

## C. Overview of Analysis Topics and Survey Items

The data elements for the B&B:09 first follow-up are presented in tabular form below as a list of approximately 250 items arranged by topic. The table includes notes about the respondents to which the data element applies as well as the research issue addressed by the data element, corresponding to the research topics identified in section A-2. Most of these data elements appeared in one or both of the previous B&B cohort first follow-up surveys, and were therefore previously approved for B&B:93/94 or for B&B:2000/2001.

**Table 9. Data elements**

| B&B data elements (follow-up survey)   | Applies to             | Purpose/issues           |
|--|------------------------|--------------------------|
| <b>B&amp;B eligibility</b>   |                        |                          |
| Confirm received bachelor's degree or completed requirements between July 1, 2007 and June 30, 2008?       | All                    | Eligibility confirmation |
| Date received bachelor's (month and year)  | All                    | Eligibility confirmation |
| <b>Undergraduate enrollment history</b>  |                        |                          |
| Institution granting the degree (confirm NPSAS or add code on-line)  | All                    | Path/time to degree      |
| Previous educational attainment prior to bachelor's (previous certificate, associate's, bachelor's, other) | All                    |                          |
| Age when first began postsecondary education   | All                    |                          |
| Term and year first began undergraduate education  | All                    |                          |
| Undergraduate enrollment at other institutions between high school and bachelor's degree (y/n)             | All                    |                          |
| Names of other colleges attended (on-line coding) (up to 6)  | Attended multiple      |                          |
| Terms/years attended other colleges  | Attended multiple      |                          |
| Attendance status and class level each term at other colleges  | Attended multiple      |                          |
| Received a certificate or associate's degree at other colleges (y/n)                                       | Attended multiple      |                          |
| Credits attempted to transfer/were accepted from other colleges (none/some/all)                            | Attended multiple      |                          |
| Overlapping enrollment (multiple institutions at same time) (y/n)  | Attended multiple      |                          |
| Purpose of overlapping enrollment (transfer/additional courses/additional degree/financial/other)          | Overlapping enrollment |                          |
| Reasons for attending a 2-year college (financial/academic/personal/location/other)                        | Attended 2-year        |                          |
| Reasons for transferring (financial/academic/personal/location/other)                                      | Transfers              |                          |
| Reasons for enrollment gaps (financial/academic/personal /other)   | Stopouts               |                          |

See notes at end of table.

**Table 9. Data elements—Continued**

| B&B data elements (follow-up survey)  | Applies to  | Purpose/issues    |
|---|---|-------------------|
| Original major  | All   |                   |
| Number of times changed major   | All   |                   |
| <b>Performance</b>  |   |                   |
| Withdrew from any course because failing (y/n)  | All   |                   |
| Repeated any course to improve grade (y/n)  | All   |                   |
| Received any incompletes (y/n)  | All   |                   |
| Ever on academic probation (y/n)  | All   |                   |
| Graduated with honors (y/n)   | All   |                   |
| <b>SMART grants</b>   |   |                   |
| Received Pell grant after July 2006 (y/n)   | All   |                   |
| Received SMART grant 3 <sup>rd</sup> /4 <sup>th</sup> years (y/n)   | All   |                   |
| Chose or changed major to qualify for SMART grant   | SMART recipients  |                   |
| Major change from what to what  | Changed major   |                   |
| Reason not eligible in 4 <sup>th</sup> year (no Pell/not full time/not qualifying major/didn't earn 3.0 GPA)                                  | Received SMART 3 <sup>rd</sup> year/not 4 <sup>th</sup> |                   |
| <b>Undergraduate student loan debt</b>  |   |                   |
|   |   | Debt and finances |
| Confirm total amount borrowed in student loans (from NPSAS)   | All   |                   |
| Currently repaying student loans (y/n)  | Borrowers   |                   |
| Amount of monthly payments  | Repaying  |                   |
| Parents helping to repay the loans (y/n)  | Repaying  |                   |
| Reasons not repaying (repaid all; not required to repay; can't afford)  | Borrowers not repaying                                  |                   |
| Deferment reason  | Borrowers not repaying                                  |                   |
| Participation in loan forgiveness program   | Borrowers   |                   |
| Has the debt influenced career plans (very much/somewhat/not at all)  | Borrowers   |                   |
| Consider the student loan debt a worthwhile investment (very much/somewhat/not at all/don't know)   | Borrowers   |                   |
| <b>Assessment of education</b>  |   |                   |
| To what extent was cost in time and money outweighed by benefits brought in terms of work and pay? (very much/somewhat/not at all/don't know) | All   |                   |
| Would make same choices again in institution and course of study (yes/no/maybe/don't know)  | All   |                   |

