis contingent upon the availability of project resources.

Table 6.1—Adjustments to data elements for NPSAS:2000 full-scale CATI student interview

Data element	Action Proposed	Recommendation
Graduate status (new element)	Add	We currently ask graduate students what year they are in their program. In addition, we propose to ask Ph.D. students if they are still taking courses or working on dissertation.
B_HISTYP – *Specify Hispanic descent*	Add	Specify Hispanic descent. This was inadvertently not included in the list of field test data elements.
B_NPS1 – *First postsecondary attended after high school*	Revise	Change wording to clarify meaning. Rather than asking about the first postsecondary institution attended, we recommend asking about the "first college, community college, or trade school attended since high school."
B_DAYCR – *Number of dependents under 5 in daycare*	Revise	The purpose of this item is to determine if respondents need to use some form of paid or organized childcare in order to attend class. To clarify the intent of this question, we propose to reword in the following way: "Do you put your child/children in paid or organized childcare in order to attend classes?"
C_OTAID – *Aid received (other than student loans) and amount*	Revise	This question currently asks specifically about private loans, employer aid, veteran's benefits, aid from foreign governments, and money borrowed from family and friends. The intended purpose of the items in this section is to get the respondent to supply information about the financial aid which was not reported to the NPSAS school's financial aid office, such as commercial loans, outside scholarships and employer tuition reimbursement. The major problem with eliciting this information is that the respondents may reply with types of aid that has already been accounted for, and if the amounts recorded in the interview are different from those in other sources, there will be double counting. We suggest that the best way to get information about this other type of aid without duplication would be to ask the following: "Did you receive any grants, scholarships, tuition reimbursements, loans, or other funds that did **not** come through the financial aid office or any other office at [name of school]?" If yes, then ask for the source, type, and amount received.
C_PARPAY through C_SUPEST -- *Contribution from parents*	Delete	These items are very detailed and it is not useful to focus on whether the parents paid for particular things (tuition, housing, books), since the purpose of the money was not necessarily specified. We recommend that these items be replaced with more general ones: Did your parents help you pay for your expenses to go to school? Did they pay for tuition or room and board directly to the school?
D_LIC – *Licenses held*	Revise	The list of categories for responses should be expanded to include more post-baccalaureate licenses and certificates. It is especially important to have a category for pre-school and KWeb12 teacher certification. The list should also include certifications for computer networking and others, similar to prior NPSAS studies.
D_CRDBK—*Use credit cards to buy books*	Delete	This item is intrusive and not very useful for analytic purposes. We recommend dropping this item.
D_CRDFRQ – *Frequency of credit card use*	Delete	This item is intrusive and not very useful for analytic purposes. We recommend dropping this item.

Table 6.1—Adjustments to data elements for the NPSAS:2000 full-scale CATI student interview (continued)

Data element	Action Proposed	Recommendation
D_CHGAMT – *Average monthly amount charged*	Delete	This item is intrusive and not very useful for analytic purposes. We recommend dropping this item.
Amount owed on credit cards (new element)	Add	If respondent carries a balance on credit cards, then ask about the balance due on the last statement.
E_REMEVR – *Remedial courses*	Revise	To clarify confusion over the term *remedial*, this question should be reworded to: "Have you ever taken remedial or developmental courses in ….." The following item (E_REMSY) should also include "remedial or developmental courses"
E_OTHTST – *Graduate admissions tests taken other than GRE, LSAT, GMAT*	Revise	Expand response categories. GRE subject exams should be included in the list of "other" exams
E_REASON -- *Main reason for enrolling at a less-than-4-year school*	Revise	Expand response categories. Add a response category of "taking a course to meet requirements."
Distance education courses *E_DSTYP, E_COMPTR,E_CMPSPF, E_ENTIRE, E_CMPTUI*	Delete	Delete items which specify the type of courses.
F_Main – *Main condition that causes limitation*	Revise	Change wording of response categories. Specific learning disability should include "dyslexic".
E_UGEXP – *Frequency of undergraduate activities*	Revise	This question currently asks about the frequency of undergraduate activities such as using computers for coursework, using the library, working with other students on projects, etc. The TRP agreed that these questions about classroom and extracurricular activities are outdated and recommended dropping them. The major interest is about how technology is used in undergraduate coursework. We recommend asking about different levels of sophistication in use of computers and with different software packages/languages. We propose the following items: How often did you… — Use e-mail to communicate with students or faculty about course-related matters? — Search the Internet (WWW) for information for homework or research? — Participate in electronic chat rooms? — Use spreadsheet software like Lotus or Excel? — Do programming in languages like C+, JAVA, SPSS, HTML? — Use word-processing software (Word, WordPerfect) to write papers for courses?
E_UGSAT – *Satisfaction with undergraduate experiences*	Delete	Field test results showed very little variation on these items. Since satisfaction was very high on all of these items in the field test, it is recommended that E_UGSAT be deleted.

Table 6.1—Adjustments to data elements for the NPSAS:2000 full-scale CATI student interview (continued)

Data element	Action Proposed	Recommendation
Source of information on graduate programs (new element)	Add	Add a question about how respondents obtain information about graduate programs (faculty, other students, Internet, directly from institutions)
E_FUNDS -- *Plans to pay for graduate school*	Delete	This item was not considered to be useful and should be deleted.
E_HOURS – *Expected hours working while in graduate school*	Revise	Rather than asking respondents how many hours per week they *plan* to work while enrolled, ask: Do you plan to be working full-time, part-time, or not at all while you are enrolled?
E_ACCOTH – *Acceptance at graduate schools*	Delete	Delete the items for whether the student has been accepted at the first choice graduate school (E_ACCEPT) and the number of schools where accepted (E_ACCOTH)
E_NOGRD -- *Reasons for not applying to graduate school*	Revise	Expand the response options to include: — I plan to apply later — I need work experience first — I have a good job now — I couldn't get financial aid
Current job	Add	In the field test, we collect information about whether respondents are currently employed, but we don't know if the job that they have now is one that they intend to keep, if the job is related to the career, or if it is a temporary job. To get a better sense of the type of job currently held, we propose adding the following item: Which of the following best describes your current job? — ***Continuing in the job I had before graduating*** — Beginning of a career in this occupation or industry — Job to prepare for graduate school — Temporary job while deciding on graduate school or career direction — Way to support myself while pursuing other interests — Only job I could find — Other, specify

Appendix A
NPSAS:2000 Technical Review Panel

As of November 1999

This page intentionally left blank.

Dr. Clifford Adelman
U.S. Department of Education
Office of Educational Research and Improvement
Capitol Place (Rm. 617A)
555 New Jersey Avenue NW
Washington, DC 20208
Telephone: (202)219–2251
FAX: (202)501–3005
E-Mail: clifford_adelman@ed.gov

Dr. Nabeel Alsalam
Congressional Budget Office
Ford House Office Building Rm. 423A
Washington, DC 20515
Telephone: (202)225–2639
FAX: (202)225–3149
E-Mail: nabeel@cbo.gov

Dr. Rick Apling
Education and Public Welfare Division
CRS/EPW Library of Congress
Room LM 320
Washington, DC 20540 7440
Telephone: (202)707–5860
FAX: (202)707–7338
E-Mail: rapling@crs.loc.gov

Ms. Brenda Ashford
American Association of Collegiate Registrars & Administrative Officers
One Dupont Circle
Suite 330
Washington, DC 20036 1171
Telephone: (202)293–9161
FAX: (202)872–8857
E-Mail: ashfordb@aacrao.nche.edu

Dr. Frank Balz
Vice President for Research & Policy Analysis
National Association of Independent Colleges & Universities
1025 Connecticut Avenue NW, Suite 700
Washington, DC 20036
Telephone: (202)785–8866
FAX: (202)835–0003
E-Mail: frank@naicu.edu

Mr. David Bergeron
Budget Analyst
U.S. Department of Education, OPE
ROB–3 (Rm. 4060)
7th and D Streets SW
Washington, DC 20202
Telephone: (202)708–9098
FAX: (202)708–9107
E-Mail: david_bergeron@ed.gov

Dr. Lutz Berkner
MPR Associates
2150 Shattuck Avenue, Suite 800
Berkeley, CA 94704–0794
Telephone: (510)849–4942
FAX: (510)849–0794
E-mail: lberkner@mprinc.com

Dr. Sharon Bobbitt
U.S. Department of Education, NCES
555 New Jersey Avenue NW
Capitol Place, Room #314
Washington, DC 20208
Telephone: (202)219–1461
FAX:
E-Mail: sharon_bobbitt@ed.gov

Ms. Susan Broyles
555 New Jersey Avenue NW
CP Building, RM 408F
Washington, DC 20208
Telephone: (202)219–1359
FAX: (202)219–1679
E-Mail: susan_broyles@ed.gov

Dr. C. Dennis Carroll
Associate Commissioner, Postsecondary Studies Division
U.S. Department of Education, NCES
Capitol Place (Room 408C)
555 New Jersey Avenue NW
Washington, DC 20208
Telephone: (202)219–1774
FAX: (202)219–2061
E-Mail: dennis_carroll@ed.gov

Dr. May K.C. Chen
Dean of Academic Affairs - Los Angeles Trade and Technological College
Los Angeles Community College District
400 W. Washington Boulevard
Los Angeles, CA 90015
Telephone: (213)744–9009
FAX: (213)744–9009
E-Mail: chenm@laccd.cc.ca.us

Ms. Susan Choy
MPR Associates
2150 Shattuck Avenue, Suite 800
Berkeley, CA 94704–0794
Telephone: (510)849–4942
FAX: (510)849–0794
E-mail:

Dr. Timothy Christensen
NASFAA
Project Director
1129 20th Street NW Suite 400
Washington, DC 20036
Telephone: (202)785–0453
FAX: (202)785–1487
E-Mail: christensent@smtp.nasfaa.org

Ms. Alisa Cunningham
The Institute for Higher Education Policy
1320 19th Street NW
Suite 400
Washington, DC 20036
Telephone: (202)861–8223
FAX: (202)861–9307
E-Mail: alisa@ihep.com

Mr. John K. Curtice
Assistant Vice Chancellor Student Affairs and Financial Aid Services
State University of New York System Administration
State University Plaza
Albany, NY 12246
Telephone: (518)443–5474
FAX: (518)443–5225
E-Mail: ujkc@sysadm.suny.edu

Dr. Jerry Davis
Director of Education and Student Loan Research
Student Loan Marketing Association
Sallie Mae Loan Association
901 E Street NW, Suite 410
Washington, DC 20004
Telephone: (202)969–8035
FAX: (202)969–8043
E-Mail: jerry.s.davis@slma.com

Dr. Edward Elmendorf, Vice President
Government Relations and Policy Analysis
American Association of State Colleges & Universities
1307 New York Avenue, Suite 700
Washington, DC 20005
Telephone: (202)857–1825
FAX: (202)296–5819
E-Mail: elmendorfe@aascu.nche.edu

Ms. Melanie Esten
National Association of Independent Colleges and Universities
1025 Connecticut Avenue NW
Suite 700
Washington, DC 20036
Telephone: (202)785–8866
FAX: (202)835–0003
E-Mail: melanie@naicu.edu

Dr. Ken Feldman
Sociology Department
Department of Sociology (N431–SBS)
SUNY at Stony Brook
StonyBrook, NY 11794 4356
Telephone: (516)632–7743
FAX: (516)632–8203
E-Mail: kafeldman@notes.cc.sunysb.edu

Dr. Brian Fitzgerald
Staff Director
Advisory Committee Student Financial Assistance
1280 Maryland Avenue
Suite 601
Washington, DC 20202 7439
Telephone: (202)708–7439
FAX: (202)401–3467
E-Mail: brian_fitzgerald@ed.gov

Mr. Tim J. Gabel
Research Triangle Institute
Research Computing Division
P.O. Box 12194
Research Triangle Park, NC 27709
Telephone: (919) 541–7415
FAX: (919) 541–7014
E-Mail: tjg@rti.org

Mr. Daniel Goldenberg
U.S. Department of Education, Office of the Undersecretary
600 Independence Avenue SW
Room 416
Washington, DC 20202
Telephone: (202)401–3630
FAX: (202)401–3036
E-Mail: daniel_goldenberg@ed.gov

Dr. Mary Golladay
Program Director
Division of Science Resources Stuies
National Science Foundation
4201 Wilson Blvd., Room 965
Arlington, VA 22230
Telephone: (703)306–1774
FAX: (703)306–0510
E-Mail: mgollada@nsf.gov

Ms. Donna Gollnick
National Council for Accreditation of Teacher Education
2010 Massachusetts Avenue NW, Suite 500
Washington, DC 20036 1023
Telephone: (202)466–7496
FAX:
E-Mail: donna@ncate.org

Ms. Tally Hart
Ohio State University
1800 Cannon Drive
Lincoln Tower, Room 1100
Columbus, OH 43210
Telephone: (614)688–5712
FAX: (614)688–3888
E-Mail: hart.149@osu.edu

Mr. Sherwin Hibbets
Director of Financial Aid
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464
Telephone: (757)226–4140
FAX: (757)226–4118
E-Mail: sherhib@regent.edu

Ms. Lisa Hudson
U.S. Department of Education, NCES
555 New Jersey Avenue NW, Room 310B
Washington, DC 20208
Telephone: (202)219–1419
FAX:
E-Mail: lisa_hudson@ed.gov

Mr. Joe Johnston
Vice President
Association of American Colleges and Universities
1818 R Street NW
Washington, DC 20009
Telephone: (202)884–7409
FAX:
E-Mail: jjohnston@aacu.nw.dc.us

Dr. Jacqueline King
Director, Federal Policy Analysis
American Council on Education
One Dupont Circle NW, Suite 832
Washington, DC 20036
Telephone: (202)939–9354
FAX: (202)833–4762
E-Mail: jacqueline_king@ace.nche.edu

Dr. Paula R. Knepper
Senior Technical Advisor, PSD and BPS:96/2001 Project Officer
U.S. Department of Education
National Center for Education Statistics
555 New Jersey Avenue NW, Room 310E
Washington, DC 20208 5652
Telephone: (202)219–1914
FAX: (202)219–2061
E-Mail: paula_knepper@ed.gov

Dr. John B. Lee
President
JBL Associates
6900 Wisconsin Avenue
Suite 606
Bethesda, MD 20814
Telephone: (301)654–5154
FAX: (301)654–6242
E-Mail: jbl@lblassoc.com

Dr. Larry Litten
Director of Institutional Research
Dartmouth College
6004 Parkhurst Hall Room 204
Hanover, NH 03755
Telephone: (603)646–1247
FAX: (603)646–3773
E-Mail: larry.h.litten@dartmouth.edu

Mr. Dan Madzelan
U.S. Department of Education
Room 4060, ROB–3
7th & D St. NW
Washington, DC 20202
Telephone: (202)708–9069
FAX: (202)708–9107
E-Mail: dan_madzelan@ed.gov

Dr. Andrew G. Malizio
Program Director, PLSSS
U.S. Department of Education, NCES
Capitol Place (Room 408E)
555 New Jersey Avenue NW
Washington, DC 20208
Telephone: (202)219–1448
FAX: (202)219–2061
E-Mail: amalizio@inet.ed.gov

Ms. Edith McArthur
National Center for Education Statistics
Capitol Place (Rm. 310C)
555 New Jersey Avenue NW
Washington, DC 20208
Telephone: (202)219–1442
FAX:
E-Mail: edith_mcarthur@ed.gov

Appendix A: NPSAS:2000 Technical Review Panel *(As of November 1999)*

Ms. Maureen McLaughlin
Senior Policy Advisor to the Assistant for
Postsecondary Education
U.S. Department of Education
Room 4082, ROB–3
400 Maryland Avenue SW
Washington, DC 20202
Telephone: (202)708–5547
FAX: (202)708–9814
E-Mail: maureen_mclaughlin@ed.gov

Mr. Jamie P. Merisotis
President
The Institute for Higher Education Policy
1320 19th Street NW
Suite 400
Washington, DC 20036
Telephone: (202)861–8223
FAX: (202)861–9307
E-Mail: jamie@ihep.com

Dr. Catherine Millett
University of Michigan
CHSPE, 2002 School of Education
Ann Arbor, MI 48104 1259
Telephone: (734) 764–8218
FAX: (734) 764–8218
E-Mail: kmillett@mich.edu

Mr. Bruce Murrie
U.S. Department of Education, OPE/PPI/QISPS
7th & D Streets NW
Room 4012, ROB–3
Washington, DC 20202 5243
Telephone: (202)708–9366
FAX: (202)260–5872
E-Mail: Bruce_murrie@ed.gov

Dr. Michael Nettles
Professor of Education and Public Policy
University of Michigan
CHSPE, 2002 School of Education
Ann Arbor, MI 48104 1259
Telephone: (734)747–1982
FAX: (734)764–8218
E-Mail: nettlesm@umich.edu

Dr. Jay Noell
Room 4012, ROB–3
7th & D Streets NW
Washington, DC 20202
Telephone: (202)395–7765
FAX: (202)395–5738
E-Mail: jay_noell@ed.gov

Ms. Mary Ann O'Connor
NASFAA
Project Director
1129 20th Street NW, Suite 400
Washington, DC 20036
Telephone: (202)785–0453
FAX: (202)785–1487
E-Mail: oconnor@nasfaa.org

Mr. John Olumoya
U.S. Department of Education
Room 4520, ROB #3
Washington, DC 20202 5243
Telephone: (202)855–1000
FAX: (202)401–1978
E-Mail: john_olumoya@ed.gov

Mr. Matthew Onstott
Program Analyst, Budget Service
Office of Under the Secretary
4000 Maryland SW
Room 5W113
Washington, DC 20202
Telephone: (202)401–3947
FAX:
E-Mail: matthew_onstott@ed.gov

Ms. Sarah Oyer
Research Triangle Institute
Education Surveys Program
P.O. Box 12194
Research Triangle Park, NC 27709
Telephone: (919) 541–8894
FAX: (919) 541–7014
E-Mail: oyer@rti.org

Mr. Kent Phillippe
Research Associate
American Association of Community Colleges
One Dupont Circle NW
Suite 410
Washington, DC 20036
Telephone: (202)728–0200
FAX: (202)833–2467
E-Mail: kphillippe@aacc.nche.edu

Mr. Kenneth Redd
Senior Research Associate
Education and Student Loan Research
Sallie Mae Loan Association
901 E Street NW, Suite 410
Washington, DC 20004
Telephone: (202)969–8035
FAX: (202)969–8043
E-Mail: kenneth.e.redd@slma.com

Dr. John A. Riccobono
Research Triangle Institute
Education Surveys Program
P.O. Box 12194
Research Triangle Park, NC 27709
Telephone: (919) 541–7006
FAX: (919) 541–7014
E-Mail: jar@rti.org

Ms. Blanca Rose Rodriguez
Director, Grants Oversight Staff-Division of Student Services
U.S. Department of Education
600 Independence Avenue SW
Portals Bldg., Suite 600D
Washington, DC 20202 5249
Telephone: (202)260–0172
FAX: (202)401–6132
E-Mail: blanca_rodriguez@ed.gov

Dr. Mark Schwartz
Education Program Specialist
U.S. Department of Education, USED/OVAE
Mary E. Switzer Building (Rm. 4332)
330 C Street SW
Washington, DC 20202
Telephone: (202)205–9422
FAX: (202)205–5522
E-Mail: mark_schwartz@ed.gov

Dr. Karen Spahn
Executive Director
Institutional Research
University of Phoenix
4615 East Elwood Street
Phoenix, AZ 85040
Telephone: (602)966–9577
FAX: (202)229–9030
E-Mail: kkspahn@apollogrp.edu

Dr. Jacob Stampen
Professor
Department of Educational Administration,
University of Wisconsin-Madison
1186A Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706 1796
Telephone: (608)263–4485
FAX: (608)265–3135
E-Mail: stampen@macc.wisc.edu

Mr. Jerry Sullivan
American Association of Collegiate Registrars & Administrative Officers
One Dupont Circle, Suite 330
Washington, DC 20036 1171
Telephone: (202)293–9161
FAX: (202)872–8857
E-Mail: jerry.sullivan@aacro.nche.edu

Dr. W. Scott Swail
Associate Director for Policy Analysis
The College Board Suite 600
1233 20th Street NW
Washington, DC 20036
Telephone: (202)822–5900
FAX: (202)822–5920
E-Mail: sswail@collegeboard.org

Dr. Peter Syverson
Vice President for Research
Council of Graduate Schools
One Dupont Circle NW, Suite 430
Washington, DC 20036
Telephone: (202)223–3791
FAX: (202)331–7157
E-Mail: psyverson@cgs.nche.edu

Dr. Dawn Terkla
Executive Director
Institutional Research and Planning
Tufts University
28 Sawyer Avenue
Medford, MA 02155
Telephone: (617)627–3274
FAX: (617)627–3993
E-Mail: dterkla@infonet.tufts.edu

Mr. Mark Traversa
Acting Director
Policy Analysis Division, Budget Services
Office of Under Secretary
FB–10, Room 4104, 600 Independence Avenue SW
Washington, DC 20202
Telephone:
FAX:
E-Mail: mark_traversa@ed.gov

Mr. Thomas Turner
Director of Special Services
Oregon State Scholarship Commission
1500 Valley River Drive
Suite #100
Eugene, OR 97401
Telephone: (541)687–7407
FAX: (541)687–7419
E-Mail: thostur@teleport.com

Mr. Daniel Werfel
Office of Management and Budget
New Executive Office Building (Rm. 10235)
725 17th Street NW
Washington, DC 20503
Telephone: (202)395–7316
FAX: (202)395–6974
E-Mail: dwerfel@omb.eop.gov

Mr. John Wirt
Policy Analyst
U.S. Department of Education, NCES
555 New Jersey Avenue NW
Room 4025
Washington, DC 20208 5652
Telephone: (202)219–2252
FAX:
E-Mail: john_wirt@ed.gov

Appendix B
Data Collection Notification Materials

This page intentionally left blank.

[Letter to previous NPSAS respondent]

Dear <<NAME OF CHIEF ADMINISTRATOR>>:

Thank you for your past participation in the National Postsecondary Student Aid Study!

<<INSTITUTION NAME>> has been selected to participate in the field test for the 1999-2000 National Postsecondary Student Aid Study (NPSAS:2000), conducted for the U.S. Department of Education by our contractor, Research Triangle Institute (RTI). NPSAS is a major nationwide study of how students and their families finance education after high school**.** Please appoint a NPSAS coordinator for your institution to help provide information for the approximately <<NUMBER>> students we expect to sample from your institution. Institutions that participate in the field test will not be asked to participate in the full-scale study in 2000.

During the 1999 field test, the National Center for Education Statistics (NCES) will test procedures planned for the full-scale study. The field test sample will include approximately 75 institutions and 2,100 students. The person you appoint as NPSAS coordinator will be asked to send a data file including all enrolled students and to orchestrate the information gathering between various staff and, possibly, departments within your school. This person will also identify and organize information on the enrollment status, any financial assistance, and demographic characteristics for each student that is sampled. Further details on the data collection procedures, our assurance of confidentiality, a listing of national organizations that have endorsed the study, and estimates of time commitments for your institution are enclosed. Also, NPSAS reports are available on the NCES website: http://nces.ed.gov/npsas.

