

Proposed B&B:09 Data Elements for Full-Scale

Data element	Applies to ³	Purpose/issues	Changes for full scale
B&B eligibility			
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	
Undergraduate enrollment history			
Institution granting the degree (confirm NPSAS or add code on-line)	All	Path/time to degree	
Term and year first began undergraduate education	All		
Undergraduate enrollment at other institutions between high school and bachelor's degree	All		
Names of other colleges attended (on-line coding) (up to 6)	Attended multiple		
Terms/years attended other colleges	Attended multiple		
Degree program and degrees attained at other colleges	Attended multiple		
Class level at other colleges	Attended multiple		Dropped attendance status element, retained class level
Previous educational attainment prior to bachelor's (previous certificate, associate's, bachelor's, other) at NPSAS ¹	NPSAS non-respondents		Ask only of respondents for whom this information is not available from NPSAS and revise question wording to mimic NPSAS
Dates of NPSAS attendance (month and year)	All		
Continuous enrollment for bachelor's degree	All		
Reasons for enrollment gaps	Stopouts		
Reasons for attending a 2-year college	Attended a 2-year		Revise question wording to ask generally about reasons for 2-year institution enrollment

¹ Column 2 indicates the subsample to whom the item will apply. Column 3 provides the purpose or issue being addressed by the data element, and column 4 indicates how the data element has been changed since the original OMB submission if it has changed. Rows with data elements to be deleted are highlighted.

Original major at NPSAS	NPSAS non-respondents	Ask only of respondents for whom this information is not available from NPSAS
Number of times changed major	NPSAS non-respondents	Ask only of respondents for whom this information is not available from NPSAS and revise question wording to mimic NPSAS
Final major at NPSAS	NPSAS non-respondents	Ask only of respondents for whom this information is not available from NPSAS
Transfer or multiple enrollment (transfer/multiple enrollment/both)	Attended multiple	
Credits attempted to transfer/were accepted from other colleges	Attended multiple	

Reasons for transferring (financial/academic/personal/location/other)	Transfers	Drop; not analytically useful
Purpose of overlapping enrollment (transfer/additional courses/additional degree/financial/other)	Overlapping enrollment	Drop; not analytically useful

Performance

Withdrew from any course because failing	All	
Repeated any course to improve grade	All	
Received any incompletes	All	
Ever on academic probation	All	
Graduated with academic honors	All	
Ever on Dean's list	All	New

SMART grants		Drop all SMART and Pell grant items; the TRP recommended using this item set for NPSAS only. We will include a flag to identify SMART recipients (obtained as
Received Pell grant after July 2006	All	
Received SMART grant 3 rd /4 th years	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 th year (no Pell/not full time/not	Received SMART 3 rd year/not 4 th	

qualifying major/didn't earn 3.0 GPA)	part of NPSAS from NSLDS) so analysts can track outcomes of B&B SMART recipients
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Undergraduate student loan debt

Confirm total amount borrowed in student loans (from NPSAS)	All	Debt and finances	Was not included in field test, will not be in full scale
Loan type	Borrowers		
Amount borrowed	Borrowers		
Amount owed	Borrowers		
Currently repaying student loans	Borrowers		
Amount of monthly payments	Repaying		
Parents helping to repay the loans	Repaying		
Reasons not repaying	Borrowers not repaying		
Deferment reason	Borrowers not repaying		
Participation in loan forgiveness program	Borrowers		
Has the debt influenced career plans	Borrowers		
Consider the student loan debt a worthwhile investment	Borrowers		

Assessment of education

Undergraduate education was worth cost	All		
Satisfaction with quality of education from NPSAS	All		
Satisfaction with undergraduate major choice	All		
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			Drop; not analytically useful
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			
Disabled			

Volunteering (Peace Corps, VISTA)

Post-baccalaureate enrollment

Enrolled since earning bachelor's degree	All	
Enrolled for degree/certificate	Enrolled	Added; missing in FT data elements
When first enrolled for post-BA degree/certificate	Enrolled for degree/certificate	Exclude nondegree enrollees
Name of institution attending (on-line coding)	Enrolled for degree/certificate	Exclude nondegree enrollees
Currently enrolled	Enrolled for degree/certificate	Exclude nondegree enrollees
Degree type	Enrolled for degree/certificate	Exclude nondegree enrollees
Type of master's/doctoral/professional degree		Drop; not analytically useful
Degree program/field of study (on-line coding)	Enrolled for degree/certificate	Exclude nondegree enrollees
Attendance status	Enrolled for degree/certificate	Exclude nondegree enrollees
When completed/expect to complete program	Enrolled for degree/certificate	Exclude nondegree enrollees
Reasons for enrolling: - 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	Enrolled	Drop; not analytically useful
Reason for choosing this institution (reputation/faculty/location/financial aid/can go part time/other)	Enrolled	Drop; not analytically useful
Reason for choosing this program (academic/financial/personal/other)	Enrolled	Was not included in field test, will not be in full