See notes at end of table.

**Table 9. Data elements—Continued**

| B&B data elements (follow-up survey)  | Applies to | Purpose/issues        |
|---|------------|-----------------------|
| Current status (at time of interview)   | All        | Labor market outcomes |
| Working for pay at a full-time or part-time job   |            |                       |
| Taking courses toward a graduate or professional degree or postbaccalaureate certificate                |            |                       |
| Taking courses toward an undergraduate degree or certificate  |            |                       |
| Taking other courses, not for a formal award  |            |                       |
| Serving in an internship or training program  |            |                       |
| Serving on active duty in the armed forces  |            |                       |
| Keeping house (full-time homemaker)   |            |                       |
| Holding a job but on temporary layoff from work or waiting to report to work                            |            |                       |
| Looking for work  |            |                       |
| Traveling   |            |                       |
| Volunteering (Peace Corps, VISTA)   |            |                       |
| Graduate or professional school preparation/enrollment  |            | Graduate school       |
| Enrolled since earning bachelor's degree (y/n)  | All        |                       |
| Name of institution attending (on-line coding)  | Enrolled   |                       |
| Degree program/field of study (on-line coding)  | Enrolled   |                       |
| Attendance status (mostly FT, mostly PT/mixed)  | Enrolled   |                       |
| Reasons for enrolling:  | Enrolled   |                       |
| -To gain further education before beginning a career  |            |                       |
| -To prepare for graduate school or further education  |            |                       |
| -To change your academic or occupational field  |            |                       |
| -To gain further skills or knowledge in your academic or occupational field                             |            |                       |
| -For licensure or certification   |            |                       |
| -To increase opportunities for promotion, advancement, or higher salary                                 |            |                       |
| -Required or expected by employer   |            |                       |
| -For leisure or personal interest   |            |                       |
| Reason for choosing this institution (reputation/faculty/location/financial aid/can go part-time/other) | Enrolled   |                       |
| Reason for choosing this program (academic/financial/personal/other)                                    | Enrolled   |                       |

See notes at end of table.