An RTI representative will call your coordinator to answer any questions and to discuss the best method of data collection for your institution. If you have any questions about the study or procedures involved prior to this call, please call Education Analysts, Meg Moore or Sarah Oyer (1-800-806-1908) at RTI, or the NCES Project Officer, Drew Malizio (202-219-1448), email address: amalizio@inet.ed.gov.

We look forward to <<INSTUTION NAME>>'s participation in the field test. Thank you for your continued cooperation and prompt return of the enclosed NPSAS Coordinator Response Sheet.

Sincerely,

Pascal D. Forgione, Jr., Ph.D.
Commissioner

[Letter to "new" NPSAS institutions]

Dear <<NAME OF CHIEF ADMINISTRATOR>>:

<<INSTITUTION NAME>> has been selected to participate in the field test for the 1999-2000 National Postsecondary Student Aid Study (NPSAS:2000), conducted for the U.S. Department of Education by our contractor, Research Triangle Institute (RTI). NPSAS is a major nationwide study of how students and their families finance education after high school. Please appoint a NPSAS coordinator for your institution to help provide information for the approximately <<NUMBER>> students we expect to sample from your institution. Institutions that participate in the field test will not be asked to participate in the full-scale study in 2000.

In response to the continuing need for the data provided by NPSAS, the National Education Statistics Act of 1994 authorizes the National Center for Education Statistics (NCES) to conduct this study periodically; prior NPSAS studies were conducted in 1987, 1990, 1993 and 1996.

During the 1999 field test, the National Center for Education Statistics (NCES) will test procedures planned for the full-scale study. The field test sample will include approximately 75 institutions and 2,100 students. The person you appoint as NPSAS coordinator will be asked to send a data file including all enrolled students and to orchestrate the information gathering between various staff and, possibly, departments within your school. This person will also identify and organize information on the enrollment status, any financial assistance, and demographic characteristics for each student that is sampled. Further details on the data collection procedures, our assurance of confidentiality, a listing of national organizations that have endorsed the study, and estimates of time commitments for your institution are enclosed. Also, NPSAS reports are available on the NCES website: http://nces.ed.gov/npsas.

An RTI representative will call your coordinator to answer any questions and to discuss the best method of data collection for your institution. If you have any questions about the study or procedures involved prior to this contact, please call Education Analysts, Meg Moore or Sarah Oyer (1-800-806-1908) at RTI or the NCES Project Officer, Drew Malizio (202-219-1448), email address: amalizio@inet.ed.gov.

We look forward to <<INSTITUTION NAME>>'s participation in the NPSAS study. Thank you for your continued cooperation and prompt return of the enclosed NPSAS Coordinator Response Sheet.

Sincerely,

Pascal D. Forgione, Jr., Ph.D.
Commissioner

February 9, 1999

[Letter to Coordinator]

Dear NPSAS Coordinator:

The Chief Administrator of your institution has appointed you as Coordinator for the 2000 National Postsecondary Student Aid Study (NPSAS:2000) field test.

NPSAS is being conducted by Research Triangle Institute (RTI) for the National Center for Education Statistics (NCES) of the U.S. Department of Education. During 1999, NCES will conduct the field test for the fifth cycle of NPSAS, a major study on how students and their families finance postsecondary education. In response to the continuing need for the data provided by NPSAS, Congress has authorized that NCES conduct this study periodically; prior NPSAS studies were conducted in 1987, 1990, 1993, and 1996.

The Chief Administrator of your institution was sent a packet of information describing the study background, purposes, and processes. In the enclosed binder, we have provided copies of all information sent to the Chief Administrator as well as more detailed information about the specific processes of the study and your essential role as the NPSAS Coordinator.

Information from institutions will be gathered in two stages. The first step is to obtain an enrollment file from which RTI will select a sample of students. After RTI has determined a sample of students from your institution, data abstraction of student records will begin. Abstracting student data involves entering data such as locating, demographic, and financial aid information from the sampled students' records using a Computer Assisted Data Entry (CADE) software application running on the World Wide Web. Most NPSAS Coordinators will prefer to delegate this task to an appropriate institution staff member or to allow an RTI field staff member to perform this work. To assist you in these tasks, the following items are enclosed:

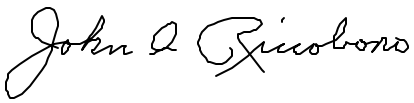
- General information that describes the institutional component of the study;
- A Coordinator Response Sheet to be completed and returned to RTI;
- Specifications for preparing enrollment files;
- Administrative aids, including:
- A Transmittal Sheet for returning the enrollment files;
- A prepaid Federal Express label for returning the enrollment files; and
- Labels to be attached to enrollment files for identification purposes.

Please return the completed Coordinator Response Sheet (fourth tab in this notebook) to us at your earliest convenience. You may either FAX it to us at 1-800-875-2050 or return it to us by mail in the enclosed postage paid envelope.

A member of our staff will be contacting you shortly to verify that you have received this package, to discuss options for providing the enrollment files and participating in the record abstraction process (CADE), and to answer any questions that you may have about the enclosed materials. All of the information in this binder can be found on our website: http:\\npsas.rti.org.

If you have any questions prior to our conversation, please do not hesitate to call Meg Moore (email address: mmoore@rti.org) or Sarah Oyer (email address: oyer@rti.org) at 1-800-806-1908. You can also contact the NCES Project Officer, Drew Malizio, at 202-219-1448, or email him at: amalizio@inet.ed.gov. Thank you again for your cooperation.

Sincerely,



John A. Riccobono, Ph.D.
Project Director
Research Triangle Institute

[Letter to Students, from Commissioner--Spanish version]

verano, 1999

Estimado Estudiante,

Usted ha sido seleccionado para tomar parte en un estudio importante acerca de los estudiantes que continuaron su educación depués de terminar la escuela superior o la "high school". Research Triangle Institute (RTI), localizada en el estado de Carolina del Norte en los EE.UU., y reconocida a través del país como una compañía encuestadora, está llevando a cabo la prueba del Estudio Nacional Sobre Asistencia Económica de Estudiantes de Pos-Secundaria 2000 (NPSAS:2000) el cual es patrocinado por el Departamento de Educación Federal de los EE. UU. NPSAS recolecta información sobre varios temas tales como: estadísticas demográficas sobre los estudiantes, ingresos de familia, gastos educacionales, empleo, costo de vida, aspiraciones educacionales y los medios por los cuales los estudiantes y sus familias logran pagar el costo de su educación pos-secundaria.

Un entrevistador de RTI lo llamará por teléfono en los próximos días para hacerle algunas preguntas acerca de su educación pos-secundaria, especificamente durante el año escolar 1998-99. Estudiantes que esten matriculados en instituciones con programas educativos de menos de 2 años, escuelas comunitarias ("community colleges"), escuelas de 4 años, y universidades principales en los Estados Unidos y Puerto Rico, participarán en NPSAS -- incluyendo a esos estudiantes que no reciban ayuda financiera. Si usted no recibió ayuda financiera, quisieramos saber también como pagó los gastos de asistir a la escuela durante el año escolar 1998-99. Por ejemplo, ¿tuvo que hacer un préstamo personal o recibió ayuda de su empleador o de sus padres para pagar la matricula? Si recibió ayuda financiera para estudiantes, quisieramos saber si recibió suficiente dinero para cubrir sus gastos educacionales. Si no, ¿tuvo que tomar prestado el dinero adicional a un miembro de su familia ? Esta información ayudará a determinar cuánta ayuda económica federal habrá disponible para estudiantes en el futuro por medio de becas, préstamos, o programas de estudio y trabajo.

El tiempo requerido para la collección de esta información será entre 20 a 45 minutos; el promedio es de 30 minutos por cada entrevista hecha por teléfono--incluyendo recopilar la información necesaria y completar la entrevista. Si usted tiene algún comentario acerca de la exactitud del tiempo estimado para ser entrevistado o alguna sugerencia sobre cómo mejorar la recopilación de esta información, escríbanos directamente al: U.S. Department of Education, National Center for Education Statistics (NCES), NPSAS Project Officer #1850-0666, 555 New Jersey Avenue NW, Washington, DC 20208.

NCES y sus representantes siguen las más estrictas normas para proteger los derechos de privacidad de las personas que participan en estudios que se hacen bajo su dirección. Solamente un número limitado de personas seran autorizadas por NCES para tener acceso a la información que pudiera identificar a un individuo. Estas personas pueden usar los datos únicamente para propósitos estadísticos y están expuestos a ser multados y encarcelados por mal uso de los datos. La información individual que podría identificar su nombre, dirección, número telefónico, o número de identificación de estudiante, nunca será relacionada con sus respuestas en ningún informe. Su participación en NPSAS es completamente voluntaria, aún así sus respuestas son necesarias para lograr que los resultados de este estudio sean precisos y actualizados.

Encontrará adjunto información adicional dónde se le explica el estudio y la manera en que llevaremos a cabo la encuesta. Si tiene alguna pregunta sobre este estudio antes de recibir la llamada de RTI, o si usted desea hacer una cita previa para dejarnos saber cuando nos podemos comunicar con usted para ser entrevistado, por favor comuniquese con la Sra. Marty Nash. El número telefónico es 1-800-472-6094.

Muchísimas gracias. Le agradecemos su cooperación.

Sinceramente,

Pascal D. Forgione, Jr.
Comisionado

NOTA: Tenemos disponibles un servicio para personas con impedimentos de audición o del habla-- en inglés solamente. Si usted requiere de este servicio, llamenos, libre de cargos, al 1-877-254-1951 (TTY/TDD)

[Letter to Students, from Commissioner]

Date

«P_Fname» «p_mname» «p_lname»
«Addr1»
«Addr2»
«City», «State» «Zip»«Zip4»

Dear «p_fname» «p_lname»:

You have been selected to participate in an important study of students who continued their education beyond high school. Research Triangle Institute (RTI) of North Carolina is conducting the field test for the 2000 National Postsecondary Student Aid Study (NPSAS:2000) for the U.S. Department of Education. NPSAS collects information on student demographics, family income, education and living expenses, employment, and how students and their families meet the costs of their education beyond high school.

An interviewer from RTI will contact you by telephone sometime soon to ask you some questions about your postsecondary education experiences. Students enrolled in less-than-2-year institutions, community colleges, 4-year colleges, and major universities participate in NPSAS. If you did not receive financial aid, we need to know how you met the costs of attending school. For example, did you take out any private loans, receive any employer tuition assistance or parental support? If you did receive student financial aid, we want to know whether you received enough to meet your education expenses. These data will be used by policymakers when they consider how much and what types of federal student aid will be available in the future.

The time required for this interview is estimated to vary from about 20 to 45 minutes, with an average of about 30 minutes per interview. If you have any comments concerning the accuracy of the time estimates or suggestions for improving the collection of information, write directly to: U.S. Department of Education, National Center for Education Statistics, NPSAS Project Officer #1850-0666, 555 New Jersey Ave NW, Washington, D.C. 20208.

NCES and its contractors adhere to the highest standards in protecting the privacy of study participants. Only a limited number of researchers may be authorized by NCES to access information that may identify individuals. They may use the data only for statistical purposes and are subject to fines and imprisonment for misuse. No individual data that links your identity with your responses will be reported. Your participation in NPSAS is strictly voluntary; however, your responses are necessary to make the results of this study accurate and timely.

Additional information explaining the study purposes and procedures is enclosed. If you have any questions about this study, or if you would like to set up an appointment to be interviewed, please call Marty Nash at RTI (1-800-472-6094).

Thank you very much. Your cooperation is greatly appreciated.

Sincerely,

Pascal D. Forgione, Jr.
Commissioner

NOTE: Persons who are hearing or speech impaired may call us [toll free] at 1-877-254-1951(TTY/TDD).

[CADE verification letter]

Date

«salutation» «fname» «lname»
«Title1»
«inst_name»
«mail_addr1»
«mail_addr2»
«mail_city», «mail_state» «mail_zip»

Dear «salutation» «lname»:

Thank you once again for your participation in the field test for the 2000 National Postsecondary Student Aid Study (NPSAS:2000). We have nearly completed our telephone interviews with students and are in the process of preparing for analysis of the field test data and implementation of the full-scale study, which will begin later this fall.

Evaluations of our field test procedures include numerous assessments of our data collection and data processing systems. We would like to request your assistance one more time in helping assure the success of the NPSAS:2000 full-scale study. Specifically, we would like you to confirm the accuracy of the data we have recorded for the sample of students selected from your institution.

The enclosed data confirmation form lists the names of five randomly selected students for whom data were provided by your institution. Also listed on the form are several data values for each student. In order to confirm that our data collection systems are operating properly, we ask that you take a few moments to check the information on the form against your institution records. If the information as recorded is accurate, please indicate such my checking "Correct". If the information is wrong, please check "Incorrect" and, when applicable, provide the correct information. This will help us to evaluate our systems and ensure that the information reported in the NPSAS:2000 database is of the highest possible quality. When you have completed the form, please fax it back to Meg Moore via our secure fax line at 1-800-875-2050.

Again, I want to thank you for your invaluable assistance during the NPSAS:2000 field test.

Sincerely,

John A Riccobono

John A. Riccobono, Ph.D.
NPSAS:2000 Project Director

Summer 1999

NPSAS:2000 Computer Assisted Data Entry (CADE) Verification Form
«Inst_name»

(1) *Student*	(2) **Enrollment Status During Term:** *«term»*	(3) *Citizenship Status*	(4) *Total Tuition Cost (May 1 through April 30)*	(5) *Expected Family Contribution*	(6) *Total Aid Received*
«inst_student_id»	**«enroll_status_desc»**	**«citz_status_desc»**	**«tot_tuition_cost»**	**«efc_amt»**	**«tot_aid_recd»**
«name»	Correct ☐	Correct ☐	Correct ☐	Correct ☐	Correct ☐
«npsasid» «Next Record»	Incorrect ☐	Incorrect ☐	Incorrect ☐ Corrected Amount: _____	Incorrect ☐ Corrected Amount: _____	Incorrect ☐ Corrected Amount: _____
«inst_student_id»	**«enroll_status_desc»**	**«citz_status_desc»**	**«tot_tuition_cost»**	**«efc_amt»**	**«tot_aid_recd»**
«name»	Correct ☐	Correct ☐	Correct ☐	Correct ☐	Correct ☐
«npsasid» «Next Record»	Incorrect ☐	Incorrect ☐	Incorrect ☐ Corrected Amount: _____	Incorrect ☐ Corrected Amount: _____	Incorrect ☐ Corrected Amount: _____
«inst_student_id»	**«enroll_status_desc»**	**«citz_status_desc»**	**«tot_tuition_cost»**	**«efc_amt»**	**«tot_aid_recd»**
«name»	Correct ☐	Correct ☐	Correct ☐	Correct ☐	Correct ☐
«npsasid» «Next Record»	Incorrect ☐	Incorrect ☐	Incorrect ☐ Corrected Amount: _____	Incorrect ☐ Corrected Amount: _____	Incorrect ☐ Corrected Amount: _____
«inst_student_id»	**«enroll_status_desc»**	**«citz_status_desc»**	**«tot_tuition_cost»**	**«efc_amt»**	**«tot_aid_recd»**
«name»	Correct ☐	Correct ☐	Correct ☐	Correct ☐	Correct ☐
«npsasid» «Next Record»	Incorrect ☐	Incorrect ☐	Incorrect ☐ Corrected Amount: _____	Incorrect ☐ Corrected Amount: _____	Incorrect ☐ Corrected Amount: _____
«inst_student_id»	**«enroll_status_desc»**	**«citz_status_desc»**	**«tot_tuition_cost»**	**«efc_amt»**	**«tot_aid_recd»**
«name»	Correct ☐	Correct ☐	Correct ☐	Correct ☐	Correct ☐
«npsasid»	Incorrect ☐	Incorrect ☐	Incorrect ☐ Corrected Amount: _____	Incorrect ☐ Corrected Amount: _____	Incorrect ☐ Corrected Amount: _____

Instructions: Please examine the information in columns (2) through (6), and indicate by checking (✓) the appropriate box whether information in **BOLD** print is "correct" or "incorrect" according to your records. If the value appearing in columns (4), (5), or (6) is incorrect, please provide the corrected amount. Remember that the data on this sheet is for the 1998-1999 school year. The number above the student's name is the student's ID at your institution. The number below the student's name is an RTI identifier. If a column has no value, this means there was no data entered for that field, and we are asking you to either verify that the information is not available from this student's records or enter the correct amount
«ipeds_id»

This page intentionally left blank.

Appendix C
Endorsements

Written Endorsements

American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
Career College Association
National Accrediting Commission of Cosmetology Arts and Sciences
National Association of Student Financial Aid Administrators

Verbal Endorsements

American Association of State Colleges and Universities
American Council on Education
Association of American Colleges & Universities
Council of Graduate Schools
The College Board
National Association of College and University Business Officers
National Association of State Universities and Land Grant Colleges
National Institute of Independent Colleges and Universities

This page intentionally left blank.

AACRAO
9 1 0

American Association of Collegiate Registrars and Admissions Officers

One Dupont Circle, NW • Suite 520 • Washington, DC 20036-1135
(202) 293-9161 • FAX (202) 872-8857

December 17, 1998

Dear Colleague:

Currently, the Department of Education is conducting the National Postsecondary Student Aid Study (NPSAS) to gather reliable and objective data on ways of financing education for students and their families upon high school graduation. The Research Triangle Institute in North Carolina is conducting the study for the Department of Education. The data collection by the Institute is permitted under the Family Education Rights and Privacy Act (FERPA) also referred to as the Buckley amendment because the Institute is working on contract on behalf of the Department of Education.

I am hoping that you will try to make time from your busy schedule to provide the information needed for this study. This survey will provide the information needed to assist Congress, the Administration, the states and others to assess the needs of our students and implement or modify the programs that provide financial assistance.

Again, your cooperation and assistance in providing the information will be greatly appreciated.

Sincerely,

Jerome H. Sullivan
AACRAO Executive Director

AACC

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

79th Annual Convention — April 7-10, 1999 — Nashville, Tennessee

November, 1998

Dear Colleague

The U.S. Department of Education is currently conducting the National Postsecondary Student Aid Study (NPSAS) for the 1999-2000 academic year to gather reliable and objective data on how students and families finance postsecondary education. This study, sponsored by the National Center for Education Statistics, and conducted by Research Triangle Institute, is one of the best measures of individuals who attend postsecondary education. The American Association of Community Colleges (AACC) is proud to offer our endorsement of NPSAS and encourages your institution to participate.

AACC recognizes the need for more and better data, to serve a variety of purposes for our colleges. The NPSAS data will allow a better understanding of how students pay for their college education, including all types of formal and informal financial aid, as well as a better understanding the demographics of students who attend postsecondary institutions. It is an indispensable tool used to guide the formulation of local, state and national policy for colleges.

Please note the NPSAS information is used for research purposes only. The privacy and confidentiality of all data will be maintained according to the highest standards and in compliance with the Family Education Rights and Privacy Act (FERPA).

Your cooperation and assistance in providing the information requested will be greatly appreciated.

Sincerely yours,

Dave Pierce

David R. Pierce
President

ONE DUPONT CIRCLE, NW, SUITE 410 • WASHINGTON, DC 20036 — 202-728-0200 • FAX 202-833-2467

CAREER COLLEGE ASSOCIATION
10 G Street, NE, Suite 750 • Washington, DC 20002-4213
202.336.6700 • Fax 202.336.6828 • www.career.org • cca@career.org

January 7, 1999

Dear Colleague:

The Career College association encourages you to take time to participate in the National Postsecondary Student Aid (NPSAS). NPSAS is sponsored by the National Center for Education Statistics of the U.S. Department of Education and is the principal study on student financial assistance.

The purpose of NPSAS is to gather information on how families and individuals finance postsecondary education, the distribution of financial assistance, and the cost of postsecondary education. The participation of private career colleges and schools is critical for the results of this year's NPSAS to be thorough. We have been assured that the confidentially of all information provided will be maintained according to the highest standards.

Your participation and cooperation in providing the material requested will be greatly appreciated.

Sincerely,

Omer Waddles

Omer Waddles
President

NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS & SCIENCES
901 North Stuart Street, Suite 900 Arlington, VA 22203-1816 • (703) 527-7600 • FAX (703) 527-8811
http://www.naccas.org naccas@erols.com

10 December 1998

Dear Colleague:

The National Accrediting Commission of Cosmetology Arts & Sciences encourages schools, students and parents selected for the National Postsecondary Student Aid Study (NPSAS) to participate fully. This may include agreeing to interviews, filling out survey forms, and submitting other information on how students are paying for education after high school.

Your contribution to the NPSAS study, which is done for the US Department of Education's National Center for Education Statistics, will result in needed data.

None of the statistics specific for a school, student or parent will be revealed; they will be kept confidential. Information will be used in the aggregate only, *viz.*, a general profile of students who receive federal aid and those who do not.

Your participation is valuable to continuing federal support to students in cosmetology.

Sincerely,

Rebecca Viands

Rebecca L. Viands
Commission Chair

RLV:cgk
Enclosure

N·A·S·F·A·A
NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

November, 1998

Dear Colleague:

We are writing to request that you take the time to participate in the 2000 National Postsecondary Student Aid Study (NPSAS), the major study on student financial aid. NPSAS is sponsored by the National Center for Education Statistics of the U.S. Department of Education, and will be conducted by Research Triangle Institute.

The purpose of the NPSAS is to obtain information about student financial aid. The data collected will provide information on the cost of postsecondary education, the distribution of financial aid, and a profile of both aided and non-aided students and their families. Past NPSAS studies have made a valuable contribution to the education community by informing numerous policy debates with reliable data and analysis.

Please note that NPSAS information is used for research purposes only. The privacy and confidentiality of all data will be maintained according to the highest standards.

Your cooperation and assistance will be greatly appreciated.

Sincerely,

Dallas Martin
President

1129 20th STREET NW SUITE 400 WASHINGTON, DC 20036-3489
PHONE: 202-785-0453 FAX: 202-785-1487 WWW.NASFAA.ORG

Verbal Endorsements

Association of American Colleges & Universities
Council of Graduate Schools
The College Board
National Association of College and University Business Officers
National Association of State Universities and Land Grant Colleges
National Institute of Independent Colleges and Universities

Appendix D
CADE Facsimile Instrument

This page intentionally left blank.