		scale
Type of financial aid received	Enrolled for degree/certificate	Exclude nondegree enrollees
Receiving any employer aid to support post-baccalaureate education	Enrolled for degree/certificate and working	Exclude nondegree enrollees
Number of hours worked per week while enrolled	Enrolled for degree/certificate and working	Exclude nondegree enrollees
Consider yourself primarily an employee or student	Enrolled for degree/certificate and working	Exclude nondegree enrollees

Plans for future enrollment in degree/certificate program

Expect to pursue a higher degree/certificate	Not enrolled	Drop; behavior predictions are of limited utility
Reasons not going to continue education (no interest/academic/job/financial/personal)	STEM majors only	Drop; dropped all STEM-related items
When expect to start (coming year/next year/2 years/5 years/more than 5 years)	Expect more education	Drop; behavior predictions are of limited utility

Taken GRE or other graduate/first professional entrance exam	All	
Type of degree/field of study expected	Expect more education	Drop; behavior predictions are of limited utility
Intended enrollment intensity	Expect more education	Drop; behavior predictions are of limited utility
Expect tuition reimbursement	Expect more education	Drop; behavior predictions are of limited utility
Reasons for delay (financial, academic/personal)	Expect more education	Drop; behavior predictions are of limited utility

Other coursetaking (nondegree)

Taken/taking formal courses (credit or noncredit) other than those taken while enrolled in a degree or certificate program	All	Drop; replaced by "Enrolled in any nondegree coursework"
Enrolled in any nondegree coursework	All	New
Reasons for taking courses	Enrolled in nondegree coursework	
Any of school-related costs paid by employer	Taken/taking	Drop; not

	courses		analytically useful
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Employment at time of interview

Employed as an elementary/secondary school teacher	Employed	Labor market outcomes	Drop; this can be determined from the occupation coder
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Date began job

Employed full-time or part-time

Prefer to have a full-time job

Employed PT

Number of jobs held currently

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

Size of the company (number of employees)			Drop; not analytically useful
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Salary (indicate per time period)

Average number of hours per week worked

Self-employed

Future plans for self-employment			Drop; not analytically useful
Reasons for self-employment	Future plans for self-employment		Drop; only applies to a very small percentage so won't be useful data
College degree required to obtain this job	Employed		Drop; we can get a measure of prestige from the occupation codes

Related to undergraduate major

Job part of career path

Difficult to get hired

On career path

New

Type of non-career job

Not on career path

Flexibility of job (very flexible/somewhat flexible/not flexible)	Employed		Drop; not analytically useful
Could do this job without flexibility	Flexible job		Drop; not analytically useful
Able to telecommute (y/n/does not make sense)	Employed		Drop; not analytically useful
Frequency of telecommuting	Telecommuters		Drop; not analytically

useful

Job satisfaction

Compensation	Employed	Labor market outcomes	Revised item to "compensation" from "pay and fringe benefits"
Importance and challenge			

Opportunity for advancement			Drop; not analytically useful
Opportunity to use training and education			Drop; not analytically useful
Job security			
Opportunity for further training and education			Drop; not analytically useful

The job as a whole

Benefits

Medical and/or other health insurance (dental, vision, etc.)	Employed	Labor market outcomes
Life insurance		
Retirement or other financial benefits, such as 401(k)/403(b)		
Other		

Stock options			Drop; not analytically useful
Flexible spending accounts			Drop; not analytically useful
Employee discounts			Drop; not analytically useful
Other employee facilities or subsidies, such as for childcare, transit, or fitness			Drop; not analytically useful
Employee assistance program (counseling/legal)			Drop; not analytically useful
Tuition reimbursement			Drop; not analytically useful

Responsibilities

Supervise work of others	Employed	Labor market outcomes	Drop; not applicable to this group (1 year after)
Participate in hiring/firing decisions			
Participate in setting salary rates			