**Table 9. Data elements—Continued**

| B&B data elements (follow-up survey)   | Applies to            | Purpose/issues        |
|--|-----------------------|-----------------------|
| When completed/expect to complete program  | Enrolled              |                       |
| Number of hours worked per week while enrolled   | Enr./completed        |                       |
| Consider yourself primarily an employee or student   | Enrolled/working      |                       |
| Receiving any employer aid to support graduate education (y/n)   | Enrolled/working      |                       |
| Plans for future enrollment in degree/certificate program  |                       | Graduate school       |
| Expect to pursue a higher degree/certificate (y/n)   | Not enrolled          |                       |
| Type of degree/field of study expected   | Expect more education |                       |
| When expect to start (coming year/next year/2 years/5 years/more than 5 years)   | Expect more education |                       |
| Taken GRE or other graduate/first professional entrance exam (y/n)   | Expect more education |                       |
| Reasons for delay (financial, academic/personal)   | Expect more education |                       |
| Reasons not going to continue education (no interest/academic/job/financial/personal)  | STEM majors only      |                       |
| Other Coursetaking (nondegree)   |                       |                       |
| Taken/taking formal courses (credit or noncredit) other than those taken while enrolled in a degree or certificate program (y/n) | All                   |                       |
| Reasons for taking courses (see graduate enrollment above for list of reasons)   | Taken/taking courses  |                       |
| Any of school-related costs paid by employer (y/n)   | Taken/taking courses  |                       |
| Employment at time of interview  |                       | Labor market outcomes |
| Employed as an elementary/secondary school teacher (y/n)   | Employed              |                       |
| (if yes, skip to teacher section)  |                       |                       |
| Date began job   |                       |                       |
| Employed full-time or part-time  |                       |                       |
| Prefer to have a full-time job (y/n)   | Employed PT           |                       |
| Number of jobs held at same time as focus job  | Employed              |                       |
| Number of jobs held since graduation   |                       |                       |
| Type of occupation (on-line coding)  |                       |                       |
| Type of duties (specify)   |                       |                       |
| Type of industry (on-line coding)  |                       |                       |
| Type of firm<br>(for-profit/non-profit/government/self-employed)   |                       |                       |
| Size of the company (number of employees)  |                       |                       |
| Salary (indicate per time period)  |                       |                       |
| Average number of hours per week worked  |                       |                       |

See notes at end of table.

**Table 9. Data elements—Continued**

| B&B data elements (follow-up survey)                              | Applies to                       | Purpose/issues        |
|---|----------------------------------|-----------------------|
| Self-employed   |                                  |                       |
| Future plans for self-employment (y/n)                            |                                  |                       |
| Reasons for self-employment                                       | Future plans for self-employment |                       |
| College degree required to obtain this job (y/n)                  | Employed                         |                       |
| Related to undergraduate major (closely/somewhat/not at all)      |                                  |                       |
| Job part of career path (y/n)                                     |                                  |                       |
| Type of non-career job  | Not on career path               |                       |
| Flexibility of job (very flexible/somewhat flexible/not flexible) | Employed                         |                       |
| Could do this job without flexibility                             | Flexible job                     |                       |
| Able to telecommute (y/n/does not make sense)                     | Employed                         |                       |
| Frequency of telecommuting  | Telecommuters                    |                       |
| Job satisfaction  | Employed                         | Labor market outcomes |
| Pay and fringe benefits   |                                  |                       |
| Importance and challenge  |                                  |                       |
| Opportunity for advancement                                       |                                  |                       |
| Opportunity to use training and education                         |                                  |                       |
| Job security  |                                  |                       |
| Opportunity for further training and education                    |                                  |                       |
| The job as a whole  |                                  |                       |
| Benefits  | Employed                         | Labor market outcomes |
| Medical insurance   |                                  |                       |
| Dental, optical, or other health insurance                        |                                  |                       |
| Life insurance  |                                  |                       |
| Retirement benefits, such as a 401(k)/ 403(b)                     |                                  |                       |
| Stock options   |                                  |                       |
| Flexible spending accounts  |                                  |                       |
| Employee discounts  |                                  |                       |
| Childcare facility or subsidy                                     |                                  |                       |
| Transit subsidy   |                                  |                       |
| Fitness facility or subsidy                                       |                                  |                       |
| Employee assistance (counseling/legal)                            |                                  |                       |
| None of the above   |                                  |                       |
| Responsibilities  | Employed                         | Labor market outcomes |
| Supervise work of others (y/n)                                    |                                  |                       |
| Participate in hiring/firing decisions (y/n)                      |                                  |                       |
| Participate in setting salary rates (y/n)                         |                                  |                       |
| Level of autonomy (y/n)   |                                  |                       |

See notes at end of table.

