

## C. Overview of Analysis Topics and Survey Items

The analysis topics for BPS:04/09 were outlined in the research and policy issues presented in section A.2 above. Exhibit 1 displays the proposed data elements for the BPS:04/09 full-scale student interview. Field test dates are presented in parentheses.

The core BPS:04/09 data elements are presented as a list of items arranged by topics. Most of these data elements appeared in the previously approved BPS:04/06 study. The data elements for BPS:04/09 cover general topics such as current enrollment, enrollment history since the last interview, current employment and employment history, educational experiences, and demographic characteristics. Most items apply to all sample members. However, in cases where items are applicable to a subset of sample members, the particular category of respondent has been specified in the list of data elements.

### Exhibit 1. Proposed data elements for the BPS:04/09 student interview

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#### A. Current enrollment or completion status (at time of interview)

1. Still enrolled as undergraduate
  - a. Enrolled at NPSAS or last reported institution
  - b. Enrolled at another institution
2. Not currently enrolled as undergraduate
  - a. Enrolled anywhere since July 2006 (2005)
    - Completed a program since July 2006 (2005)
      - Type of certificate/degree earned
      - Date awarded (MMYYYY)
      - Institution that awarded degree
    - Did not complete a program
      - Last institution attended
      - Date last enrolled (MMYYYY)
      - Reasons for leaving
      - Primary reason for leaving
  - b. Not enrolled anywhere since July 2006 (2005) *[skip sections B and C below]*

#### B. Undergraduate enrollment history since July 2006 (2005)

1. Enrollment in 2006–07 (2005–06)
    - a. Enrolled at last school reported for 2005–06 (2004–05) (yes/no)
      - Months enrolled
      - Primarily full time or part time
    - b. Enrolled at another school in 2006–07 (2005–06) (yes/no)
      - Name of institution and location (online coding of type)
      - Months enrolled
      - Primarily full time or part time
      - Transfer credits attempted/accepted
      - Reasons for enrolling here
  2. Enrollment in 2007–08 (2006–07)
    - a. Enrolled at last school reported for 2006–07 (2005–06) (yes/no)
      - Months enrolled
      - Primarily full time or part time
    - b. Enrolled at another school in 2007–08 (2006–07) (yes/no)
      - Name of institution and location (online coding of type)
      - Months enrolled
      - Primarily full time or part time
      - Transfer credits attempted/accepted
      - Reasons for enrolling here
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**Exhibit 1. Proposed data elements for the BPS:04/09 student interview—Continued**

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3. Enrollment in 2008–09 (2007–08)
  - a. Enrolled at last school reported for 2007–08 (2006–07) (yes/no)
    - Months enrolled
    - Primarily full time or part time
  - b. Enrolled at another school in 2007–08 (2006–07) (yes/no)
    - Name of institution and location (online coding of type)
    - Months enrolled
    - Primarily full time or part time
    - Transfer credits attempted/accepted
    - Reasons for enrolling here

**C. Characteristics of current or last undergraduate enrollment since July 2006 (2005)**

1. Educational program characteristics
    - a. Degree plans (certificate, associate's, bachelor's, none)
    - b. Major /double major  
Changes in major
    - c. Class level
    - d. GPA
    - e. Academic performance
      - Ever withdraw from courses after add/drop period
      - Ever get incomplete grades
      - Ever retake a course to raise grades
      - Ever been on academic probation
    - f. Distance education courses
      - Earn any credits toward degree through distance education
      - Entire program through distance education
      - Any credits earned at other institutions
  2. Residence, work and financial support
    - a. Type of residence (on campus/off campus/with parents)
    - b. Distance of school from home
    - c. Working while enrolled (most current job)
      - Primary role: student or employee?
      - Participation in work study, internship, co-op
      - On/off campus job
      - Distance from school to work/ travel time
      - Number of days per week worked
      - Number of hours per week worked
      - Hourly/weekly earnings
      - Relationship of job to studies
      - Importance of job earnings in financing education
      - Main reason for working
    - d. Financial support from parents (respondents under 30)
      - none
      - pay for tuition
      - pay for food or housing
      - provide money for other expenses
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**Exhibit 1. Proposed data elements for the BPS:04/09 student interview—Continued**

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**D. Financial aid and undergraduate student loan debt**

1. Pell and SMART grants
  - a. Received a Pell grant since July 2006 (2005)
  - b. Awareness of SMART grant requirements [skip if no Pell]
  - c. Received SMART grants/ number of years
  - d. Reason for only one SMART grant [skip if two]
  - e. Change in major to qualify for SMART grant
2. Student loan debt
  - a. Total amount borrowed in student loans (all undergraduate years)
  - b. Total amount still owed
  - c. Types of loans (federal, private, other)
  - d. Reason for private loans if no other
  - e. Currently repaying loans [if yes]
    - Amount of monthly payment
    - Are parents helping to repay loans? (respondents under 30)
    - [if no] Reasons not repaying (paid off/not required/deferred)
  - f. Consider student loan debt a worthwhile investment (very much/somewhat/not at all)
  - g. Student loan debt influence enrollment/career decisions  
If yes, how?
3. Supplementary data from outside sources:
  - a. Financial aid application data (from CPS)
  - b. Annual and cumulative federal student loan amounts (from NSLDS)
  - c. Annual Pell grant amounts (from NSLDS)
  - d. Annual Academic Competitiveness Grant (ACG) and SMART grant amounts (from NSLDS)
  - e. Annual full-time tuition and student budgets (from IPEDS)