Level of autonomy		bachelor's degree receipt)
Reasons for part-time work	Part-time	Drop; not analytically useful
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	Drop; not analytically useful
Method for finding job		Drop; not analytically useful
Which job search activity led to job	Employed	Drop; not analytically useful
Number of jobs applied to before current job		Drop; not analytically useful
Location of job search	Employed or looking for work	Drop; not analytically useful
Employed since earning bachelor's	All	Added; missing in FT data elements
Employment status by month		
July 2007 (working/looking for work)		Added some months that were missing from the FT data elements, edited years
August 2007 (working/looking for work)		
September 2007 (working/looking for work)		
October 2007 (working/looking for work)		
November 2007 (working/looking for work)		
December 2007 (working/looking for work)		
January 2008 (working/looking for work)		
February 2008 (working/looking for work)		
March 2008 (working/looking for work)		
April 2008 (working/looking for work)		

May 2008 (working/looking for work)
 June 2008 (working/looking for work)
 July 2008 (working/looking for work)
 August 2008 (working/looking for work)
 September 2008 (working/looking for work)
 October 2008 (working/looking for work)
 November 2008 (working/looking for work)
 December 2008 (working/looking for work)
 January 2009 (working/looking for work)
 February 2009 (working/looking for work)
 March 2009 (working/looking for work)
 April 2009 (working/looking for work)
 May 2009 (working/looking for work)
 June 2009 (working/looking for work)
 July 2009 (working/looking for work)
 August 2009 (working/looking for work)
 September 2009 (working/looking for work)

Work-related training

Any work-related training such as workshops or seminars (not college courses)	Employed	Drop; not analytically useful
Areas of training (management or supervisor/training in occupational field/general professional training, such as speaking, writing, computer software skills/other)	Had training	Drop; not analytically useful
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	Drop; not analytically useful
Most important reason (select one of above)	Had training	Drop; not analytically useful

Current demographics

Date of birth	NPSAS non-respondents	Background information for analyses of debt/teaching/other employment	Limit question to those for whom we do not have preloaded information
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Citizenship status (citizen, permanent resident, other)	NPSAS non-respondents and non-citizens in NPSAS	Limit question to those for whom we do not have preloaded information saying they are a citizen
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	All	
Reasons live more than 50 miles from where attended high school (work/school/location preference/family/other personal)	Those who lived more than 50 miles from where attended high school	Drop; not analytically useful
Reasons live more than 50 miles from where graduated from college (work/school/location preference/family/other personal)	Those who lived more than 50 miles from NPSAS institution	Drop; not analytically useful
Household composition	All	
Marital status (never married/ married/ separated/divorced/partner)	All	
Date of last change in status	All	Drop item; detail not necessary
Number of dependent children	All	
Age of youngest dependent child	Have children	
Employment/enrollment status of spouse/partner	Have spouse/partner	Condensed items
Income/debt of spouse/partner	Have spouse/partner	Condensed items
Income in 2008	All	Adjust question wording to make clear that respondent should report his/her income only, not household income
Type of disability	All	Longitudinal item from NPSAS:08; inadvertently omitted from FT data elements
Main disability	Disabled	
Native language	All	New
Other language	All	New

Language coursetaking	Know a non-English language	New
Non-English language use during childhood	Know a non-English language	New
Use of non-English language	Know a non-English language	New
Proficiency in non-English language	Know a non-English language	New
Assets and debt		
Own home or rent	All	Debt and finances
Monthly mortgage/rent amount	All	
Other type of housing (parents/military/job includes/religious/other)	No mortgage/rent payment	Drop; the important items here are captured other places (military service and living with parents)
Own any motor vehicles	All	
Monthly auto payments	Vehicle owners	
Untaxed benefits	All	Drop; not analytically useful
Impact of recession on enrollment and employment decisions	All	New
Civic and volunteer activity		
Registered to vote in U.S.	U.S. citizens	
Voted in any election	U.S. citizens	
Military status (veteran, active, reserves, none)	All	
Perform any community service/volunteer work in last year	All	
Types of service and time commitment	All	
Volunteer hours per month	Volunteers	Added; missing in FT data elements
Reasons why volunteered	Volunteers	Drop; not analytically useful
Volunteer benefits	Volunteers	Drop; not analytically useful
Future plans to volunteer	Volunteers	Revised from "Volunteer again in next 12 months" to "Future plans to volunteer"

Identifying prospective teacher pipeline members

Teaching experience at K-12 level	All	Screen for K-12 teaching pipeline
Prepared for teaching	All who hadn't taught	
Considering teaching	All who hadn't taught or prepared	

Teaching experiences

Types of teaching positions held since NPSAS school: regular, short-term substitute, long-term substitute, teacher's aide, support, itinerant, student teacher	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)
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Number of schools/districts held teaching positions since NPSAS school
For types held, month/year when first taught