I. REGISTRATION/ADMISSIONS

A. Locating Information Subsection

Question Number	Description
Question 1.	Student's PERMANENT 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)
Question 2.	Is there a local address for the student that is DIFFERENT from the permanent address? [y/n]
Question 3.	Student's LOCAL phone number [area code +prefix + number] Student's LOCAL address Student's LOCAL city Student's LOCAL state Student's LOCAL zip code
Question 4.	LAST NAME, FIRST NAME and MIDDLE initial of parent for whom locating information is available.
Question 5.	Is address/phone information available for parents of the student? [y/n]
Question 6.	For parent named in Question 5. *(You will get the option of choosing student's address for the parent's address.)* PARENT'S phone number [area code + number] PARENT'S address PARENT'S city PARENT'S state PARENT'S zip code PARENT'S country (if not USA)
Question 7.	Is other phone/address information (DIFFERENT from what was previously entered) available for another parent, a relative or friend of the student? [y/n]
Question 8.	LAST NAME, FIRST NAME and MIDDLE Initial of *parent* or *relative/friend* for whom locating information is available.
Question 9.	Relationship of *parent* or *relative/friend* to STUDENT. 1. FATHER 7. AUNT 2. MOTHER 8. GRANDFATHER 3. SPOUSE 9. GRANDMOTHER 4. BROTHER 10. FRIEND 5. SISTER 11. CO-WORKER 6. UNCLE 12. OTHER (SPECIFY)
Question 10.	For *parent* or *relative/friend*, please provide: Last Name, First Name, Middle Initial Phone number [area code + number] Address City State Zip Code Country

B. Student Characteristics Subsection

Question Number	Description
Question 1.	Student's LAST name Student's FIRST name Student's MIDDLE initial Student's suffix (e.g., Jr., III)
Question 2.	Student's social security number
Question 3.	Student's date of birth
Question 4.	Student's gender (M/F)
Question 5.	Student's driver's license number and state.
Question 6.	Student's marital status (Use key below) 1. Not married (single, widowed, divorced) 2. Married 3. Separated If married and female, please also provide: Student's maiden name If married, please also provide: Spouse's name (Last, First, Middle)
Question 7.	Student's high school degree (Use key below) 1. High school diploma 2. GED or other equivalency 3. Certificate of high school completion 4. No high school degree or certificate
Question 7a.	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
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
Question 10.	What is the student's citizenship status? (Use key below) 1. U.S. citizen or U.S. National 2. Resident alien 3. Foreign/International student or non-resident alien
Question 11.	Is the student a veteran of the U.S. Armed Forces? [y/n]

C. Admissions Information Subsection

For Undergraduates (including B&B cohort):

Question 1.	Is an SAT score available? [y/n] If yes: Student's SAT verbal score Student's SAT math score Year SAT taken
Question 2.	Is an ACT score available? [y/n] If yes: Student's composite ACT score Year ACT taken
Question 3.	Did the student take any admissions tests other than the SAT or ACT; such as ASSET, TABE, CPAT, CPT? [y/n]

For Graduate, Doctoral, and First Professional Students:

Question 1.	Are scores from the Graduate Record Exam (GRE) available for this student? [y/n] If yes: Student's GRE verbal score Student's GRE quantitative score Student's GRE analytic score Year GRE taken
Question 2.	Is other admissions test score available? [y/n]
Question 3.	Select the test from the list below. 1. DAT 2. GMAT 3. LSAT 4. MCAT 5. Miller's Analogies 6. Other test (specify)
Question 4.	(*If test chosen is GMAT, MCAT, or LSAT:)* Enter the test scores.

II. ENROLLMENT/TUITION SECTION

A. Enrollment Term Sub-Section *[MUST BE COMPLETED BEFORE TUITION SUB-SECTION]*

<table>
<tr><td colspan="2">If student was enrolled in a course for credit at any time during the study period (July 1, 1998, and April 30, 1999) list all terms for which the student was enrolled and provide the following information for each term:
Name of term or payment period [EX: Fall, 1998]
Start date of that term/period [mm/yr]
End date of that term/period [mm/yr]
Attendance status (use key below):
1 = Full-time (12 or more credits)
2 = Half-time (6 to 11 credits)
3 = Less than Half-time (5 or less credits)
(If school is not a clock-hour school:)
Credit hours [number]</td></tr>
<tr><td>Question 1.</td><td>During [LAST TERM ENROLLED], in what type of degree program was the student enrolled (Use key below):

1 = Associate’s degree program
2 = Bachelor’s degree program
3 = Undergraduate Certificate or other formal award
4 = Undergraduate, non-degree program
5 = Graduate/Post-Baccalaureate certification program (including Teacher certification)
6 = Master’s cegree program
7 = Doctoral or First Professional degree program
8 = Graduate, Other (including non-degree programs)</td></tr>
<tr><td>Question 2.</td><td>(Only applicable to students in Master’s Degree program)
Which of the following Masters degrees was the student working toward during [LAST TERM ENROLLED]? (Use key below)
1. Masters of Business Administration (MBA)
2. Masters of Science (MS)
3. Masters of Arts (MA)
4. Masters of Education (M.Ed)
5. Masters of Public Administration (MPA)
6. Masters of Arts in Library Sciences (MLS)
7. Masters of Public Health (MPH)
8. Masters of Fine Arts (MFA)
9. Masters of Applied Arts (MAA)
10. Masters of Arts in Teaching (MAT)
11. Masters of Divinity (M.Div)
12. Masters of Social Work (MSW)
13. Masters of Landscape Architecture (MLA)
14. Masters of Professional Management MPM)
15. Other Masters Degree; not listed above</td></tr>
</table>

Question 2.	*(Only applicable to students in Doctoral or FP program)* Which of the following doctoral or First Professional degrees was the student working toward during [LAST TERM ENROLLED]? (Use key below); DOCTORAL DEGREES 1. Doctor of Philosophy (PhD0 2. Doctor of Education (Ed.D) 3. Doctor of Theology (ThD0 4. Doctor of Business Administration (DBA) 5. Doctor of engineering (D.Eng) 6. Doctor of Fine Arts (DFA) 7. Doctor of Public Administration (DPA) 8. Doctor of Science (Dsc/ScD) 9. Other Doctoral Degree SPECIFY: _____ FIRST PROFESSIONAL DEGREES 10. Chiropractic (DC or DCM) 11. Dentistry (DDS or DMD) 12. Medicine (MD) 13. Optometry (OD) 14. Osteopathic Medicine (DO) 15. Pharmacy (Pharm. D) 16. Podiatry (DPM or Pod. D) 17. Veterinary medicine (DUM) 18. Law (LLB or JD) 19. Theology (M.Div., MHL, BD)
Question 3.	During [LAST TERM ENROLLED], what was this student's class level? (Use key below) 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
Question 3a.	*(For students who were listed as undergraduates on the institution enrollment list but then are identified as being in a graduate or first professional program in CADE:)* Has this student received a baccalaureate degree from this institution since July 1, 1998 prior to enrolling in the graduate or first professional program? (y/n)
Question 4	Cumulative GPA
Question 5.	What is the student's current or most recent major or field of study? (In some cases, this will be filled automatically filled based on type of Masters, Doctoral, or First Professional degree program)
Question 6.	When did this student FIRST enroll at [YOUR INSTITUTION]? (mm/ yr)
Question 7.	Has this student completed the requirements for the [DEGREE]? [y/n] (applicable if student is in a degree program)
Question 8.	If the requirements have been completed, will the [DEGREE] be awarded on or before August 31, 1999? [y/n]

For CLOCK HOUR Institutions ONLY.

Question 9.	What is the name of the current or most recent program in which this student is enrolled?
Question 10.	What is the total length of the program in clock/contact hours? [Specify hours]
Question 11.	How many hours (lab and classroom) are required per week? (Specify hours)

B. Tuition Charges

Question 1.	For each term attended by the student (those terms identified in the Enrollment/Term Sub-section above), specify amounts of tuition and fees charged. Please provide separate amounts for each term, if available.
Question 2.	Total tuition and fees charged for all terms.
Question 3.	*(If the institution is public:)* 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.)

III. FINANCIAL AID INFORMATION

A. Financial Aid Awards

Question 1.	Did the student receive any financial aid, such as: assistantships grants scholarships loans fellowships work study tuition waivers tuition discounts veterans benefits other financial aid for terms or courses in which they were enrolled between July 1, 1998 and June 30, 1999? [y/n] (Some portion of the term must occur between these dates but may start prior to July 1 or end after June 30.

IF NO, YOU HAVE COMPLETED THIS SUBSECTION	
Question 2.	Did the student receive any federal aid, such as: [y/n]
Question 3.	Please enter the amounts of federal financial aid received by the student within each program. **Federal Aid Programs** 1. Pell Grant program 2. Stafford Loan - subsidized (FFEL or Direct) 3. Stafford Loan - unsubsidized (FFEL or Direct) 4. PLUS parent loan (FFEL or Direct) 5. Perkins loan 6. Federal SEOG grant 7. Federal work-study (FWS) 8. Robert Byrd honors scholarship 9. Federal health professions loans (Nursing, HPSL, Primary Care, Disadvantaged) 10. Federal health professions Disadvantage Student Scholarships (SDS)

Question 4.	Did the student receive any state aid, such as: (customized list for each state) [y/n]
Question 5.	*(If yes, enter amounts.)* **State Aid Programs (List up to 10 awards)** A. *Customized for each state* B. *Customized for each state* C. *Customized for each state* D. *Customized for each state* E. *Customized for each state* F. *Customized for each state* G. *Customized for each state* H. *Customized for each state* I. *Customized for each state* J. *Customized for each state* *NOTE: State Aid Programs vary by state. Please refer to CADE for the specific items which should be included here for your institution.*
Question 6. Question 7.	Did the student receive any undergraduate institutional aid, such as: [y,n] *(If yes, enter amounts.)* **Undergraduate Institutional Financial Aid** A. *Customized for each institution* B. *Customized for each institution* C. *Customized for each institution* D. Other grants and scholarships: need-based E. Other grants and scholarships: merit-based only F. Other grands and scholarships: both need and merit G. Athletic scholarship H. Tuition waivers for faculty/staff, spouse or children I. Tuition waivers and discounts for other undergraduates J. Institutional loan K. Institutional work-study L. Undergraduate resident assistants, tutors, or advisor stipends *NOTE: Undergraduate institutional aid - Items A, B, and C, vary by institution and will be blank if aid was not preloaded for this institution.*
Question 8.	Did the student receive any graduate institutional aid, such as: [y,n]
Question 9.	*(If yes, enter amounts.)* **Graduate Institutional Financial Aid** 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 10.	Did the student receive any other aid, such as: [y/n]
Question 11.	*(If yes, enter amounts.)* A. Scholarships/grants from private organizations, foundations, unions B. Employer paid tuition C. Veteran benefits D. ROTC and grants for Armed Forces personnel E. JTPA, other job training, vocational rehabilitation F. Bureau of Indian Affairs grants G. Scholarships/grants from state agencies in other states H. Private or commercial loans (including Law, Medical, TERI, Nellie Mae)
Question 12.	**List of Other Financial Aid**
	Please also report any other financial aid awarded to the student, provide: 1. the *name* of the award 2. the *type* of award (Use key below) 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 *source* of the award (Use key below) 1. Institution 2. State 3. Federal 4. Other 4. the *amount* of the award

B. Need Analysis

Question 1.	Is there financial aid budget information or a Federal Expected Family Contribution (EFC) value available for the student? [y/n]

IF NO, YOU HAVE COMPLETED THIS SUB-SECTION

Question 2.	What was the student's dependency status during the study year for federal financial aid purposes? (Use key below) 1. Dependent 2. Independent
Question 3.	For purposes of determining the student's financial aid budget, was the student's local residence ... ? (Use key below) 1. On-campus or school-owned housing 2. Off-Campus without parents 3. Off-Campus with parents
Question 4.	Please provide 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]
Question 6	Please provide line-item budget amounts (if only a total budget amount is available, please provide the total amount; line-item amounts are preferred over a total amount). 1. Tuition and fees 2. Books and supplies 3. Room and board 4. Transportation 5. Computer technology fees 6. All other expenses OR Total Cost of Attendance
Question 7	For what period does this budget apply? (Use key below) 1. Full time, full year 2. Full time, one term 3. Part time, full year 4. Part time, one term 5. Other

C. Institution Student Information Record

1.	Is there an Institution Student Information Record (ISIR) or computerized ISIR data available for this student (y/n)?
2.	Student's social security number from the ISIR
3.	Student's full last name from ISIR.

This page intentionally left blank.

Appendix E
CATI Facsimile Questionnaire

This page intentionally left blank.

>A_ELIG<

Did you attend [fill Y_NPSCHL] at anytime
since July 1, 1998?
IF NO, PROBE TO SEE IF RESPONDENT WAS ENROLLED AND LEFT

1 = YES
2 = NO
3 = DROPPED OUT

If 1 go to A_DEGN
If RE, DK, 2 go to A_EVREN
If 3 go to A_DRP

>A_DRP<

When did you leave [fill Y_NPSCHL]?

MONTH (RANGE: 1-12)
YEAR (RANGE: 1998-1999)

{DATE IS IN THE FUTURE. PLEASE CORRECT.}

>A_DRPREF<

Did you receive a full refund of your tuition when you left?

1 = YES
2 = NO

If 1 go to A_BSERN
If 2 go to A_DRPOK
If RE go to A_BYE

>A_DRPOK<

Because you left [fill Y_NPSCHL] before
completing a term, some questions in this interview
may seem a bit awkward to you. Please answer my
questions as best you can for the period in which
you were enrolled at [fill Y_NPSCHL].
Your answers will help us understand why people
decide to leave school.

Let's begin.

>A_DEGN<

What degree or certificate were you working on
while you attended [fill Y_NPSCHL]
during the 1998-1999 school year?

1 = CERTIFICATE
2 = ASSOCIATE'S DEGREE (AS, AA)
3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
4 = UNDERGRAD SPECIAL STUDENT (NON-DEGREE/NON-MATRICULATED)
5 = POST-BACCALAUREATE CERTIFICATE
6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)
8 = GRADUATE SPECIAL STUDENT (NON-DEGREE/NON-MATRICULATED)

{[fill Y_NPSCHL] DOES NOT HAVE SUCH A DEGREE/CERTIFICATE. PLEASE CORRECT}
If 1,2,3,5,6,7 go to A_NPELG
If DK4,8 go to A_ELCRD
If RE go to A_BYE

>A_ELCRD<

Were you enrolled in a course for credit that could
be transferred to another school?

1 = YES
2 = NO

If 1 go to A_NPELG
If DK 2 go to A_BSERN
If RE go to A_BYE

>A_EVREN<

Have you ever attended [fill Y_NPSCHL]?

1 = YES
2 = NO

If 1 go to A_ATT
If DK 2 go to A_WHYSM
If RE go to A_BYE

>A_ATT<

When did you last attend [fill Y_NPSCHL]?

MONTH (RANGE: 1-12)
YEAR (RANGE: 1950-1999)

>A_WHYSM<

Do you know why my information shows that you've attended
[fill Y_NPSCHL] since July 1, 1998?
SPECIFY:

>A_BSERN<

Did you earn a bachelor's degree from any school
during the 1998-1999 school year?

1 = YES
2 = NO
If 1 go to A_BS
If 2 go to A_BYE

>A_BS<

When was that degree awarded?

MONTH (RANGE: 1-12)
YEAR (RANGE: 1998-1999)

If between 7/1998 and 8/31/1999 then A_BBELG=1;

>A_BSUXCL<

Where did you earn your bachelor's degree?

1 = ENTER USEREXIT

>A_BYE<

Based on what you've told me, it seems you may not be
eligible for this study. After checking with my supervisor,

I may need to call you back.

>A_CMPDGN<

[Ask if R is working toward a degree]
[If A_DEGN = DK, 4, 8 go to A_OTSCH1]
Have you completed all the requirements for your
[fill A_DEGfil]?

1 = YES
2 = NO

If 1 go to A_DGN
If DK, RE, 2 go to A_EXPN

>A_EXPN<

When do you expect to complete your degree/certificate?

MONTH (RANGE: 1-12)

YEAR (RANGE: 1999-2009)

{DATE IS IN THE PAST. PLEASE CORRECT.}
[If A_DEGN=3 and A_EXPN between 1/01/1999 and 8/31/99 then A_BBELG=1]

>A_DGN<

When did you complete your degree?

MONTH (RANGE: 1-12)
YEAR (RANGE: 1998-1999)

{DATE IS IN THE FUTURE. PLEASE CORRECT.}

>A_DGNV<
[Ask if there is a conflict between reported time of enrollment and degree completion]

You said that you have attended [fill Y_NPSCHL]
since July 1, 1998 and that you earned a degree
there in [fill degree date]. Is this correct?

1 = YES

2 = CORRECT DEGREE DATE

3 = CORRECT ATTENDENCE DATE FOR THE NPSAS SCHOOL

>A_OTSCH1-3<

Have you attended any other schools since July 1, 1998?

COLLECT UP TO 3 ANSWERS. ENTER 0 WHEN DONE.

1 = YES
2 = NO

If 1 go to A_S1UXCL
Else go to A_PRDG

>A_S1UXCL<

SCHOOLS WE KNOW ABOUT SO FAR:
Where else did you attend (during the 1998-1999 school year)?

0 = NO OTHER SCHOOLS
1 = ENTER USEREXIT
2 = SKIP OVER USEREXIT

>A_ENRD1-3<

Were you taking courses leading to a degree or
certificate while you attended [fill A_S1name]?
1 = YES
2 = NO
2 = NO

If 1 go to A_DEG*
Else go to A_PRDG

>A_DEG1-3<

What degree or certificate were you working on?
1 = CERTIFICATE
2 = ASSOCIATE'S DEGREE (AS,AA)
3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
4 = UNDERGRAD SPECIAL STUDENT (NON-DEGREE/NON-MATRICULATED)
5 = POST-BACCALAUREATE CERTIFICATE
6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)
8 = GRADUATE SPECIAL STUDENT (NON-DEGREE/NON-MATRICULATED)

If 3 go to A_CMPDG*
Else go to A_OTSCH*

>A_CMPDG1-3<

Have you completed all the requirements
for your bachelor's degree?
1 = YES
2 = NO

If 1 go to A_DG*
Else go to A_EXP*

>A_EXP1-3<

When do you expect to complete your degree?

EXP1-3
MONTH (RANGE: 1-12)
YEAR (RANGE: 1999-2009)

{DATE IS IN THE PAST. PLEASE CORRECT.}
If R attended other schools in the 1998-1999 school year, go to A_OTSCH*
Else go to A_PRDG

>A_DG1-3<

When did you complete your degree?

MONTH (RANGE: 1-12)
YEAR (RANGE: 1998-1999)

{DATE IS IN THE FUTURE. PLEASE CORRECT.}
If R attended other schools in the 1998-1999 school year, go to A_OTSCH*
Else go to A_PRDG

>A_PRDG<

{If we already know of other degrees}
Other than the [fill degree] that you've already told me about, have you earned any other degrees or certificates since you left high school?

{If no other degrees}
Have you earned any degrees or certificates since you left high school?

1 = YES
2 = NO

If 1 go to A_PRDG1*
Else go to A_ENROLL

>A_PRDG1A-1D<

What degrees or certificates have you earned?
COLLECT UP TO FOUR (4). ENTER 0 FOR NO MORE.

1 = CERTIFICATE
2 = ASSOCIATE'S DEGREE (AS,AA)
3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
4 = UNDERGRAD SPECIAL STUDENT (NON-DEGREE/NON-MATRICULATED)
5 = POST-BACCALAUREATE CERTIFICATE
6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)
8 = GRADUATE SPECIAL STUDENT (NON-DEGREE/NON-MATRICULATED)

If PRDG1A or PRDG1B or PRDG1C or PRDG1D =3 go to A_DGB
Else go to A_ENROLL

>A_DGB<

When did you complete your bachelor's degree?

MONTH (RANGE: 1-12)
YEAR (RANGE: 1930-1999)

{DATE IS IN THE FUTURE. PLEASE CORRECT.}
If A_PRDG*=3 and (A_DGB between 7/1/1998 and 8/31/1999)
then A_BBELG=1. Go to A_ BGUXCL
Else go to A_ENROLL.

>A_BGUXCL<

[Ask if prior degree is a BA]
NPSAS SCHOOL: [fill Y_NPSCHL]
Where did you earn your bachelor's degree?

5 = IF ATTENDED NPSAS SCHOOL
1 = ENTER USEREXIT
2 = SKIP OVER USEREXIT

>A_ENROLL<

I need to ask you some questions about the dates of your
enrollment during the 1998-1999 school year.

[If multiple schools]
I'd like to begin with [fill Y_NPSCHL].
When did you first attend [fill Y_NPSCHL]
in the 1998-1999 school year?

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.
1 = ENTER THE USEREXIT
2 = SKIP OVER THE USEREXIT

>A_UGYR<

[If a grad student, go to A_GRTYP]
    [If multiple schools]
    I'd like you to focus on your enrollment at
    [fill A_TARGET] during the 1998-1999 school year.
[else]
    What was your year or level during your last term at
    [fill A_TARGET] in the 1998-1999 school year?

0 = UNCLASSIFIED UNDERGRADUATE
1 = FIRST YEAR/FRESHMAN
2 = SECOND YEAR/SOPHOMORE
3 = THIRD YEAR/JUNIOR
4 = FOURTH YEAR/SENIOR
5 = FIFTH YEAR OR HIGHER UNDERGRADUATE
6 = GRADUATE STUDENT TAKING UNDERGRADUATE COURSES

[Level check]
[fill A_TARGET] DOES NOT HAVE A GRADUATE PROGRAM.
PLEASE CORRECT.

>A_GRTYP<
[If not working on a degree go to A_CLSTRT]

[If multiple schools]
I'd like you to focus on your enrollment at
[fill A_TARGET] during the 1998-1999 school year.
What specific degree were you working toward in your last term
in the 1998-1999 school year?
[else]
What specific degree were you working toward in your last term
at [fill A_TARGET] in the 1998-1999 school year?

MASTER'S
1 = Arts
2 = Sciences
3 = Fine Arts
4 = Business Administration
5 = Education

DOCTORAL
10 = Philosophy (PHD)
11 = Education (EDD)
12 = Theology (THD)
13 = Business Administration
14 = Engineering
15 = Fine Arts (DFA)
16 = Public Administration (DPA)
17 = Science (DSC/SCD)
18 = Psychology (PSYD)

FIRST PROFESSIONAL
20 = Chiropractic
21 = Dentistry
22 = Medicine
23 = Optometry
24 = Osteopathic Medicine
25 = Pharmacy
26 = Podiatry
27 = Veterinary Medicine
28 = Law
29 = Theology

If 20-29 then A_CATIST=3 (first-professional)

>A_GRYR<

What year of your graduate program were you in during
your last term at [fill A_TARGET] in the 1998-1999 school year?

1 = FIRST YEAR
2 = SECOND YEAR
3 = THIRD YEAR
4 = FOURTH YEAR OR HIGHER

>A_GR<

When did you begin your graduate program?

MONTH (RANGE: 1-12)

YEAR (RANGE: 1985-1999)

{DATE IS IN THE FUTURE. PLEASE CORRECT.}

>A_GRST<

[If A_GRYR less than or equal to 1 go to A_CLSTRT]
Since you started working on your graduate degree,
have you been enrolled mainly as a full-time student or part-time
student?
1 = MOSTLY FULL-TIME
2 = MOSTLY PART-TIME
3 = MIX OF FULL- AND PART-TIME

>A_CLSTRT<

Did most of your classes at [fill A_TARGET]
start before 4 pm, between 4 and 6 pm, or
after 6 pm?