**Table 9. Data elements—Continued**

| B&B data elements (follow-up survey)   | Applies to                   | Purpose/issues |
|--|------------------------------|----------------|
| Reasons for part-time work   | Part-time                    |                |
| Full-time unavailable  |                              |                |
| None of the employees worked a full-time schedule  |                              |                |
| Family responsibilities  |                              |                |
| Attended school while working  |                              |                |
| No need or desire to work full-time  |                              |                |
| Pursuing other interests or hobbies  |                              |                |
| Health problems prohibited full-time work  |                              |                |
| Other  |                              |                |
| Job search   |                              |                |
| Looking for work   | all                          |                |
| Job search strategies  | Looking for work             |                |
| Method for finding job   |                              |                |
| Which job search activity led to job   | Employed                     |                |
| Number of jobs applied to before current job   |                              |                |
| Location of job search   | Employed or looking for work |                |
| Employment status by month   |                              |                |
| July 1 (working/looking for work)  |                              |                |
| August 1 (working/looking for work)  |                              |                |
| September 1 (working/looking for work)   |                              |                |
| October 1 (working/looking for work)   |                              |                |
| November 1 (working/looking for work)  |                              |                |
| December 1 (working/looking for work)  |                              |                |
| January 1 (working/looking for work)   |                              |                |
| February 1 (working/looking for work)  |                              |                |
| March 1 (working/looking for work)   |                              |                |
| April 1 (working/looking for work)   |                              |                |
| May 1 (working/looking for work)   |                              |                |
| June 1 (working/looking for work)  |                              |                |
| Work-related training  |                              |                |
| Any work-related training such as workshops or seminars (not college courses) (y/n)  | Employed                     |                |
| Areas of training (management or supervisor/training in occupational field/general professional training, such as speaking, writing, computer software skills/other) | Had training                 |                |

See notes at end of table.

**Table 9. Data elements—Continued**

| B&B data elements (follow-up survey)   | Applies to              | Purpose/issues  |
|--|-------------------------|---|
| Reasons for training (facilitate change in occupational field/gain skills or knowledge in current occupational field/licensure or certification/increase opportunities for advancement or salary increases/learn skills for recently acquired position/required or expected by employer) | Had training            |   |
| Most important reason (select one of above)  | Had training            |   |
| Current demographics   |                         | Background information for analyses of debt/teaching/other employment |
| Citizenship status (citizen, permanent resident, other)  |                         |   |
| Current state of legal residence   | All                     |   |
| Live more than 50 miles from NPSAS institution   | All                     |   |
| Live more than 50 miles from where attended high school (y/n)  | All                     |   |
| Reasons live more than 50 miles from where attended high school (work/school/location preference/family/other personal)  | All                     |   |
| Reasons live more than 50 miles from where graduated from college (work/school/location preference/family/other personal)  |                         |   |
| Household composition (live alone/spouse or partner/parents or in-laws/siblings/other relatives/roommate)  | All                     |   |
| Marital status (never married/married/separated/divorced/partner)  | All                     |   |
| Date of last change in status  | All                     |   |
| Number of dependent children   | All                     |   |
| Ages of dependent children   | Have children           |   |
| Spouse/partner employed  | Have spouse/part.       |   |
| Spouse/partner enrolled in college or graduate school  | Have spouse/part.       |   |
| Spouse/partner's job income this calendar year   | Have spouse/part.       |   |
| Spouse/partner's highest level of education  | Have spouse/part.       |   |
| Amount spouse/partner has borrowed in student loans  | Have spouse/part.       |   |
| Amount of spouse/partner's monthly student loan payments   | Spouse/partner borrowed |   |

See notes at end of table.