Teaching career paths

Held substitute or teacher's aide position to get permanent K-12 job	Taught only in short-term substitute or teacher's aide positions	Identify transition jobs into teaching	Drop; not analytically useful
Current teaching position/most recent position if not currently teaching	K-12 teachers		Drop; this information can be derived from responses to items in the school/district loop
Participated in teacher internship program	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	Drop; not analytically useful
How well did your education courses in college prepare you for teaching?	K-12 teachers	Teacher education/training, teaching career paths	Drop; not analytically useful
How well did your academic courses in college prepare you for teaching?	K-12 teachers	Teacher education/training, teaching career paths	Drop; not analytically useful

How many K-12 teaching jobs (not including teacher's aide, short-term substitute, or student teaching jobs)?	K-12 teachers	Teaching career paths	Was not included in field test, will not be in full scale
For each school/district (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		
County and district of school for itinerant position	Itinerant teachers		
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)			Drop; not analytically useful
Whether prepared to teach all subjects taught			
Whether taught full or part-time			
Academic year base salary and other compensation			
Why did you leave that school/district?			
Degree of preparation for first teaching position	K-12 teachers	Teaching career paths	
Support from school or district in first teaching job	K-12 teachers	Teaching career paths	
Satisfaction with aspects of teaching	K-12 teachers	Teaching career paths	
How long do you plan to continue teaching?	Currently teaching	Teaching career paths	Drop; not analytically useful
Do you plan to return to teaching?	Taught but no longer teaching	Teaching career paths	Drop; not analytically useful
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.)	Prepared to teach		Drop; not analytically useful
Currently certified to teach in any of grades K-12 in any state?	Ever certified		

State of certification	Ever certified	Drop; not analytically useful
Type of certification	Ever certified	Added; missing in FT data elements
Name of teaching certification	Ever certified	Drop; was used only to generate data to help determine response categories for type of certification item
Date first certified (month, year)	Ever certified	
Field(s) in which certified	Ever certified	
Certified through an alternative certification program?	Ever certified	Drop; not analytically useful
Type of alternative certification program	Certified by alternate route	Drop; not analytically useful
Completed or completing student teaching or teacher practicum	No regular certification or not teacher education majors	Ask only of respondents without regular/standard certifications or who were not teacher education majors
Taken or taking courses towards certification	Prepared but never certified	
Teaching job applications		
Applied for teaching jobs since completing degree	Not taught, but had prepared or were currently considering	Teaching career paths
Received any offers?	Applied	
Rejected all offers?	Received an offer	Was not included in field test, will not be in full scale

Reasons for not taking offered teaching job(s) - 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	Rejected offers		Was not included in field test, will not be in full scale
Reasons for not applying for a teaching position	Did not apply		
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)	Taught, prepared, or were currently considering	Teaching career paths	Was not included in field test, will not be in full scale
Do you have any plans to move into or continue in a non teaching job in elementary or secondary education?	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		Drop; not analytically useful
Plan to teach in future	Teacher education majors who said no to screeners 1 and 3 and had neither applied nor taught since graduation		
Loan forgiveness program awareness and participation	All who taught, prepared, or are currently considering	Loan forgiveness programs	NOTE: This addresses TEACH grants
Locating information	All	Tracing for next follow-up	

Additional Foreign Language Questions

Proposed Wording	NAAL 2003 Question	Similar/modified/new	Justification
Is English your native language?	A-5, A-6	Similar	This a gateway question to differentiate between native and non-native speakers.
What language do you consider to be your native language?	A-7	Similar	This question to be used to set primary language acquisition
Do you know any other language(s) or have you ever taken classes in a foreign language?	A-8	Modified	The NAAL currently asks this question in respect to ESL classes. We would like to modify it have it apply to all people who know more than one language.
Which second language do you know best?	A-13	Similar	This question to be used to set secondary language acquisition
How long ago did you last take a [T_LNGNAM] class?	A-10	Similar	This question asked to understand when last formal class was taken.
Growing-up, did you speak [T_LNGNAM] at home always, sometimes, or never?	A-5	Similar	This language to determine how non-english language was spoken in home.
In comparison to your English, how proficient in [T_LNGNAM] are you in the following:	A-14, A-15	Similar	Question asked to get self-assessment of non-english language skills versus english.
Currently, do you interact with people in [T_LNGNAM] on a regular basis?	---	New	These questions are not asked in the NAAL. We would like to cognitively test these so that we may get an accurate picture of how people are maintaining their 2nd language skills
Do you use, or plan to use, your [T_LNGNAM] in your career?	---	New	