1 = BEFORE 4 PM
2 = BETWEEN 4 AND 6 PM
3 = AFTER 6 PM

>A_MAJUX<

INTERVIEWER: BE ALERT FOR DOUBLE MAJORS.
What was your major or program of study at
[fill A_TARGET] during your last term of the 1998-1999 school year?
UNDECLARED

>A_DBLM<

[Ask if R has double major]
What is/was your primary major or program of study?
Specify:
What is/was your secondary major?
Specify:

>A_MAJUX1<

Major string: [fill primary major string]

INTERVIEWER: SELECT THE PROPER MAJOR CODE IN THE FOLLOWING
SCREENS OF THE USEREXIT

1 = ENTER THE USEREXIT
2 = SKIP OVER THE USEREXIT

>A_GPA<

What was your cumulative GPA at [fill A_TARGET]
through the end of your last term in the 1998-1999 school year?

8 = PASS/FAIL
9 = NO GRADES AWARDED

CHOOSE F3 TO ESTIMATE GPA
(RANGE: : 0.00-5.00

If DK go to A_GPAEST

>A_GPAEST<

Would you say that your GPA was mostly A's,
A's and B's, mostly B's.?

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)

If A_BBELG go to A_MAJGPA
Else go to A_END

>A_MAJGPA<
[Ask of B&B]

What was your GPA in your major through the end of your last term in the 1998-1999 school year?
DK
PASS/FAIL
NO GRADES AWARDED

CHOOSE F3 TO ESTIMATE GPA
(RANGE: 0.00-5.00)

If go to A_MAJEST
Else go to A_END

>A_MAJEST<

Would you say that your GPA in your major
was mostly A's, A's and B's, mostly B's.?

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)

>A_END<

>B_INTRO<

Before we get further into the interview, I'd like
to ask you some questions about your background.
First, ...

>B_DOBVR<

[Ask if preloaded DOB is out of (RANGE: < 1940 or > 1983)]

I have your date of birth as:
[fill preloaded dob].
Is that correct?
1 = YES
2 = NO

If 1 go to B_GENDER
Else go to B_DOB

>B_DOB<

What is your date of birth?

MONTH (RANGE: 1-12)
DAY (RANGE: 1-31)
YEAR (RANGE: 1920-1989)

>B_DOBCK<

[Ask if DOB is out of (RANGE: < 1940 or > 1983)]
Let me make sure I recorded that correctly.
You were born in [fill B_DOBYY]?
1 = YES
2 = NO

If 1 go to B_GENDR
Else go to B_DOB

>B_GENDR<

[Ask if preloaded value is not available.]

DON'T ASK IF GENDER IS OBVIOUS TO YOU
What is your gender?

1 = MALE
2 = FEMALE

>B_MARR<

Are you currently...
IF RESPONSE IS "SINGLE," PROBE TO DETERMINE
IF RESPONDENT WAS EVER MARRIED.

1 = Single, never married
2 = Married
3 = Separated
4 = Divorced
5 = Widowed

If >1 go to B_MAR
Else go to B_STATE

>B_MAR<

In what month and year were you married/separated/divorced/widowed?

MONTH (RANGE: 1-12)
YEAR (RANGE: 1930-1999)

>B_STATE<

STATE THAT ISSUED DRIVER'S LICENSE: [fill preloaded value]

What is your state of legal residence?

>B_STCHK<

INTERVIEWER YOU ENTERED THE STATE CODE FOR
[FILL B_state]
IS THIS CORRECT?
1 = YES
2 = NO

>B_CITZN<

[Ask if preloaded value not available]
Are you a U. S. citizen?

1 = YES - US CITIZEN OR US NATIONAL

2 = NO - RESIDENT ALIEN - PERMANENT RESIDENT 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

>B_USBORN<

Were you born in the United States?
1 = YES
2 = NO

If 2 go to B_CNTRY
Else go to B_HISP

>B_CNTRY<

In what country were you born?

1 = BRAZIL
2 = CANADA
3 = CHINA
4 = COLUMBIA
5 = FRANCE
6 = GERMANY
7 = HONG KONG
8 = INDIA
9 = INDONESIA
10 = JAPAN
11 = KENYA
12 = KOREA
13 = MALAYSIA
14 = MEXICO
15 = PAKISTAN
16 = RUSSIA
17 = SAUDI ARABIA
18 = SWEDEN
19 = SPAIN
20 = TAIWAN
21 = THAILAND
22 = TURKEY
23 = UK (ENGLAND, SCOTLAND, WALES, NORTHERN IRELAND)
24 = VENEZUELA
25 = OTHER

If 25 go to B_CTRYSP
Else go to B_YRIMM

>B_CTRYSP<

SPECIFY COUNTRY OF ORIGIN:

>B_YRIMM<

In what year did you enter the United States?
YEAR (RANGE: 1930-1999)

>B_HISP<

Are you of Hispanic or Latino origin?
1 = YES
2 = NO

>B_RAC1-3<

What is your race?
BE SURE TO RECORD FIRST RESPONSE FIRST
COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE.
1 = WHITE
2 = BLACK OR AFRICAN AMERICAN
3 = ASIAN
4 = AMERICAN INDIAN OR ALASKA NATIVE
5 = NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
6 = OTHER, SPECIFY

If 3 go to B_ASIAN
If 4 go to B_TRIBE
If 6 go to B_RACSP
If >1 response go to B_RACE
Else go to B_LANG

>B_RACSP<

SPECIFY OTHER RACE.

>B_ASIAN<

[Ask if B_RAC=3]
Are you...
1 = Chinese
2 = Korean
3 = Filipino
4 = Japanese
5 = Vietnamese
6 = Asian Indian
7 = Thai
8 = Native Hawaiian
9 = Samoan
10 = Guamanian or Chamorro
11 = Or some other Asian or Pacific Islander?

>B_TRIBE<

[Ask if B_RAC=4]
Are you enrolled in a state- or
federally-recognized tribe?
1 = YES
2 = NO

>B_RACE<

[Ask if more than one race given in previous question]
For historical purposes, could you please
identify which single race best describes you?

1 = WHITE
2 = BLACK OR AFRICAN AMERICAN
3 = ASIAN
4 = AMERICAN INDIAN OR ALASKA NATIVE
5 = NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
6 = OTHER, SPECIFY

If 6 go to B_RACESP
Else go to B_LANG

>B_RACESP<

SPECIFY OTHER RACE.

>B_LANG<

What language was spoken most often
at home as you were growing up?

1 = ENGLISH
2 = SPANISH
3 = ARABIC
4 = CHINESE
5 = FRENCH/CANADIAN FRENCH
6 = GAELIC
7 = GERMAN
8 = HINDI
9 = INDONESIAN (MALAY)
10 = JAPANESE
11 = KOREAN
12 = PERSIAN (FARSI/DARI)
13 = PUNJABI
14 = RUSSIAN
15 = SWAHILI
16 = SWEDISH
17 = THAI
18 = TURKISH
19 = WELSH
20 = OTHER

>B_DIPL<

[Ask if preloaded value is not available.]
Did you...
1 = Receive a high school diploma,
2 = Pass a GED (General Educational Development) test, or
3 = Receive a high school completion certificate
4 = ATTENDED FOREIGN HIGH SCHOOL
5 = DID NOT COMPLETE HIGH SCHOOL OR HIGH SCHOOL EQUIVALENCY PROGRAM

If 5 go to B_NP
Else go to B_HSYR

>B_HSYR<

When did you receive your high school diploma/certificate?
YEAR (RANGE: 1930-1999)

>B_HSVER<

[Ask if (B_HSYR-B_DOBYY) <16 or >23]

You received your diploma in [fill B_HSYR]
and were born in [fill B_DOBYY].
Is that correct?

1 = YES
2 = NO, HIGH SCHOOL YEAR IS WRONG
3 = NO, YEAR OF BIRTH IS WRONG

If 2 go to B_HSYR
If 3 go to B_DOBYY
Else go to B_HSCMP

>B_HSCMP<
[Ask if R completed HS in the current year]

Were you completing high school requirements
for the entire time you were enrolled at
[fill A_TARGET] between
July 1, 1998 and April 30, 1999?
1 = YES
2 = NO

If 1 go to A_NPELG {A_BYE}

>B_HSTYP<

Was your high school public or private?

1 = PUBLIC
2 = PRIVATE
3 = ATTENDED FOREIGN SCHOOL

If 2 go to B_HSPRV
Else go to B_NP

>B_HSPRV<

Was your high school a Catholic school, other religious, or some other type of private school?

1 = CATHOLIC
2 = OTHER RELIGIOUS
3 = NO RELIGIOUS AFFILIATION

>B_NP<

When did you first attend [fill Y_NPSCHL]?

MONTH (RANGE: 1-12)
YEAR (RANGE: 1930-1999)

{DATE IS IN THE FUTURE. PLEASE CORRECT.}

>B_NPS1<
[Ask of UG's]

Was [fill Y_NPSCHL] the first postsecondary school you attended after high school?

1 = YES
2 = NO

If 2 go to B_TRNS
Else go to B_S1UXCL

>B_S1UXCL<

[Ask of UG's]
DO NOT ENTER DUPLICATES; SCHOOLS WE KNOW ABOUT SO FAR ARE:
What was the first school you attended after high school?

3 = [FILL Y_NPSCHL]
4 = [FILL A_TARGET]
5 = [FILL A_OTSCH1]
6 = [FILL A_OTSCH2]
7 = [FILL A_OTSCH3]
1 = ENTER USEREXIT
2 = SKIP OVER USEREXIT

>B_S1<

[Ask of UG's]
When did you first attend [fill B_s1name]?

MONTH (RANGE: 1-12)
YEAR (RANGE: 1930-1999)

DATE MUST BE ON OR BEFORE [fill B_NPMM]/[fill B_NPYY].
{DATE IS IN THE FUTURE. PLEASE CORRECT.}

>B_TRNS<

[Ask of UG's]
Based on what you've told me so far, you attended another school, prior to [fill Y_NPSCHL].
Did you transfer any credits to [fill Y_NPSCHL] when you enrolled there?

1 = YES
2 = NO

>B_EVRCC<
[Ask of UG's]
[Ask if previously collected information indicates attendance only at 4-yr schools]

Have you ever taken classes at a community college?
1 = YES
2 = NO

>B_EVR4YR<

[Ask of UG's]
[Ask if previously collected information indicates attendance only at less than 4-yr schools]
Have you ever attended a 4-year school?
1 = YES
2 = NO

>B_DEPS<

Now I'd like to ask you a few questions about your family.
Do you have any children that you {and your spouse} support financially?

1 = YES
2 = NO

If 1 go to B_DAGE
Else go to B_OTDEPS

>B_DAGE1-3<

How many of your children are...
(RANGE: 0-9)

B_DAGE1	Under 5?
B_DAGE2	Aged 5 to 16?
B_DAGE3	Over 16?

>B_DAYCR<

[Ask if R has dependents under 5]
How many of your children under age 5 are in daycare?

(RANGE: (0-[NUMBER OF DEPENDENTS FROM B_DAGE1])

{NUMBER NOT IN RANGE. PLEASE CORRECT.}

>B_COLL<

[Ask if R has dependents over 16]
How many of your children are in college?
(RANGE: 0-[NUMBER OF DEPENDENTS FROM B_DAGE3])

{NUMBER NOT IN RANGE. PLEASE CORRECT.}

>B_OTDEPS<

{Other than your spouse, } (A)are
you supporting anyone else?
1 = YES
2 = NO

If 1 go to B_OTDP
Else go to B_SPCOL

>B_OTDEP1-3<

Who else are you supporting?
COLLECT UP TO 3 ANSWERS. ENTER 0 FOR NO MORE.

1 = PARENTS
2 = GRANDPARENTS
3 = OTHER RELATIVE
4 = OTHER

>B_SPCOL<

[Ask if R is married]
Is your spouse currently attending
college (or graduate school)?

1 = YES
2 = NO
If 1 go to B_SPAID
Else go to B_MILIT

>B_SPAID<

Does he/she receive financial aid for
his/her education?
1 = YES
2 = NO

>B_MILIT<

Are you a veteran of the US Armed Forces, or
are you currently serving in the Armed Forces,

either on active duty or in the reserves?

0 = NO
1 = VETERAN
2 = ACTIVE DUTY
3 = RESERVES

>B_VOTE<

[Ask of US citizens]
Are you registered to vote in US elections?

1 = YES
2 = NO
If 1 go to B_EVRVT
Else go to B_POLIT

>B_EVRVT<
[Ask of US citizens]

Have you ever voted in any national,
state, or local election?
1 = YES
2 = NO
If 1 go to B_BTPRS
Else go to B_POLIT

>B_VTPRS<
[Ask of US citizens]
[Ask if at least 18 in 11/1996]
Did you vote in the 1996
presidential election?

1 = YES
2 = NO

>B_POLIT<

In the last two years, did you...
Go to any political meetings, rallies, or
dinners, or participate in other political
activities?
Please do not include campus elections.

1 = YES
2 = NO

>B_POLTR<
Did you write letters or send e-mail to
any public official to express your opinion?

1 = YES
2 = NO

>B_PARST<
[Ask if under age 25]

Next I'd like to ask you some questions
about your parents. Are your parents...
1 = Married to each other?
2 = Divorced?
3 = Separated?
4 = Never married to each other?
5 = Or is one or both of your parents deceased?
6 = NEVER KNEW PARENTS AND NO GUARDIANS
7 = NEVER KNEW PARENTS AND HAD GUARDIANS

If 5 go to B_DCSD
If 6 go to B_END
If 7 go to B_GRDTYP
Else go to B_GUARD

>B_DCSD<

Which of your parents is deceased?

1 = MOTHER
2 = FATHER
3 = BOTH

>B_GUARD<
[Ask if B_PARST not equal to 5,7]

Do you have any legal guardians / other than
your parents?

1 = YES
2 = NO
If 1 go to B_GRDTYP
Else go to B_PRST1

>B_GRDTYP<

PROBE TO DETERMINE IF THE GUARDIAN IS MALE/FEMALE

1 = MALE GUARDIAN
2 = FEMALE GUARDIAN
3 = BOTH MALE AND FEMALE GUARDIANS

>B_CARE<

Do you consider your parents or your guardians
to have been your primary caretakers growing up?

0 = NEITHER
1 = PARENT(S)
2 = GUARDIAN(S)

>B_PRST1<

What is your [parents'/guardians'] state of legal residence?

>B_STCHK2<

INTERVIEWER YOU ENTERED THE STATE CODE FOR
[FILL B_ PRST1] IS THIS CORRECT?

1 = YES
2 = NO

>B_PRST2<

What is your guardian's \ mother's
state of legal residence?

>B_STCHK3<

INTERVIEWER YOU ENTERED THE STATE CODE FOR
[FILL B_PRST2]. IS THIS CORRECT?

1 = YES
2 = NO

>B_USDAD<

Next I'd like to ask you some questions
about your parents...
Was your (father/male guardian) born in the United States?

1 = YES
2 = NO
3 = NEVER KNEW FATHER AND NO GUARDIAN

If 1, 3 go to B_USMOM
If 2 go to B_CTRYD
Else go to B_ARRVF

>B_CTRYD<

In what country was your (father/male guardian) born?

1 = BRAZIL
2 = CANADA
3 = CHINA
4 = COLUMBIA
5 = FRANCE
6 = GERMANY
7 = HONG KONG
8 = INDIA
9 = INDONESIA
10 = JAPAN
11 = KENYA
12 = KOREA
13 = MALAYSIA
14 = MEXICO
15 = PAKISTAN
16 = RUSSIA
17 = SAUDI ARABIA
18 = SWEDEN
19 = SPAIN
20 = TAIWAN
21 = THAILAND
22 = TURKEY
23 = UK (ENGLAND, SCOTLAND, WALES, NORTHERN IRELAND)
24 = VENEZUELA
25 = OTHER

If 25 go to B_CTRYDS
Else go to B_ARRVF

>B_CTRYDS<

SPECIFY COUNTRY OF ORIGIN:

>B_ARRVF<

When did your (father/male guardian) arrive in the United States?
(RANGE: 1910-1999)
9 = NOT LIVING IN UNITED STATES

>B_USMOM<

Was your (mother/female guardian) born in the United States?
1 = YES
2 = NO
3 = NEVER KNEW MOTHER AND NO GUARDIAN

If 1, 3 go to B_DADAGE
If 2 go to B_CTRYM
Else go to B_ARRVM

>B_CTRYM<

In what country was your (mother/female guardian) born?

1 = BRAZIL
2 = CANADA
3 = CHINA
4 = COLUMBIA
5 = FRANCE
6 = GERMANY
7 = HONG KONG
8 = INDIA
9 = INDONESIA
10 = JAPAN
11 = KENYA
12 = KOREA
13 = MALAYSIA
14 = MEXICO
15 = PAKISTAN
16 = RUSSIA
17 = SAUDI ARABIA
18 = SWEDEN
19 = SPAIN
20 = TAIWAN
21 = THAILAND
22 = TURKEY
23 = UK (ENGLAND, SCOTLAND, WALES, NORTHERN IRELAND)
24 = VENEZUELA
25 = OTHER

If 25 go to B_CTRYMS
Else go to B_ARRVM

>B_CTRYMS<

SPECIFY COUNTRY OF ORIGIN:

>B_ARRVM<

When did your (mother/female guardian) arrive in the United States?
(RANGE: 1910-1999)
9 = NOT LIVING IN UNITED STATES

>B_DADAGE<

[Ask if preloaded information not available]
How old is your father/male guardian?
(RANGE: 30-110)
-3 = DECEASED

If greater than or equal to 100 go to B_DADAGV
Else go to B_MAGE

>B_DADAGV<

You stated that your father/male guardian
is [fill B_DADAGE] years old. Is this correct?

1 = YES
2 = NO

If 2 go to B_DADAGE
Else go to B_MAGE

>B_MAGE<

[Ask if preloaded information not available]
How old is your mother/female guardian?
(RANGE: 30-110)
-3 = DECEASED

>B_MAGEV<

You stated that your mother/guardian
is [fill B_MAGE] years old. Is this correct?

1 = YES
2 = NO

If 2 go to B_MAGE
Else go to B_PRHSD

>B_PRHSD<

[Ask if under age 25]
Not including yourself, how many people are supported
by your parents/guardians?
Do not count parents/guardians in total.
(RANGE: 0-15)
If 0 go to B_SIBCOL
Else go to B_DPCOL

>B_DPCOL<

Is that person \ Are any of those people in college?
1 = YES
2 = NO

>B_SIBCOL<

[Ask if under age 25]
How many of your brothers and sisters, if you
have any, ever attended college?
NOTE: 0 MEANS NO SIBLINGS IN COLLEGE
99 MEANS NO SIBLINGS
(RANGE: 0-15)

>B_PRCOL<

[Ask if under age 25]
Are your parents/guardians taking
any college courses?
1 = YES
2 = NO

>B_DADED<

What was the highest level of education your father/male guardian ever 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 = TWO OR MORE YEARS OF COLLEGE/ASSOCIATE'S DEGREE
6 = BACHELOR'S DEGREE
7 = MASTER'S DEGREE OR EQUIVALENT
8 = MD, LLB, JD OR OTHER ADVANCED DEGREE
9 = PHD OR EQUIVALENT

If 5 go to B_DADAS
Else go to B_DADOC

>B_DADAS<

Did your father/male guardian earn an associate's degree?
1 = YES
2 = NO

>B_DADOC<

[Ask if under age 25]
What is your (father's/male guardian's) current occupation?

If DK RE, 3, 4 go to B_MOMED
Else go to B_DOCUX1

>B_DOCUX1<

Occupation string:
[fill B_DADOC]
INTERVIEWER: SELECT THE PROPER OCCUPATION CODE
IN THE FOLLOWING SCREENS OF THE USEREXIT.
1 = ENTER OCCUPATION USER EXIT
2 = SKIP OVER THE USEREXIT

>B_MOMED<

What was the highest level of education your mother/female guardian ever 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 = TWO OR MORE YEARS OF COLLEGE/ASSOCIATE'S DEGREE
6 = BACHELOR'S DEGREE
7 = MASTER'S DEGREE OR EQUIVALENT
8 = MD, LLB, JD OR OTHER ADVANCED DEGREE
9 = PHD OR EQUIVALENT

If 5 go to B_MOMAS
Else go to B_MOMOC

>B_MOMAS<

Did your mother/female guardian
earn an associate's degree?

1 = YES
2 = NO

>B_MOMOC<

[Ask if under age 25]

What is your mother/female guardian's
current occupation?

If DK RE, 3, 4 go to B_END
Else go to B_MOCUX1

>B_MOCUX1<

Occupation string:
[fill B_MOMOC]
INTERVIEWER: SELECT THE PROPER OCCUPATION CODE
IN THE FOLLOWING SCREENS OF THE USEREXIT.
1 = ENTER OCCUPATION USER EXIT
2 = SKIP OVER THE USEREXIT

>B_END<

This page intentionally left blank.

>C_RCVAID<

[Ask of aid non-applicants]
Next I'd like to ask you some questions about how you've paid for your education.

Did you receive financial aid - such as grants, loans, scholarships, assistantships, fellowships, traineeships, or tuition paid by your employer - to attend any schools during the 1998-1999 school year?

If 1,DK,RE go to C_GRASST
If 2 go to C_APPAID

>C_APPAID<

[Ask of un-aided respondents]

Next I'd like to ask you some questions about how you've paid for your education.

Did you apply for financial aid for 1998-1999?
1 = YES
2 = NO

>C_GRASST<

[Ask of G/1P's]

ENTER 1 = YES, 2 = NO AND AMOUNT
For the 1998-1999 school year, did you have...
A teaching assistantship?
A research assistantship?
A graduate fellowship?
A traineeship?
Any other kind of graduate assistantship?

1 = YES
2 = NO

AMOUNT (RANGE: $0-30,000)

If R received any of the above, go to C_WAIVER
Else go to C_GRTSCN

>C_WAIVER<

[Ask of G/1P's]

Did you receive a tuition waiver with your [fill assistantship type]?

1 = YES
2 = NO

>C_GRTSCN<

[Ask of aided respondents]
During the 1998-1999 school year, did you receive any grants or scholarships to attend [fill Y_NPSCHL]?

1 = YES
2 = NO

If 1 go to C_PELLN
Else go to C_FEDLN

>C_PELLN<

[Ask of UG's]
[if A_DEGN greater than <4> go to C_OTHGN]
Did you receive a Pell grant to attend [fill Y_NPSCHL]?
1= YES
2= NO

>C_OTHGN1-6<

What {other } grants or scholarships did you receive to attend [fill Y_NPSCHL]?
COLLECT UP TO 6. ENTER 0 FOR NONE OR NO MORE

NAME: Specify
SOURCE:
INSTITUTION
STATE
OTHER

AMOUNT (RANGE: $0-50,000)

>C_FEDLN<

[Ask of aided respondents]

Did you receive any student loans from the federal government, your state government, or from [fill Y_NPSCHL]?

1 = YES
2 = NO

>C_OTAIDN<

While you attended [fill Y_NPSCHL]
during the 1998-1999 school year...AMOUNT (RANGE: $0-100,000)
ENTER 0 IF NONE ...