**Table 9. Data elements—Continued**

| B&B data elements (follow-up survey)   | Applies to   | Purpose/issues   |
|--|--|--|
| <b>Assets and debt</b>   |  | <b>Debt and finances</b>   |
| Own home or rent   | All  |  |
| Monthly mortgage/rent amount   | All  |  |
| Other type of housing (parents/military/job includes/religious/other)  | No mortgage/rent payment   |  |
| Own any motor vehicles (y/n)   | All  |  |
| Monthly auto payments  | Vehicle owners   |  |
| <b>Civic and volunteer activity</b>  |  |  |
| Registered to vote in U.S. (y/n)   | All  |  |
| Voted in last presidential election (y/n)  | All  |  |
| Military status (veteran, active, reserves, none)  | All  |  |
| Perform any community service/volunteer work in last year (y/n)  | All  |  |
| Types of service (work with kids/church/tutor/health-related/neighborhood improvement/fundraising/homeless shelter/other) and time commitment                      | All  |  |
| <b>Identifying prospective teacher pipeline members</b>  |  | <b>Screen for K–12 teaching pipeline</b>   |
| Ever taught at K-12 level in a school setting (y/n)  | All  | Route to teaching experiences section  |
| Have prepared or are preparing to teach (y/n)  | All who hadn't taught  | Route to certification and preparation section   |
| Currently considering teaching (y/n)   | All who hadn't taught or prepared                                | Route to application section or out of teaching section  |
| <b>Teaching experiences</b>  |  |  |
| Types of teaching positions held (regular, short-term substitute, long-term substitute, teacher's aide, support, itinerant, student teacher) Check all that apply. | All who had taught   | Identify K-12 teachers (those who had regular, long-term substitute, support, or itinerant positions in a public or private K-12 school) |
| For types held, month/year when first taught in each type of positions   |  | Teaching career paths  |
| Held substitute or teacher's aide position to get permanent K-12 job (y/n)   | Taught only in short-term substitute or teacher's aide positions | Identify transition jobs into teaching.  |
| Participated in teacher internship program (y/n)   | K-12 teachers  | Teaching career paths  |
| How well did your student teaching or internship experience prepare you for teaching?  | K-12 teachers  | Teacher education/training, teaching career paths  |
| How well did your education courses in college prepare you for teaching?   | K-12 teachers  | Teacher education/training, teaching career paths  |
| How well did your academic courses in college prepare you for teaching?  | K-12 teachers  | Teacher education/training, teaching career paths  |

See notes at end of table.



**Table 9. Data elements—Continued**

| B&B data elements (follow-up survey)   | Applies to                                | Purpose/issues        |
|--|---|-----------------------|
| How many K-12 teaching jobs (not including teacher's aide, short-term substitute, or student teaching jobs) have you held? | K-12 teachers                             | Teaching career paths |
| For each K-12 teaching job (not including teacher's aide, short-term substitute, or student teaching jobs):                | K-12 teachers                             | Teaching career paths |
| Type of teaching job (regular, long-term substitute, support, itinerant)   |   |                       |
| Start and end date   |   |                       |
| Number of schools at which taught in this job  |   |                       |
| School(s) where taught (CCD/PSS coder)   |   |                       |
| Sector and level of school   | If school not in coder                    |                       |
| Whether participated in a formal induction program (first job only)  |   |                       |
| Grades taught  |   |                       |
| Subject areas taught   |   |                       |
| Taught any college prep, AB/IB, honors, bilingual/ESL, gifted, or remedial classes (check all that apply)                  |   |                       |
| Whether prepared to teach all subjects taught  |   |                       |
| Whether taught full or part-time   |   |                       |
| Academic year base salary  |   |                       |
| Why did you leave that job? (Open-ended in FT)   |   |                       |
| In your first teaching job, how well prepared were you to  | K-12 teachers who had left a teaching job |                       |
| Integrate educational technology into the curriculum   | K-12 teachers                             | Teaching career paths |
| Manage classroom discipline  |   |                       |
| In your first teaching job, did someone in your school or district help you with   | K-12 teachers                             | Teaching career paths |
| Student discipline   |   |                       |
| Instructional methods  |   |                       |
| Curriculum   |   |                       |
| Working with parents and the community   |   |                       |
| Using/analyzing student achievement information  |   |                       |
| Satisfaction with aspects of teaching (most recent job only)   | K-12 teachers                             | Teaching career paths |
| Student motivation to learn  |   |                       |
| School learning environment  |   |                       |
| Student discipline and behavior  |   |                       |
| Class size   |   |                       |
| Support from parents   |   |                       |
| Support from administration  |   |                       |
| Opportunities for professional advancement   |   |                       |
| Relationship with colleagues and supervisors   |   |                       |

See notes at end of table.