**E. Post-Bachelor/Graduate Education (BA recipients only)**

1. Type of post-BA enrollment
    - a. Graduate degree program or post-BA certification
      - Type of degree or certification
      - Full time or part time
      - Date began (MMYYYY)
    - b. Taking courses for credit, but not in a degree program
    - c. Non-credit or continuing education courses
  2. Post-BA financial aid
    - a. Employer tuition reimbursement
    - b. Assistantships
    - c. Fellowships or scholarships
    - d. Loans
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**Exhibit 1. Proposed data elements for the BPS:04/09 student interview—Continued**

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

1. Currently employed (yes/no)
  2. [if yes] Description of relationship to job
    - a. Searching for a career
    - b. Starting a career
    - c. Continuing in a career
    - d. Advancing in a career
    - e. In a temporary job
  3. Current job characteristics (if employed)
    - a. Number of hours worked per week
    - b. Wages/salary
    - c. Occupation and industry (online coding)
    - d. Type of employer
    - e. Held position or similar job
      - while enrolled
      - before enrolled
      - number of years in this or similar job
    - f. Related to coursework/major (closely/somewhat/not)
    - g. Related to career goals (closely/somewhat/not)
    - h. Degree, certificate, or license required
    - i. Was this first job after leaving school?
    - j. Did school helped with job placement?
    - k. Use of skills/equipment/software/technology (often/sometimes/never)
    - l. Difficulty of doing job without courses taken (very/somewhat/not)
    - m. Did education help advance in career? (great deal/somewhat/not)
    - n. Did education prepare you to do a more demanding job? (yes/no)
  4. Responsibilities (yes/no)
    - a. Supervise work of others
    - b. Participate in hiring/firing
    - c. Participate in setting salaries
  5. Satisfaction with aspects of the job (yes/no)
    - a. Pay
    - b. Fringe benefits
    - c. Challenge of work
    - d. Opportunities for promotion
    - e. Opportunities to use training/education
    - f. Job security
    - g. Opportunities for further training/education
    - h. Overall satisfaction
  6. Licenses and certification held
  7. Unemployment spells of more than 3 months since end of enrollment
    - a. If yes, how many times
    - b. Longest period of unemployment
  8. If not currently employed:
    - a. Looking for a job
    - b. Receiving unemployment insurance
    - c. Date last employed after leaving school
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**Exhibit 1. Proposed data elements for the BPS:04/09 student interview—Continued**

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**G. Current demographics**

1. Household composition (live alone/spouse or partner/parents or in-laws/siblings/other relatives/roommate)
2. Respondent's current marital status (single, never married/married/separated/divorced/ widowed)
3. Respondents under 30:
  - a. Parent's marital status
  - b. Estimated parental income
4. Number of dependent children
  - a. Age of youngest and oldest child
5. Annual income
  - a. Own earnings
  - b. Spouse's earnings
  - c. Income from other sources
    - TANF
    - Social security
    - Disability or worker's compensation
    - Food stamps
    - Child support
6. Spouse's level of education
7. Spouse currently enrolled in school (full time/part time)
8. Amount of spouse's student loans
  - a. Spouse's monthly repayment amount
9. Monthly payments
  - a. Rent or mortgage
  - b. Auto loan or lease
10. Number of credit cards
  - a. Usually payoff or carry balance
  - b. Current outstanding balance on credit cards

**H. Civic participation**

1. Current citizenship
2. Voting (if citizen)
  - a. Registered to vote
  - b. Voted in the last presidential (general) election
3. Volunteering
  - a. Voluntary activities in last 12 months
  - b. Type of activities
  - c. Hours per month
  - d. Reasons for participating
  - e. Benefits of volunteering

**I. Disabilities (BPS:96/01 items)**

1. Do you have any long-lasting physical or mental condition that substantially limits one or more of your major life activities?
2. Specify the condition that substantially limits physical activities

**J. Personal goals and assessment of education**

1. Highest level of education ever expected
  2. Plans to pursue a teaching career
  3. Importance of the following
    - a. Being a community leader
    - b. Being financially well-off
    - c. Having children
    - d. Influencing political structure
    - e. Leisure time
    - f. Living close to relatives
    - g. Moving away from hometown
    - h. Steady work
  4. Would make the same choices in institution and course of study again (yes/maybe/no/don't know)
  5. Were benefits of education in terms of work and pay worth the cost and time spent on your education (very much/somewhat/not at all/don't know)
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