How much did you receive in private or commercial loans, other than from family or friends, to attend [fill Y_NPSCHL]?

How much did you receive in financial assistance from your employer to pay for your tuition and other school-related expenses?

[Ask if R received Veteran's aid or ROTC aid, or if B_MILIT greater than or equal to 1]
How much did you receive in Veterans' benefits or aid from the Department of Defense?

[Ask of non-US citizens]

How much did you receive in aid from a foreign government?

How much did you borrow from family or friends?

>C_EMPNV<
[Ask if employer aid greater than or equal to 50,000]

You stated that you received $[fill C_OTAIDN@empn] in financial assistance from your employer to pay for your tuition and other school-related expenses?
Is this correct?
1 = YES
2 = NO

If 2 go to C_OTAIDN@EMPN
Else go to C_GRTSCT

>C_GRTSCT<
[Ask of aided respondents]
[Ask if TARGET school is not the NPSAS school]

During the 1998-1999 school year, did you receive any grants or scholarships to attend [fill A_TARGET]?
1 = YES
2 = NO

If 1 go to C_PELLT
Else go to C_FEDLT

>C_PELLT<
[Ask if TARGET school is not the NPSAS school]
[Ask of UG's]

Did you receive a Pell grant to
attend [fill A_TARGET]?
1 = YES
2 = NO

>C_OTHGT1-6<

[Ask if TARGET school is not the NPSAS school]
What {other } grants or scholarships did you
receive to attend [fill A_TARGET]?

COLLECT UP TO 6. ENTER 0 FOR NONE OR NO MORE
NAME: Specify
SOURCE:
INSTITUTION
STATE
OTHER

AMOUNT (RANGE: $0-50,000)

>C_FEDLT<

[Ask if TARGET school is not the NPSAS school]

Did you receive any federal student loans to
attend [fill A_TARGET]?

1 = YES
2 = NO

>C_OTAIDT<

[Ask if TARGET school is not the NPSAS school]

While you attended [fill A_TARGET]
during the 1998-1999 school year... AMOUNT (RANGE: $0-100,000)

ENTER 0 IF NONE ...

How much did you receive in private or commercial loans, other than from family or friends, to attend [fill A_TARGET]?

How much did you receive in financial assistance from your employer to pay for your tuition and other school-related expenses?

[Ask if R received Veteran's aid or ROTC aid, or if B_MILIT greater than or equal to 1]

How much did you receive in Veterans' benefits or aid from the Department of Defense?

[Ask of non-US citizens]

How much did you receive in aid from a foreign government?
How much did you borrow from family or friends?

>C_EMPTV<

[Ask if employer aid greater than or equal to $50,000]

You stated that you received $[fill C_OTAIDT@empt] in financial assistance from your employer to pay for your tuition and other school-related expenses?
Is this correct?

1 = YES
2 = NO

If 2 go to C_OTAIDT@EMPTV
Else go to C_UGLN

>C_UGLN<

TOTAL BORROWED: $[fill total amount of all loans from preloaded information] in 1998-1999
Other than any money you may have borrowed from family or friends, how much have you already borrowed for your undergraduate education?

Other than any money you may have borrowed from family or friends, how much did you borrow for your undergraduate education?
AMOUNT (RANGE: $0 - $150,000):

If greater than 0 go to C_ FEDUGL
Else go to C_GRLN

>C_FEDUGL<

TOTAL BORROWED: $[fill total amount of all federal loans from preloaded information] in 1998-1999
How much of that amount is in federal
student loans?

ENTER -3 FOR ALL OF IT
AMOUNT (RANGE: $0 - $150,000):

{AMOUNT MAY NOT EXCEED $[fill C_UGLN].
PLEASE CORRECT.}

>C_FEDUGO<

How much of the $[fill C_FEDUGL]
do you still owe?
ENTER -3 FOR ALL OF IT
AMOUNT (RANGE: $0 - $150,000):

{AMOUNT MAY NOT EXCEED $[fill C_UGLN].
PLEASE CORRECT.}

>C_GRLN<

[Ask of G/1P's]
TOTAL BORROWED: $[fill total amount of all loans from preloaded information] in 1998-1999
Other than any money you may have borrowed
from family or friends, how much have you
already borrowed for your graduate education?
AMOUNT (RANGE: $0 - $150,000):

If greater than 0 go to C_FEDGRL
Else go to C_FAMLN

>C_FEDGRL<

TOTAL BORROWED: $[fill total amount of all federal loans from preloaded information] in 1998-1999
How much of that amount is in federal
student loans?

ENTER -3 FOR ALL OF IT
AMOUNT (RANGE: $0 - 150,000):

{AMOUNT MAY NOT EXCEED $[fill C_GRLN]
PLEASE CORRECT.}
If greater than 0 go to C_FEDGRO
Else go to C_FAMLN

>C_FEDGRO<

How much of the $[fill C_FEDGRL]
do you still owe?
ENTER -3 FOR ALL OF IT
AMOUNT (RANGE: $0 - $150,000):

{AMOUNT MAY NOT EXCEED $[fill C_FEDGRL].
PLEASE CORRECT.}

>C_FAMLN<

How much money have you borrowed from family
and friends to pay for your education since
you left high school?
AMOUNT (RANGE: $0 - 100,000):

If greater than 0 go to C_FAMO
Else go to C_FUNDS

>C_FAMO<

How much of that amount do you still owe?
ENTER -3 FOR ALL OF IT
AMOUNT (RANGE: $0 - $100,000):

{AMOUNT MAY NOT EXCEED $[fill C_FAMLN].
PLEASE CORRECT.}

>C_FAMGRL<

[Ask of G/1P's]

How much of that amount was for your
graduate education?
ENTER -3 FOR ALL OF IT
AMOUNT (RANGE: $0 - $100,000):

>C_FUNDS<

In paying for your college expenses for the 1998-1999
school year, did you or your parents/guardians use...
ENTER 1 = YES, 2 = NO

U.S. Savings Bonds?
A state-sponsored college savings plan?
A tuition prepayment plan?
A home equity loan?
1 = YES
2 = NO

If @prepay=1 go to C_PRETYP
Else go to C_HOPE

>C_PRETYP<

What type of prepayment plan
did you use? Was it...

1= A state-based plan?
2= A school-based plan?
3= Or some other kind of private plan?

>C_HOPE<

[Ask of first and second year UG's]

Did you or your parents/guardians use the federal Hope Scholarship tax credit for 1998?
0= NEVER HEARD OF IT
1= YES
2= NO

If 1 go to C_CRD99
Else go to C_SCHRES

>C_LIFLNG<

[Ask of third and fourth year UG's and G/1P's]

Did you or your parents use the federal Lifelong Learning tax credit for 1998?
0= NEVER HEARD OF IT
1= YES
2= NO

If 1 go to C_CRD99
Else go to C_SCHRES

>C_CRD99<

Are you planning to take the credit when you file your 1999 income tax?

0= NOT PLANNING TO BE ENROLLED THIS YEAR
1= YES
2= NO

If 1 go to C_CREDIT
Else go to C_SCHRES

>C_CREDIT<

Did the availability of the tax credit help you make the decision to enroll in school?

1 = YES
2 = NO

>C_SCHRES<

Where did you live when you last attended [fill A_TARGET]?
IF MORE THAN ONE RESIDENCE, GIVE THE PLACE LIVED THE LONGEST

1= ON-CAMPUS IN SCHOOL-OWNED HOUSING
2= OFF-CAMPUS IN SCHOOL-OWNED HOUSING
3= IN FRATERNITY OR SORORITY HOUSE
4= IN APARTMENT OR HOUSE OTHER THAN WITH PARENTS OR GUARDIANS
5= WITH PARENTS OR GUARDIANS
6= WITH OTHER RELATIVES
7= SOMEPLACE ELSE

>C_OTHRES<

[Ask if under age 30]

Did you live with your parents/guardians
when you were not in school?
1 = YES
2 = NO

If 1 go to C_PAYPAR
Else go to C_PARPAY

>C_PAYPAR<

[Ask if under age 30]

Did you pay your parents/guardians
room and board to live with them?

1 = YES
2 = NO

>C_PARPAY<

[Ask if under age 30]

When you were last enrolled at [fill A_TARGET],
did your parents/guardians pay for any of your...

Tuition or fees?
Food or housing?
Books or equipment?

1 = YES
2 = NO

If @tuition=1 go to C_PARTUI
Else go to C_TUIPAY

>C_PARTUI<

[Ask if under age 30]

You said your parents/guardians
helped pay for your tuition and fees to attend
[fill A_TARGET].

Did they pay all of your tuition
and fees?

1 = YES
2 = NO

If 2 go to C_TUIPAY
Else go to C_SUPP

>C_TUIPAY1-4<

Who {else} paid your tuition and fees to
attend [fill A_TARGET]?
COLLECT UP TO 4 RESPONSES. ENTER 0 FOR NO MORE.
(RANGE: 1-4)

1= SELF
2=OTHER RELATIVE
3= FINANCIAL AID
4= OTHER

>C_MONEY<

[Ask if under age 30]

Did your parents/guardians provide you with money
for your expenses on a regular basis?

1 = YES
2= NO

If 1 go to C_MNYAMT
Else go to C_COSTS

>C_MNYAMT<

[Ask if under age 30]

About how much money did you
receive from your parents/guardians?
(RANGE: $1 - $80,000):
How often?

1 = PER WEEK
2 = PER MONTH
3 = PER TERM/SEMESTER
4 = PER YEAR

>C_SUPP<

[Ask if under age 30]

Did your parents/guardians help you in other ways, such as
by providing clothing, credit cards, transportation
home, payments for a car loan, or other sorts of support?

1 = YES
2 = NO

If 1 go to C_SUPAMT
Else go to C_OTHSUP

>C_SUPAMT<

[Ask if under age 30]

How much would you estimate their support was worth?
(RANGE: $1-100,000):

If , RE go to C_SUPEST
If greater than 35,000 go to C_SUPVER
Else go to C_OTHSUP

>C_SUPVER<

[Ask if under age 30]

You have estimated their support to be $[fill C_SUPAMT]?
Is this correct?

1 = YES
2= NO

If 2 go to C_SUPAMT
Else go to C_OTHSUP

>C_SUPEST<

[Ask if under age 30]

Would you say it was worth ...
1 = UNDER $1,000
2= $1,000 OR MORE

>C_OTHSUP<

[Ask if under age 30]

Did anyone else give you money to help you pay for your education in the 1998-1999 school year?

1 = YES
2= NO

If 1 go to C_OTHAMT
Else go to C_COSTS

>C_OTHAMT<

How much would you estimate you've received from others?

(RANGE: $1 - $50,000):

>C_COSTS<

During the 1998-1999 school year, about how much did you spend on...
Books and supplies for classes?
(RANGE: $0 - $5,000):

Special equipment, such as computers, microscopes, and tools?
(RANGE: $0 - $15,000):

>C_OUTST<

[Ask if preloaded information not available]

At [fill A_TARGET],
did you pay out-of-state or out-of-district tuition or fees?

1 = YES
2= NO

If R has loans go to C_REPAY
Else go to C_END

>C_REPAY<

Are you repaying any student loans?
1 = YES
2= NO

If 1 go to C_RPYAMT
Else go to C_END

>C_RPYAMT<

How much do you pay each month on your student loans?
(RANGE: $50 - $5,000):

>C_RPYPAR<

Are your parents/guardians helping you to repay your student loans?

1 = YES
2= NO

>C_END<

>D_NUMJOB<

My next questions have to do with jobs you've held
while you were enrolled at [fill A_TARGET]
during the 1998-1999 school year.

How many jobs for pay did you have during the 1998-1999 school year?

VERIFY NUMBER OF JOBS OVER 4.
COUNT ONLY UNIQUE JOBS.

(RANGE: 0-9):

If 0 go to D_EXPWRK
If 1-9 go to D_HOURS
Else go to C_COOP

>D_HOURS<

During the 1998-1999 school year, how many hours
did you work per week while you were enrolled?

(RANGE: 0-99):
If <1 go to D_COOP
If 1-59 go to D_ENRWRK
If greater than or equal to 60 go to D_HRSV1

>D_HRSV1<

You worked [fill D_HOURS] hours per week while
you were going to school?

1 = YES
2= NO

If 2 go to D_HOURS
Else go to D_ENRWRK

>D_ENRWRK<

While you were enrolled 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?

>D_COOP1-3<

During the 1998-1999 school year, did you participate
in a paid internship, apprenticeship, work study,
cooperative education program, or assistantship?

COLLECT UP TO 3. ENTER 0 FOR NONE
0 = NONE
1 = INTERNSHIP
2 = APPRENTICESHIP
3 = WORK STUDY
4 = COOPERATIVE EDUCATION
5 = ASSISTANTSHIPE

>D_OCCENR<

[If R had >1 job and had an assistantship, internship, etc…]
Since you had [fill D_COOP]
while enrolled, please focus on that job
as you answer my questions.

[else][If R had >1 job but no assistantship, internship, etc…]
Since you had more than one job during
the year, I'd like you to focus on the
job you held while enrolled.

IF ALL JOBS HELD WHILE ENROLLED, FOCUS ON THE
JOB WORKED GREATEST NUMBER OF HOURS EACH WEEK

[else][If R had 1 job]

What was your job title?
What did you do?

>D_OCUX<

Occupation string:
[fill D_OCENR]

INTERVIEWER: SELECT THE PROPER OCCUPATION CODE
IN THE FOLLOWING SCREENS OF THE USEREXIT.
1 = ENTER OCCUPATION USER EXIT
2 = SKIP OVER THE USEREXIT

>D_ONOFF<

Was your job located primarily on- or off-campus?
1 = ON CAMPUS
2 = OFF CAMPUS
3 = BOTH ON AND OFF CAMPUS

>D_SCHEMP<

Were you working for the school or for someone else?

1 = SCHOOL
2 = SOMEONE ELSE
3 = SELF-EMPLOYED
If 1 then D_EMPTYP=9
If 2 go to D_EMPTYP
Else go to D_RELMAJ

>D_EMPTYP<
Were you working for…

READ OPTIONS AS NEEDED.
1 = A private, for profit company?
2 = A NONPROFIT OR PRIVATE, NOT-FOR-PROFIT COMPANY
3 = A LOCAL GOVERNMENT
4 = A STATE GOVERNMENT
5 = THE FEDERAL GOVERNMENT (INCLUDING CIVILIAN EMPLOYEES OF THE MILITARY)
6 = THE MILITARY (INCLUDING THE NATIONAL GUARD)

>D_INDUST<

And in what industry?

Specify:

>D_IN<

Industry string:
[fill D_INDUST]

INTERVIEWER: SELECT THE PROPER INDUSTRY CODE IN THE FOLLOWING SCREENS OF THE USEREXIT

1 = ENTER INDUSTRY USER EXIT
2 = SKIP OVER THE USEREXIT

>D_RELMAJ<

Would you say your job as a/an [fill D_OCCENR] is related to your major at [fill A_TARGET]?

1 = YES
2 = NO

>D_PREMP<

Did you have this job before you enrolled at [fill A_TARGET]?

1 = YES
2 = NO

>D_STLEMP<

Do you still have this job?

0 = NO
1 = SAME JOB, DIFFERENT EMPLOYER
2 = DIFFERENT JOB, SAME EMPLOYER
3 = YES

If 3 go to D_WCMSRV
Else go to D_STPE

>D_STPE<

When did the job end?
MONTH (RANGE: 1-12):
YEAR (RANGE: 1998-1999):

{DATE IS IN THE FUTURE. PLEASE CORRECT.}

>D_WCMSRV<

[Ask if preloaded value shows R has work study]

Was your job part of a community service project?

1 = YES
2 = NO

>D_LTRCY<

[Ask if preloaded value shows R has work study]

Was your job involved with literacy
education or some other tutoring?

1 = YES
2 = NO

>D_CURWRK<
[Ask if D_STLEMP=0]

Are you working anywhere now?

1 = YES
2 = NO

>D_EARN<

How much did you earn from all jobs
you held while you were enrolled?

EXCLUDE SUMMER EARNINGS IF NOT ENROLLED
DURING THE SUMMER

(RANGE: $0 - $100,000):

Was that $[fill amount] for the entire school year?

1 = ENTIRE YEAR
2 = PER TERM/SEMESTER
3 = PER MONTH
4 = PER WEEK
5 = PER HOUR

If @earn<1 go to D_WKSWK
If @earn>1 go to D_EANRS

>D_EARNS<

How many [fill hours/weeks/months…] did you work
during the 1998-1999 school year?
(RANGE: 1-X):

1 = ENTIRE YEAR
2 = PER TERM/SEMESTER
3 = MONTHS
4 = WEEKS
5 = HOURS

{NUMBER NOT IN RANGE. PLEASE CORRECT.}

>D_TOTERN<

D_TOTERN= $amount * term

If >$30,000 go to D_ERNVER
Else go to D_WKSWK

>D_ERNVER<

So you earned $[fill D_TOTERN] from your job(s) during the 1998-1999 school year, is that right?
1 = YES
2 = NO

If 2 go to D_EARN
Else go to D_WKSWK

>D_WKSWK<

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

>D_TEACH<
[Ask of R's with a teaching assistantship]
[If C_GRASST@tasst ne 1 go to D_AFFORD]

Earlier you said you received a teaching assistantship from [fill A_TARGET].

As part of that assistantship, did you...

>D_CLASS<

Have full teaching responsibility for one or more courses ?

1 = YES
2 = NO

If not equal to 1 go to D_DISC
Else continue

How many sections?
(RANGE: 1-4):
How many contact hours per week did you have?
(RANGE: 1-40):

>D_DISC<

Did you lead discussion sections for faculty-taught courses?

If not equal to 1 go to D_LAB
Else continue

How many sections?
(RANGE: 1-4):

How many contact hours per week did you have?
(RANGE: 1-40):

>D_LAB<

Did you supervise lab sections for
faculty-taught courses?

1 = YES
2 = NO

If not equal to 1 go to D_GRADE
Else continue

How many sections?
(RANGE: 1-4):

How many contact hours per week did you have?
(RANGE: 1-40):

>D_GRADE<

Did you assist the faculty with grading or
other instruction-related activities?

1 = YES
2 = NO

If not equal to 1 go to D_OFFICE
Else continue

How many hours did that require per week?
(RANGE: 1-40):

>D_OFFICE<

As part of your teaching assistantship,
did you hold office hours?

1 = YES
2 = NO
If not equal to 1 go to D_PAYTUI
Else continue

How many hours were you required
to have each week?

X = NO MINIMUM HOURS REQUIRED
(RANGE: 1-40):

>D_PAYTUI<

Does [fill A_TARGET] pay
your tuition and fees for you?

1 = YES
2 = NO

>D_BENEF<

Does [fill A_TARGET] pay
for any benefits for you,
such as health insurance?

1 = YES
2 = NO

>D_AFFORD<

[Ask of R's who are primarily students who work]
[If R is primarily an employee going to school, go to D_WRKRSN]

Could you have afforded to attend
school if you had not worked?

1 = YES
2 = NO

>D_SUMMR<

[Ask if tax-dependent]

Did you work during the
summer of 1998?

1 = YES
2 = NO

If 1 go to D_SMRHR
If 2 and R has a job go to D_WRKRSN
Else go to D_EXPWRK

>D_SMRHR<

[Ask if tax-dependent]

How many hours per week did you
typically work last summer?
(RANGE: 1-80):

>D_SMRSAV<

In dollars, about how much of your summer earnings
would you estimate you saved to pay for educational
expenses during the 1998-1999 school year?
(RANGE: $0 - $10,000):

>D_WRKRSN<

[Ask of R's who are primarily students who work]

What was your main reason for working while
you were enrolled? Was it to...

1 = Earn spending money?
2 = Pay tuition, fees, or living expenses? or
3 = Gain job experience?

>D_RSTRCT<

[Ask of R's who are primarily students who work]

{This series of questions has a random start}

Did having a job while you were
going to school...

Restrict your choice of classes?

1 = YES
2 = NO

>D_LIMCLS<
[Ask of R's who are primarily students who work]

Did having a job while you were
going to school...

Limit the number of classes you could take?

1 = YES
2 = NO

>D_LIMSCH<

[Ask of R's who are primarily students who work]

Did having a job while you were
going to school...

Limit the class schedule you could have?
[Ask of R's who are primarily students who work]

1 = YES
2 = NO

>D_LIMLIB<

[Ask of R's who are primarily students who work]

Did having a job while you were
going to school...
Limit your access to the library?

1 = YES
2 = NO

>D_HLPCLS<

[Ask of R's who are primarily students who work]
Did having a job while you were
going to school...

Help you with class work?

1 = YES
2 = NO

>D_HLPCAR<

[Ask of R's who are primarily students who work]

Did having a job while you were going to school...

Help you with career preparation?

1 = YES
2 = NO

>D_EFFGRD<

[Ask of R's who are primarily students who work]

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

>D_ENRICH<

[Ask of employees who decided to enroll in school]

{This series of questions has a random start}

Was the following an important consideration in your decision to go to school while you were working....

Personal enrichment or interest in the subject?

1 = YES
2 = NO

>D_REC<

(Was the following an important consideration in your decision to go to school while you were working....)

Recreation?

1 = YES
2 = NO

>D_ADDED<

(Was the following an important consideration in your decision to go to school while you were working....)

Obtaining additional education that is required by your job?

1 = YES
2 = NO

>D_CAREER<

(Was the following an important consideration
in your decision to go to school while you
were working....)

Gaining skills to advance in your current job
or for a new career?

1 = YES
2 = NO

>D_DEGREE<

(Was the following an important consideration
in your decision to go to school while you
were working....)

Completing a degree or certificate program?

1 = YES
2 = NO

>D_EXPWRK<
[Ask if under age 25]

Did your parents/guardians expect you to have a job
for pay during the 1998-1999 school year?

1 = YES
2 = NO

If 1 go to D_HRSEXP
Else go to D_LICENS

>D_HRSEXP<

How many hours per week did they
expect you to work?
(RANGE: 1-40):

>D_LICENS<

For some jobs, licensing or certification
is required. How many licenses do you hold?

(RANGE: 0-4):
If <1 go to D_COMSRV
Else go to D_LIC

>D_LIC1-3<

Which license(s) do you hold?
COLLECT UP TO 3 (ENTER 0 FOR NO MORE.)

LIC1

0 = NONE
1 = COSMETOLOGY/ BEAUTICIAN/BARBER
2 = PERSONAL SERVICES(MASSAGE THERAPY)
3 = FOOD SERVICE
4 = CHILDCARE/DAYCARE
5 = TEACHER'S AIDE
6 = AUTOMOTIVE MECHANIC/REPAIR
7 = COMPUTER REPAIR/ ELECTRONICS/ TV/ VCR
8 = COMPUTER PROGRAMMER/ SYSTEMS TECHNICIAN
9 = MEDICAL/DENTAL TECHNICIAN
10 = NURSING AIDE/HOME HEALTH AIDE
11 = NURSING (RN,LPN)
12 = BUSINESS/FINANCIAL (BROKER)
13 = LEGAL ASSISTANT (PARA-LEGAL)
14 = REAL ESTATE
15 = COMMUNICATIONS LICENSE(COMMERCIAL RADIO OPER/TECH -NOT AMATEUR/HAM)
16 = COMMERCIAL TRANSPORTATION/ PILOT LICENSE
17 = OTHER

>D_COMSRV<

Did you do any community service or
volunteer work during the past year,
other than court-ordered service?