**Table 9. Data elements—Continued**

| B&B data elements (follow-up survey)   | Applies to   | Purpose/issues                                    |
|--|--|---|
| How long do you plan to continue teaching?   | Currently teaching   | Teaching career paths                             |
| Do you plan to return to teaching? (y/n)   | Taught but no longer teaching                              | Teaching career paths                             |
| Certification and preparation  |  | Teacher education/training, teaching career paths |
| Ever certified to teach at the K-12 level? (Do not include emergency certificates or waivers.) (y/n) | Prepared to teach  |   |
| Currently certified to teach in any of grades K-12 in any state? (y/n)                               | Ever certified   |   |
| Date first certified (month, year)   | Ever certified   |   |
| Field(s) in which certified  | Ever certified   |   |
| Certified through an alternative certification program? (y/n)  | Ever certified   |   |
| Type of alternative certification program  | Certified by alternate route                               |   |
| Completed or completing student teaching or teacher practicum (y/n)                                  | Prepared but never certified                               |   |
| Taken or taking courses towards certification (y/n)  | Prepared but never certified                               |   |
| Teaching job applications  |  | Teaching career paths                             |
| Applied for teaching jobs since completing degree (y/n)  | Not taught, but had prepared or were currently considering |   |
| Received any offers? (y/n)   | Applied  |   |
| Rejected all offers?   | Received an offer  |   |
| Reasons for not taking offered teaching job(s) (check all that apply)                                | Rejected offers  |   |
| Received offer after another job was accepted  |  |   |
| Pay was not adequate   |  |   |
| Job offer too far from home  |  |   |
| Job offer in dangerous/difficult school  |  |   |
| Offer not in area for which I was qualified  |  |   |
| Another job offered more interesting/challenging work  |  |   |
| Poor teaching conditions   |  |   |
| Already in another job   |  |   |
| Received better offer  |  |   |
| Reasons did not apply for teaching position (check all that apply)                                   | Did not apply  |   |
| Not interested in teaching   |  |   |
| Needed more education  |  |   |
| Had coursework but not ready to apply  |  |   |
| Jobs hard to get   |  |   |
| Student teaching was discouraging  |  |   |
| More money/prestige in other job   |  |   |

See notes at end of table.

**Table 9. Data elements—Continued**

| B&B data elements (follow-up survey)   | Applies to  | Purpose/issues             |
|--|---|----------------------------|
| Wanted other occupation<br>Hadn't taken/couldn't pass required test or not yet certified<br>Poor teaching conditions<br>Application process too difficult  |   |                            |
| Have you had any non-teaching jobs in elementary or secondary education? (principal, assistant principal, program administrator, curriculum coordinator, department head, school psychologist/counselor/advisor, coach, library media specialist/librarian, support staff (e.g., secretary), other) (y/n for each)                                   | Taught, prepared, or were currently considering   | Teaching career paths      |
| Do you have any plans to move into or continue in a non-teaching job in elementary or secondary education? (principal, assistant principal, program administrator, curriculum coordinator, department head, school psychologist/counselor/advisor, coach, library media specialist/librarian, support staff (e.g., secretary), other) (y/n for each) | Taught, prepared, or were currently considering   | Teaching career paths      |
| Why did you major in teacher education?  | Teacher education majors who said no to screeners 1 and 3 and had neither applied nor taught since graduation | Open-ended for FT          |
| How do you plan to use your degree in teacher education?   | Teacher education majors who said no to screeners 1 and 3 and had neither applied nor taught since graduation | Open-ended for FT          |
| Other  |   |                            |
| Aware of state or federal loan forgiveness program (y/n)   | All who taught, prepared, or are currently considering  | Loan forgiveness programs  |
| Did loan forgiveness lead to preparing for teaching (y/n)  | All who taught or prepared  |                            |
| Taking advantage of loan forgiveness now (y/n)   | All who taught  |                            |
| Locating information   | All   | Tracing for next follow-up |

## References

- Alt, M.N., and Henke, R.R. (forthcoming). *To Teach or Not to Teach? Teaching Experience and Preparation Among 1992–93 Bachelor’s Degree Recipients 10 Years After College* (NCES 2007-163). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Bradburn, E.M., Nevill, S., and Cataldi, E.F. (2006). *Where Are They Now? A Description of 1992–93 Bachelor’s Degree Recipients 10 Years Later* (NCES 2007–159). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Bradburn, E.M., Berger, R., Li, X., Peter, K., and Rooney, K. (2003). *A Descriptive Summary of 1999–2000 Bachelor’s Degree Recipients 1 Year Later, With an Analysis of Time to Degree* (NCES 2003–165). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Bradburn, E., and Berger, R. (2002). *Beyond 9 to 5: The Diversity of Employment Among 1992–93 College Graduates in 1997* (NCES 2003–152). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Clune, M.S., Nuñez, A.-M., and Choy, S.P. (2001). *Competing Choices: Men’s and Women’s Paths After Earning a Bachelor’s Degree* (NCES 2001–154). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Choy, S.P. (2000b). *Low-Income Students: Who They Are and How They Pay for Their Education* (NCES 2000-169 ED440189). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Choy, S.P., and Li, X. (2006). *Dealing With Debt: 1992–93 Bachelor’s Degree Recipients 10 Years Later* (NCES 2006-156). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Henke, R.R., Peter, K., Li, X., and Geis, S. (2005). *Elementary/Secondary School Teaching Among Recent College Graduates: 1994 and 2001* (NCES 2005–161). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Henke, R.R., Chen, X., and Geis, S. (2000). *Progress Through the Teacher Pipeline: 1992–93 College Graduates and Elementary/Secondary School Teaching as of 1997* (NCES 2000–152). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Henke, R.R., Geis, S., and Giambattista, J. (1996). *Out of the Lecture Hall and Into the Classroom: 1992–93 College Graduates and Elementary/Secondary School Teaching* (NCES 96–899). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

- Henke, R.R., and Zahn, L. (2001). *Attrition of New Teachers Among Recent College Graduates: Comparing Occupational Stability Among 1992–93 Graduates Who Taught and Those Who Worked in Other Occupations* (NCES 2001–189). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Horn, L.J., and Zahn, L. (2001). *From Bachelor's Degree To Work: Major Field of Study and Employment Outcomes of 1992–93 Bachelor's Degree Recipients Who Did Not Enroll in Graduate Education by 1997* (NCES 2001–165). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- McCormick, A.C., Nuñez, A.-M., Shah, V., and Choy, S.P. (1999). *Life After College: A Descriptive Summary of 1992–93 Bachelor's Degree Recipients in 1997, With an Essay on Participation in Graduate and First-Professional Education* (NCES 1999–155). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- McCormick, A., and Horn, L.J. (1996). *A Descriptive Summary of 1992–93 Bachelor's Degree Recipients: 1 Year Later, With Essay on Time to Degree* (NCES 96–158). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Nevill, S.C., and Chen, X. (2007). *The Path Through Graduate School: A Longitudinal Examination 10 Years After Bachelor's Degree* (NCES 2007-162). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Wine, J., Cominole, M., Wheelless, S., Bryant, A., Gilligan, T., Dudley, K., and Franklin, J. (2006). *2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) Field Test Methodology Report* (NCES 2006–01). U.S. Department of Education. Washington, DC: National Center for Education Statistics.