1 = YES
2 = NO

If 1 go to D_VLTYP
Else go to D_DEP98

>D_VLTYP1-3<

(What was the community service or volunteer work that you did?)
What did you do?

COLLECT UP TO 3. ENTER 0 FOR NO MORE

1 = TUTORING, OTHER EDUCATION-RELATED WITH KIDS
2 = OTHER WORK WITH KIDS (COACHING, SPORTS, BIG BROTHER/SISTER ETC.)
3 = FUNDRAISING (NOT POLITICAL)
4 = FUNDRAISING (POLITICAL)
5 = HOMELESS SHELTER/SOUP KITCHEN
6 = TELEPHONE CRISIS CENTER
7 = NEIGHBORHOOD IMPROVEMENT/CLEAN-UP
8 = HOSPITAL, NURSING HOME, GROUP HOME
9 = ADULT LITERACY PROJECT
10 = OTHER

If 10 go to D_VLTYPS
Else go to D_VLGRAD

>D_VLTYPS<

SPECIFY TYPE OF VOLUNTEER WORK

>D_VLGRAD<

Was your volunteer work required
for graduation?

1 = YES
2 = NO

>D_VLHRS<

How many hours per week did you volunteer?
(RANGE: 1-40):

>D_DEP98<

[Ask of aid non-applicants]

Now I'd like to ask you a few questions
about your income over the past 2 years.

Did anyone claim you as a dependent
on their 1998 taxes?

0 = NO
1 = YES, PARENTS/GUARDIANS
2 = YES, SPOUSE
3 = YES, ANOTHER INDIVIDUAL

>D_DEP99<

[Ask of aid non-applicants]

Will anyone be claiming you as a
dependent on their 1999 taxes?

0 = NO
1 = YES, PARENTS/GUARDIANS
2 = YES, SPOUSE
3 = YES, ANOTHER INDIVIDUAL

>D_INC98<

How much did you earn from work in 1998?
(RANGE: $0 - $3,000,000):

If greater than or equal to 1,000,000 go to D_INC98V
Else go to D_INC97E

>D_INC98V<

Let me make sure I entered that correctly.
Your income for 1998 was: $[fill D_INC98]?

1 = YES
2 = NO

If 2 go to D_INC98
Else go to D_INC97E

>D_INC97E<

[Ask of aid non-applicants]

Was the amount you earned in 1997 about
the same as you earned in 1998?

1 = YES
2 = NO

If 2 go to D_INCS98
Else go to D_INC97

>D_INC97<
[Ask of aid non-applicants]

How much did you earn from work in 1997?

(RANGE: $0 - $3,000,000):
If greater than or equal to 1,000,000 go to D_INC97V
Else go to D_INCS98

>D_INC97V<

[Ask of aid non-applicants]

Let me verify that amount.
Your income for 1997 was: $[fill D_INC97].
Is that correct?

1 = YES
2 = NO

If 2 go to D_INC97
Else go to D_INCS98

>D_INCS98<

[Ask if married]

How much would you estimate your
spouse earned from work in 1998?

(RANGE: $0 - $3,000,000):

If greater than or equal to 1,000,000 go to D_INS98V
Else go to D_INS97E

>D_INS98V<

[Ask of married aid non-applicants]

Let me make sure I entered that correctly.
Your spouse's income for 1998 was: $[fill D_INCS98]?

1 = YES
2 = NO

If 2 go to D_INCS98
Else go to D_INS97E

>D_INS97E<

[Ask of married aid non-applicants]

Was the amount your spouse earned in 1997
about the same as he/she earned in 1998?

1 = YES
2 = NO

If 1 go to D_PARINC
Else go to D_INCS97

>D_INCS97<

[Ask of married aid non-applicants]

How much did your spouse
earn from work in 1997?

(RANGE: $0 - $3,000,000):
If greater than or equal to 1,000,000 go to D_INS97V
Else go to D_PARINC

>D_INS97V<

[Ask of married aid non-applicants]

Let me verify that amount.
Your spouse's income for 1997 was: $[fill D_INCS97].
Is that correct?

1 = YES
2 = NO

If 2 go to D_INCS97
Else go to D_PARINC

>D_PARINC<

[Ask of un-aided applicants under 25]

What would you estimate your parents'/guardians'
income was in 1998?

Was it....
1 = Up to $30,000
2 = $30,001 to $60,000
3 = $60,001 to $90,000, or
4 = Over $90,000?

>D_UNTAX<

Since July 1, 1998, did you {and your spouse}
receive any untaxed income or benefits, such
as TANF (AFDC), Social Security, worker's compensation,
disability payments, or child support?

1 = YES
2 = NO

If 1 go to D_TANF
Else go to D_CASH

>D_TANF<

Did you receive TANF (AFDC), that is Temporary
Assistance to Needy Families?

SINCE JULY 1, 1998
1 = YES
2 = NO

>D_WLFAR<

SINCE JULY 1, 1998

Did you receive other benefits such as...

Social Security benefits?
Workers compensation?
Disability payments?
[If R has dependents]
Child support?
Food stamps?

1 = YES
2 = NO

>D_TANFSY<

[Ask of Rs who receive TANF]

Did you receive assistance from TANF (AFDC) during
the school year, that is, between July 1, 1998
and June 30, 1999?

1 = YES
2 = NO

>D_TANFCR<

Are you currently receiving
assistance from TANF (AFDC)?

1 = YES
2 = NO

>D_GVAID<

Did you receive any government assistance
to help pay for childcare, transportation,
or housing expenses while you were enrolled
during the 1998-1999 school year?

1 = YES
2 = NO

If 1 go to D_GVAID1
Else go to D_CHGPLN

>D_GVAID1-4<

COLLECT UP TO 4 RESPONSES. ENTER 0 FOR NO MORE
What type of assistance did you receive?

1 = CHILDCARE
2 = TRANSPORTATION
3 = HOUSING (SECTION 8 OR PUBLIC HOUSING)
4 = OTHER - PLEASE SPECIFY

>D_GVAIDS<

SPECIFY TYPE OF ASSISTANCE RECEIVED

>D_CHGPLN<

Have any of the TANF (AFDC) requirements caused you
to change the plans you made for your education?

1 = YES
2 = NO

If 1 go to D_CHG
Else go to D_CASH

>D_CHG1-4<

COLLECT UP TO 4 RESPONSES. ENTER 0 FOR NO MORE

What have you had to change about your education plans?

1 = STOPPED OUT/DROPPED OUT OF SCHOOL
2 = SWITCHED TO A NON-DEGREE PROGRAM
3 = BEGAN A POSTSEC EDUCATION PROGRAM
4 = BEGAN WORKING WHILE GOING TO SCHOOL
5 = REDUCED CREDIT HOURS OR NUMBER OF COURSES
6 = INCREASED CREDIT HOURS OR NUMBER OF COURSES
7 = FINISHED MY PROGRAM MORE QUICKLY
8 = OTHER - PLEASE SPECIFY

If 8 go to D_CHGSP
Else go to D_CASH

>D_CHGSP<

SPECIFY REASON FOR CHANGING EDUCATIONAL PLANS

>D_CASH<

[Ask of aid non-applicants]

What would you estimate is the total
amount of cash and savings you have
in your bank accounts?
(RANGE: $0 - $950,000):

>D_HOME<

Do you own your home or pay
a mortgage on a home?

1 = YES
2 = NO

If 1 go to D_HMVAL
Else go to D_INVST

>D_HMVAL<

How much would you say
your home is worth?
(RANGE: $1 - $1,000,000):

>D_HMDEBT<

How much do you currently
owe on your mortgage?
(RANGE: $0 - $950,000):

>D_INVST<
[Ask of aid non-applicants]

Do you own a business, farm,
or have other investments?

COLLECT UP TO 3. ENTER 0 FOR NONE OR NO MORE

0 = NONE
1 = BUSINESS
2 = FARM
3 = OTHER INVESTMENTS

>D_BSVAL<

[Ask if R owns a business]

What would you estimate is the total
worth of your business?

(RANGE: $0 - $950,000):

If <0 go to D_BSEST
Else go to D_BSOWE

>D_BSEST<

Is it over $10,000?

1 = YES
2 = NO

>D_BSOWE<

How much do you currently
owe on your business?

(RANGE: $0 - $950,000):

>D_FMVAL<

[Ask if R owns a farm]

What would you estimate is the total worth of your farm?

(RANGE: $0 - $950,000):
If <0 go to D_FMEST
Else go to D_FMOWE

>D_FMEST<

Is it over $10,000?

1 = YES
2 = NO

>D_FMOWE<

How much do you currently
owe on your farm?
(RANGE: $0 - $950,000):

>D_INVAL<

[Ask if R owns other investments]

What would you estimate is the total worth
of your other investments?
(RANGE: $0 - $950,000):

If <0 go to D_INEST
Else go to D_INOWE

>D_INEST<

Is it over $10,000?

1 = YES
2 = NO

>D_INOWE<

How much do you currently owe
on your other investments?
(RANGE ($0 - $950,000):

>D_PARBUS<

[Ask of un-aided applicants under 25]

Do your parents/guardians own their home or
pay a mortgage on a home?

1 = YES
2 = NO

>D_PARINV<

[Ask of un-aided applicants under 25]

Do your parents/guardians own a business,
farm, or other real estate?

1 = YES
2 = NO

>D_DAYCAR<

[Ask if R has dependents under 5]

Earlier, you told me that you have
a child/children in daycare.
On average, how much do you pay
each month for daycare?
(RANGE: $0 - $1000/child]:
{AMOUNT NOT IN RANGE. PLEASE CORRECT.}

>D_CREDIT<

[Ask if tax-dependent]
Do you have credit cards in your
own name that are billed to you?

1 = YES
2 = NO

If 1 go to D_CRDTUI
Else go to D_END

>D_CRDTUI<

Do you use your credit cards to pay
for your tuition?

1 = YES
2 = NO

>D_CRDBK<

Do you use your credit cards to
pay for your books for school?

1 = YES
2 = NO

>D_CRDFRQ<

How often do you use your credit cards?
Would you say it's...

0 = Never,
1 = Rarely
2 = Occasionally, or
3 = Often?

>D_CHGAMT<

How much do you charge each
month on your credit cards?

(RANGE: $0 - $5,000):

>D_PAYOFF<
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

>D_CRDPAR<

[Ask if under age 25]

Do your parents/guardians help you pay
your credit card bills?

1 = YES
2 = NO

>D_CRDBAL<

How much do you owe on your credit cards?
(RANGE: $0 - $100,000):

>D_END<

>E_REMEVR<

Since you've been in college, have you ever
taken remedial courses to improve your basic skills,
such as in mathematics, reading, or writing?

1 = YES
2 = NO

If 1 go to E_REMSY
Else go to E_GRE

>E_REMSY<

[Ask if first or second year UG]

Did you take any remedial courses during the 1998-1999
school year?

1 = YES
2 = NO

If 1 go to E_REMSBJ
Else go to E_EXPTAR

>E_REMSBJ<

[Ask if first or second year UG]

Did you take the courses to improve your skills in...

Reading?
Writing?
Mathematics?
Study skills?
English language skills?

1 = YES
2 = NO

>E_GRE<

[Ask of G/1P's]
Did you take the GRE (Graduate Record Exam) as part of your application to graduate school?

1 = YES
2 = NO

If 1 go to E_GREV
Else go to E_OTHTST

>E_GREV<

[Ask of G/1P's]

What was your score on the verbal section of the GRE?
(RANGE: 200-800)

>E_GREM<

[Ask of G/1P's]

What was your score on the math section of the GRE?
(RANGE: 200-800)

>E_GREA<

[Ask of G/1P's]

What was your score on the analytic section of the GRE?
(RANGE: 200-800)

>E_OTHTST<

[Ask of G/1P's]

Did you take any other admissions tests when you were applying to enter your graduate program?

If 1 go to E_TEST
Else go to E_EXPTAR

>E_TEST1-3<

[Ask of G/1P's]

What test(s) did you take?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE

1 = GMAT (GRADUATE MANAGEMENT ADMISSION TEST)
2 = LSAT (LAW SCHOOL ADMISSION TEST)
3 = MCAT (MEDICAL COLLEGE ADMISSION TEST)
4 = MAT (MILLER ANALOGIES TEST)
5 = OTHER

If 1 go to E_GMAT
If 2 go to E_LSAT
If 5 go to E_OTHTS
Else go to E_EXPTAR

>E_OTHTS<

ENTER OTHER ADMISSIONS TEST TAKEN:

>E_GMAT<

[Ask if R took GMAT]

What was your total score on the GMAT?
(RANGE: 200-800)

>E_LSAT<

[Ask if R took LSAT]

What was your score on the LSAT?
(RANGE: 120-180)

>E_EXPTAR<

What is the highest level of education you expect to
complete at [fill A_TARGET]?

1 = NO DEGREE OR CERTIFICATE EXPECTED
2 = CERTIFICATE
3 = ASSOCIATE'S DEGREE (AA)
4 = BACHELOR'S DEGREE (BA)
5 = POST-BACCALAUREATE CERTIFICATE
6 = MASTER'S DEGREE (MA/MS)
7 = ADVANCED DEGREE-DOCTORATE OR FIRST PROFESSIONAL DEGREE (PHD, JD, MD, DDS, EDD, ETC)
98 = NO DEGREE-TRANSFERRING TO A 2-YEAR SCHOOL
99 = NO DEGREE-TRANSFERRING TO A 4-YEAR SCHOOL

If 7 go to E_EXPADV
Else go to E_EXPEVR

>E_EXPVER<

[Ask if there is a conflict between the level of the Target school and expected degree]

I need to verify what you've told me.
You plan to earn [fill E_EXPTAR]
at [fill A_TARGET]? Is that correct?
If 2 go to E_EXPTAR
Else go to E_EXPEVR

>E_EXPEVR<

What is the highest level of education
you ever expect to complete?

1 = NO DEGREE OR CERTIFICATE
2 = CERTIFICATE
3 = ASSOCIATE'S DEGREE
4 = BACHELOR'S DEGREE
5 = POST-BACCALAUREATE CERTIFICATE
6 = MASTER'S DEGREE (MA/MS)
7 = ADVANCED DEGREE-DOCTORATE OR FIRST PROFESSIONAL DEGREE (PHD, JD, MD, DDS, EDD, ETC)

>E_EVRCK<

[Ask if R expects to earn a higher degree at Target than s/he ever expects to complete.]
RESPONDENT EXPECTS TO COMPLETE MORE SCHOOLING AT THE
TARGET SCHOOL THAN THE HIGHEST LEVEL INDICATED.
PLEASE CLARIFY.
WHICH IS INCORRECT?

1 = LEVEL EXPECTED TO COMPLETE AT TARGET SCHOOL
2 = HIGHEST LEVEL EVER EXPECTED TO COMPLETE

If 1go to E_EXPTAR
If 2 go to E_EXPEVR

>E_EXPADV<

What type of advanced degree do you expect to complete?
DOCTOR
- 10 = PHILOSOPHY (PHD)
- 11 = EDUCATION (EDD)
- 12 = THEOLOGY (THD)
- 13 = BUSINESS ADMINISTRATION
- 14 = ENGINEERING
- 15 = FINE ARTS (DFA)
- 16 = PUBLIC ADMINISTRATION (DPA)
- 17 = SCIENCE (DSC/ SCD)
- 18 = PSYCHOLOGY (PSYD)

FIRST PROFESSIONAL
- 20 = CHIROPRACTIC
- 21 = DENTISTRY
- 22 = MEDICINE
- 23 = OPTOMETRY
- 24 = OSTEOPATHIC MEDICINE
- 25 = PHARMACY
- 26 = PODIATRY
- 27 = VETERINARY MEDICINE
- 28 = LAW
- 29 = THEOLOGY

>E_REASON<

[Ask of R's in less than 4-year schools]

What was your main reason for enrolling at [fill A_TARGET]?
- 1 = LEARN JOB SKILLS
- 2 = TO OBTAIN DEGREE/CERTIFICATE
- 3 = TRANSFER TO A 2-YEAR SCHOOL
- 4 = TRANSFER TO A 4-YEAR SCHOOL
- 5 = TRANSFER BUT NOT KNOWN WHERE
- 6 = PERSONAL ENRICHMENT

>E_EDPLN<

What are your plans for school in 99-2000?
Do you expect to be...

1 = Not enrolled,
2 = Enrolled full-time, or
3 = Enrolled part-time?

>E_WKPLN<

What are your plans for work next year?
Do you expect to be...
- 1 = Not working
- 2 = Working full-time, or
- 3 = Working part-time?

>E_DSTNC<

[Ask of UGs]

How many miles is [fill A_TARGET]
from your permanent home?
(RANGE: 1-12,450)

>E_CONSDR<

[Ask of UGs]

In deciding to attend [fill A_TARGET]
did you consider...

The graduation rate?

1 = YES
2 = NO

[Ask of Rs in less than 2-year schools]
The job placement rate?

1 = YES
2 = NO

Campus safety?

1 = YES
2 = NO

>E_DSTED<

During the 1998-1999 school year, did you take any
courses for credit at [fill A_TARGET]
that were distance education courses?

By distance education, I mean courses delivered
off-campus using live, interactive TV or audio,
pre-recorded TV or video, or a computer-based
system such as the Internet, e-mail, or chat rooms.

Distance education does not include correspondence
courses.

1 = YES
2 = NO
If 1 go to E_DSTYP
Else go to E_UGEXP

>E_DSTYP<

ENTER 1 = YES, 2= NO

Did your distance education classes use.....

Live, interactive TV or audio?
Pre-recorded TV or audio?
The Internet?
E-mail or chat-rooms?

>E_COMPTR<

Did you take any courses for credit that used other types of computer-based instruction methods?

1 = YES
2 = NO

If 1 go to E_CMPSPF
Else go to E_NUMDST

>E_CMPSPF<

SPECIFY COMPUTER-BASED INSTRUCTION METHOD

>E_NUMDST<

How many of your courses were
delivered by distance education?
(RANGE: 0-30)

>E_ENTIRE<

How many of those courses used
only distance education methods?

(RANGE: 0-[fill E_NUMDST)

>E_ENTPGM<

Is your entire program taught
through distance education?

1 = YES
2 = NO

>E_CMPTUI<

Is tuition for distance education classes more or less than it is for other classes taught at [fill A_TARGET]?

0 = NO OTHER TYPE OF CLASSES OFFERED
1 = LESS
2 = SAME
3 = MORE

>E_CMPSAT<

Compared to other courses you've taken, how satisfied are you with the quality of instruction you've received in your distance education courses?

1 = MORE SATISFIED
2 = LIKED BOTH THE SAME
3 = LESS SATISFIED

[The rest of this section is asked of B&Bs. Else go to E_END]

>E_UGEXP<

[Ask of B&B]

Please tell me how often you did each of the following as an undergraduate. Was it never, sometimes, or often?

How often did you use computers for coursework?

Study or work on projects with other students?

Use the library?

Have classes taught by graduate students?

Write essays or papers for classes?
Participate in extracurricular activities?

0 = NEVER
1 = SOMETIMES
2 = OFTEN

>E_UGSAT<

[Ask of B&B]
As an undergraduate, were you satisfied with...

ENTER 1 = YES
2 = NO
The teaching ability of most instructors?

The availability of courses you needed to complete your degree?

Class sizes?

The financial costs of attending [fill A_TARGET]?

The campus climate regarding students of different racial and ethnic backgrounds?

1 = YES
2 = NO

>E_GRDPLN<

[Ask of B&B]

Have you applied to any graduate or professional programs?

1 = YES
2 = NO

If 1 go to E_ GRDPGM
If 2 go to E_ NOGRD1
Else go to E_PGEMP

>E_GRDPGM<

[Ask of B&B]
INTERVIEWER: BE ALERT FOR DOUBLE MAJORS.

What program or field of study do you intend to pursue?
CODE FIELD OF STUDY IN THE USER EXIT.

F5 = DOUBLE MAJORS
If DK go to E_GRDFT

>E_DBLM<

[Ask of B&B]
What is/was your primary major or program of study?
What is/was your secondary major?

>E_MAJUX<

[Ask of B&B]
Major string: [fill E_GRDPGM]

INTERVIEWER: SELECT THE PROPER MAJOR CODE IN THE FOLLOWING SCREENS OF THE USEREXIT

1 = ENTER THE USEREXIT
2 = SKIP OVER THE USEREXIT

>E_GRDFT<

[Ask of B&B]

Do you intend to be a full-time student the entire time while you're in graduate school?

Do you intend to be a full-time student at any time while you're in graduate school?

1 = YES
2 = NO

>E_FUNDS1-5<

[Ask of B&B]

How do you expect to pay for your tuition, fees, and other expenses while you're in school?
COLLECT UP TO 5 RESPONSES - ENTER 0 FOR NONE OR NO MORE

0 = NONE
1 = STUDENT LOANS
2 = GRANTS
3 = TUITION WAIVER
4 = ASSISTANTSHIP
5 = FELLOWSHIP
6 = EMPLOYER PAID TUITION-REIMBURSEMENT
7 = OTHER WORK/JOB
8 = PARENTS/GUARDIANS
9 = SPOUSE
10 = OTHER

If 4, 6, 7 go to E_HOURS
Else go to E_NUMAPP

>E_HOURS<

[Ask of B&B]

[Ask of Rs who plan to work in the next year]

While you're enrolled, about how many hours
per week do you expect to work for pay?
(RANGE: 0-60)

>E_NUMAPP<

[Ask of B&B]

How many schools did you apply to?
(RANGE: 1-20)

>E_S1UXCL<

[Ask of B&B]

[If R applied to one school]

What school was that?
What school was your first choice?
CODE IN IPEDS USER EXIT
1 = ENTER USEREXIT
2 = SKIP OVER USEREXIT

>E_ACCEPT<

[Ask of B&B]
Have you been accepted at [fill E_S1NAME]?
1 = YES
2 = NO
3 = WAIT-LISTED
4 = NO DECISION YET

>E_ACCOTH<

[Ask of B&B]
[Ask if R applied to more than one school]

How many other schools have accepted you?
(RANGE: 0-[# schools applied to -1])

>E_GRRSN1-3<

[Ask of B&B]

Why did you decide to apply to graduate school?
COLLECT UP TO 3 RESPONSES
ENTER 0 FOR NO MORE

1 = REQUIRED FOR CAREER CHOICE
2 = UNDECIDED ABOUT CAREER
3 = NO JOB PROSPECTS
4 = ACADEMIC INTERESTS
5 = AVAILABILITY OF AID
6 = URGED BY PARENTS/GUARDIANS
7 = OTHER - SPECIFY

If 1 go to E_GRRSNS
Else go to E_PGEMP

>E_GRRSNS<

[Ask of B&B]
REASON FOR APPLYING TO GRADUATE SCHOOL:

>E_NOGRD<

[Ask of B&B]
[Ask if R did not apply to graduate school]
Why did you choose not to apply to graduate school?
COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE

1 = UNDERGRADUATE DEBT
2 = COULD NOT AFFORD TO GO
3 = NOT REQUIRED FOR CAREER GOALS
4 = GRADES NOT HIGH ENOUGH TO ENTER
5 = NO ACADEMIC INTEREST
6 = PERSONAL REASONS
7 = OTHER - SPECIFY

>E_NOGRDS<

[Ask of B&B]

REASON FOR NOT APPLYING TO GRADUATE SCHOOL:

>E_PGEMP<
[Ask of B&B]

[if R has not yet graduated]
Do you have a job or a firm offer for a job,
for after graduation?
/[else]
Before you graduated, did you have a job, or a firm
offer for a job, for after graduation?

1 = YES
2 = NO
If 1go to E_TYPWRK
Else go to E_JBSCH

>E_JBSCH<

[Ask of B&B]

[if R has not yet graduated]

Are you currently looking for a job, for after graduation?
/[else]

Are you currently looking for a job?

1 = YES
2 = NO
If 1 go to E_TYPWRK
Else go to E_TEACH]

>E_TYPWRK<

[Ask of B&B]

What type of work are you looking for?
/[else]

What type of work will you be doing?
/[else]

What type of work are you doing?

CODE JOB IN THE OCCUPATION USER EXIT.
If DK, RE go to E_END
Else go to E_OCUX2

>E_OCUX2<

[Ask of B&B]

Occupation string: [fill E_TYPWRK]

INTERVIEWER: SELECT THE PROPER OCCUPATION CODE
IN THE FOLLOWING SCREENS OF THE USEREXIT.

1 = ENTER OCCUPATION USER EXIT

2 = SKIP OVER THE USEREXIT

>E_INDUST<

[Ask of B&B]

And in what industry?

>E_IN<
[Ask of B&B]
Industry string: fill E_INDUST]
INTERVIEWER: SELECT THE PROPER INDUSTRY CODE IN THE FOLLOWING
SCREENS OF THE USEREXIT

1 = ENTER INDUSTRY USER EXIT
2 = SKIP OVER THE USEREXIT

>E_FTPT<

[Ask of B&B]
[Ask if R is looking for a job or already working]
[Else go to E_TEACH]

Are you looking for full-time
or part-time work?
/[else]

After you graduate, do you plan
to work full-time or part-time?
/[else]

Are you working full-time or part-time?
1 = YES, FULL-TIME
2 = YES, PART-TIME
3 = NO

>E_JBSCH1-4<

[Ask of B&B]

What are some of the things you've been doing to find a job?
CODE UP TO 4 RESPONSES -- ENTER 0 NO MORE

RE
1 = USING SCHOOL'S PLACEMENT OFFICE (REFERRAL, POSTED JOB NOTICE)
2 = RESPONDING TO INTERNET/WWW JOB NOTICE -- ANY SOURCE
3 = RESPONDING TO NEWSPAPER/OTHER ADVERTISEMENT
4 = CONTACTING EMPLOYERS DIRECTLY (SENDING OUT RESUME OR APPLICATION)
5 = NETWORKING WITH FRIENDS, RELATIVES OR ACQUAINTANCES
6 = TALKING TO FACULTY/STAFF
7 = ATTENDING RECRUITING FAIRS, PROFESSIONAL MEETINGS
8 = VISITING UNEMPLOYMENT OFFICE (EMPLOYMENT COMMISSION POSTING/REFERRAL)
9 = CONTACTING EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER
10 = VOLUNTEERING
11 = OTHER -- SPECIFY

If 11 go to E_JBSCHS
Else go to E_TEACH

>E_JBSCHS<

[Ask of B&B]

SPECIFY JOB SEARCH ACTIVITIES:

>E_TEACH<

[Ask of B&B]
Do you think you would ever consider
teaching at the K-12 level?
/[else]
Are you considering teaching
at the K-12 level?
1= YES
2 = NO

If 1go to E_PREP
Else go to E_ IMPRT1

>E_PREP<

[Ask of B&B]

What types of things have you already done to prepare yourself to teach?

COLLECT UP TO 4 RESPONSES. ENTER 0 FOR NO MORE.
0 = NONE
1 = MAJORED IN EDUCATION
2 = APPLIED TEACHER'S EDUCATION PROGRAM
3 = ENTERED TEACHER'S EDUCATION PROGRAM
4 = TOOK NATIONAL TEACHERS' EXAM
5 = TOOK STATE TEACHING EXAM
6 = COMPLETING/ COMPLETED STUDENT TEACHING
7 = TAKING/TOOK COURSES TOWARD TEACHER CERTIFICATION
8 = OTHER – SPECIFY

>E_PREPS<

[Ask of B&B]
ACTIVITIES FOR TEACHER PREP:

>E_IMPRT1<

[Ask of B&B]
[This series of questions is randomized into 2 groups with different response options.]

GROUP 1: INTERVIEWER: 1=YES
2=NO
GROUP 2: INTERVIEWER: 1=VERY IMPORTANT
2=SOMEWHAT IMPORTANT
3=NOT IMPORTANT

Please tell me if each of the following personal goals is important to you / very important, somewhat important, or not important to you.

Becoming an authority in your field?

Influencing the political structure?

Being very well-off financially?

Being successful in your line of work.?

Being able to find steady work?

Being a leader in the community?

>E_IMPRT2<

[Ask of B&B]

Please tell me if each of the following personal goals is
important to you / very important, somewhat important, or not important to you.

Living close to parents/guardians and relatives?

Getting away from the area where you grew up?

Having leisure time to enjoy your interests?

Having children?

Being able to give your children better opportunities than you had?

>E_END<

This page intentionally left blank.

>F_DISSEN<

[If A_BBELG =1]
Before we end this interview, I'd like to ask you a few final questions and verify your contact information.
[else]
We're almost done with the interview. I just have a few final questions for you.

Do you have any of the following long-lasting conditions: blindness, deafness, or a severe vision or hearing impairment?

1 = YES
2 = NO

>F_DISMOB<
Do you have a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?

1 = YES
2 = NO

>F_DISOTH<
ENTER 1 = YES , 2 = NO
Do you have a physical, mental, or emotional condition that has lasted 6 months or more?.....
1 = YES
2 = NO
[If 1 continue]
[Else go to F_SLFDIS]

Do you have any difficulty…
Learning, remembering, or concentrating?

1 = YES
2 = NO

Do you have any difficulty…

Dressing, bathing, or getting around inside your home or dormitory?

Getting to school to attend class?

Getting around on campus?

Working at a job?

If 1 go to F_MAIN
Else go to F_SLFDIS

>F_SLFDIS<

Do you consider yourself to have
a disability?

1 = YES
2 = NO

>F_MAIN<

[Ask if any of the above items =1]
[If all previous disability items=2 go to E_END]

What is the main condition that causes your activity limitation or difficulty?

1 = HEARING IMPAIRMENT (I.E., DEAF OR HARD OF HEARING).
2 = BLIND OR VISUAL IMPAIRMENT THAT CANNOT BE CORRECTED BY WEARING GLASSES
3 = SPEECH OR LANGUAGE IMPAIRMENT
4 = ORTHOPEDIC IMPAIRMENT
5 = SPECIFIC LEARNING DISABILITY
6 = ATTENTION DEFICIT DISORDER (ADD)
7 = HEALTH IMPAIRMENT/PROBLEM
8 = MENTAL ILLNESS/EMOTIONAL DISTURBANCE
9 = DEVELOPMENTAL DISABILITY
10 = BRAIN INJURY
11 = OTHER

>F_OTHER1-3<

Do you have any other conditions, other
than the one you've just told me about?
COLLECT UP TO THREE RESPONSES. ENTER 0 FOR NONE OR NO MORE

0 (No more)
1 = HEARING IMPAIRMENT (I.E., DEAF OR HARD OF HEARING).
2 = BLIND OR VISUAL IMPAIRMENT THAT CANNOT BE CORRECTED BY WEARING GLASSES
3 = SPEECH OR LANGUAGE IMPAIRMENT
4 = ORTHOPEDIC IMPAIRMENT
5 = SPECIFIC LEARNING DISABILITY
6 = ATTENTION DEFICIT DISORDER (ADD)
7 = HEALTH IMPAIRMENT/PROBLEM
8 = MENTAL ILLNESS/EMOTIONAL DISTURBANCE
9 = DEVELOPMENTAL DISABILITY
10 = BRAIN INJURY
11 = OTHER

>F_SERVC1-4<

What services or accommodations have you received
to assist you with your schooling during the past 12 months?
COLLECT UP TO 4 RESPONSES.
ENTER 0 FOR NONE OR NO MORE
0
1 = ALTERNATIVE EXAM FORMATS OR ADDITIONAL TIME
2 = TUTORS TO ASSIST WITH ONGOING HOMEWORK
3 = READERS, CLASSROOM NOTETAKERS, OR SCRIBES
4 = REGISTRATION ASSISTANCE OR PRIORITY CLASS REGISTRATION
5 = SIGN LANGUAGE OR ORAL INTERPRETERS
6 = ADAPTIVE EQUIPMENT AND TECHNOLOGY (E.G., ASSISTIVE LISTENING DEVICES, TALKING COMPUTERS)
7 = COURSE SUBSTITUTION OR WAIVER
8 = OTHER
{INVALID...THIS ITEM HAS ALREADY BEEN CHOSEN.}

>F_OTSRV1-4<

SPECIFY OTHER SERVICES RECEIVED:
COLLECT UP TO 4 RESPONSES

>F_NEEDS1-4<

What services or accommodations do you need to assist
you with your schooling that you haven't received?
COLLECT UP TO 4 RESPONSES.
ENTER 0 FOR NONE OR NO MORE

0

1 = ALTERNATIVE EXAM FORMATS OR ADDITIONAL TIME

2 = TUTORS TO ASSIST WITH ONGOING HOMEWORK

3 = READERS, CLASSROOM NOTETAKERS, OR SCRIBES

4 = REGISTRATION ASSISTANCE OR PRIORITY CLASS REGISTRATION

5 = SIGN LANGUAGE OR ORAL INTERPRETERS

6 = ADAPTIVE EQUIPMENT AND TECHNOLOGY (E.G., ASSISTIVE LISTENING DEVICES, TALKING COMPUTERS)

7 = COURSE SUBSTITUTION OR WAIVER

8 = OTHER

>F_OTNED1-4<

SPECIFY OTHER SERVICES NEEDED:
COLLECT UP TO 4 RESPONSES

>F_VOCAPP<

Have you ever applied for vocational
rehabilitation services?

1 = YES
2 = NO

If 1 go to F_VOCREC
Else go to F_SSI

>F_VOCREC<

Have you ever received vocational rehabilitation services?

1 = YES
2 = NO

>F_SSI<

Are you currently receiving Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI)?
0 = NO
1 = YES , SUPPLEMENTAL SECURITY INCOME (SSI)
2 = YES, SOCIAL SECURITY DISABILITY INSURANCE (SSDI)
3 = BOTH SSI AND SSDI

>F_END<

>G_INTRO<

{This section is asked only of B&B eligible respondents}

You've been selected for a U.S. Department of Education study to determine what happens to students once they've completed the bachelor's degree. We would like to talk to you again in a year, to see what you are doing and what has changed in your life. To find you then, we'll need some locating information.

(This information will be kept completely confidential in secure and protected data files, and will be separate from the responses you've already provided in the interview).

>G_P1INFO<

So that we're able to reach you in the future, could you
please confirm/update the name, address, and phone number
for your parents/guardians?
Currently: [fill preloaded parent address]

1 = VERIFIED ADDRESS
2 = UPDATE ADDRESS
3 = ADD NEW ADDRESS
4 = PARENT DECEASED - UPDATE ADDRESS FOR OTHER PARENT
5 = PARENT DECEASED - ADD NEW ADDRESS FOR OTHER PARENT
9 = BOTH PARENT(S) DECEASED

If 2, 3, 4, 5 go to G_P1AD
Else go to G_P2SAME

>G_P1AD<

SPECIFY THE RELATIONSHIP THEN ENTER CONTACT INFORMATION BELOW:
1 = MOTHER/FEMALE GUARDIAN
2 = FATHER/MALE GUARDIAN

FIRST NAME: MI:
LAST NAME: SUFFIX:
ADDRESS1:
ADDRESS2:
CITY:
STATE (ENTER 2-LETTER STATE CODE):
ZIP:
TELEPHONE:

>G_STV<

INTERVIEWER YOU ENTERED THE STATE CODE AS
[FILL state] IS THIS CORRECT?

1 = YES
2 = NO

>G_P2SAME<

INTERVIEWER: IF R INDICATED THAT OTHER PARENT IS DECEASED, DO NOT ASK THIS QUESTION; CODE 9 INSTEAD

Is your other parent's/guardian's address and phone number the same as the information you just gave me?

1 = YES
2 = NO
9 = OTHER PARENT DECEASED

If 1, 9 go to C_OTAGR
Else go to G_P2NAME

>G_P2NAME<

May I have your other parent's /guardian's name?

SPECIFY THE RELATIONSHIP THEN ENTER NAME BELOW:
1 = MOTHER/FEMALE GUARDIAN
2 = FATHER/MALE GUARDIAN

FIRST NAME MI
LAST NAME SUFFIX

>G_P2INFO<

Would you please confirm/update address and phone number for [fill parent name]?

Currently:
[fill address]

1 = VERIFIED ADDRESS
2 = UPDATE ADDRESS
3 = ADD NEW ADDRESS
9 = PARENT DECEASED

If 2, 3, go to G_P2AD
Else go to G_OTAGR

>G_P2AD<

May I have your other parent's/guardian's address and phone number?

ADDRESS1:
ADDRESS2:
CITY:
STATE (ENTER 2-LETTER STATE CODE):
ZIP:
TELEPHONE:

>G_STV_2<

INTERVIEWER YOU ENTERED THIE STATE CODE AS
[FILL state]
IS THIS CORRECT?

1 = YES
2 = NO

If 1 go to G_OTAGR
Else go to G_P2AD

>G_OTAGR<

Would you please tell me the name, address,
and phone number of someone - preferably a
relative other than your parents/guardians
- who lives at an address different from yours
and will always know how to get in touch
with you?

1 = YES
2 = NO

>G_OTINFO<

First, could you please tell me the name, address,
and telephone number of someone who will always know
how to contact you.

FIRST NAME: MI:
LAST NAME: SUFFIX:
ADDRESS1:
ADDRESS2:
CITY:
STATE (ENTER 2-LETTER STATE CODE):
ZIP:
TELEPHONE:

>G_STV1<

INTERVIEWER YOU ENTERED THIE STATE CODE AS
[fill state]. IS THIS CORRECT?

>G_OTREL<

What is this person's relationship to you?

1 = MOTHER/FEMALE GUARDIAN
2 = FATHER/MALE GUARDIAN
3 = SISTER/BROTHER
4 = SPOUSE
5 = FRIEND
6 = OTHER - SPECIFY

If 6 go to G_OTRELS
Else go to G_SPS

>G_OTRELS<

SPECIFY RELATIONSHIP OF CONTACT.

>G_SPS<

[Ask if married]
[Else go to G_VERPRM]
What is your spouse's full name
(including maiden name)?

FIRST NAME: MI:
LAST NAME:

>G_VERPRM<

We'd like to verify your permanent address and phone number. Is it:
PERMANENT ADDRESS LOCAL ADDRESS
PARENT/GUARDIAN ADDRESS PARENT/GUARDIAN2 ADDRESS

RE

1 = PRELOADED PERMANENT ADDRESS
2 = LOCAL ADDRESS
3 = PARENT ADDRESS
4 = PARENT 2 ADDRESS
9 = DIFFERENT FROM ABOVE

>G_PRMADR<

INTERVIEWER: ENTER/UPDATE THE PERMANENT ADDRESS.
ADDRESS1:
ADDRESS2:
CITY:
STATE (ENTER 2-LETTER STATE CODE):
ZIP:

>G_PRADPR<

INTERVIEWER YOU ENTERED THE STATE CODE
[fill state]
IS THIS CORRECT?

1 = YES
2 = NO

>G_VERLOC<

We'd like to verify your local address and phone number. Is it:
PERMANENT ADDRESS LOCAL ADDRESS
PARENT/GUARDIAN ADDRESS PARENT/GUARDIAN2 ADDRESS

1 = PRELOADED PERMANENT ADDRESS
2 = LOCAL ADDRESS
3 = PARENT ADDRESS
4 = PARENT 2 ADDRESS
9 = DIFFERENT FROM ABOVE

>G_LOCADR<

INTERVIEWER: ENTER/UPDATE THE LOCAL ADDRESS.
ADDRESS1:
ADDRESS2:
CITY:
STATE (ENTER 2-LETTER STATE CODE):
ZIP:

>G_LCADPR<

INTERVIEWER YOU ENTERED THE STATE CODE AS
[fill state]
IS THIS CORRECT?

1 = YES
2 = NO

>G_FTRCTY<

In what city and state do you expect
to be living one year from now?
CITY:
STATE:

>G_FTCYPR<

INTERVIEWER YOU ENTERED THE STATE CODE AS
[fill state]
IS THIS CORRECT?

1 = YES
2 = NO

>G_EMAIL<

Do you have an e-mail (ELECTRONIC MAIL) address?

1 = YES
2 = NO

[Ask if 1]
[Else go to G_NICK]
What is your email address?

>G_NICK<

Do your parents, relatives, or friends know you
by a name other than [fill sj_first]?

1 = YES
2 = NO

>G_NICKS<

What is that other name?
SPECIFY NAME

>G_DRVLIC<

To help us in locating you later, please tell
me the state that issued your driver's license.
May I have your driver's license number?

1 = YES
2 = NO

>G_DRVLCS<

ENTER DRIVER'S LICENSE NUMBER:

>G_DRLCPR<

INTERVIEWER YOU ENTERED THE STATE CODE AS
[fill state]
IS THIS CORRECT?

1 = YES
2 = NO

>G_SSNINF<

We are authorized to ask you about your Social Security number by Section 406 of the General Education Provisions Act (20 USC 233e-1). Your Social Security number will be used solely to confirm information abstracted from institutional records. Giving us your Social Security number is completely voluntary and there is no penalty for not disclosing it.

>G_SSNYES<

Will you tell me your Social Security number?

1 = YES
2 = NO
If 1 go to G_SSNNUM
Else go to G_SSNID

>G_SSNNUM<

What is your Social Security number?

>G_SSNID<

Is your student ID number the same
as your Social Security number?

1 = YES
2 = NO
If 1 go to G_END
Else go to G_IDYES

>G_IDYES<

Will you tell me your student ID number?

1 = YES
2 = NO

If 1 go to G_IDNUMB
Else go to G_END

>G_IDNUM<

What is your student ID number?

>G_END<

This page intentionally left blank.

Appendix F
Reliability Reinterview

This page intentionally left blank.

Hello, my name is _____, and I'm calling from the Research Triangle Institute for the U.S. Department of Education. Recently, when you completed a telephone interview as part of the National Postsecondary Student Aid Study, you agreed to participate in a brief reinterview. I'd like to conduct the 5 to 10 minute reinterview now. You can stop at any time.

Let's begin. . .

I'd like to ask you some questions about your experiences while you were enrolled at [fill A_TARGET].

>R_CLSTRT<

Did most of your classes at
[fill A_TARGET]
start before 4 pm, between 4 and 6 pm, or
after 6 pm?

1 = BEFORE 4 PM
2 = BETWEEN 4 AND 6 PM
3 = AFTER 6 PM

>R_GPA<

What was your cumulative GPA at
[fill a_target]
through the end of your last term in the 1998-1999 school year?

8 = PASS/FAIL
9 = NO GRADES AWARDED

(RANGE: 0.00-5.00) _____

>R_MAJGPA<
[Ask of B&B]

What was your GPA in your major through the end of your last term in the 1998-1999 school year?

8 = PASS/FAIL
9 = NO GRADES AWARDED

(RANGE: 0.00-5.00) _____

>R_USDAD<
[Ask if under 25]

Next I'd like to ask you some questions
about your parents...

Was your father/male guardian born in the United States?

1 = YES
2 = NO
3 = NEVER KNEW FATHER AND NO GUARDIAN

>R_USMOM<
[Ask if under 25]

Next I'd like to ask you some questions
about your parents...

Was your mother/female guardian born in the United States?

1 = YES
2 = NO
3 = NEVER KNEW MOTHER AND NO GUARDIAN

>R_SIBCOL<
[Ask if under 25]

How many of your brothers and sisters, if you
have any, ever attended college?

NOTE: 0 MEANS NO SIBLINGS IN COLLEGE
99 MEANS NO SIBLINGS

99 = DO NOT HAVE BROTHERS OR SISTERS
RANGE: (0-15)

>R_PRCOL<
[Ask if under 25]

Are either of your parents/guardians taking
any college courses?

1 = YES
2 = NO

>R_FEDLT<
[Ask of aided respondents]

Did you receive any federal student loans to attend [fill A_TARGET]?

1 = YES
2 = NO

>R_OTAIDT<

While you attended [fill A_target] during the 1998-1999 school year... Amount (range: 0-100,000)

ENTER 0 IF NONE ...

How much did you receive in private or commercial loans, other than from family or friends, to attend [fill A_target]? $ _____

How much did you receive in financial assistance from your employer to pay for your tuition and other school-related expenses? $ _____

How much did you borrow from family or friends? $ _____

>R_MONEY<
[Ask if under 30]

Did your parents/guardians provide you with money for your expenses on a regular basis?

1 = YES
2 = NO

>R_SUPP<
[Ask if under 30]

Did your parents/guardians help you in other ways, such as by providing clothing, credit cards, transportation home, payments for a car loan, or other sorts of support?

1 = YES
2 = NO

If yes, go to R_SUPAMT
Else go to R_NUMJOB

>R_SUPAMT<

[Ask if under 30]

How much would you estimate their support was worth?

Range ($1-100,000): _____

>R_NUMJOB<

How many jobs for pay did you have during the 1998-1999 school year?

VERIFY NUMBER OF JOBS OVER 4.
COUNT ONLY UNIQUE JOBS.

(RANGE: 0-9) _____

>R_CREDIT<

[Ask if tax-dependent]

Do you have credit cards in your own name that are billed to you?

1 = YES
2 = NO

If yes, go to R_CHGAMT
Else go to R_DSTED

>R_CHGAMT<

[Ask if tax-dependent]

How much do you charge each month on your credit cards?

RANGE ($0 - $5,000): _____

>R_DSTED<

During the 1998-1999 school year, did you take any courses for credit at [fill A_TARGET] that were distance education courses?

By distance education, I mean courses delivered off-campus using live, interactive TV or audio, pre-recorded TV or video, or a computer-based system such as the Internet, e-mail, or chat rooms.

Distance education does not include correspondence courses.

1 = YES
2 = NO

>R_GRDPLN<

[Ask of B&B]
[Else go to E_END]

Have you applied to any graduate or professional programs?

1 = YES
2 = NO

>R_PGEMP<
[Ask of B&B]

Do you have a job or a firm offer for a job, for after graduation?

1 = YES
2 = NO

>R_IMPRT1<

[Ask of B&B]

Please tell me if each of the following personal goals is important to you / very important, somewhat important, or not important to you*.

Becoming an authority in your field?

Influencing the political structure?

Being very well-off financially?

Being successful in your line of work?

Being able to find steady work?

Being a leader in the community?

>R_IMPRT2<

[Ask of B&B]

Please tell me if each of the following personal goals is important to you / very important, somewhat important, or not important to you*.

Living close to parents/guardians and relatives?

Getting away from the area where you grew up?

Having leisure time to enjoy your interests?

Having children?

Being able to give your children better opportunities than you had?

>R_END<

---

*In order to evaluate alternative response options, respondents were randomized into 2 groups and given different response options.

GROUP 1: 1=YES
2=NO

GROUP 2: 1=VERY IMPORTANT
2=SOMEWHAT IMPORTANT
3=NOT IMPORTANT

Respondents are given the *other* set of response options in the reinterview. Respondents who were randomized to Group 1 (*YES/NO*) for the original interview were assigned to Group 2 (*VERY/SOMEWHAT/NOT IMPORTANT*) for the reinterview and vice versa.

Appendix G
Abbreviated Instrument

Abbreviated Hardcopy (English/Spanish)

This page intentionally left blank.

NATIONAL POSTSECONDARY STUDENT AID STUDY (NPSAS)

Instructions: Please answer each question by placing a check (**T**) on the line next to the appropriate response or filling in the information requested. The **NPSAS School** referenced is the school shown on the label on this page. The study period of interest is the **1998-99 school year (between July1, 1998 and August 31, 1999)**. If you do not know an exact dollar amount for an item, please try to estimate the amount.

Your participation in this study is completely voluntary and your decision to participate will not affect any financial aid or other benefits you are receiving. You may decline to answer any question. All information you provide is confidential.

When you have completed your self-administered interview, **please return it within 2 weeks** in the self-addressed, **postage-paid return envelope** provided. Thank you for participating in this very important study.

YOUR ENROLLMENT AT THE NPSAS SCHOOL

1. Did you attend NPSAS school at anytime since July 1, 1998? ***The NPSAS school is the school identified on the label shown on this page***.

   ___1 Yes **GO TO QUESTION 3**.
   ___2 No **GO TO QUESTION 5**.
   ___3 Dropped Out **GO TO QUESTION 2**.

2. Were you enrolled in a course for credit that could be transferred to another school?

   ___1 Yes
   ___2 No **GO TO QUESTION 5**.

3. What degree or certificate were you working on while you attended the NPSAS school during the 1998-99 school year?

   ___1 Certificate
   ___2 Associate's Degree (AS,AA)
   ___3 Bachelor's Degree (BS,BA)
   ___4 Undergrad Special Student (Non-degree/non-matriculated)
   ___5 Post-baccalaureate Certificate
   ___6 Master's Degree (MS,MA,MBA,MFA,MDIV,etc.)

   *Please specify*_____

   ___7 Doctoral or First-Professional (PhD, EdD, JD, MD, DDS, etc.)

   *Please specify*_____

   ___8 Graduate Special Student (Non-degree/non-matriculated)

4. Have you completed all the requirements for your degree/ certificate?

___1 Yes
When did you complete your degree/ certificate? _____/_____
month year

___2 No
When do you expect to complete your degree/ certificate? _____/_____
month year

5. Did you (or will you) earn a bachelor's degree from any school *(other than the NPSAS school referenced on the label*) during the 1998-99 school year? If no, **GO TO QUESTION 8**.

___1 Yes
___2 No

6. When was that degree awarded **or** When will that degree be awarded?

_____/_____
month year

7. What is the name of the school that has awarded **or** will award your Bachelor's degree?[1]

Name of school:_____

City:_____

State:_____

Please indicate the dates of your attendance during the 98-99 school year by completing the enrollment grid below.

School	Begin Date	End Date	Enrollment Status
NPSAS	___/_____ mm/yyyy	___/_____ mm/yyyy	__1=Full-time __2=Part-time __ 3=Mixed
School that awarded BA/BS (if different from NPSAS)	___/_____ mm/yyyy	___/_____ mm/yyyy	__1=Full-time __2=Part-time __ 3=Mixed

[1] Unless otherwise indicated, please focus on the school that has awarded or will award your *Bachelor's Degree* instead of the NPSAS school referenced above as you complete the remainder of the questionnaire.

8. What was your year or level during your last term at NPSAS during the 1998-99 school year? *Please choose only one.*

UNDERGRADUATE:

___0 Unclassified undergraduate
___1 First year/ freshman
___2 Second year/ sophomore
___3 Third year/ junior
___4 Fourth year/ senior
___5 Fifth year or higher undergraduate
___6 Graduate student taking undergraduate courses

GRADUATE:

___1 First year graduate student
___2 Second year
___3 Third year
___4 Fourth year or higher

9. What was your major or program of study at the NPSAS school during your last term of the 1998-99 school year?

Major: _____
_____

YOUR BACKGROUND

What is your date of birth? _____/_____/_____
month day year

10. Are you currently....

___1 Single, never married?
___2 Married?
___3 Separated?
___4 Divorced?
___5 Widowed?

11. Are you of Hispanic or Latino origin?

___1 Yes
___2 No

12. What is your race?

___1 White
___2 Black or African-American
___3 Asian
___4 American Indian or Alaska Native
___5 Native Hawaiian or other Pacific Islander
___6 Other (*Please specify)* _____

13. Do you have any children or anyone else that you (and your spouse if married) support financially? *Please include your parents or guardians and other individuals if they received at least 50% of their support* from you. Enter the number of dependents in each age group in the space to the right. Enter 0 if none.

Children under 5? _____
Children aged 5 to 16? _____
Children over 16? _____
Others? _____

14. Are you a veteran of the US Armed Forces, or are you currently serving in the Armed Forces, either on active duty or in the reserves?

___1 No
___2 Veteran
___3 Active Duty
___4 Reserves

FINANCING YOUR EDUCATION

15. In the table below, please enter the amount received in federal Pell Grants. In the spaces that follow, enter the name, source, and amounts of any other aid you received to attend **all schools** during the 1998-99 school year.

(I=Institution, S=State, F=Federal, O=Other)

LOAN/GRANT	SOURCE	AMOUNT
Pell grant	F	$
		$
		$
		$
		$
		$

16. While you attended NPSAS school during the 1998-99 school year, how much did you receive from the following sources to attend NPSAS school? Enter 0 if none.

SOURCE	AMOUNT
Private or commercial loans other than from family or friends?	$
Financial assistance from employer to pay for tuition and other school-related expenses?	$
Veterans' benefits or aid from the Department of Defense?	$
Aid from a foreign government?	$
Money borrowed from family or friends?	$

17. What is the **total** amount you have ever borrowed for your undergraduate and graduate (if applicable) education? If you are a graduate student, how much have you borrowed for your graduate program? How much do you still owe?
Please include federal student loans and loans from all other sources with the exception of money borrowed from family and friends. Enter 0 to indicate no money borrowed or no money owed for your postsecondary education.

BORROWING FOR YOUR EDUCATION	AMOUNT
Total amount EVER borrowed	$
Amount borrowed for graduate school, if applicable	$
Amount borrowed in federal student loans	$
Total amount currently owed	$
Amount owed on federal student loans	$

18. Where did you live when you last attended the NPSAS school?

___1 On-campus in school-owned housing
___2 Off-campus in school-owned housing
___3 In fraternity or sorority house
___4 In an apartment or house other than with parents/ guardians
___5 With parents/guardians
___6 With other relatives
___7 Other (*Please specify)*_____

19. When you were last enrolled at the NPSAS school, did your parents pay for any of your...

___1 Tuition or fees?
___2 Food or housing?
___3 Books and equipment?

20. Did they pay **all** of your tuition and fees?

___1 Yes
___2 No

21. Who else paid your tuition and fees to attend the NPSAS school?

___0 No one else
___1 Self
___2 Other relative
___3 Financial aid
___4 Other

22. Did your parents provide you with money for your expenses on a regular basis?

___1 Yes [About how much? _____]
___2 No

23. During the 1998-99 school year, about how much did you spend on...

EXPENSES IN 1998-99	AMOUNT
Books and supplies Range ($0-$5,000)	$
Equipment (e.g., computers, microscopes, tools, or instruments) Range ($0-$15,000)	$

EMPLOYMENT AND INCOME

24. How many jobs for pay did you have during the 1998-99 school year?
Count only unique jobs.

_____

If 0, GO TO QUESTION 31

About how many hours did you work per week while you were enrolled during the 98-99 school year?
_____ hours

25. How much did you earn from all jobs you held while you were enrolled?

$ _____ per _____

26. While you were enrolled 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?

27. What was your **principal** job for pay while enrolled? *If you had an internship, apprenticeship, work study position, cooperative education position, or an assistantship, please focus on that as your principal job. If you did not work while enrolled or if you held more than one job at that time, your principal job may be the job worked the longest number of hours per week, paying the highest wage, or most closely related to your course of study.*

Job Title: _____

Duties: _____

_____

28. Please complete the following income matrix for the 1997 and 1998 calendar years (January 1 to December 31).

INCOME SOURCE	AMOUNT	
	1997	1998
Your jobs, EXCLUDING any financial aid you may have received.	$	$
Your spouse's jobs, EXCLUDING any financial aid.	$	$

29. Since July 1, 1998, did you receive any untaxed income or benefits such as TANF (AFDC), Social Security, worker's compensation, disability payments, or child support? *Please check all that apply.*

___0 Did not receive any untaxed income or benefits
___1 TANF (Temporary Assistance to Needy Families)
___2 Social Security Benefits
___3 Worker's Compensation
___4 Disability payments
___5 Child Support
___6 Food Stamps

30. What are your plans for school in 99-2000? Do you expect to be...

___1 Not enrolled,
___2 Enrolled full-time, or
___3 Enrolled part-time?

31. What are your plans for work next year ?
Do you expect to be...

___1 Not working,
___2 Working full-time, or
___3 Working part-time?

This page intentionally left blank.

Appendix H
CADE Verification Form

This page intentionally left blank.

Summer 1999

NPSAS:2000 Computer Assisted Data Entry (CADE) Verification Form

«Inst_name»

(1) *Student*	(2) *Enrollment Status During Term: «term»*	(3) *Citizenship Status*	(4) *Total Tuition Cost (May 1 through April 30)*	(5) *Expected Family Contribution*	(6) *Total Aid Received*
«inst_student_id» **«name»** **«npsasid» «Next Record»**	**«enroll_status_desc»** Correct ☐ Incorrect ☐	**«citz_status_desc»** Correct ☐ Incorrect ☐	**«tot_tuition_cost»** Correct ☐ Incorrect ☐ Corrected Amount: _____	**«efc_amt»** Correct ☐ Incorrect ☐ Corrected Amount: _____	**«tot_aid_recd»** Correct ☐ Incorrect ☐ Corrected Amount: _____
«inst_student_id» **«name»** **«npsasid» «Next Record»**	**«enroll_status_desc»** Correct ☐ Incorrect ☐	**«citz_status_desc»** Correct ☐ Incorrect ☐	**«tot_tuition_cost»** Correct ☐ Incorrect ☐ Corrected Amount: _____	**«efc_amt»** Correct ☐ Incorrect ☐ Corrected Amount: _____	**«tot_aid_recd»** Correct ☐ Incorrect ☐ Corrected Amount: _____
«inst_student_id» **«name»** **«npsasid» «Next Record»**	**«enroll_status_desc»** Correct ☐ Incorrect ☐	**«citz_status_desc»** Correct ☐ Incorrect ☐	**«tot_tuition_cost»** Correct ☐ Incorrect ☐ Corrected Amount: _____	**«efc_amt»** Correct ☐ Incorrect ☐ Corrected Amount: _____	**«tot_aid_recd»** Correct ☐ Incorrect ☐ Corrected Amount: _____
«inst_student_id» **«name»** **«npsasid» «Next Record»**	**«enroll_status_desc»** Correct ☐ Incorrect ☐	**«citz_status_desc»** Correct ☐ Incorrect ☐	**«tot_tuition_cost»** Correct ☐ Incorrect ☐ Corrected Amount: _____	**«efc_amt»** Correct ☐ Incorrect ☐ Corrected Amount: _____	**«tot_aid_recd»** Correct ☐ Incorrect ☐ Corrected Amount: _____
«inst_student_id» **«name»** **«npsasid»**	**«enroll_status_desc»** Correct ☐ Incorrect ☐	**«citz_status_desc»** Correct ☐ Incorrect ☐	**«tot_tuition_cost»** Correct ☐ Incorrect ☐ Corrected Amount: _____	**«efc_amt»** Correct ☐ Incorrect ☐ Corrected Amount: _____	**«tot_aid_recd»** Correct ☐ Incorrect ☐ Corrected Amount: _____

Instructions: Please examine the information in columns (2) through (6), and indicate by checking (✓) the appropriate box whether information in **BOLD** print is "correct" or "incorrect" according to your records. If the value appearing in columns (4), (5), or (6) is incorrect, please provide the corrected amount. Remember that the data on this sheet is for the 1998-1999 school year. The number above the student's name is the student's ID at your institution. The number below the student's name is an RTI identifier. If a column has no value, this means there was no data entered for that field, and we are asking you to either verify that the information is not available from this student's records or enter the correct amount.

«ipeds_id»

This page intentionally left blank.

Listing of NCES Working Papers to Date

Working papers can be downloaded as pdf files from the NCES Electronic Catalog (http://nces.ed.gov/pubsearch/). You can also contact Sheilah Jupiter at (202) 502–7444 (sheilah_jupiter@ed.gov) if you are interested in any of the following papers.

Listing of NCES Working Papers by Program Area

No.	Title	NCES contact
Baccalaureate and Beyond (B&B)		
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Beginning Postsecondary Students (BPS) Longitudinal Study		
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999–15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
Common Core of Data (CCD)		
95–12	Rural Education Data User's Guide	Samuel Peng
96–19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97–15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97–43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999–03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000–12	Coverage Evaluation of the 1994–95 Common Core of Data: Public Elementary/Secondary School Universe Survey	Beth Young
2000–13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
Data Development		
2000–16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000–16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
Decennial Census School District Project		
95–12	Rural Education Data User's Guide	Samuel Peng
96–04	Census Mapping Project/School District Data Book	Tai Phan
98–07	Decennial Census School District Project Planning Report	Tai Phan
Early Childhood Longitudinal Study (ECLS)		
96–08	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96–18	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
97–24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97–36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999–01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Education Finance Statistics Center (EDFIN)		
94–05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96–19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97–43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98–04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999–16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.

No.	Title	NCES contact
High School and Beyond (HS&B)		
95–12	Rural Education Data User's Guide	Samuel Peng
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
HS Transcript Studies		
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
International Adult Literacy Survey (IALS)		
97–33	Adult Literacy: An International Perspective	Marilyn Binkley
Integrated Postsecondary Education Data System (IPEDS)		
97–27	Pilot Test of IPEDS Finance Survey	Peter Stowe
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000–14	IPEDS Finance Data Comparisons Under the 1997 Financial Accounting Standards for Private, Not-for-Profit Institutes: A Concept Paper	Peter Stowe
National Assessment of Adult Literacy (NAAL)		
98–17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999–09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999–09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999–09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999–09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999–09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999–09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999–09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
2000–05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000–06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000–07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000–08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000–09	Demographic Changes and Literacy Development in a Decade	Sheida White
National Assessment of Educational Progress (NAEP)		
95–12	Rural Education Data User's Guide	Samuel Peng
97–29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97–30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97–31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97–32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97–37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97–44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson

No.	Title	NCES contact
National Education Longitudinal Study of 1988 (NELS:88)		
95–04	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95–05	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings
95–06	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95–07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95–12	Rural Education Data User's Guide	Samuel Peng
95–14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
96–03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98–06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
1999–15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
National Household Education Survey (NHES)		
95–12	Rural Education Data User's Guide	Samuel Peng
96–13	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96–14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96–20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96–21	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96–22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96–29	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96–30	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97–02	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97–03	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97–04	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97–05	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97–06	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97–08	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler
97–19	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97–20	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97–25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97–28	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97–34	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler

No.	Title	NCES contact
97–35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97–38	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97–39	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97–40	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
98–03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98–10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
National Longitudinal Study of the High School Class of 1972 (NLS-72)		
95–12	Rural Education Data User's Guide	Samuel Peng
National Postsecondary Student Aid Study (NPSAS)		
96–17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
2000–17	National Postsecondary Student Aid Study:2000 Field Test Methodology Report	Andrew G. Malizio
National Study of Postsecondary Faculty (NSOPF)		
97–26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000–01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Postsecondary Education Descriptive Analysis Reports (PEDAR)		
2000–11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Private School Universe Survey (PSS)		
95–16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95–17	Estimates of Expenditures for Private K–12 Schools	Stephen Broughman
96–16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96–26	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96–27	Intersurvey Consistency in NCES Private School Surveys for 1993–94	Steven Kaufman
97–07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97–22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000–15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Recent College Graduates (RCG)		
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Schools and Staffing Survey (SASS)		
94–01	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94–02	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94–03	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94–04	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94–06	Six Papers on Teachers from the 1990–91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
95–01	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95–02	QED Estimates of the 1990–91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95–03	Schools and Staffing Survey: 1990–91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk

No.	Title	NCES contact
95–08	CCD Adjustment to the 1990–91 SASS: A Comparison of Estimates	Dan Kasprzyk
95–09	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95–10	The Results of the 1991–92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95–11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95–12	Rural Education Data User's Guide	Samuel Peng
95–14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95–15	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95–16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95–18	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96–01	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk
96–02	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96–05	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96–06	The Schools and Staffing Survey (SASS) for 1998–99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96–07	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96–09	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998–99 SASS	Dan Kasprzyk
96–10	1998–99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96–11	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96–12	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96–15	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96–23	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96–24	National Assessments of Teacher Quality	Dan Kasprzyk
96–25	Measures of Inservice Professional Development: Suggested Items for the 1998–1999 Schools and Staffing Survey	Dan Kasprzyk
96–28	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
97–01	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97–07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97–09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97–10	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993–94 School Year	Dan Kasprzyk
97–11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97–12	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97–14	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97–18	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97–22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
97–23	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97–41	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97–42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97–44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98–01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98–02	Response Variance in the 1993–94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98–04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.

No.	Title	NCES contact
98–05	SASS Documentation: 1993–94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98–08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
98–12	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98–13	Response Variance in the 1994–95 Teacher Follow-up Survey	Steven Kaufman
98–14	Variance Estimation of Imputed Survey Data	Steven Kaufman
98–15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
98–16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999–02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
1999–04	Measuring Teacher Qualifications	Dan Kasprzyk
1999–07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999–08	Measuring Classroom Instructional Processes: Using Survey and Case Study Fieldtest Results to Improve Item Construction	Dan Kasprzyk
1999–10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
1999–12	1993–94 Schools and Staffing Survey: Data File User's Manual, Volume III: Public-Use Codebook	Kerry Gruber
1999–13	1993–94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
1999–14	1994–95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
1999–17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000–10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
2000–13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber

Listing of NCES Working Papers by Subject

No.	Title	NCES contact
Adult education		
96–14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96–20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96–22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
98–03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98–10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
1999–11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000–16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000–16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
Adult literacy—see Literacy of adults		
American Indian – education		
1999–13	1993–94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
Assessment/achievement		
95–12	Rural Education Data User's Guide	Samuel Peng
95–13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
97–29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Larry Ogle
97–30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Larry Ogle
97–31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Larry Ogle
97–32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questions)	Larry Ogle
97–37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Larry Ogle
97–44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Beginning students in postsecondary education		
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
Civic participation		
97–25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Climate of schools		
95–14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
Cost of education indices		
94–05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.

No.	Title	NCES contact
Course-taking		
95–12	Rural Education Data User's Guide	Samuel Peng
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
Crime		
97–09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Curriculum		
95–11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Customer service		
1999–10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
2000–02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Data quality		
97–13	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
Data warehouse		
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Design effects		
2000–03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
Dropout rates, high school		
95–07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
Early childhood education		
96–20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96–22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
97–24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97–36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999–01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
Educational attainment		
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
Educational research		
2000–02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
Employment		
96–03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings

No.	Title	NCES contact
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
2000–16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000–16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
Engineering		
2000–11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Faculty – higher education		
97–26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000–01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Finance – elementary and secondary schools		
94–05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96–19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
98–01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
1999–07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999–16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
Finance – postsecondary		
97–27	Pilot Test of IPEDS Finance Survey	Peter Stowe
2000–14	IPEDS Finance Data Comparisons Under the 1997 Financial Accounting Standards for Private, Not-for-Profit Institutes: A Concept Paper	Peter Stowe
Finance – private schools		
95–17	Estimates of Expenditures for Private K–12 Schools	Stephen Broughman
96–16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97–07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97–22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
1999–07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
2000–15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Geography		
98–04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
Graduate students		
2000–11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Imputation		
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Inflation		
97–43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
Institution data		
2000–01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Instructional resources and practices		
95–11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
1999–08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
International comparisons		
97–11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97–16	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns

No.	Title	NCES contact
97–17	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
Libraries		
94–07	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
97–25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Limited English Proficiency		
95–13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
Literacy of adults		
98–17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999–09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999–09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999–09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999–09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999–09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999–09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999–09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
1999–11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000–05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000–06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000–07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000–08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000–09	Demographic Changes and Literacy Development in a Decade	Sheida White
Literacy of adults – international		
97–33	Adult Literacy: An International Perspective	Marilyn Binkley
Mathematics		
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999–08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
Parental involvement in education		
96–03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
97–25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
1999–01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
Participation rates		
98–10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe

No.	Title	NCES contact
Postsecondary education		
1999–11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000–16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000–16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
Postsecondary education – persistence and attainment		
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
1999–15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
Postsecondary education – staff		
97–26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000–01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Principals		
2000–10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
Private schools		
96–16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97–07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97–22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
2000–13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
2000–15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Projections of education statistics		
1999–15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
Public school finance		
1999–16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
Public schools		
97–43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98–01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98–04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999–02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
2000–12	Coverage Evaluation of the 1994–95 Public Elementary/Secondary School Universe Survey	Beth Young
2000–13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
Public schools – secondary		
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Reform, educational		
96–03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
Response rates		
98–02	Response Variance in the 1993–94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
School districts		
2000–10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk

No.	Title	NCES contact
School districts, public		
98–07	Decennial Census School District Project Planning Report	Tai Phan
1999–03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
School districts, public – demographics of		
96–04	Census Mapping Project/School District Data Book	Tai Phan
Schools		
97–42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98–08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
1999–03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000–10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
Schools – safety and discipline		
97–09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Science		
2000–11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Software evaluation		
2000–03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
Staff		
97–42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98–08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
Staff – higher education institutions		
97–26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
Staff – nonprofessional		
2000–13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
State		
1999–03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
Statistical methodology		
97–21	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
Students with disabilities		
95–13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
Survey methodology		
96–17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
97–15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97–35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
98–06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
98–16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman