

NATIONAL POSTSECONDARY STUDENT AID STUDY: 2008

Supporting Statement
Request for OMB Review (SF83i)
Reinstatement with Change of Previously Approved
Collection (OMB # 1850-0666)

Submitted by
National Center for Education Statistics
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Preface

This document supports the clearance of the 2008 National Postsecondary Student Aid Study (NPSAS:08), a nationally representative study of how students and their families finance education beyond high school. NPSAS:08 will serve as the base-year study for Baccalaureate and Beyond (B&B), a longitudinal study of baccalaureate recipients that will focus on the value of the bachelor's degree for further education and employment.

A clearance package submitted in September 2006 requested that OMB reinstate the clearance previously obtained for the 2004 cycle of NPSAS (OMB No. 1850-0666) for the 2008 study. We conducted a field test under this clearance earlier this year.¹ Based on field test results, we are providing updated information for the full-scale study in this package and requesting that OMB extend the existing clearance to include the full-scale study.

Updated information in this package includes:

- Revised estimates of response burden;
- Final student and institution contacting materials;
- Revised sampling plan for the full-scale study;
- Final data elements, as approved by the Technical Review Panel at its August 2007 meeting; and
- Final plans for presentation of notification materials, reminder prompting, and nonresponse conversion incentives, based on several experiments conducted in the field test.

As with previous NPSAS submissions, we are requesting clearance for data elements, materials, and procedures.

¹ The National Center for Education Statistics (NCES) will provide the Office of Management and Budget (OMB) with a copy of the field test report when it is available.

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The 2008 National Postsecondary Student Aid Study (NPSAS:08)

A. Justification

1. Circumstances Making Collection of Information Necessary

a. Purpose of this Submission

This document supports the clearance of selected data elements, materials, and procedures under the Paperwork Reduction Act of 1995 and 5 CFR 1320, as amended, for the 2008 National Postsecondary Student Aid Study (NPSAS:08). This study is being conducted by RTI International² and its subcontractor, MPR Associates, under contract to the U.S. Department of Education's (ED's) National Center for Education Statistics (NCES) (Contract Number ED-05-R-0005).

NPSAS was first implemented by NCES during the 1986–87 academic year to meet the need for national-level data about significant financial aid issues. Since 1987, NPSAS has been fielded every 3 to 4 years, most recently conducted during the 2003–04 academic year. This implementation is the seventh in the series and will be conducted during the 2007–08 academic year.

Previous studies related to or based on data from NPSAS or its longitudinal spin-offs are listed in appendix A. Appendix B lists the study's Technical Review Panel (TRP). A facsimile of the field test student interview is provided in appendix C. Samples of the confidentiality pledge and affidavit of nondisclosure completed by all project staff having access to individually identifying data are provided in appendix D, along with documents related to other security measures that will be implemented. Introductory letters to institutions and students selected for participation in the NPSAS study are found in appendix E. A list of endorsing institutions and associations supporting NPSAS:08 is provided in appendix F. Appendix G describes the security procedures for linkages to extant data sources.

b. Legislative Authorization

NPSAS:08 is conducted by NCES within the Institute of Education Sciences (IES) in close consultation with other offices and organizations within and outside ED. NPSAS is authorized under the Education Sciences Reform Act of 2002 (P.L. 107-279, Title 1 Part C), which requires NCES to

“collect, report, analyze, and disseminate statistical data related to education in the United States and in other nations, including:

(1) collecting, acquiring, compiling... and disseminating full and complete statistics on the condition and progress of education, at the preschool, elementary, secondary, and postsecondary levels in the United States, including data on—

(E) educational access to and opportunity for postsecondary education, including data on financial aid to postsecondary students;”

² RTI International is a trade name of Research Triangle Institute.

Section 183 of the Education Sciences Reform Act of 2002 further states that

“all collection, maintenance, use, and wide dissemination of data by the Institute, including each office, board, committee, and Center of the Institute, shall conform with the requirements of section 552A of title 5, United States Code [which protects the confidentiality rights of individual respondents with regard to the data collected, reported, and published under this title].” (Section 183)

c. Prior NPSAS Studies

As noted above, NPSAS:08 will be the seventh NPSAS in a series dating back to 1986–87. The first in the series, the 1987 National Postsecondary Student Aid Study (NPSAS:87), based on a sample of students enrolled in the fall term of 1986, is not completely comparable to later studies. Beginning in 1989–90, NPSAS surveys sampled students enrolled at any time during a full academic year, so that students enrolled only during the summer or spring terms, as well as those who began at any time in institutions (primarily vocational) not on a traditional calendar system, were included. Additional detailed information about each of the prior NPSAS studies and related longitudinal studies conducted by NCES can be found at <http://nces.ed.gov>.

Since the inception of NPSAS, the data collection techniques and sources used for these studies have improved and expanded over time. NPSAS:90 was based on institutional data transcribed on paper forms, computer-assisted telephone interviews (CATIs), and only one external data source, the Pell Grant payment file. NPSAS:93 introduced the computer-assisted data entry (CADE) system, allowing institutions to enter data from student records directly into electronic files. This facilitated matching student records to federal student loan and the Pell Grant files. NPSAS:96 made more use of electronic data files to supplement the survey information from CADE and CATI. In addition to the Pell Grant files, student records were matched with the electronic Institutional Student Information Records (ISIR) of the Central Processing System (CPS) for federal financial aid applications, the federal student loan history records of the National Student Loan Data System (NSLDS), and the files of the College Board and ACT for student test scores on the SAT and ACT tests.

NPSAS is the only periodic, nationally representative survey of student financial aid. There is no other single national database containing student level records for students receiving aid from all of the numerous and disparate programs funded by the federal government, the states, postsecondary institutions, employers, and private organizations. NPSAS:08 data will allow for the continued evaluation of trends regarding financial aid and postsecondary enrollment. This information is critical to the development of government policy regarding higher education. The NPSAS studies reflect the changes made in government guidelines for financial aid eligibility and availability, and provide a good measure of the effect of those changes.

The NPSAS studies also inform policymakers regarding what is working and what needs changing in the future. A central focus of all of the NPSAS studies is the effect of the federal financial aid programs. Major changes in federal financial aid policy are usually made every 5 to 6 years through Reauthorization of the Higher Education Act (HEA), the legislation establishing the basic rules for the federal grant, loan, and work-study programs, including eligibility criteria and need analysis requirements. The federal financial aid described in the NPSAS:90 and NPSAS:93 studies was awarded under the policies set in the 1986 Reauthorization of HEA. The

Reauthorization of 1992 made many substantial changes. It established a single need analysis formula for Pell Grants and the other need-based federal programs, eliminated home equity from consideration in need analysis, created an unsubsidized student loan program for dependent students, which has no need requirements, and increased borrowing limits in the federal loan programs. The results of the NPSAS:96 survey reflected these changes. For example, the proportion of middle-income students with federal loans increased substantially at 4-year colleges, and annual student loan and cumulative debt amounts increased at all income levels and at all types of institutions.

NPSAS:2000 and NPSAS:04 reflected the Reauthorization of 1998 legislation, which made relatively few changes in the federal financial aid programs. The changes to need analysis were minor. The student income protection allowance increased somewhat, requiring a smaller contribution from prior year earnings. Student loan amount limits were kept at the same levels that had been in effect since 1993, although interest rates were lower. The Pell Grant maximum amounts were increased to \$4,050 for 2003–04. Since the basic financial aid programs and policies had not changed since NPSAS:96, the results of the NPSAS:2000 and NPSAS:04 surveys created a clearer picture of the underlying trends in the effect tuition increases had on various categories of students. In addition to documenting the continuing increases in college prices, these two surveys showed the parallel increases in grant awards and student loan borrowing. In 2003–04, three-fourths of all full-time undergraduates were receiving financial aid, and the average amount received was almost \$10,000. The percentage of full-time undergraduates receiving grant aid (62 percent) continued to be greater than the percentage with student loans (50 percent) in 2003–04. Cumulative student loan debt continued to increase: among graduating seniors at private not-for-profit institutions, nearly three-fourths graduated with an average student loan debt of \$22,000.

NPSAS:04 was innovative in a number of ways. The sample size was substantially increased to yield about 90,000 respondents (compared with 60,000 in NPSAS:2000). For the first time, the NPSAS sample was designed to provide representative state-level estimates of undergraduates in 12 selected states, which has provided data for comparisons of differences in college prices and financial aid programs among states. In addition to the usual telephone interviews, for the first time the NPSAS:04 student interview was offered as a self-administered web survey. Also for the first time, the NPSAS survey data were used to estimate the average amounts of the federal education tax benefits (Hope, Lifetime Learning, and Tuition and Fees Deductions) and their distribution among students. Nearly one-half of all undergraduates were found to benefit from one of these federal tax reductions.

d. Prior and Related Studies

Two longitudinal studies conducted as part of the Postsecondary Longitudinal and Sample Survey Studies (PLSSS) within the Postsecondary Studies Division (PSD) of NCES were designed to address a variety of issues regarding higher education. Based on samples of students attending postsecondary education in a particular year regardless of age, each of these studies incorporates base-year data from the cross-sectional NPSAS and extends it through longitudinal follow-up components focusing on first-time students and on recent college graduates in alternate NPSAS survey years: Beginning Postsecondary Students (BPS) and Baccalaureate and Beyond (B&B). The chronology of the previous administrations of the NPSAS study and its associated longitudinal components is presented in table 1.

Table 1. Chronology of NPSAS and its longitudinal components

Base year	First follow-up	Second follow-up	Third follow-up
NPSAS:90	BPS:90/92	BPS:90/94	—
NPSAS:93	B&B:93/94	B&B:93/97	B&B:93/03
NPSAS:96	BPS:96/98	BPS:96/01	—
NPSAS:2000	B&B:2000/01	—	—
NPSAS:04	BPS:04/06	BPS:04/09	—
NPSAS:08	B&B:08/09	B&B:08/12	—

— Not applicable.

NOTE: NPSAS = National Postsecondary Student Aid Study; BPS = Beginning Postsecondary Students; B&B = Baccalaureate and Beyond.

The six major issues addressed in these PSD studies are:

- undergraduate access/choice of institution;
- persistence;
- progress/curriculum;
- attainment/outcome assessment;
- graduate/professional school access; and
- rates of return to individuals and society.

Specific studies that have been based on previous NPSAS, BPS, or B&B data are also listed in appendix A for reference.

NPSAS:08 will serve as the base year study for the next implementation of B&B – specifically, B&B:08/09³. The primary purpose of the B&B series of studies is to focus on the value of obtaining a bachelor’s degree, and to track the paths of recent graduates into employment and additional education. The B&B:08 cohort will be the third cohort of the B&B series and the second to collect transcript data from the institution awarding the bachelor’s degree. The first cohort, B&B:93, which consisted of students who received their bachelor’s degrees in the 1992-93 academic year, was identified as part of the 1992/93 National Postsecondary Student Aid Study (NPSAS:93). Students were interviewed and postsecondary transcripts were collected during the initial follow-up in 1994. The cohort was interviewed again in 1997 and 2003. The second cohort, B&B:00, selected from NPSAS:2000, had a single follow-up in spring 2001 and no transcript collection.

e. Study Design for NPSAS:08

Data for NPSAS:08 will be collected from both postsecondary institutions and students. The target population includes all students enrolled in eligible institutions⁴ in the 2007-08 academic year. A stratified sample of students within the sampled institutions will be selected.

Institutions will be asked to provide information from student financial aid records and other institutional sources. Much of the required student financial aid data contained in institutional records is also available in the Central Processing System (CPS), which houses and processes data contained in the Free Application For Federal Student Aid (FAFSA) forms; these

³ OMB clearance for B&B:08/09 will be requested separately.

⁴ For a description of eligible institutions, please see Section B.1.a.

data will be obtained through file secure matching/downloading with this system. This process will reduce the data collection burden on sampled institutions. As in NPSAS:04, institutions will be asked to verify institutional characteristics and financial aid program participation and to provide enrollment lists for sampling purposes. Data from students will be collected via a self-administered survey on the Internet or through web-based CATI.

Following student record data collection (also referred to as CADE data collection), additional data for the NPSAS:08 student sample are obtained from a variety of extant data sources. These include additional queries of CPS, the National Student Loan Data System (NSLDS), Pell loan and grant files, the National Student Clearinghouse (NSC), and vendors of national undergraduate, graduate, and professional student admission tests including ACT and SAT scores. Matching to these data sources occurs after CADE data collection to ensure the availability of the maximum number of verified social security numbers and to facilitate “batch mode” processing that is suitable to many of these resources. A description of the security procedures for the linkages to extant data sources is provided in appendix G.

2. Purposes and Uses of the Data

The fundamental purpose of NPSAS is to create a research data set that brings together information about a variety of programs for a large sample of undergraduate, graduate, and first professional students. NPSAS provides the data for comprehensive descriptions of the undergraduate and graduate/first professional student populations in terms of their demographic characteristics, academic programs, types of institutions attended, attendance patterns, employment, and participation in civic and volunteer activities. Demographic and enrollment data establish the appropriate context that allows research and policy analysts to address basic issues about postsecondary affordability and the effectiveness of the existing financial aid programs. These results are published in three descriptive reports: a profile of undergraduates, a profile of graduate/first professional students and their education financing, and a report on undergraduate financing, which describes tuition and price of attendance levels, the percentage of students receiving various types of financial aid and the average amounts received, the net price of attendance after aid, financial aid need, and remaining need after financial aid.

Another purpose of NPSAS is gathering base-year data on a subset of students who become the sample for a longitudinal study. NPSAS:08 will establish the base year cohort for a Baccalaureate and Beyond Longitudinal Study of college graduates with a follow-up survey 1 year later (B&B:08/09) and another follow-up in 2012. A section of the student interview will focus on describing aspects of the experience of these students in their last year of postsecondary education.

Many of the important research questions remain the same across all of the NPSAS studies. Price increases, net price levels, remaining need after financial aid, and increases in student loan debt will continue to be central issues. The NPSAS:04 data were also used to determine eligibility for the federal education tax credits and deductions, and to estimate the amounts and distribution of these tax benefits by income levels. In addition, the NPSAS:08 survey data will be used to address policy issues relating to the changes in federal financial aid programs resulting from the Higher Education Reconciliation Act of 2005 (HERA). These include eligibility for and receipt of the new federal Academic Competitiveness Grants (ACG) and National Science and Mathematics Access to Retain Talent (SMART) grants, increases in the Stafford loan limits for 1st and 2nd year students, changes in the Expected Family

Contribution (EFC) formulas, and expansion of eligibility for the Simplified and Automatic Zero EFC.

Some of the primary issues to be investigated in NPSAS:08 include

(1) Student demographics;

- What is the distribution of student enrollment among types of institutions by gender, race/ethnicity, age, dependency, and income?
- What types of institutions are serving the largest proportions of low-income, non-traditional, and ethnic minority students?
- What proportion of undergraduates are first generation college students, and what types of institutions are they attending?
- What proportion of students are immigrants or children of immigrants, and what types of institutions are they attending?
- How much are students with disabilities participating in postsecondary education?

(2) Academic preparation and programs;

- What proportion of 1st and 2nd year undergraduates (with and without Pell grants) meet the “rigorous curriculum” eligibility requirements for the Academic Competitiveness Grants?
- What proportion of undergraduates were enrolled in college courses while still in high school?
- What proportion of college students have taken remedial courses?
- What types of students are enrolled in vocational certificate, associate’s, and bachelor’s degree programs, and what are their fields of study?
- What proportion of 3rd and 4th year students (with and without Pell grants) majoring in science, technology, engineering and mathematics (STEM), and foreign language fields are eligible for the National SMART grants?
- What is the extent of internet-based and other distance education, and what types of institutions and students are using it?
- What are students’ primary purposes for enrolling in postsecondary education and their educational goals?

(3) Financial aid;

- What proportion of students are receiving aid from states, institutions, employers, and private sources, and what are the average amounts received?
- Are the HERA changes in the EFC calculation and expanded eligibility for Simplified need analysis reflected in the amount of federal aid received by low-income students?
- What proportion of students are receiving need-based or merit-based aid?

- How does the amount and type of aid vary by dependency and income level?
 - What proportion of Pell grant recipients have received federal ACG and National SMART grants, by class level, major, and type of institution?
 - What is the ratio of federal to non-federal aid at various types of institutions?
 - What is the ratio of grants to loans at various types of institutions?
 - What proportion of students have financial aid need and what is the average amount of need by income?
 - What proportion of students with need who receive financial aid have unmet need, and what is the average amount by income?
- (4) Price of attendance;
- What are the differences in the average tuition and total price of attendance by type of institution and among students by dependency, income, and full-time or part-time attendance status?
 - What is the proportion of students at various income levels whose tuition and fees are completely covered by grants (zero net tuition)?
 - What is the average net price of attendance (student budget minus financial aid) at various income levels at different types of institutions?
- (5) Student borrowing;
- What are the differences in the percentage borrowing and the average amounts borrowed through the federal student loan programs by institution type, attendance status, class level, and income?
 - What proportion of students are borrowing the maximum Stafford loan amounts? How much have average loan amounts for 1st and 2nd year students increased as a result of the higher loan limits set in HERA?
 - What is the difference in the proportion of students receiving subsidized or unsubsidized Stafford loans by dependency and income level?
 - Are students receiving useful information about repayment options and future salaries in their major through student loan counseling?
 - What is the average cumulative debt of students by class level, especially among graduating college seniors?
 - How much are dependent undergraduates using credit cards to pay for educational expenses?
- (6) Student employment;
- What proportion of students work while enrolled and what are the average hours per week they work?
 - What is the average amount earned from work while enrolled?

- Is there a relationship between the amount of work and the receipt of grants or loans?
 - How do students perceive the effect of working on academic performance while enrolled?
 - Are students with federal work-study jobs more likely to work in areas related to their majors, and are they working in community service, literacy, and tutoring activities?
- (7) Sources of funds;
- What types of financial support are dependent students receiving from their parents?
 - What proportion of students are benefiting from the federal Hope and Lifelong Learning tax credits and the tuition and fees deductions, by family income levels? What are the average amounts of these benefits?
- (8) Civic participation;
- How much are students participating in community service and civic activities?
 - What proportion of students are registered to vote, and what proportion of students have actually voted in a recent election?

Answers to these and other questions are vital if policymakers at the local, state, and national levels are to respond adequately to the changing environment of postsecondary education. As the publications listed in appendix A indicate, since inception, the NPSAS, BPS, and B&B series have resulted in numerous NCES publications addressing these issues. The data from these studies have also been used extensively to explore PSD program issues through the NCES Postsecondary Education Descriptive Analysis Report (PEDAR) series.

3. Use of Information Technology

a. Institutional Data Collection

As was the case in NPSAS:04, electronic data for selected students will be downloaded directly from the CPS at ED. Preloading data from CPS into the CADE student record abstraction form greatly reduces the burden on sample institutions for abstracting data from student records. Student record abstraction will be accomplished using one of three methods, with the institution choosing the most convenient method.

The first option is for institutional staff to use a web-based version of CADE (self-CADE). The CADE program is flexible and allows the user to determine the best way of completing the task, either by entering all information for one student at a time or by entering data section by section for all students. The CADE program incorporates checks for consistency and valid values, which allows immediate correction or resolution of inconsistent or erroneous data.

In the event the institution does not have the time and/or staff to enter data into CADE, a trained contractor field staff member will be sent to the institution to enter the institutional data into the web-based CADE program, either by using equipment available onsite or via a laptop

(field-CADE). The third option is for the institution to prepare data files, based on RTI specifications, and submit the CADE data elements electronically (data-CADE). Upon completion, the institution will transmit the data through the NPSAS website. A more in-depth description of each of these options is provided in section B.3, Methods for Maximizing Response Rates. For a description of data security procedures, please see section A.10.

b. Student Interviews

To improve the efficiency of data collection, the NPSAS:08 full-scale study (like the field test and NPSAS:04) will use web-based student interviewing. The modes of data collection will be web-based self-administered surveys and web-based CATI. The survey instruments within these systems will be parallel, so the same question wording, item order, and range/consistency checks will be applied in either mode.

The survey instrument displays questions for the respondent or interviewer in program-controlled sequences on a computer screen. Computer control of the survey administration and the monitoring of responses offers substantial improvements in data quality and data collection efficiency over standard paper-and-pencil surveys. The incidence of missing or inconsistent data is greatly reduced because questionnaire skip patterns are computer controlled. Moreover, invalid entries or entries inconsistent with previous responses are identified by the computer so that they can be verified and corrected if necessary.

The self-administered web-based student interview adds considerable flexibility to the interviewing process. The wording and presentation of subsequent questions can be tailored to reflect answers already received as well as preloaded information. Online help screens are also available to provide respondents with more in-depth explanations of questions and examples of the categories of answers listed. Perhaps the most important feature of the self-administered web-based student interview is that respondents can complete portions of the interview and save their responses. This allows them to return and complete the interview at a later time rather than requiring the interview be entirely completed at once. These features reduce participant burden while ensuring that the most accurate data are collected.

4. Efforts to Identify Duplication

NCES has consulted with other federal offices, such as the ED's Office of Postsecondary Education, the Planning and Evaluation Service, the Congressional Budget Office (CBO), and the Office of Management and Budget (OMB). Consultations with nonfederal associations such as the American Council on Education (ACE), the National Institute of Independent Colleges and Universities (NIICU), and the National Association of Student Financial Aid Administrators (NASFAA) confirm that the data to be collected through NPSAS are not available from any other sources. These consultations provide methodological insights from the results of other financial aid investigations and assure that the data collected through NPSAS meet the needs of the federal government and other relevant organizations.

5. Method Used to Minimize Burden on Small Businesses

The student survey for NPSAS:08 does not involve small businesses or entities. However, some small businesses (for-profit schools) and other small public and private schools will be contacted as part of NPSAS:08. We will attempt to minimize the intrusion and burden to such schools by working closely with a school-appointed coordinator before the data collection

effort to identify the sources of information within the school and the format in which records are kept. We are collecting electronic data from a central source at ED to minimize record abstraction burden. To accommodate any constraints imposed by staffing considerations or record-keeping systems, schools will be offered alternative methods of providing the requested data including (1) using web-based instrumentation to enter requested information from student records for all students sampled at the institution (self-CADE); (2) providing electronic data files to the contractor (data-CADE); and (3) having specially trained contractor field staff abstract student data (field-CADE).

6. Frequency of Data Collection

This cycle of NPSAS will take place 4 years after the last data collection. The rationale for conducting NPSAS periodically is based on the historical need for information on financial aid programs. The large-scale and rapid changes in federal policy concerning postsecondary student aid necessitate frequent studies. Eligibility restrictions change, size of grant and loan amounts fluctuate, and the balance between various aid options changes dramatically. Since these changes affect students' ability to finance postsecondary education and the level of debt that students are accumulating, data collections every 3 to 5 years are necessary. A recurring study is essential to helping predict future costs for financial aid because loan programs create continued obligations for the federal government as long as the loans are being repaid.

Repeated surveys, such as NPSAS, are also necessary because of rapid changes in the postsecondary environment. The size, age, preparation, ability, and financial strength of the student population have changed as the result of changes in the size of the traditional postsecondary-age population and the increased likelihood of some demographic groups to seek postsecondary education (e.g., women, minorities, and older students). Postsecondary institutions themselves are also changing and private, for-profit institutions are becoming more frequently involved in federal programs. These institutions are increasing students' education costs because an increasing proportion of their income comes from tuition; hence, they are devoting greater efforts to recruiting and counseling on financial aid. Also, changes in the demographic characteristics of students may affect their ability to finance postsecondary education (e.g., older students typically have greater resources and a more extensive credit history, and minority students often have fewer resources).

The combination and magnitude of all these factors in postsecondary education underscores the need for periodic data collections. Effects of these changes on federal policy and postsecondary education participation create an opportunity, as well as a need, to monitor this rapidly changing situation on a regular basis.

7. Special Circumstances of Data Collection

No special circumstances of data collection are anticipated.

8. Consultants Outside the Agency

Recognizing the significance of NPSAS data collection, several strategies have been incorporated into the project work plan that allow for the critical review and acquisition of comments relating to project activities, interim and final products, and projected and actual outcomes. These strategies include consultations with persons and organizations both internal and external to NCES, the U.S. Department of Education (ED), and the federal government.

Previous NPSAS implementations have benefited from a standing federal review panel composed of staff from several offices in ED (the Office of Postsecondary Education [OPE] and the Office of Policy and Planning [OPP]) and representatives of OMB and CBO. Members of this panel also belong to the Technical Review Panel (TRP) for NPSAS:08. The membership of the TRP (see appendix B) represents a broad spectrum of the postsecondary and financial aid communities. The nonfederal members serve as expert reviewers on the technical aspects of the study design, data collection procedures, and instrument design, especially item content and format. The TRP reviewed the data elements during their August 2007 meeting, and the revised data elements presented in Section C reflect this review.

9. Provision of Payments or Gifts to Respondents

NPSAS:08 will reimburse institutions that report difficulty meeting the data collection requirements or schedule for the staff time involved in providing data. RTI will reimburse institution costs to the extent that they are reasonable and properly documented. As shown in Table 3, the cost to each institution is estimated at \$14 per hour for 25 hours for an average cost of \$350.

To maximize student response rates, we propose to use incentives for two purposes—to encourage early response using the self-administered web survey, and to limit nonresponse bias through refusal conversion. In the NPSAS:08 field test, we tested several specialized plans for improving response rates, including (1) contacting efforts using United States Postal Service Priority Mail, (2) prompting, and (3) paying incentives to students. We used the field test to assess the benefits of prepaying a portion of the nonresponse conversion incentive to those who refused to participate or were difficult to contact. The results of these tests are described in Section B.4.

In summary, paying incentives is expected to encourage respondents to respond early primarily via self-administration on the web and to encourage nonresponding sample members to participate in the study. The use of incentives provides significant advantages to the government in terms of increased overall response rates and timely data collection. In addition, the use of incentives can also result in decreased data collection costs.

10. Assurance of Confidentiality

NCES assures participating individuals and institutions that any data collected under NPSAS and related programs shall be in total conformity with NCES's standards for protecting the privacy of individuals.

NPSAS:08 is authorized under the Education Sciences Reform Act of 2002 (Public Law [P.L.] 107-279, Title 1 Part C), which requires NCES to

“collect, report, analyze, and disseminate statistical data related to education in the United States and in other nations, including:

(1) collecting, acquiring, compiling... and disseminating full and complete statistics on the condition and progress of education, at the preschool, elementary, secondary, and postsecondary levels in the United States, including data on—

(E) educational access to and opportunity for postsecondary education, including data on financial aid to postsecondary students;”

Section 183 of the Education Sciences Reform Act of 2002 further states that

“all collection, maintenance, use, and wide dissemination of data by the Institute, including each office, board, committee, and Center of the Institute, shall conform with the requirements of section 552A of title 5, United States Code [which protects the confidentiality rights of individual respondents with regard to the data collected, reported, and published under this title].” (Section 183)

The assurance of confidentiality plan for the project was developed by NCES and the contractor for this project. NPSAS:08 will conform totally to federal regulations, specifically the Family Education Rights and Privacy Act of 1974 (5 USC 522a), Privacy Act Regulations [34 CFR Part 5b], Section 506(d) of the General Education Provisions Act, as amended by the Hawkins-Stafford Amendments of 1988 [P.L. 100-297], and NCES *Standards and Policies*, which denote four separate laws to protect the confidentiality of individually identifiable information collected by NCES: the Privacy Act of 1974, the Education Sciences Reform Act of 2002, the USA Patriot Act of 2001, and the E-Government Act of 2002.

The plan for maintaining confidentiality includes notarized nondisclosure affidavits obtained from all personnel who will have access to individual identifiers (copies of the agreement and affidavit are provided in appendix D). Also implemented are personnel training regarding the meaning of confidentiality; controlled and protected access to computer files under the control of a single database manager; built-in safeguards concerning status monitoring and receipt control systems; and a secure, staffed, in-house computing facility.

Furthermore, ED has established a policy regarding the personnel security screening requirements for all contractor employees and their subcontractors. The contractor must comply with these personnel security screening requirements throughout the life of the contract. The ED directive that contractors must comply with is OM:5-101, which was last updated on July 7, 2005. There are several requirements that the contractor must meet for each employee working on the contract for 30 days or more. Among these requirements are that each person working on the contract must be assigned a position risk level. The risk levels are high, moderate, and low, based upon the level of harm that a person in the position can cause to ED's interests. Each person working on the contract must complete the requirements for a "Contractor Security Screening." Depending on the risk level assigned to each person's position, a follow-up background investigation by ED will occur. Materials related to these security features are provided in appendix D.

For NPSAS:08 a secure method of transferring sensitive data will be used. A secure server at NCES has been made available for this new data transfer system. The system requires that both parties to the transfer be registered users of the NCES Members Site and also that their Members Site privileges be set to allow use of the new service. This service is designed for the secure transfer of electronic files containing personally identifying information (i.e., data protected under the Privacy Act or otherwise posing risk of disclosure) and can be used for NCES to/from contractor; contractor to/from (sub)contractor; and contractor to/from other Agency data transfers. Data will remain on the server until deleted by the uploader or an administrator.

The secure server has been used successfully and without incident on the NPSAS:08 field test. The following procedures have been put into place for using the server to transfer confidential data. Before we place the file(s) on the server, we will encrypt the file(s) with 256-

bit AES encryption using WinZip 10 and the password will be a strong password of 10 or more characters containing no dictionary words, no acronyms, and at least one of each of 4 character types (uppercase, lowercase, digits, symbols) in a pseudo-random pattern. Passwords will be communicated by telephone to the recipient and will not be written down. Once the file is confirmed as being picked up by the recipient, the file will be removed from the server by the sender. At the time of the transfer, we will send an e-mail to the project COR at NCES, copying both the ED/IES/NCES Chief Technology Officer, and the NCES Deputy Commissioner, alerting them to the file transfer.

Additionally, RTI maintains a standing Committee on Human Subjects to ensure that all RTI surveys of human populations comply with applicable regulations concerning informed consent, confidentiality, and protection of privacy. This group serves as the RTI's Institutional Review Board (IRB) as required by law (45 CFR #46). RTI policy requires that the IRB independently review and approve the study design, instruments, and procedures, and monitor the study annually to ensure that sample members' rights are fully protected.

Study notification materials sent to students and institutions (see appendix E) will describe the voluntary nature of the NPSAS:08 survey and convey the extent to which respondent identifiers and all responses will be kept confidential. Similarly, the scripts to be read by telephone staff will be very specific in the assurances made to respondents and contacts.

11. Sensitive Questions

The student interview collects information about earnings, assets, and marital and dependency status. Regulations governing the administration of these questions require (1) clear documentation of the need for such information as it relates to the primary purpose of the study, and (2) provisions to clearly inform respondents of the voluntary nature of participation in the study, as well as assurances that their responses will be treated confidentially.

Financial data related to earnings and assets, as well as marital and dependency status, are key items used in calculating need for financial aid, parental contributions, and financial aid awards. Consequently, the data elements are critical to the conduct of policy-related analyses and to the modeling and projection of the effects of federal program changes on students and on program costs. Several procedures have been implemented (see section A.10) to provide assurances to respondents about the voluntary nature of participation in the study as well as the confidential treatment of survey responses.

12. Estimates of Response Burden

Two data collection activities will take place: (1) the collection of financial and administrative data for sampled students from institutions; and (2) self-administered and telephone interviews of sampled students. The respective burden estimates for each data collection activity are provided in table 2.

The response time for participating institutions is expected to vary widely. Institutions will be offered three different methods for providing responses:

- (1) web-based instrumentation for data entry of information requested for sampled students;

- (2) abstraction of information from school records by specially trained contractor field staff who will enter student record data onsite and transmit the data to the contractor's central office using the CADE software; and
- (3) transmitting electronic data files or hard copy documents prepared according to contractor-provided specifications.

Table 2. Maximum estimated burden on respondents

Data collection activity	Sample	Expected eligibles	Percent expected response rate	Number of respondents	Average time burden per response	Range of response times	Total time burden (hours)
NPSAS:08 Full-scale study							
Institutional records abstraction	1,962 ¹	1,940 ¹	83.6	1,621 ¹	25 hrs.	1 to 40 hrs.	40,525
Student interview	138,066 ²	127,073 ²	70.0	88,951 ²	25 min.	20 min. to 1 hr.	37,063
Total							77,588

¹ Institutions² Students

NOTE: NPSAS:08 = 2008 National Postsecondary Student Aid Study.

Based on results from the NPSAS:04 full-scale study, about 21 percent of schools are expected to provide electronic data files to the contractor (data-CADE), resulting in an average estimated response burden of about 18 hours. Another 66 percent are expected to use self-CADE to enter the requested information themselves at 30 hours per response (on average), while about 13 percent of schools will request assistance from field data collectors (field-CADE), resulting in an average response burden of 4 hours. This distribution of responses results in an estimated average of approximately 25 hours per institution response for the full-scale study. Table 3 presents estimated costs to respondents (both institutions and students) participating in the NPSAS:08 full-scale study.

The estimated burden for students is based on timing analyses conducted in the field test. The average time required to complete the field test student interview, for all respondents, was 26.8 minutes. The average varied slightly by mode of administration: 25.6 minutes for Web respondents, and 29.7 minutes for CATI respondents. Average interview time also varied by student type: the average for the B&B cohort was 29.6 minutes, and 22.9 minutes for other students.

Table 3. Maximum estimated costs to respondents for the NPSAS:08 full-scale implementation

Data collection activity	Sample	Response rate (percent)	Number of respondents	Average burden (time)	Total burden (time)	Rate per hour	Total cost
NPSAS:08 Full-scale study							
Institutional records abstraction	1,962	83.6	1,621	25 hrs	40,525 hrs.	14	\$567,350
Student interview	138,066	70.0	88,951	25 min.	37,063 hrs.	10	\$370,630

NOTE: NPSAS:08 = 2008 National Postsecondary Student Aid Study.

13. Estimates of Cost

There are no capital, startup, or operating costs to institution or student respondents for participation in the project. No equipment, printing, or postage charges will be incurred.

14. Costs to Federal Government

A summary of estimated costs to the federal government for NPSAS:08, shown in table 4, is categorized by field test, full-scale study, and total costs. Included in the contract estimates are all staff time, reproduction, postage, and telephone costs associated with the management, data collection, analysis, and reporting for which clearance is requested. A more detailed breakdown of contract costs is provided in table 5.

Table 4. Individual and total costs to the National Center for Education Statistics (NCES) for the NPSAS:08 field test and full-scale implementations

Costs to NCES	Amount (\$)
NPSAS:08 Field Test	
Salaries and expenses	48,000
Contract costs	4,710,602
Total	4,758,602
NPSAS:08 Full-Scale Study	
Salaries and expenses	173,255
Contract costs	18,295,950
Total	18,469,205
Total costs	
Salaries and expenses	221,255
Contract Costs	23,006,552
Total	23,227,807

NOTE: NPSAS:08 = 2008 National Postsecondary Student Aid Study.

15. Reasons for Changes in Response Burden and Costs

Projected estimates for response burden and costs for NPSAS:08 are based on experiences from NPSAS:04. Institutional response burden is difficult to estimate due to the wide variation in response times experienced in NPSAS:04, particularly since student sample sizes and record abstraction methods vary widely. Furthermore, accurate timing data are not available for institutional record abstraction. However, the figures presented in tables 2 and 3 are believed to portray an accurate assessment of the estimated time required for participation.

Certain assumptions guide the estimates for response burden. We assume that each institution will need approximately 2 hours to prepare and review instructions prior to performing record abstractions. Then, we are assuming an average of approximately 20–40 minutes per student. In the full-scale study, we are anticipating an average of 72 students per institution. Given the increased use of data-CADE (electronic submission of data files containing student record data), institutions will benefit from an economy of scale that will reduce the overall average for institutional data collection.

Estimated response burden for students is based on extensive timing analysis conducted in the NPSAS:08 field test. While there are some minor modifications, the overall number of items included in the student interview is similar to NPSAS:04; therefore, it is expected that the timing of the NPSAS:08 student interview will be comparable.

Table 5. Contract costs for NPSAS:08

Study area and task		Budgeted amount (in \$)
110	Post-award conference	37,609
120	Schedules	62,532
130	Monthly reports	416,886
140	Integrated monitoring system	789,145
150	Technical review panels	973,822
Field test (FT)		
211	Sampling	109,813
212	Institution Contacting	269,507
213	Std Sample Design Select	166,566
220	FT RIMG/OMB forms clearance	67,221
231	Instrumentation	903,611
232	Tracing	91,768
233	Training for institution level data collection	271,097
234	Training for CATI data collection	164,368
235	Institution level data collection	321,033
236	Web/CATI data collection	362,179
237	Data processing	673,047
240	Methodology report	170,395
Full-scale (FS) data collection		
310	Sampling	171,974
312	Institution contacting	529,445
313	Std Sample Design Select	396,829
320	FS RIMG/OMB forms clearance	71,517
331	Instrumentation	879,343
332	Tracing	1,368,212
333	Training for institution-level data collection	439,228
334	Training for CATI data collection	489,195
335	Institution-level data collection	1,207,343
336	Web/CATI data collection	8,197,849
337	Data processing	1,095,125
338	Weighting, imputations, and nonresponse bias analysis	619,719
339	Data disclosure planning and prevention	54,942
340	Methodology report	216,603
Descriptive reporting		
410	ED tabulations	226,749
420	Data analysis system	365,053
430	Additional special tabulations	216,600
440	Descriptive reports	433,255
450	Respond to information requests	157,905
460	Final technical memo	19,067
Total		23,006,552

NOTE: Costs presented here do not include base or award fee. CATI = computer assisted telephone interview.

16. Publication Plans and Time Schedule

The formal contract for NPSAS:08 requires the following reports, publications, or other public information releases:

- descriptive summaries of significant findings for dissemination to a broad audience;
- a detailed methodological report describing all aspects of the full-scale study design and data collection procedures (a working paper detailing the methodological findings from the field test will also be produced);
- complete data files and documentation for research data users in the form of both a restricted-use electronic codebook (ECB) and a public-use Data Analysis System (DAS);
- special tabulations of issues of interest to the higher education community, as determined by NCES.

The operational schedule for the NPSAS:08 field test and full-scale study is shown in table 6.

Table 6. Operational schedule for NPSAS:08

Activity	Start date	End date
NPSAS:08 Field Test		
Contacts with institutions to request enrollment lists	9-06-2006	6-07-2007
Select student sample	1-16-2007	6-07-2007
Collect student data from institution records	2-05-2007	6-29-2007
Self-administered web-based data collection	3-05-2007	6-29-2007
Conduct telephone interviews of students	3-16-2007	6-29-2007
Process data, construct data files	2-01-2007	9-28-2007
Prepare/update field test reports	3-01-2006	7-31-2007
NPSAS:08 Full-scale Study		
Contacts with institutions to request enrollment lists	9-17-2007	11-16-2007
Select student sample	1-16-2008	7-15-2008
Collect student data from institutional records	2-01-2008	8-29-2008
Self-administered web-based data collection	2-06-2008	8-29-2008
Conduct telephone interviews of students	2-28-2008	8-29-2008
Process data, construct data files	2-01-2008	5-01-2009
Prepare/update reports	3-31-2008	8-29-2009

NOTE: NPSAS:08 = 2008 National Postsecondary Student Aid Study.

17. Approval to Not Display Expiration Date for OMB Approval

The expiration date for OMB approval of the information collection *will be displayed* on data collection instruments and materials. No special exception to this request is requested.

18. Exceptions to Certification for Paperwork Reduction Act Submissions

There are no exceptions to the certification statement identified in the Certification for Paperwork Reduction Act Submissions of OMB Form 83-i.

B. Collection of Information Employing Statistical Methods

This submission requests clearance for the full-scale 2008 National Postsecondary Student Aid Study (NPSAS:08). All procedures, methods, and systems to be used in the full-scale study were tested in a realistic operational environment during the field test conducted during the 2006–07 academic year. Specific plans for full-scale activities are provided below.

1. Respondent Universe

a. Institution Universe

To be eligible for the NPSAS:08 full-scale study, institutions are required during the 2007–08 academic year to:

- offer an educational program designed for persons who have completed secondary education;
- 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;
- have a signed Title IV participation agreement with the U.S. Department of Education;
- be located in the 50 states, the District of Columbia, or Puerto Rico; and
- be other than a U.S. Service Academy.

Institutions providing only avocational, recreational, or remedial courses or only in-house courses for their own employees are excluded. U.S. Service Academies are excluded because of their unique funding/tuition base.

b. Student Universe

The students eligible for inclusion in the sample for the NPSAS:08 full-scale study are those who were enrolled in a NPSAS-eligible institution in any term or course of instruction at any time from July 1, 2007 through April 30, 2008 and who were

- 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 required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award;
- not currently enrolled in high school; and
- not enrolled *solely* in a GED or other high school completion program.

2. Statistical Methodology

a. Sample design and proposed augmentations

The details describing the design and allocations of the institutional and student samples are presented in sections 2.b and 2.c. This first section describes two augmentations to the sample design as it was originally proposed.

The first augmentation involves oversampling 5,000 recipients of SMART grants and/or Academic Competitiveness Grants (ACG) (two new sources of student financial aid), to ensure that these students are sufficiently well represented for analysis. RTI will establish sampling rates for SMART grant recipients from a file that is to be provided by ED no later than December 2007. After establishing sampling rates, we will use the ED file to flag SMART grant recipients on lists provided by institutions.

More students are expected to receive ACG than SMART grants, so an oversample of ACG recipients may not be necessary. We will look at sample sizes with and without oversampling and at the effects of oversampling on variance estimates. In consultation with NCES we will decide if an ACG oversample is necessary. If oversampling of ACG recipients is not necessary, then the additional sample of 5,000 students will be only for SMART grant recipients.⁵

The second augmentation is contingent upon 1) funding of a pending proposal to the Department Of Education and 2) a planned modification to that proposal based on discussions with the Commissioner of the National Center for Education Statistics as well as attendees of the recent Technical Review Panel meeting (held 8/28-29, 2007). The NPSAS:08 full-scale sample will be augmented to include state-representative samples of undergraduate students in four sectors from six states which will make it possible to produce state-level analyses and comparisons of many of the most pertinent issues in postsecondary financial aid and prices.⁶

As originally designed, the NPSAS:08 sample yields estimates that are nationally representative but generally not large enough to permit comparison of critical subsets of students within a particular state. Tuition levels for public institutions (attended by about 80 percent of all undergraduates) vary substantially by state, as does the nature of state grant programs (i.e., large versus small, need-based versus merit-based). Therefore, it is possible to analyze the effect of these policies and programs with federal and institutional financial aid policies and programs only at the state level.

The choice of states for the sample augmentation was based on several considerations, including

- **Size of undergraduate enrollments in four sectors:** public 4-year, private not-for-profit 4-year, public 2-year, and private for-profit, degree-granting institutions. We estimate that we will need approximately 1,200 respondents per state in the 4-year and for-profit sectors and 2,000 respondents in the public 2-

⁵ The sample design described below assumes that SMART grant recipients will be oversampled and ACG recipients will not be oversampled.

⁶ The field test institutional sample was selected from the complement of institutions selected for the full-scale study to avoid asking an institution to participate in both. After field test data collection, ED requested that RTI augment the full-scale sample to provide state-level representation of students in selected states and sectors. To accomplish this goal, it will be necessary to include a small number of institutions that participated in the field test in the full-scale study.

year sector in order to yield a sufficient number of full-time, dependent, low-income undergraduates—the subset of students that is of particular relevance for the study of postsecondary access. Tuition and grant policies in the states with the largest enrollments have the greatest effect on national patterns and trends. As a practical matter, their representation in a national sample is already so large that the cost of sample augmentation is relatively low.

- **Prior inclusion in the NPSAS:04 12-state sample and high levels of cooperation and participation in that survey.** Participation in NPSAS is not mandatory for institutions, so we depend on institutional cooperation within a state to achieve the response rates and yields required for reliable estimates. Smaller states that were willing and helpful in NPSAS:04 and achieved high yields and response rates are more likely to cooperate again, and with less effort.
- **States with different or recent changes in tuition and state grant policies that provide opportunities for comparative research and analysis.**

Using these criteria, we proposed to augment the samples for the following 6 states: California, Texas, New York, Illinois, Georgia, and Minnesota.

The sample sizes presented in this document reflect the inclusion of the SMART grant oversample and the state-representative samples. The institution sampling strata will be expanded to include strata for the four sectors within each of the six states. For selecting institutions within states and sectors, there are three scenarios. First, for some sectors in the states, there are already enough institutions in the sample, so that no additional sample institutions are necessary. In this case, the institutions already selected will stay in sample. Second, for other sectors in the states, all institutions in the sector in the state will be in sample. Therefore, the institutions already selected will remain in the sample, and the remaining institutions will be added to the sample. Third, for other sectors in the state, additional institutions need to be added to the sample, but not all institutions will be selected. In this case, the originally selected institutions are no longer necessarily in sample, and a new sample will be selected. This is the cleanest method statistically and is also best to keep the unequal weighting effect (UWE) from being too large. In the second and third scenarios, it is anticipated that a total of about 20 field test sample institutions may be included in the full-scale sample.

Also, the student strata will be expanded to include SMART grant recipients and to include in-state and out-of-state students.

b. Institution Sample

The institution samples for the field test and full-scale studies were selected simultaneously, prior to the field test study. The institutional sampling frame for the NPSAS:08 field test was constructed from the 2004-05 Integrated Postsecondary Education Data System (IPEDS) institutional characteristics, header, completions, and fall enrollment files. Three hundred institutions were selected for the field test from the complement of institutions selected for the full-scale study to minimize the possibility that an institution would be burdened with participation in both the field test and full-scale samples, while maintaining the representativeness of the full-scale sample. However, since the decision to augment the full-scale sample to provide state-level representation of students in selected states and sectors was

made after field test data collection was completed, it will be necessary to include in the full scale study about 20 institutions that also participated in the field test (as described above).

The full-scale sample was then freshened in order to add newly eligible institutions to the sample and produce a sample that is representative of institutions eligible in the 2007-08 academic year. To do this, we used the IPEDS:2005-06 header, Institutional Characteristics (IC), Fall Enrollment, and Completions files to create an updated sampling frame of currently NPSAS-eligible institutions. This frame was then compared with the original frame, and 167 new or newly eligible institutions were identified. These 167 institutions make up the freshening sampling frame. Freshening sample sizes were then determined such that the freshened institutions would have similar probabilities of selection to the originally selected institutions within sector (stratum) in order to minimize unequal weights and subsequently variances.

Institutions were selected for the NPSAS:08 full-scale study using stratified random sampling with probabilities proportional to a composite measure of size,⁷ which is the same methodology that we used for NPSAS:96, NPSAS:2000, and NPSAS:04. Institution measures of size were determined using annual enrollment data from the 2004-05 IPEDS Fall Enrollment Survey and bachelor's degree data from the 2004-05 IPEDS Completions Survey. Using composite measure of size sampling ensures that target sample sizes are achieved within institution and student sampling strata while also achieving approximately equal student weights across institutions.

We expect to obtain an overall eligibility rate of 98 percent and an overall institutional participation (response) rate of 84 percent⁸ (based on the NPSAS:04 full-scale study). Eligibility and response rates are expected to vary by institutional strata. Based on these expected rates, the institution sample sizes (after freshening)⁹ and estimated sample yield, by the nine sectors traditionally used for analyses, are presented in table 7.

⁷ Folsom, R.E., Potter, F.J., and Williams, S.R. (1987). Notes on a Composite Size Measure for Self-Weighting Samples in Multiple Domains. *Proceedings of the Section on Survey Research Methods of the American Statistical Association*, 792-796.

⁸ The institution response rate of 84 percent assumes that institutional participation will not be mandatory.

⁹ The institution sampling frame was constructed from the IPEDS:2004-05 header, Institutional Characteristics, Fall Enrollment, and Completions files. We freshened the institution sample in order to add newly eligible institutions to the sample and produce a sample that is representative of institutions eligible in the 2007-08 academic year, using the corresponding IPEDS files for 2005-06.

Table 7. NPSAS:08 expected full-scale estimated institution sample sizes and yield

Institutional sector	Frame count ¹	Number sampled	Number eligible	List respondents
Total	6,777	1,962	1,940	1,621
Public less-than-2-year	247	22	19	14
Public 2-year	1,167	449	449	383
Public 4-year non-doctoral	358	199	199	169
Public 4-year, doctoral	290	290	290	250
Private not-for-profit less-than-4-year	326	20	20	18
Private not-for-profit 4-year, non-doctoral	1,017	359	346	284
Private not-for-profit 4-year doctoral	591	269	269	209
Private for-profit less-than-2-year	1,476	97	91	77
Private for-profit 2-year or more	1,305	257	257	217

¹ Institution counts based on IPEDS:2004-05 header file.

NOTE: Detail may not sum to totals because of rounding.

The nine sectors traditionally used for NPSAS analyses were the basis for forming the institutional strata. These are

1. public less-than-2-year
2. public 2-year
3. public 4-year non-doctorate-granting
4. public 4-year doctorate-granting
5. private not-for-profit less-than-4-year
6. private not-for-profit 4-year non-doctorate-granting
7. private not-for-profit 4-year doctorate-granting
8. private for-profit less-than-2-year
9. private for-profit 2-year or more.

Since the NPSAS:08 student sample will be designed to include a new sample cohort for a Baccalaureate and Beyond Longitudinal Study (B&B), these nine sectors will be further broken down to form the same 22 strata used in NPSAS:2000 (the last NPSAS to generate a B&B study) in order to ensure sufficient numbers of sample students within 4-year institutions by various degree types (especially education degrees, an important analysis domain for the B&B longitudinal study). Additionally, 24 strata are necessary for the state sample, as described above. The 46 institutional sampling strata are as follows:

1. public less-than-2-year;
2. public 2-year;
3. public 4-year non-doctorate-granting bachelor's high education;
4. public 4-year non-doctorate-granting bachelor's low education;
5. public 4-year non-doctorate-granting master's high education;
6. public 4-year non-doctorate-granting master's low education;

7. public 4-year doctorate-granting high education;
8. public 4-year doctorate-granting low education;
9. public 4-year first-professional-granting high education;
10. public 4-year first-professional-granting low education;
11. private not-for-profit less-than-2-year;
12. private not-for-profit 2-year;
13. private not-for-profit 4-year non-doctorate-granting bachelor's high education;
14. private not-for-profit 4-year non-doctorate-granting bachelor's low education;
15. private not-for-profit 4-year non-doctorate-granting master's high education;
16. private not-for-profit 4-year non-doctorate-granting master's low education;
17. private not-for-profit 4-year doctorate-granting high education;
18. private not-for-profit 4-year doctorate-granting low education;
19. private not-for-profit 4-year first-professional-granting high education;
20. private not-for-profit 4-year first-professional-granting low education;
21. private for-profit less-than-2-year;
22. private for-profit 2-year or more;
23. California public 2-year;
24. California public 4-year;
25. California private not-for-profit 4-year;
26. California private for-profit degree-granting;
27. Texas public 2-year;
28. Texas public 4-year;
29. Texas private not-for-profit 4-year;
30. Texas private for-profit degree-granting;
31. New York public 2-year;
32. New York public 4-year;
33. New York private not-for-profit 4-year;
34. New York private for-profit degree-granting;
35. Illinois public 2-year;
36. Illinois public 4-year;
37. Illinois private not-for-profit 4-year;
38. Illinois private for-profit degree-granting;
39. Georgia public 2-year;
40. Georgia public 4-year;
41. Georgia private not-for-profit 4-year;
42. Georgia private for-profit degree-granting;
43. Minnesota public 2-year;
44. Minnesota public 4-year;

- 45. Minnesota private not-for-profit 4-year; and
- 46. Minnesota private for-profit degree-granting.

Note that “high education” refers to the 20 percent of institutions with the highest proportions of their baccalaureate degrees awarded in education (based on the most recent IPEDS Completions file). The remaining 80 percent of institutions are classified as “low education” (i.e., having a lower proportion of baccalaureate degrees awarded in education).

c. Student Sample

Based on the expected response and eligibility rates, the preliminary expected student sample sizes and sample yield are presented in table 8. This table shows that the full-scale study will be designed to sample a total of 138,066 students, including 29,428 baccalaureate recipients; 86,274 other undergraduate students; and 22,364 graduate and first-professional students. Based on past experience, we expect to obtain, minimally, an overall eligibility rate of 92.0 percent and an overall student interview response rate of 70.0 percent; however, these rates will vary by sector.

Table 8. NPSAS:08 preliminary full-scale student sample sizes and yield

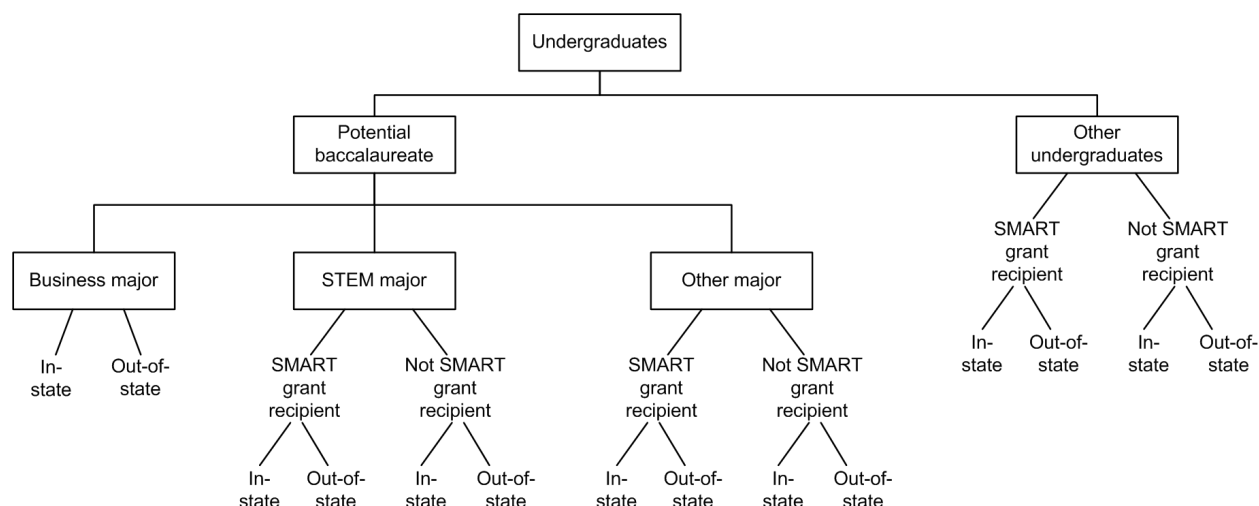
Institutional sector	Sample students				Eligible students				Study respondents				Responding students per responding institution
	Total	Baccalaureates	Other undergraduate students	Graduate/first-professional students	Total	Baccalaureates	Other undergraduate students	Graduate/first-professional students	Total	Baccalaureates	Other undergraduate students	Graduate/first-professional students	
Total	138,066	29,428	86,274	22,364	127,073	27,827	78,026	21,220	113,178	25,567	68,110	19,501	70
Public less-than-2-year	3,409	0	3,409	0	2,719	0	2,719	0	2,238	0	2,238	0	155
Public 2-year	31,095	0	31,095	0	27,330	0	27,330	0	21,719	0	21,719	0	57
Public 4-year non-doctoral	16,592	5,722	8,710	2,153	15,739	5,430	8,266	2,043	14,139	4,878	7,425	1,835	83
Public 4-year doctoral	37,456	12,164	14,683	10,579	35,595	11,569	13,965	10,062	32,602	10,596	12,791	9,216	130
Private not-for-profit less-than-4-year	3,077	0	3,077	0	2,739	0	2,739	0	2,524	0	2,524	0	142
Private not-for-profit 4-year non-doctoral	12,577	4,752	6,065	1,734	11,783	4,461	5,694	1,628	11,091	4,199	5,360	1,532	39
Private not-for-profit 4-year doctoral	15,784	4,080	4,236	7,486	15,005	3,874	4,022	7,108	13,860	3,579	3,715	6,566	66
Private for-profit less-than-2-year	7,391	0	7,391	0	6,295	0	6,295	0	5,839	0	5,839	0	76
Private for-profit 2-year or more	10,679	2710	7,608	412	9,868	2,492	6,997	379	9,164	2,314	6,497	352	42

NOTE: NPSAS:08 = 2008 National Postsecondary Student Aid Study.

We plan to employ a variable-based (rather than source-based) definition of study respondent, similar to that used in the NPSAS:08 field test and in NPSAS:04. There are multiple sources of data obtained as part of the NPSAS study, and study respondents must meet minimum data requirements, regardless of source. Using the same variable-based definition from the field test, we expect the overall study response rate to be 89.1 percent, based on NPSAS:04 results. We anticipate, however, that study response rates will vary by institutional sector, as was the case in NPSAS:04. Using the rates we experienced in that study, we expect approximately 113,178 study respondents, including 25,567 baccalaureate recipients; 68,110 other undergraduate students; and 19,501 graduate and first-professional students.

The 18 student sampling strata are listed below and shown graphically in figure 1:

1. in-state potential baccalaureate recipients who are business majors;
2. out-of state potential baccalaureate recipients who are business majors;
3. in-state potential baccalaureate recipients who are science, technology, engineering, or mathematics (STEM) majors and SMART grant recipients;
4. out-of-state potential baccalaureate recipients who are STEM majors and SMART grant recipients;
5. in-state potential baccalaureate recipients who are STEM majors and not SMART grant recipients;
6. out-of-state potential baccalaureate recipients who are STEM majors and not SMART grant recipients;
7. in-state potential baccalaureate recipients in all other majors who are SMART grant recipients;
8. out-of state potential baccalaureate recipients in all other majors who are SMART grant recipients;
9. in-state potential baccalaureate recipients in all other majors who are not SMART grant recipients;
10. out-of state potential baccalaureate recipients in all other majors who are not SMART grant recipients;
11. in-state other undergraduate students who are SMART grant recipients;
12. out-of-state other undergraduate students who are SMART grant recipients;
13. in-state other undergraduate students who are not SMART grant recipients;
14. out-of-state other undergraduate students who are not SMART grant recipients;
15. masters students;
16. doctoral students;
17. other graduate students; and
18. first-professional students.

Figure1. NPSAS:08 undergraduate student sampling strata

As was done in NPSAS:2000 and NPSAS:04, certain student types (potential baccalaureate recipients, other undergraduates, masters students, doctoral students, other graduate students, and first-professional students) will be sampled at different rates to control the sample allocation. Differential sampling rates facilitate obtaining the target sample sizes necessary to meet analytic objectives for defined domain estimates in the full-scale study.

To ensure a large enough sample for the B&B follow-up, the base year sample includes a large percentage of potential baccalaureate recipients (see table 8). The sampling rates for students identified as potential baccalaureates and other undergraduate students on enrollment lists will be adjusted to yield the appropriate sample sizes after accounting for the baccalaureate “false-positives.” This will ensure sufficient numbers of actual baccalaureate recipients. The expected “false positive” rate will be based on the results of the NPSAS:08 field test, comparing B&B status across several sources, and on NPSAS:2000 full scale survey data.¹⁰

RTI will receive a file of SMART grant recipients from ED and will match that list to each institution’s enrollment list to identify and stratify such students. SMART grant recipients are required to major in a STEM field or in certain foreign languages, so baccalaureate recipients who are STEM or other majors must also be stratified by SMART grant recipient status. However, the strata for baccalaureate recipients who are business majors does not need to be stratified by SMART grant recipient status since they are not eligible to receive the grant because of their major.

Creating Student Sampling Frames. Several alternatives for the types of student enrollment lists that can be provided by the sample institutions are available. Our first preference is to obtain an unduplicated list of all students enrolled in the specified time frame. However, lists by term of enrollment and/or by type of student (e.g., baccalaureate recipient, undergraduate, graduate, and first-professional) will be accepted. The student ID numbers can be used to easily unduplicate electronic files. If an institution has difficulty meeting these requirements, we will be flexible and select the student sample from whatever type of list(s) that the institution can provide, so long as it appears to accurately reflect enrollment during the

¹⁰ In NPSAS:2000, the “false-positive” rate was 13 percent, but lists were usually sent closer to the end of the spring term than they will be in NPSAS:08, so this rate may be a low estimate for NPSAS:08.

specified terms of instruction. If necessary, we are even prepared to provide institutions with specifications to allow them to select their own sample.

In prior NPSAS studies that spun off a B&B cohort, lists of potential baccalaureate recipients were collected with the student list of all enrolled undergraduates and graduates/first professionals. Unfortunately, these baccalaureate lists often could not be provided until late in the spring or in the summer, after baccalaureate recipients could be positively identified. To help facilitate earlier receipt of lists, we will request that the enrollment lists for 4-year institutions include an indicator of class level for undergraduates (1st year, 2nd year, 3rd year, 4th year, or 5th year). From NPSAS:2000, we estimate that about 55 percent of the 4th- and 5th-year students will be baccalaureate recipients during the NPSAS year, and about 7 percent of 3rd-year students will also be baccalaureate recipients. To increase the likelihood of correctly identifying baccalaureate recipients, we will also request that the enrollment lists for 4-year institutions include an indicator (B&B flag) of students who have received or are expected to receive a baccalaureate degree during the NPSAS year (yes, no, don't know). We will instruct institutions to make this identification before spring graduation so as not to hold up the lists because of this requirement. These two indicators will be used instead of requesting a baccalaureate recipient list, and we plan to oversample 4th and 5th year undergraduates (seniors) and students with a B&B flag of "yes" to ensure obtaining sufficient yield of baccalaureate recipients for the B&B longitudinal study. We expect that most institutions will be able to provide undergraduate year for their students and a B&B flag.

We will also request major field of study and Classification of Instructional Programs (CIP) code on the lists to allow us to undersample business majors and to oversample STEM majors. A similar procedure was used effectively in NPSAS:2000 (the last NPSAS to include a B&B cohort). We expect that most institutions can and will provide the CIP codes. Undersampling business majors is necessary because a disproportionately large proportion of baccalaureate recipients are business majors, and oversampling STEM majors is necessary because there is an emerging longitudinal analytic interest in baccalaureate recipients in these fields.

The following additional data items will be requested for all NPSAS-eligible students enrolled at each sample institution:

- name;
- Date of birth (DOB);
- Social Security number (SSN);
- student ID number (if different from SSN);
- student level (undergraduate, masters, doctoral, other graduate, first-professional); and
- locating information (local and permanent street address and phone number and school and home e-mail address).

Permanent address will be used to identify and oversample undergraduate in-state students. A similar procedure was used effectively in NPSAS:04. Oversampling of in-state students in the six states with representative samples is necessary because state-level analyses typically only include in-state students, so sufficient sample size is needed. In the other states,

the undergraduate students will be stratified by in-state and out-of-state for operational efficiency, but in-state students will not be oversampled.

As part of initial sampling activities, we will ask participating institutions to provide SSN and DOB for all students on their enrollment list.¹¹ We recognize the sensitivity of the requested information, and appreciate the argument that it should be obtained only for sample members. However, collecting this information for all enrolled students is critical to the success of the study for several reasons:

- It is possible that some minors will be included in the study population, so we will need to collect DOB to identify minors and obtain parental consent prior to data collection.
- The NPSAS:08 study includes a special analytic focus on a new federal grant (the National SMART grant) and SSN is needed to identify and oversample recipients of this new grant.
- Having SSN will ensure the accuracy of the sample, because it is used as the unique student identification number by most institutions. We need to ensure that we get the right data records when collecting data from institutions for sampled students. It will also be used to unduplicate the sample for students who attend multiple institutions.
- Making one initial data request of institutions will minimize the burden required for participation (rather than obtaining one set of information for all enrolled students, and then later obtaining a set of information for sampled students).
- An issue related to institutional burden is institutional participation. It is very likely that some institutions will respond to the first request, but not to the second. Refusal to provide SSNs after the sample members are selected will contribute dramatically to student-level nonresponse, because it will increase the rate of unlocatable students (see the following bullet).
- Obtaining SSN early will allow us to initiate locating and file matching procedures early enough to ensure that data collection can be completed within the allotted schedule. The data collection schedule would be significantly and negatively impacted if locating activities could not begin at the earliest stages of institutional contact.
- NPSAS data are critical for informing policy and legislation, and are needed by Congress in a timely fashion. Thus, the data collection schedule is also critical. We must be able to identify the sample, locate students, and finish data collection and data processing quickly. This will not be possible within the allotted time frame if we are unable to initiate locating activities for sampled students once the sample has been selected.

The following section describes our planned procedures to securely obtain, store, and discard sensitive information collected for sampling purposes.

¹¹ For institutions unwilling to provide SSN or location data for all students on enrollment lists, we will request SSN or locating data only for sample students immediately after the sample is selected.

Obtaining student enrollment lists. The student sample will be selected from the lists provided by the sampled institutions. To ensure the secure transmission of sensitive information, we will provide the following options to institutions: (1) upload encrypted student enrollment list files to the project's secure website using a login ID and "strong" password provided by RTI, or (2) provide an appropriately encrypted list file via e-mail (RTI will provide guidelines on encryption and creating "strong" passwords).

In past administrations of this study, hard copy lists were accepted via Fed-Ex or fax. We did not offer this option in the field test and will not offer it in the full-scale study. We expect that a very few institutions will ask to provide a hard copy list (in NPSAS:04 full-scale study, 30 institutions submitted a hard-copy list—mostly via FedEx). In such cases, we will encourage one of the secure electronic methods of transmission. If that is not possible, we will accept a faxed list (but not a Fed-Ex list.) Although fax equipment and software does facilitate rapid transmission of information, this same equipment and software opens up the possibility that information could be misdirected or intercepted by individuals to whom access is not intended or authorized. To safeguard against this, as much as is practical, RTI protocol will only allow for lists to be faxed to a fax machine housed in a locked room and only if schools cannot use one of the other options. To ensure the fax transmission is sent to the appropriate destination, we will require a test run with nonsensitive data prior to submitting the actual list to eliminate errors in transmission from misdialing. RTI will provide schools with a FAX cover page that includes a confidentiality statement to use when transmitting individually identifiable information.¹² After a sample is selected from an institution, the original electronic or keyed list of all students containing SSNs will be deleted, and faxed lists will be shredded. RTI will ensure that the SSNs for nonselected students are securely discarded (see description below).

Storage of enrollment files.

- Encrypted electronic files sent via e-mail to a secure e-mail folder will be accessible only to a few staff members on the sampling team. These files will then be copied to a project folder that is accessible only to these same staff members. Access to this project folder will be set so that only those who have authorized access will be able to see the included files. The folder will not even be visible to those without access. After being copied, the files will be deleted from the e-mail folder. After selecting the sample of students for each school, the original file containing all students with SSNs will be immediately deleted. While in use, files will be stored on the network that is backed up regularly to avoid the need to recontact the institution to provide the list again should a loss occur. RTI's information technology service (ITS) will use standard procedures for backing up data, so the backup files will exist for three months.
- Files uploaded to the secure NPSAS website will be copied from the NCES server to the same project folder mentioned above. After being moved, the files will be immediately deleted from the NCES server. After selecting the sample of students for each school, the original file containing all students with SSNs will be immediately deleted. As above, it is necessary for the files to be stored on the project share so that they can be backed up by ITS in case any problems occur that cause us to lose data. ITS will use their standard procedures for backing up data, so the backup files will exist for 3 months.

¹² These procedures are consistent with those endorsed by HIPAA. See <http://www.hipaadvisory.com/action/faxfacts.htm>

- Paper lists will be kept in one locked file cabinet. Only NPSAS sampling staff will have access to the file cabinet. The paper lists will be shredded immediately after the sample is selected, keyed, and QC'ed. The keying will be done by the same sampling staff who select the sample.

Selection of Sample Students. The unduplicated number of enrollees on each institution's enrollment list will be checked against the latest IPEDS unduplicated enrollment data, which are part of the spring web-based IPEDS data collection. For electronic files, lists will be unduplicated by student ID number. For faxed lists, which are expected to be small, the total number of students listed will be counted. The comparisons will be made for baccalaureates and for each student level: undergraduate, graduate, and first-professional. Based on past experience only counts within 25 percent of nonimputed IPEDs counts will pass edit. There will be one exception based on field test results: if the baccalaureate count is higher than the IPEDs count but within 50 percent, the count will pass edit because we are comparing potential baccalaureate list counts with actual IPEDs counts.

Institutions that fail edit will be recontacted to resolve the discrepancy and to verify that the institution coordinator who prepared the student lists clearly understood our request and provided a list of the appropriate students. When we determine that the initial list provided by the institution was not satisfactory, we will request a replacement list. We will proceed with selecting sample students when we either have confirmed that the list received is correct or have received a corrected list.

Electronic lists will be unduplicated by student ID number prior to sample selection. In addition, all samples, both those selected from electronic files and from paper lists, will be unduplicated by SSN *between* institutions. The duplicate sample member will be deleted from the second institution because the sample is selected on a flow basis. In prior NPSAS studies, we found several instances in which this check avoided multiple selections of the same student. However, we also learned that the ID numbers assigned to noncitizens may not be unique across institutions; thus when duplicate IDs are detected but the IDs are not standard SSNs (do not satisfy the appropriate range check), we will check the student names to verify that they are indeed duplicates before deleting the students.

Student names and SSNs or student IDs will be keyed into Excel for faxed lists, which are expected to be short lists. The keying will be checked thoroughly. These keyed lists will then be unduplicated and sampled similarly to electronic lists. After the sample is selected from a keyed list, the additional information from the original faxed list will be keyed just for the sampled students and checked carefully.

Stratified systematic samples of students will be selected, from both electronic and faxed student lists,¹³ on a flow basis as the lists are received by adapting the procedures we have used successfully for student sampling in prior NPSAS rounds. As the student samples are selected they will be added to a master sample file containing, minimally, for each sample student: a unique study ID number (NPSASID), SSN, the institution's IPEDS ID number (UNITID), institutional stratum, student stratum, and selection probability.¹⁴ Sample yield will be monitored by institutional and student sampling strata, and the sampling rates will be adjusted early, if necessary, to achieve the desired full-scale sample yields.

¹³ Based on NPSAS:04 and the field test, we expect that 2 percent or less of the enrollment lists received will be paper list.

¹⁴ The selection probability is based on the unduplicated list.

Quality Control Checks for Sampling. All statistical procedures will undergo thorough quality control checks. We have technical operating procedures (TOPs) in place for sampling and general programming. These TOPs describe how to properly implement statistical procedures and QC checks. We will use a checklist for all statisticians to use to make sure that all appropriate QC checks are done.

Some specific sampling QC checks will include, but are not limited to, checking that

- the students on the sampling frames all have a known, non-zero probability of selection; and
- the number of students selected match the target sample sizes.

3. Methods for Maximizing Response Rates

Response rates in NPSAS:08 are a function of success in two basic activities: identifying and locating the sample members involved, then contacting them and gaining their cooperation. Two classes of respondents are involved: institutions, and students (undergraduate, graduate, and first-professionals) who were enrolled in those institutions.

a. Institution Contacting

The success of NPSAS:08 is closely tied to the active participation of selected institutions. Because institution contacting is the first stage of the study, upon which all other stages depend, obtaining the cooperation of as many institutions as possible is critical. The consent and cooperation of an institution's chief administrator is essential and helps to encourage the timely completion of the institutional tasks. Most chief administrators are aware of NPSAS and recognize the study's importance to postsecondary education. For those administrators who may believe that the study is overly burdensome, the first contact provides an opportunity to have a senior staff member address their concerns. At institutions newly selected for participation in NPSAS:08, the chief administrator contact provides an invaluable opportunity to establish rapport.

Proven Procedures. NPSAS:08 procedures will be developed from those used successfully in NPSAS:04. Initial institution contact information will be obtained from the IPEDS-IC file and used to telephone each institution (to verify data of record—e.g., the institution's name, address, and telephone number and the name and address of the chief administrator). Verification calls will begin in September 2007 and last approximately 1 week. Materials will be mailed to chief administrators in late September 2007, with follow-up calls continuing through early November. This schedule follows the model implemented in 2004 that established contact with the coordinator prior to the holiday season. The descriptive materials sent to chief administrators will be clear, concise, and informative about the purpose of the study and the nature of subsequent requests. The package of materials sent to chief administrators will contain

- an introductory letter from the NCES Commissioner on U.S. Department of Education letterhead;
- a pamphlet describing NPSAS:08, including a study summary, outline of the data collection procedures, the project schedule, and details regarding the protection of respondent privacy and study confidentiality procedures; and

- a form confirming the institution's willingness to participate in the study, identifying an Institution Coordinator, and requesting contact information for the chief administrator and the institution coordinator.

Follow-up calls to secure field test participation and name a study coordinator occur after allowing adequate time for materials to reach the chief administrators. Identified coordinators will receive a package containing duplicates of materials sent to the chief administrators plus materials clearly explaining the coordinator's critical role in gaining access, consideration, and participation from staff within their institution. Also provided will be checklists clearly describing the steps of the data collection process and anticipated levels of effort.

Experienced staff from RTI's Call Center Services (CCS) carry out these contacts and are assigned a set of institutions that is their responsibility throughout the process. This allows RTI staff members to establish rapport with the institution staff and provides a reliable point of contact at RTI. Staff members are thoroughly trained in basic financial aid concepts and in the purposes and requirements of the study, which helps them establish credibility with the institution staff.

Endorsements. In previous NPSAS studies, the specific endorsement of relevant associations was extremely useful in persuading institutions to cooperate. Endorsements from 26 professional associations have been secured for NPSAS:08. These associations are listed in appendix F. In addition to providing general study endorsement, the National Association of Student Financial Aid Administrators (NASFAA) promotes the study at its national and regional meetings and through the association's publications.

Minimizing Burden. As in prior NPSAS studies, different options for providing enrollment lists and for extracting/recording the data requested for sampled students are offered. The coordinator is invited to select the methodology of greatest convenience to the institution. The optional strategies for obtaining the data are discussed later in this section. With regard to student record abstractions, "preloading" a customized list of financial aid awards into the computer assisted data entry (CADE) for each institution reduces the amount of data entry required for the institution and more closely tailors CADE to award names likely to be found in students' financial aid records. During institution contacting, the names of up to four of the most commonly awarded institution grants and scholarships are identified to assist in this process. Data on institution attributes such as institution level and control, highest level of offering, and other attributes are verified and updated as well.

b. Institutional Data Collection Training

Institution Coordinator Training. The purpose of an effective plan for training institution coordinators is two-fold: to make certain that survey procedures are understood and followed, and to motivate the coordinators. The project relies on these procedures to ensure institutional data are recorded accurately and completely. Because institution coordinators are a critical element in this process, communicating instructions about their survey tasks clearly is essential.

Institution coordinators will be trained during the course of telephone contacts by call center staff. Written materials will be provided to coordinators explaining each phase of the project (enrollment list acquisition, student sampling, institution data abstraction, etc.) as well as their role in each.

Training of institution coordinators is geared toward the method of data collection selected by the institution. All institution coordinators will be informed about the purposes of NPSAS, provided with descriptions of their survey tasks, and assured of our commitment to maintaining the confidentiality of institution, student, and parent data. The CADE system is a Web application; and the CADE website, accessible only with an ID and password, provides institution coordinators with instructions for all phases of study participation. Copies of all written materials, as well as answers to frequently asked questions, are available on the website.

In addition to the training activities described above, RTI established an exhibit booth at NASFAA's national conference in July of 2007. Attending this conference allows project management to meet staff from institutions who have previously participated, and to answer any questions regarding the study, CADE, or institution burden. Because the date of this conference coincided with the completion of field test institution data collection activities, we were also able to solicit feedback from financial aid administrators of field test institutions.

Field Data Collector Training. RTI will develop the training plan and training materials for the field-CADE data collectors and make arrangements for the training. One training session will be held, conducted by staff members who will be responsible for management of the institutional records data collection and who are experienced in conducting data collection from educational institutions. The training is designed to ensure that the data collectors are fully prepared to identify problems that may be encountered in working with schools and school records and to apply solutions that will result in the collection of consistently high quality data by all field staff. The training will include

- a thorough explanation of the background, purpose, and design of the survey;
- an overview of the NPSAS institutional records data collection activity and its importance to the success of the study;
- a description of the role of the NPSAS data collector and his/her responsibility for obtaining complete and accurate data;
- an explanation of the role of the institution coordinator and how the data collector will interact with him/her;
- a full explanation of confidentiality and privacy regulations that apply to the data collector, including signing of nondisclosure affidavits;
- procedures for obtaining financial aid data from sample schools that must be visited;
- use of the CADE module and field case management system to collect, manage, and transmit data;
- completion and review of sample exercises simulating the various situations that will be encountered collecting student financial aid data from the various types of institutions included in the sample; and
- communication and reporting procedures.

The NPSAS Field Data Collector Manual will fully address each of the training topics and will describe all field data collection procedures in detail. The manual will be designed to serve as both a training manual and a reference manual for use during actual data collection. Training will emphasize active participation of the trainees and provide extensive opportunities

for them to deal with procedures and the Information Management System (IMS). A major goal is preparing trainees to interact appropriately with the variety of school staff and different types of financial aid administration and record-keeping systems they will encounter at the NPSAS:08 sample institutions.

c. Collection of Student Data from Institutional Records

The highest priority goal for NPSAS:08 reflects its student aid focus. Institutions and federal financial aid databases are the best source for these data. Historically, institutional records have been a major source of student financial aid, enrollment, and locating data for NPSAS. As part of the institution contacting, institution coordinators will be asked to select a method of data collection—self-CADE (CADE completed by the institution via data entry through a secured website), field-CADE (CADE with the assistance of field data collectors), or data-CADE (submission of an electronic data file via a secured website). We have assumed, based on our previous NPSAS experience, that 21 percent of eligible institutions will submit data-CADE—with 13 percent requiring a field data collector and the remaining 66 percent performing the abstraction themselves.

Prior to data collection, student records are matched to the U.S. Department of Education Central Processing System (CPS)—which contains data on federal financial aid applications—for locating purposes and to reduce the burden on the institutions for the student record abstractions. The vast majority of the federal aid applicants (about 95 percent) will match successfully to the CPS prior to CADE data collection, so we will ask the institution to provide the student's last name and Social Security number for the small number of federal aid applicants who did not match to the CPS prior to CADE. We will collect these two pieces of information in CADE and then submit the new names and Social Security numbers to CPS for file matching after CADE data collection has ended. Any new data obtained for the additional students will be delivered on the Electronic Code Book (ECB) with the data obtained prior to CADE. Under either scenario, we will have reduced the level of effort at the institution and thereby reduced the CADE cycle time.

Self-CADE via the Internet. Goals for NPSAS:08 CADE include reducing the data collection burden on NPSAS institutions (thereby reducing project costs by reducing the need for field data collectors), expediting data delivery, improving data quality, and ultimately ensuring the long-term success of NPSAS. NPSAS:2000 demonstrated the viability of a web-based approach to CADE data collection, and NPSAS:04 saw increased use of data-CADE, particularly by institutional systems. We plan to use a self-CADE instrument nearly identical to that used in NPSAS:04.

We had success with the self-CADE instrument in NPSAS:04 and believe more institutions are becoming accustomed to web applications, which will result in significant data collection schedule efficiencies. Under self-CADE, the NPSAS schedule will further benefit from the fact that multiple offices within the institution can enter data into CADE simultaneously, as successfully demonstrated in NPSAS:2000 and NPSAS:04.

Because the open Internet is not conducive to transmitting confidential data, any internet-based data collection effort necessarily raises the question of security. However, we intend to incorporate the latest technology systems into our web-CADE¹⁵ application to ensure strict

¹⁵ To be used for both self-CADE and data-CADE submissions.

adherence to NCES confidentiality guidelines. Our web server will include a Secure Sockets Layer (SSL) Certificate, resulting in encrypted data transmission over the Internet. The SSL technology is most commonly deployed and recognizable in electronic commerce applications that alert users when they are entering a secure server environment, thereby protecting credit card numbers and other private information. Also, all of the data entry modules on this site are password protected, requiring the user to log in to the site before accessing confidential data. The system automatically logs the user out after 20 minutes of inactivity. This safeguard prevents an unauthorized user from browsing through the site. Additionally, we will stay attuned to technological advances to ensure the NPSAS:08 data are completely secure.

Data-CADE. Our CADE experience in NPSAS:2000 and NPSAS:04 confirmed that some coordinators prefer submitting files containing the institution data, rather than performing data entry into CADE. Allowing the institutions to submit CADE data in the form of a data file (via upload to the project's secure website) provides a more convenient mechanism by which institutions can provide data electronically (without performing data entry). Detailed specifications will be provided to the institutions that request this method. We will contact the institution to discuss thoroughly the content of the file and to clarify the exact specification requirements. To mitigate the costs of RTI programmers processing files in various formats, we will request that institutions providing CADE data files use the .CSV format.

Security for the CADE data files will be the same as that described above for self-CADE. File transmission via the website will be protected by industry-standard SSL encryption technology.

Field-CADE. Field data collectors will conduct data abstractions at institutions not choosing self-administered CADE. The data collectors will arrange their visit to the institution with the coordinator and, once there, will abstract data from student records and key the data into CADE software using an RTI-provided laptop computer. The field-CADE data collection system will be identical to the self-CADE instrument but will run in local mode on the laptop, enabling the field data collector to enter the data without needing access to a data line at the institution.

Field data collectors will use a CADE procedures checklist to help them conduct discussions with the coordinator and perform all necessary tasks. The data collector will be provided with electronic files containing CADE preload information for all sampled students. When records abstraction is completed, the data collector will transmit a completed CADE file to RTI.

Data security will be of primary importance during field-CADE data collection. The following steps will be taken to ensure the protection of confidential information in the field.

Field laptops will be encrypted using a whole-disk encryption software package, Pointsec. Pointsec encrypts the entire disk sector by sector, including the system files, temp files, and even deleted files. Boot protection authenticates users before the computer is booted, this prevents the operating system from being subverted by unauthorized persons.

- Field laptops will be configured so that during the startup a warning screen will appear, stating that the computer is the property of RTI and that criminal penalties apply to any unauthorized persons accessing the data on the laptop. The user must acknowledge this warning screen before startup will complete. Each laptop will have affixed a printed version of the same warning with a toll-free number to call if the

laptop is found. Laptops will be configured to require a login and password at startup, and the case management system software will require an additional login and password before displaying the first menu. Field staff are instructed never to write down the passwords anywhere.

- To reduce the risk of intrusion should a laptop be obtained by an unauthorized person, communications software on field laptops will be configured to connect to RTI's network for data transfer (described in the paragraph below). The SQL server database used for data transfer will contain only case assignment and status data, including name and locating information; survey response data will be retrieved from the laptops and stored in a restricted project share. Completed cases' data files will be removed from the laptop during transmission after the data have been verified as being received at RTI.
- Data being sent to and from field laptops are stored in a domain of the RTI network that is behind the RTI firewall but allows access, with appropriate credentials, to users accessing RTI resources while physically outside the private domain (the innermost security login level accessible only by internal RTI staff). The particular file share in which the ingoing and outgoing data are housed is protected by NT security, which allows access to the data only by RTI system administrators, field system programmers, and the controlled programs that are invoked when field interviewers' laptops connect via direct dialup to RTI's modems and communicate with the Integrated Field Management System (IFMS).

CADE Quality Control. As part of our quality control procedures, we will emphasize to CADE data abstractors the importance of collecting information for items. Items will not only have edit-checks applied to them during the CADE abstraction, they will also be analyzed by CADE when abstraction for a student is complete for a given section of the instrument. This CADE feature indicates which key items are missing or out of range and will provide both field data collectors and institution staff with an indication of the overall quality of their abstraction efforts.

As data are collected at institutions, either by field data collectors or institution staff, they will ultimately reside on the Integrated Management System (IMS). In the case of self-CADE institutions, the data will already be resident on the RTI web server and will be copied directly into a special CADE subdirectory of the IMS. Web-based CADE will also allow improved quality control over the CADE process, as RTI central staff will be able to monitor data quality for participating schools closely and on a regular basis. When CADE institutions call for technical or substantive support, we will be able to query the institution's data and communicate much more effectively regarding any problems.

In the case of field-CADE institutions, the CASES files will be transmitted electronically from their modem-equipped laptop computers to the same location. From this subdirectory, automated quality control software, running nightly, will read the data files that arrived that day and produce quality control reports. These reports will summarize the completeness of the institution data and make comparisons to all other participating institutions, as well as to similar (i.e., same Level and Control) institutions.

d. Student Locating

Student interviews and student institutional record abstraction will occur simultaneously so that schedule requirements are met. To achieve the desired response rate, we will use a tracing approach that consists of up to four steps designed to yield the maximum number of locates with the least expense. The steps of our tracing plan include the following elements:

- **Tracing prior to the start of data collection.** Our advance tracing operation will involve batch database searches and interactive database searches.
- **Lead letter mailings to sample members.** A personalized letter (signed by an NCES official), study leaflet, and information sheet will be mailed to all sample members to initiate data collection. This letter will include a toll-free 800 number, study website address, and study ID and password, and will request that sample members call to schedule an appointment to complete the interview by telephone, or complete the self-administered interview. One week after the lead letter mailing, a thank you/reminder postcard will be sent to sample members.
- **Intermediate tracing (during CATI but before intensive tracing).** Cases are processed in batches through Accurant for address and telephone updates. All new information is loaded into our CATI system for attempts to contact the sample members. Cases for which no new information is returned are forwarded to Call Center Services (CCS) tracing services.
- **Intensive tracing.** The goal of intensive tracing is to obtain a telephone number where a CATI interviewer can reach the sample member in a cost-effective manner. Tracing procedures may include (1) checking Directory Assistance for telephone listings at various addresses; (2) using criss-cross directories to obtain the names and telephone numbers of neighbors and calling them; (3) calling persons with the same unusual surname in small towns or rural areas to see if they are related to or know the sample member; and (4) contacting the current or last known residential sources such as neighbors, landlords, and current residents at the last known address. Other more intensive tracing activities could include (1) database checks for sample members, parents, and other contact persons, (2) credit database and insurance database searches, (3) drivers' license searches through the appropriate state departments of motor vehicles, and (4) calls to alumni offices and associations.

e. Student Data Collection: Self-Administered Web and CATI

Training Procedures. Training programs for those involved in survey data collection are critical quality control elements. Training for the help desk operators who answer questions for the self-administered web-based student interview and CATI telephone interviewers will be conducted by a training team with extensive experience. We will establish thorough selection criteria for help desk operators and telephone interviewers to ensure that only highly capable persons—those with exceptional computer, problem-solving, and communication skills—are selected to serve on the project and will contribute to the quality of the NPSAS data.

Contractor staff with extensive experience in training interviewers will prepare the NPSAS:08 Student Survey Telephone Interviewer Manual, which will provide detailed coverage of the background and purpose of NPSAS, sample design, questionnaire, and procedures for the CATI interview. This manual will be used in training and as a reference during interviewing.

(Interview-specific information will be available to interviewers in the Call Center in the form of question-by-question specifications providing explanations of the purpose of each question and any definitions or other details needed to aid the interviewers in obtaining accurate data.) Along with manual preparation, training staff will prepare training exercises, mock interviews (specially constructed to highlight the potential of definitional and response problems), and other training aids.

A comprehensive training guide will also be prepared for use by trainers to standardize training and to ensure that all topics are covered thoroughly. Among the topics to be covered at the telephone interviewer training will be

- the background purposes and design of the survey;
- confidentiality concerns and procedures (interviewers will take an oath and sign an affidavit agreeing to uphold the procedures);
- importance of locating/contacting sample members and procedures for using the IMS/CATI locating and tracing module;
- special practice with online coding systems used to standardize sample member responses to certain items (e.g., institution names);
- review, discussion, and practice of techniques for explaining the study, answering questions asked by sample members, explaining the respondent's role, and obtaining cooperation;
- extensive practice in applying tracing and locating procedures;
- demonstration interviews by the trainers;
- round-robin (interactive mock interviews for each section of each questionnaire, followed by review of the question-by-question specifications for each section);
- completion of classroom exercises;
- practice interviews with trainees using the web/CATI instrument to interview each other while being observed by trainers, followed by discussion of the practice results; and
- explanation of quality control procedures, administrative procedures, and performance standards.

Telephone survey unit supervisors will be given project-specific training in advance of interviewer training and will assist in monitoring interviewer performance during the training.

Student Interviews (web/CATI). Student interviews will be conducted using a single web-based survey instrument for both self-administered and CATI data collection. The data collection activities will be accomplished through the Case Management System (CMS), which is equipped with the following capabilities:

- online access to locating information and histories of locating efforts for each case;
- state-of-the-art questionnaire administration module with full "front-end cleaning" capabilities (i.e., editing as information is obtained from respondents);
- sample management module for tracking case progress and status; and

- automated scheduling module which delivers cases to interviewers and incorporates the following features:
 - *Automatic delivery of appointment and call-back cases at specified times.* This reduces the need for tracking appointments and helps ensure the interviewer is punctual. The scheduler automatically calculates the delivery time of the case in reference to the appropriate time zone.
 - *Sorting of nonappointment cases according to parameters and priorities set by project staff.* For instance, priorities may be set to give first preference to cases within certain sub-samples or geographic areas; cases may be sorted to establish priorities between cases of differing status. Furthermore, the historic pattern of calling outcomes may be used to set priorities (e.g., cases with more than a certain number of unsuccessful attempts during a given time of day may be passed over until the next time period). These parameters ensure that cases are delivered to interviewers in a consistent manner according to specified project priorities.
 - *Restriction on allowable interviewers.* Groups of cases (or individual cases) may be designated for delivery to specific interviewers or groups of interviewers. This feature is most commonly used in filtering refusal cases, locating problems, or foreign language cases to specific interviewers with specialized skills.
 - *Complete records of calls and tracking of all previous outcomes.* The scheduler tracks all outcomes for each case, labeling each with type, date, and time. These are easily accessed by the interviewer upon entering the individual case, along with interviewer notes, thereby eliminating the need for a paper record of calls of any kind.
 - *Flagging of problem cases for supervisor action or supervisor review.* For example, refusal cases may be routed to supervisors for decisions about whether and when a refusal letter should be mailed, or whether another interviewer should be assigned.
 - *Complete reporting capabilities.* These include default reports on the aggregate status of cases and custom report generation capabilities.

The integration of these capabilities reduces the number of discrete stages required in data collection and data preparation activities and increases capabilities for immediate error reconciliation, which results in better data quality and reduced cost. Overall, the scheduler provides a highly efficient case assignment and delivery function by reducing supervisory and clerical time, improving execution on the part of interviewers and supervisors by automatically monitoring appointments and call-backs, and reducing variation in implementing survey priorities and objectives.

In addition to the management aspect of data collection, the survey instrument is another component designed to maximize efficiency and yield high-quality data. Below are some of the basic questionnaire administration features of the web-based instrument:

- Based on responses to previous questions, the respondent or interviewer is automatically routed to the next appropriate question, according to predesignated skip patterns.
- The web-based interview automatically inserts “text substitutions” or “text fills” where alternate wording is appropriate depending on the characteristics of the respondent or his/her responses to previous questions.
- The web-based interview can incorporate or preload data about the individual respondent from outside sources (e.g., previous interviews, sample frame files). Such data are often used to drive skip patterns or define text substitutions. In some cases, the information is presented to the respondent for verification or to reconcile inconsistencies.
- With the web/CATI instrument, numerous question-specific probes may be incorporated to explore unusual responses for reconciliation with the respondent, to probe “don’t know” responses as a way of reducing item nonresponse, or to clarify inconsistencies across questions.
- Coding of multilevel variables. An innovative improvement to previous NPSAS data collections, the web-based instrument uses an assisted coding mechanism to code text strings provided by respondents. Drawing from a database of potential codes, the assisted coder derives a list of options from which the interviewer or respondent can choose an appropriate code (or codes if it is a multilevel variable with general, specific, and/or detail components) corresponding to the text string.
- Iterations. When identical sets of questions will be repeated for an unidentified number of entities, such as children, jobs, or schools, the system allows respondents to cycle through these questions multiple times.

In addition to the functional capabilities of the CMS and web instrument described above, our efforts to achieve the desired response rate will include using established procedures proven effective in other large-scale studies we have completed. These include:

- providing multiple response modes, including self-administered and interviewer-administered options;
- offering incentives to encourage response (see incentive structure described below);
- prompting calls initiated prior to the start of data collection to remind sample members about the study and the importance of their participation;
- assigning experienced CATI data collectors who have proven their ability to contact and obtain cooperation from a high proportion of sample members;
- training the interviewers thoroughly on study objectives, study population characteristics, and approaches that will help gain cooperation from sample members;
- providing the interviewing staff with a comprehensive set of questions and answers that will provide encouraging responses to questions that sample members may ask;
- maintaining a high level of monitoring and direct supervision so that interviewers who are experiencing low cooperation rates are identified quickly and corrective action is taken;

- making every reasonable effort to obtain an interview at the initial contact, but allowing respondent flexibility in scheduling appointments to be interviewed;
- providing hesitant respondents with a toll-free number to use to telephone RTI and discuss the study with the project director or other senior project staff; and
- thoroughly reviewing all refusal cases and making special conversion efforts whenever feasible (see next section).

Refusal Aversion and Conversion. Recognizing and avoiding refusals is important to maximize the response rate. We will emphasize this and other topics related to obtaining cooperation during data collector training. Supervisors will monitor interviewers intensely during the early days of data collection and provide retraining as necessary. In addition, the supervisors will review daily interviewer production reports produced by the CATI system to identify and retrain any data collectors who are producing unacceptable numbers of refusals or other problems.

After encountering a refusal, the data collector enters comments into the CMS record. These comments include all pertinent data regarding the refusal situation, including any unusual circumstances and any reasons given by the sample member for refusing. Supervisors will review these comments to determine what action to take with each refusal. No refusal or partial interview will be coded as final without supervisory review and approval. In completing the review, the supervisor will consider all available information about the case and will initiate appropriate action.

If a follow-up is clearly inappropriate (e.g., there are extenuating circumstances, such as illness or the sample member firmly requested that no further contact be made), the case will be coded as final and will not be recontacted. If the case appears to be a “soft” refusal, follow-up will be assigned to an interviewer other than the one who received the initial refusal. The case will be assigned to a member of a special refusal conversion team made up of interviewers who have proven especially adept at converting refusals.

Refusal conversion efforts will be delayed for at least one week to give the respondent some time after the initial refusal. Attempts at refusal conversion will not be made with individuals who become verbally aggressive or who threaten to take legal or other action. Refusal conversion efforts will not be conducted to a degree that would constitute harassment. We will respect a sample member’s right to decide not to participate and will not impinge this right by carrying conversion efforts beyond the bounds of propriety.

Incentives to Convert Refusals, Difficult and Unable-to-Locate Respondents. As described in the justification section (section A), we plan to offer incentive payments to nonresponding members of the sample population. We believe there will be three groups of nonrespondents: persons refusing to participate during early response or production interviewing, persons who have proven difficult to interview (i.e., those who repeatedly break appointments with an interviewer), and those who cannot be located or contacted by telephone. Our approach to maximizing the response of these persons—and thereby limiting potential nonresponse bias—involves an incentive payment to reimburse the respondent for time and expenses. The NPSAS:08 field test was used to conduct an experiment to determine whether a \$10 prepaid nonresponse incentive followed by \$20 upon survey completion yielded higher response rates

than the promise of a \$30 incentive. Additional detail about the experiments and their results is provided in section B.4.

Additional Quality Control. In addition to the quality control features inherent in the web-based interview (described in section 3), we will use data collector monitoring as a major quality control measure. Supervisory staff from RTI's Call Center Services (CCS) will monitor the performance of the NPSAS:08 data collectors throughout the data collection period to ensure they are following all data collection procedures and meeting all interviewing standards. In addition, members of the project management staff will monitor a substantial number of interviews. In all cases, students will be informed that the interview may be monitored by supervisory staff.

"Silent" monitoring equipment is used so that neither the data collector nor respondent is aware when an interview is being monitored. This equipment will allow the monitor to listen to the interview and simultaneously see the data entry on a computer screen. The monitoring system allows ready access to any of the work stations in use at any time. The monitoring equipment also enables any of the project managers and client staff at RTI or NCES to dial in and monitor interviews from any location. In the past, we have used this capability to allow the analysts to monitor interviews in progress; as a result, they have been able to provide valuable feedback on specific substantive issues and have gained exposure to qualitative information that has helped their interpretation of the quantitative analyses.

Our standard practice is to monitor 10 percent of the interviewing done by each data collector to ensure that all procedures are implemented as intended and that the procedures are effective, and to observe the utility of the questionnaire items. Any observations that might be useful in subsequent evaluation will be recorded and all such observations will be forwarded to project management staff. Staff monitors will be required to have extensive training and experience in telephone interviewing as well as supervisory experience.

4. Tests of Procedures and Methods in the NPSAS:08 Field Test

Our September 2006 submission to OMB described four tests of procedures and methods that we planned to conduct in the NPSAS:08 field test. These tests pertained to four areas of data collection believed to affect overall study response: (1) presentation of notification materials; (2) reminder prompting; (3) early response incentive offers; and (4) nonresponse conversion incentives.

Based on discussions with OMB, we decided not to conduct the third test, pertaining to use of early response incentives. Because our experience in the BPS:04/06 field test showed that a \$30 early response incentive was effective, we determined that it was not necessary to compare the relative effectiveness of \$10 and \$30 early response incentives.

In this section, we describe the results of the remaining three tests of procedures and methods, and their effect on our plans for full-scale data collection. The tests we conducted allowed us to evaluate the effect of sending notification materials by Priority (vs. regular) mail, of making outbound prompting calls to sample members, and of offering prepaid nonresponse conversion incentives. The tests were also designed to allow us to evaluate the effectiveness of combining two or more of these strategies.

a. Notification Materials

In survey research, the method of mail delivery has been found to be an important factor affecting study response. Our past experience in conducting studies for NCES has also suggested that the look of study materials is important. This is especially true in the NPSAS study, where data collection begins so soon after the student sample is selected that there is not enough time for an “advanced notification” mailing. This scheduling limitation makes it essential for the first contact with students to attract attention.

In the NPSAS:08 field test, we conducted an experiment to test the effectiveness of U.S. Postal Service Priority Mail versus regular mail for the initial mailing to sample members (which includes the introduction to the study and the invitation to participate). Prior to the start of data collection, the field test sample was randomly assigned to two groups: one group received the initial study materials via Priority Mail and the other group received the same materials via regular mail, as had been done in the past. The initial mailing contained important information about the study, including the study brochure and information needed to log into the study website to complete the interview. A toll-free telephone number was provided so sample members could contact the study’s Help Desk for assistance, and could also complete a telephone interview if desired. Finally, the sample member was informed of the details of the incentive offer and the expiration date of the early response period.¹⁶ Results were measured by comparing the response rates at the end of the early response period for these two groups to determine whether response was greater for those who received the Priority Mail.

At the end of the early response period, 38.7 percent of those who received Priority Mail had completed the survey, versus only 33.3 percent of those who received regular mail. This difference of 5.4 percentage points was statistically significant at the <.01 probability level. As a result, we decided that all sample members in the full-scale study would receive Priority Mail instead of regular mail. This method of mailing is relatively inexpensive and easy to manage. We plan to send a Priority Mailing to all of a sample member’s known addresses in order to maximize the likelihood that the individual will receive the material.

b. Prompting

The second experiment conducted in the field test involved the use of prompting calls, or outbound calls made by project staff to sample members. Research has shown that additional contacts with sample members increase the likelihood of participation (Moore and Dillman, 1980). Prompting calls are likely effective because they provide another reminder about a study, give interview staff an additional opportunity to provide the information needed to participate, and provide an early indication of the quality of locating information for a case. Our past experience suggests that prompting calls may have a differential effect on various types of students; e.g., base year respondents vs. nonrespondents in a longitudinal follow-up.

We tested the effectiveness of prompting calls during the early response period in the NPSAS:08 field test by randomly assigning sample members to two groups. One group received telephone prompting calls reminding them to log in to the study website and complete an interview and the other group received no prompting calls. For those in the treatment group, prompting calls occurred approximately 2 weeks into the 3-week early response period.

¹⁶ The “early response period” is defined as the first 3 weeks after the data collection notification is sent to a sample member. Sample members are notified of the study and asked to participate by completing a web-based self-administered survey. Help Desk staff are available during this time period to assist sample members and complete a telephone interview if desired.

Response rates at the end of the early response period for the two groups were compared to determine whether the prompting calls are significantly associated with higher response rates during the early response period. At the end of the early response period, 22.2 percent of sample members who received only prompting calls (and not Priority Mail) had completed the survey, versus 17.5 percent of those who did not receive prompting calls. This difference of 4.7 percentage points was statistically significant at .01.

We also compared response rates among sample members who received *both* Priority Mailing and prompting calls and those who did not receive both. At the end of the early response period, 40.8 percent of those who received both had responded, in comparison to 33.9 percent of those who received neither. This difference of 6.9 percentage points was statistically significant at the .01 level. Thus, the two treatments, when combined, had a significant effect on response rates.

However, the number of cases in the field test sample was not sufficient to support a comparison of the effects of prompting across subgroups.¹⁷ Because the cost of prompting all sample members in a study as large as NPSAS could be prohibitive, we plan to examine response patterns for the last full-scale administration (NPSAS:04) to identify subgroups of students for whom prompting is expected to be most effective (e.g., those who responded via the web, but not during the early response period, sample members who were classified as refusals, or those with high call counts) In the full-scale study, we will make use of prompting calls for these targeted subgroups only.

c. Nonresponse Conversion Incentives

Another strategy commonly used to obtain sufficient response to survey data collections is the nonresponse conversion incentive. The model used recently for the NCES studies has typically required that a case meet one of the following conditions:

- refusal to participate,
- hard to locate (e.g., have a mailing address, but not a good telephone number), or
- high call count (e.g., >10 or 15).

Once a case has been identified as eligible for the nonresponse conversion incentive, an additional incentive offer is made in an attempt to obtain a completed interview. In previously conducted NCES studies, the nonresponse conversion incentive amount has been high (or at least as high), as the early response incentive amount. The NPSAS:04 full-scale study initially offered a nonresponse conversion incentive of \$20, which did not elicit sufficient response. When the incentive was increased to \$30 toward the end of data collection, there was a dramatic increase in response rates.

Evidence suggests that nonresponse conversion incentives are an effective tool for increasing response rates among sample members who do not respond to early attempts to obtain a completed interview. However, little research has been done to identify the most effective combinations of incentive amount offers over the course of data collection—from early response period to production interviewing¹⁸ through nonresponse conversion.

¹⁷ Results did suggest, however, that prompting may have had a greater impact for students in less-than-4-year institutions.

¹⁸ Production interviewing is the phase of data collection between the early response period and the nonresponse conversion period, during which outbound computer-assisted telephone interviewing (CATI) occurs.

RTI's experience, particularly in NPSAS:04, has demonstrated that using an early response incentive (e.g., \$10) and a high nonresponse conversion incentive (e.g., \$30) increased response rates. What we had not previously tested was whether prepayment increases response rates more than promised incentive offers. There is much evidence to suggest that prepaid incentives increase response rates more than promised incentives (Dillman, 2000; U.S. Department of Education, 2004; Groves, et. al. 2004) However, prepaid incentives are operationally very difficult to administer, especially with a large sample such as this, that includes many cases that require tracing. To accommodate an evaluation of the impact of prepaid incentives, then, we limited our analysis to the difficult cases at the end of data collection—those determined to be eligible for the nonresponse conversion incentive. This allowed us to assess the impact of prepayment on a reduced scale to determine whether it would be effective to implement for targeted groups in the full-scale sample.

In the NPSAS:08 field test, we compared the effectiveness of a \$10 prepaid nonresponsive conversion incentive, with a promise of an additional \$20 upon completion, to a \$30 incentive upon completion. The response rate among those who received the \$10 prepaid incentive was 34.3 percent, in comparison to a response rate of 34.0 percent among those who did not receive the \$10 prepaid incentive. This difference of 0.3 percentage points was not statistically significant. As a result, we do not plan to use prepaid incentives in the full-scale study. We will investigate the possible utility of prepaid incentives further in other studies; e.g., longitudinal studies where better contact information is available.

5. Reviewing Statisticians and Individuals Responsible for Designing and Conducting the Study

Names of individuals consulted on statistical aspects of study design along with their affiliation and telephone numbers are provided below.

Name	Affiliation	Telephone
Dr. Lutz Berkner	MPR	(510) 849-4942
Dr. Susan Choy	MPR	(510) 849-4942
Dr. E. Gareth Hoachlander	MPR	(510) 849-4942
Dr. John Riccobono	RTI	(919) 541-7006
Dr. James Chromy	RTI	(919) 541-7019
Dr. Karol Krotki	RTI	(202) 728-2485
Dr. Roy Whitmore	RTI	(919) 541-5809
Mr. Peter Siegel	RTI	(919) 541-6348

In addition to these statisticians and survey design experts, the following statisticians at NCES have also reviewed and approved the statistical aspects of the study: Dr. Dennis Carroll, Dr. Thomas Weko, Dr. James Griffith, and Dr. Paula Knepper.

6. Other Contractors' Staff Responsible for Conducting the Study

The study is being conducted by the Postsecondary Longitudinal Studies Branch of the National Center for Education Statistics (NCES), U.S. Department of Education. NCES's prime contractor is the RTI International (RTI). RTI is being assisted through subcontracted activities by MPR Associates and the National Association of Student Financial Aid Administrators

(NASFAA). Principal professional staff of the contractors, not listed above, who are assigned to the study are provided below:

Name	Affiliation	Telephone
Ms. Mary Ann O'Connor	NASFAA	(202) 785-0453
Ms. Vicky Dinger	MPR	(510) 849-4942
Mr. Tim Gabel	RTI	(919) 541-7415
Dr. Laura Horn	MPR	(510) 849-4942
Mr. Jeff Franklin	RTI	(919) 541-2614
Ms. Christine Rasmussen	RTI	(919) 541-6775
Ms. Melissa Cominole	RTI	(919) 990-8456
Ms. Kristin Dudley	RTI	(919) 541-6855
Mr. Brian Kuhr	RTI	(312) 456-5263

C. Overview of Analysis Topics and Survey Items

The analysis topics for the NPSAS:08 student data collection instrument were outlined in the research and policy issues presented in Section A.2 above. A facsimile of the field test instrument is provided in appendix C.

The core 2008 National Postsecondary Student Aid Study (NPSAS:08) data elements are presented as a list of approximately 300 items arranged by topic. Table 9 presents the data elements for NPSAS, and Table 10 presents the data elements for members of the Baccalaureate and Beyond (B&B) cohort. Based on the NPSAS:08 field test reliability reinterview, the policy relevance of each instrument item, and the input received from sample members, telephone interviewers, and the NPSAS:08 Technical Review Panel, project staff identified forms (some containing multiple items) for revision or elimination in the full-scale instrument. These revisions are noted in tables 9 and 10.

Most of these data elements appeared in the previously approved NPSAS:04 and NPSAS:2000 studies (the last NPSAS to include a B&B cohort). The data elements for the NPSAS:08 cover general topics that pertain to all students, such as financial aid, tuition, enrollment, and demographic characteristics. However, many items are only relevant to certain categories of students, including dependent undergraduates, 1st and 2nd year students, the B&B cohort of graduating seniors, graduate/first professional, or those working while enrolled. In this case, the particular category of student has been specified in the list of data elements.

Some of the additions to the NPSAS:08 study data elements were made at the suggestion of the Technical Review Panel (TRP). For example, data elements were added for the National Science and Mathematics Access to Retain Talent (SMART) and Academic Competitiveness Grants (ACG) programs and for information received in loan counseling about repayment options. Data elements specific to students completing their baccalaureate degrees in 2008 for the B&B longitudinal follow-up were also added.

NPSAS is a particularly complex survey because it uses a large variety of sources and several sources may be available for the same data element. These are indicated in the sources columns in table 9, generally in the order of priority. These sources are:

- **ACT:** Data from American College Testing service files on ACT college entrance examinations and student questionnaires.
- **CADE:** Data from institutional records collected through a computer assisted data entry (CADE) system at the institutions or submitted in electronic data files. These include records from the registrar, bursar, and financial aid office.
- **CATI:** Data from student interviews using either the web-based self-administered student interview or the computer assisted telephone interview (CATI).
- **FAFSA:** Data from the Central Processing System (CPS) for Free Application for Federal Student Aid (FAFSA), which includes student and parent demographic, income and asset information, and expected family contribution used in need analysis. The records are called Institutional Student Information Reports (ISIR).
- **IPEDS:** Data from the Integrated Postsecondary Education Data System (IPEDS), which includes institutional characteristics and enrollment.
- **NSC:** Data from the National Student Clearinghouse *StudentTracker* database.

- **NSLDS:** Data from the U.S. Department of Education’s National Student Loan Data system (NSLDS), which has a record of all individual student loans ever borrowed and all Pell Grant payments since 1994.
- **SAT:** Data from the College Board files of SAT college entrance examinations.

Table 9. NPSAS:08 data elements

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Institutional characteristics (NPSAS sample institution)						Survey administration
Name and address		IPEDS	CADE		All	Sample stratum
Control (public/private not-for-profit/ private for profit)		IPEDS	CADE		All	
Level (less than 2-year/2-3 year/4+year)		IPEDS	CADE		All	
Highest degree offered (certificate/ associate/bachelor/master/doctoral/ first-professional)		IPEDS	CADE		All	
Affiliation (religious)		IPEDS	CADE		All	Institution description
Carnegie (2005) classifications		IPEDS	CADE		All	
Selectivity of institution		IPEDS			All	
State/region		IPEDS	CADE		All	
Enrollment size (undergraduate/graduate)		IPEDS	CADE		All	
Calendar system (semester/quarter/trimester/other/continuous)		IPEDS	CADE		All	Enrollment measurement
Name of term (fall/winter/spring/summer)		CADE			All	
Beginning and ending dates of terms (month, year)		CADE			All	
Clock/contact or credit hour		IPEDS	CADE		All	
Total length of programs (terms/hours)		CADE	CATI		All	
Do calendars, term dates, or credit hours vary by program? (specify)		IPEDS	CADE		All	
Scale used for GPA		CADE			All	
NPSAS study eligibility criteria						Study eligibility
Enrolled at any time between July 1 to June 30.		CADE	CATI		All	
Enrolled in (a) an academic program		CADE	CATI		All	
or (b) at least one course for credit toward an academic degree		CADE	CATI		All	
or (c) vocational program that requires at least 3 months or 300 clock hrs		CADE	CATI		All	
and (d) not concurrently enrolled in high school		CADE	CATI		Undergraduates	
and (e) not enrolled solely in GED or high school completion program		CADE	CATI		Undergraduates	

See notes at end of table.

Table 9. NPSAS:08 data elements—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Program of study/class level/GPA						Student classification
Undergraduate degree program (certificate/ AA/AAS/BA/5-yr BA/ none)		CADE	CATI		Undergraduates	Academic programs
Graduate/first-professional degree program (MBA, MEd, PhD, JD, MD, etc./none)		CADE	CATI		Graduate/first-professional	
Completed requirements for degree (y/n)		CADE	CATI	FAFS A	All	Degree completion
Date degree awarded or expected (month year)		CADE	CATI		All	B&B sample identification
Major/ field of study (on line coding of CIP codes/ no major/undecided)		CATI	CADE	FAFS A	All	
Type of classes (list)		CATI			Non-degree	
Undergraduate class level (1-5/unclassified/graduate taking undergraduate courses)		CADE	CATI	NSLD S	Undergraduates	Class level/years
SMART Grants (eligibility/knowledge about/change of majors)		CATI			Undergraduates	SMART grants
Graduate/first-professional year (1-3, 4+)		CADE	CATI	NSLD S	Graduate/first-professional	
Cumulative GPA		CADE	CATI		All	Academic performance
Enrollment/attendance status in NPSAS year						Enrollment classification
Terms or months enrolled		CADE	CATI		All	
Attendance status for each term (full time/half time/less than half time)		CADE	CATI		All	
Number of credits earned during term		CADE			All	
Attended other schools during NPSAS year (y/n)		CATI			All	
For one other school attended during the year other than NPSAS school:	Revise	CATI			2+ institutions	
IPEDS code (on-line coding)		CATI			2+ institutions	
Name, city, state, level, control (on-line coding)		CATI			2+ institutions	
Attendance status (full time/ part time)		CATI			2+ institutions	

See notes at end of table.

Table 9. NPSAS:08 data elements—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Education goals		CATI				Educational goals
Reasons for enrolling at this institution:						
– complete degree (certificate, AA, BA)						
– earn credits for degree elsewhere						
– prepare for transfer to 4-year						
– gain job skills						
– prepare for job certification/license						
– personal interest/recreation		CATI			Undergraduates	
Main reason for enrolling at this institution		CATI			Undergraduates	
Highest degree expected at this institution		CATI			All	
Highest level of education expect to complete in next 5-10 years		CATI			All	
Prior education						Education background
Type of high school diploma (diploma/GED/certificate/foreign high school/none)		CADE	CATI		Undergraduates	
Year high school diploma received		CADE	CATI		Undergraduates	
Type of high school (public/private)		CATI			Undergraduates	
Admissions test scores		ACT	SAT		Undergraduates under 30	
High school math courses		ACT	SAT	CATI	Undergraduates under 30	
High school GPA		CADE	CATI		Undergraduates under 30	
Earn credits at a college while in high school		CATI			Undergraduates under 30	
Academic Competitiveness Grant (ACG) (eligibility/knowledge about/course taking)		CATI	CADE		1st & 2nd year undergraduates	ACG grants
Date began at NPSAS institution		CATI	CADE		All	
Was NPSAS institution first school attended after high school (y/n)		CATI	CADE	FAFS A	Undergraduates	
Month and year first enrolled in first school		CATI			Undergraduates	
Received any previous degrees or certificates (specify)		CATI			All	
Ever taken courses at a community college (y/n)		CATI			Undergraduates	
Ever taken courses at a 4-year college (y/n)		CATI			Undergraduates	

See notes at end of table.

Table 9. NPSAS:08 data elements—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Month and year received bachelor's degree		CATI	CADE		Graduate/first-professional	
Date began graduate enrollment in this program		CATI			Graduate/first-professional	
Enrolled mostly full-time or part-time in prior years		CATI			Graduate/first-professional	
Financial aid applications						Financial aid
Applied for aid (y/n)		FAFSA	CATI		All	
Date of application (YYYYMM)		FAFSA			All	
Reasons for not applying (multiple)		CATI			Non-applicants	
Federal aid amounts:						Financial aid
Pell Grant		NSLDS	CADE		Undergraduates	
Academic Competitiveness Grant (ACG)		NSLDS	CADE		Undergraduates	
SMART grants		NSLDS	CADE		Undergraduates	
FSEOG (Supplemental Education Opportunity Grant)		CADE			Undergraduates	
Federal work-study		CADE			All	
Perkins loan		CADE	NSLDS		All	
Subsidized Stafford Loan (Direct/FFELP)		NSLDS	CADE		All	
Unsubsidized Stafford Loan (Direct/FFELP)		NSLDS	CADE		All	
PLUS Loan		NSLDS	CADE		All	
Other federal grants (list)		CADE			All	
Other federal loans (list)		CADE			All	
State aid amounts:						Financial aid
(Names of major programs are listed for each state)						
State need-based grant		CADE			All	
State merit-only grant/scholarship		CADE			All	
State need and merit-based grant		CADE			All	
State work-study program		CADE			All	
State special-purpose (non-need)		CADE			All	
State vocational rehabilitation		CADE			All	
State loans		CADE			All	
Institutional aid amounts:						Financial aid
(Names of major programs are listed for each institution)						
Institutional grants-need-based		CADE			All	
Institutional grants-merit only		CADE			All	
Institutional athletic scholarship		CADE			Undergraduates	

See notes at end of table.

Table 9. NPSAS:08 data elements—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Institutionally-sponsored work-study program		CADE			All	
Tuition waivers or discounts (non-employees)		CADE			All	
Tuition waivers or discounts (employees)		CADE			All	
Institutional loan		CADE			All	
Other Institutional aid (specify)		CADE			All	
Graduate student assistantships/fellowships						
Teaching assistantship		CATI	CADE		Graduate/first-professional	Financial aid
Research assistantship		CATI	CADE		Graduate/first-professional	
Graduate assistantship		CATI	CADE		Graduate/first-professional	
Graduate Fellowship		CATI	CADE		Graduate/first-professional	
Traineeship		CATI	CADE		Graduate/first-professional	
Tuition paid with assistantship or by a research grant (y/n)		CATI			Graduate/first-professional	
Health insurance with assistantship (y/n)		CATI			Graduate/first-professional	
Other aid amounts:						Financial aid
Aid from student's employer		CATI	CADE		All	
Aid from parents' employer		CATI			All	
Alternative (private) loans		CATI	CADE		All	
Grants & scholarships from other outside/private sources		CATI	CADE		All	
Federal veteran's benefits		CATI	FAFSA	CADE	All	
Other (listed or specify)		CADE			All	
Student borrowing/debt (cumulative)						Student debt
Total borrowed for undergraduate education		CATI	NSLDS		All	
Amount still owed on undergraduate loans		CATI	NSLDS		Borrowers	
Total borrowed for graduate/first professional education		CATI	NSLDS		Graduate/first-professional	
Amount still owed on graduate loans		CATI	NSLDS		Graduate/first-professional borrowers	
Cumulative amount of undergraduate Stafford loans		NSLDS			Borrowers	
Cumulative amount of graduate Stafford loans		NSLDS			Borrowers	
Cumulative amount of Perkins loans		NSLDS			Borrowers	

See notes at end of table.

Table 9. NPSAS:08 data elements—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Cumulative amount of PLUS loans		NSLDS			Borrowers (include graduate)	
Federal loan amount outstanding		NSLDS			Borrowers	
Loan counseling received (repayment options/future salaries in major)	Delete	CATI			Borrowers	
Any co-signers on loans (to identify private loans)	Add	CATI			Borrowers	
Steps taken in loan application process (talked with financial aid office/ parents/friends/internet research)	Add	CATI			Borrowers	
Will parents help repay loans		CATI			Borrowers	
Tuition and student budgets						College costs
Tuition and required fees charged		CADE			All	
Out-of-jurisdiction tuition charged (y/n)		CADE	CATI		All	
Total student budget		CADE			Aid applicants	
Room and board		CADE			Aid applicants	
Books and supplies		CADE			Aid applicants	
Computer or special equipment		CADE			Aid applicants	
All other expenses		CADE			Aid applicants	
Federal need analysis (aid applicants)						Need analysis
Dependency status (dependent/independent)		FAFSA	CADE		Aid applicants	
EFC formula type (dependent/ independent without dependents/ independent with dependents)		FAFSA			Aid applicants	
Expected Family Contribution (EFC)		FAFSA	CADE		Aid applicants	
EFC: Parental Contribution (dependents only)		FAFSA			Aid applicants	
EFC: Student Contribution		FAFSA			Aid applicants	
Student employment and earnings while enrolled						Student employment
Type and amount of assistantship (research/ teaching/ other)		CATI	CADE		Graduate/ first-professional	
Teaching Assistantships: type of duties (discussion/grading/lab/office hours/ student e-mail teaching)		CATI			Graduate teaching assistants	

See notes at end of table.

Table 9. NPSAS:08 data elements—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Number of jobs for pay while enrolled		CATI	CADE		All	
Type of job						
– Work-study						
– Assistantship (undergraduate)						
– Co-op employment						
– Paid practicum/internship						
– Other job for the school						
– Private employer or other		CATI			All	
Work-study for community service or tutoring (y/n)?		CATI			Work-study jobs	
Job characteristics:						
Location (on/off campus)		CATI			Employed	
Type of employer (school/for-profit/nonprofit/government/military/self-employed)		CATI			Employed	
Related to major or coursework (y/n)		CATI			Employed	
Held same job before enrolling (y/n)?					Employed	
Average hours per week worked while enrolled		CATI			Employed	
Amount earned while enrolled (per period)		CATI			Employed	
Number of weeks worked while enrolled (all/most/half/less than half)		CATI			Employed	
Primarily: (1) a student who works; (2) employee taking courses		CATI			Employed	Effect of jobs
Reasons for working (spending money/ tuition/job experience/expected by parents/send money home)		CATI			Undergraduates who work	
Afford to attend school without working (y/n)?		CATI			Undergraduates who work	
Employment during prior summer (y/n)		CATI			Undergraduates under 30	Source of funds
Amount saved from summer job for educational expenses		CATI			Undergraduates under 30	
Effect of job (restrict choice of classes/ limit number of classes/limit class schedule/assist with coursework/ career preparation/limit access to campus facilities)		CATI			Students who work	
Effect of job on grades (positive/negative/ none)		CATI			Students who work	

See notes at end of table.

Table 9. NPSAS:08 data elements—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Student demographic characteristics						Student demographics
Gender (female/male)		CADE	CATI	FAFS A	All	
Birth date or age		CADE	CATI	FAFS A	All	
Marital status (never married/married/separated/divorced/widowed)		CATI	FAFSA	CADE	All	
US born (y/n)		CATI			All	
US citizenship (yes/resident alien/student visa)		CADE	CATI	FAFS A	All	
Country of origin		CADE			Student visas	
State of legal residence		FAFSA	CATI	CADE	All	
Ethnicity (Hispanic or Latino/ Not Hispanic or Latino)		CATI	CADE		All	
Hispanic type (Mexican/Cuban/Puerto Rican/other)		CATI			Hispanics	
Race (American Indian or Alaska Native/ Asian/Black or African American/ Native Hawaiian or Other Pacific Islander/White)—select one or more		CATI	CADE		All	
Member of recognized tribe (y/n)		CATI			American Indians	
Language spoken in the home (English/ not English)		CATI			All except visa	
Number of dependent children		CATI			All	
Ages of dependent children		CATI			With dependents	
Number of children in daycare		CATI			With dependents	
Monthly expenses for daycare		CATI			With dependents	
Supporting any other dependents (y/n)		CATI			All	
Location and housing						College costs
Housing when enrolled (on campus/off campus/with parents)		CATI	CADE		Undergraduates	
Distance school from home		CATI			Undergraduates	
Distance school from work		CATI			Employed	
Military or veteran status						
Veteran of U.S. forces (y/n)		CATI	FAFSA		All	
Active duty or reserves of Armed Forces of U.S. (y/n)		CATI	FAFSA		All	
Involved in active combat	Add	CATI			Active duty or reserves	

See notes at end of table.

Table 9. NPSAS:08 data elements—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Parents of dependent students						Family background
Parents' marital status		FAFSA	CATI		Under 30	
Number of people supported by parents		FAFSA	CATI		Under 30	
Number of other siblings in college		FAFSA	CATI		Under 30	
Siblings in college before respondent		CATI			Under 30	
Parents taking college courses		CATI			Under 30	
Parents born in US (y/n)		CATI			All except visa	
Parental support						Parental support
Did parents help pay for:		CATI			Under 30	
Tuition (y/n)		CATI			Under 30	
Housing (y/n)		CATI			Under 30	
Living expenses (y/n)		CATI			Under 30	
Other education expenses (y/n)		CATI			Under 30	
Parents' education						Family background
Father's highest level of education		CATI	FAFSA		All	
Mother's highest level of education		CATI	FAFSA		All	
Parent finances						Family income
Total income (ranges in CATI)		FAFSA	CATI		Under 30	
Adjusted Gross Income		FAFSA			Under 30	
U.S. Income tax paid		FAFSA			Under 30	
Own home (y/n)		CATI			Under 30	
Business, farm or investments over \$10,000 (y/n)		FAFSA	CATI		Under 30	
Student finances						Family income
Student's own income in prior calendar year		FAFSA	CATI		All	
Spouse income in prior calendar year		FAFSA	CATI		Married	
Adjusted Gross Income (student and spouse)		FAFSA			All	
US income tax paid		FAFSA			All	
Receive any untaxed income (specify):						
(TANF/child support/worker's comp/ disability/social security/food stamps)		CATI	FAFSA		All	
Own a home, (y/n)		CATI			24 and over	
Monthly mortgage or rent		CATI			All	
Own business, farm or investments over \$10,000 (y/n)		CATI			24 and over	

See notes at end of table.

Table 9. NPSAS:08 data elements—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Credit cards						Student debt
Number of credit cards in your own name	Delete	CATI			Under 30	
Usually pay off balance most months?		CATI			Card holders	
Current amount outstanding		CATI			Card holders	
Use credit card to pay tuition bills (y/n)		CATI			Card holders	
Parents ever help pay (y/n)		CATI			Card holders	
Remedial courses						Academic preparation
Ever taken any remedial or developmental courses (y/n)		CATI			Undergraduates	
Number of remedial courses this year		CATI			1st/2nd year undergraduates	
Distance education						Alternative instruction
Type (internet/pre-recorded/live)		CATI			All	
Location		CATI			All	
Number of courses		CATI			All	
Entire program via distance education (y/n)		CATI			All	
Satisfaction		CATI			All	
Civic participation						Student involvement
Registered to vote?		CATI			Citizens	
Ever voted in any national, state, local election?		CATI			Citizens	
Community service						Student involvement
Perform any community service/volunteer work during last year (y/n)		CATI			All	
Type of community service activity (specify from list)		CATI			Volunteers	
Number of hours/month		CATI			Volunteers	
Work required for graduation or part of classes (y/n)		CATI			Volunteers	
Selected educational experiences						Educational experiences
Hours per week on classwork		CATI			All	
Took laboratory science courses in high school (biology, chemistry, physics)	Add	CATI			UG under 24	

See notes at end of table.

Table 9. NPSAS:08 data elements—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Student limitations or disabilities		CATI			All	Disabilities
Any long lasting sensory condition (y/n)		CATI			All	
Any condition that limits physical activity (y/n)		CATI			All	
Any other condition lasting 6 months or more (y/n)		CATI			All	
Main limiting condition (specify from list)		CATI			With disabilities	

NOTE: IPEDS = Integrated Postsecondary Education Data System; CADE = computer assisted data entry; CATI = computer assisted telephone interview; FAFSA = Free Application for Federal Student Aid; SMART = National Science and Mathematics Access to Retain Talent grant; ACG = Academic Competitiveness Grants; NSLDS = National Student Loan Data System; FFEL = Federal Family Education Loan; PLUS = Parent Loan for Undergraduate Student; ETS = Educational Testing Service; B&B=Baccalaureate and Beyond.

Table 10. NPSAS:08 data elements for B&B sample members

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
B&B Eligibility Criteria						
Completed or expect to complete bachelor's degree at NPSAS school between July 1 and June 30?		CATI	CADE?		Undergraduates	B&B eligibility determination
Date received/expect to receive bachelor's degree (year month)		CATI	CADE?		B&B	
Employment plans						Labor market outcomes
Employment plans for after graduation (have a job or firm offer/actively seeking a job/ not looking)		CATI			B&B	
If planning work, description (continuing same employment from before graduation/ beginning of career in occupation or industry/ temporary job while planning or preparing/ just paying bills/ etc.)		CATI			B&B work planners	
If planning work, employment status (full-time or part-time)		CATI			B&B work planners	
If planning work, occupation (on-line coding)		CATI			B&B work planners	Prospective teachers identification
If planning work, type of job search activities		CATI			B&B work planners	Transition to work
Ever taught at K-12 level in a school setting (y/n) (Do not count home-schooling of your own or others' children.)		CATI			All B&B	Pipeline definition
If yes... types of teaching positions held (regular, substitute, teacher's aide, support, itinerant, student teacher) Check all that apply.		CATI			B&B who have taught	
If yes to regular, support, or itinerant, year when first taught in any of those types of positions?		CATI			B&B who have taught	
Have you ever been certified to teach at the K-12 level (y/n) (Do not count emergency certificates or waivers.)		CATI			All B&B	
If y, when first certified to teach?		CATI			B&B ever certified	
If no, are you eligible to be certified or will you be eligible to be certified upon graduation?		CATI			B&B not ever certified	

See notes at end of table.

Table 10. NPSAS:08 data elements for B&B sample members—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Have you ever taken any of the following steps to prepare for a teaching career? Check all that apply.		CATI			B&B not certified	
Applied to teacher ed. Program						
Taken Praxis or other examination to enter teacher education program						
Entered teacher ed. Program						
Taken/taking courses toward teacher certification			Transcripts ₁			
Completed/completing student teaching assignment, internship, or practicum			Transcripts ₁			
Taken examination to receive teaching certificate/license						
Considering teaching at K-12 level (y/n)		CATI			B&B who have not taught, have never been certified, have not taken any steps to prepare	
Graduate school plans						Graduate education
Taken/planning to take GRE or other graduate/first-professional entrance exams	Revise	CATI			B&B	
Applied/applying/intending to apply to graduate or professional schools for next academic year		CATI			B&B	
Source(s) of information about graduate schools (advisor/faculty, other students, Internet, directly from institutions...)		CATI			B&B grad planners	
Intended degree program/field of study (on-line coding)		CATI			B&B grad planners	
Intend to enroll full-time (y/n)		CATI			B&B grad planners	
Do you plan to be working full-time, part-time, or not at all while you are enrolled?		CATI			B&B grad planners	
Number of schools applied/ applying to		CATI			B&B grad planners	
Accepted at any graduate schools		CATI			B&B grad planners	
Reasons for pursuing graduate education (career goals/undecided about career/no job prospects/ academic interests/availability of aid/urged by parents/ etc.)	Delete	CATI			B&B grad planners	

See notes at end of table.

Table 10. NPSAS:08 data elements for B&B sample members—Continued

Data elements	Proposed revision	Sources			Applies to	Purpose/issues
		1st	2nd	3rd		
Reasons for not applying to graduate school (financial/undergraduate debt/not required for career goals/no academic interest/personal)	Revise	CATI			B&B NOT grad planners	
Plan to apply in the future (y/n); If yes, expected year to begin graduate study		CATI			B&B NOT grad planners	
Selected Undergraduate Experiences						
Ever studied abroad? Where? How long?		CATI	Transcripts ¹		B&B	Undergrad preparation
Ever taken language other than English? What? How long?		CATI	Transcripts ¹		B&B	
Original intended major in a STEM field (y/n)		CATI			B&B	
Ever attempted to transfer any credits to NPSAS institution? How many attempted/accepted		CATI	Transcripts ¹		B&B	
						Educational and occupational outcomes
Opinions and attitudes						
Self-ratings on traits compared to average person		CATI			B&B	
Personally important goals		CATI			B&B	
						Follow-up tracing
Locating Information		CATI			B&B	

¹ Transcripts will be collected for the B&B sample from the degree-awarding institution as part of the B&B study. OMB approval will be requested separately and transcripts will not be collected until the approval has been received. Transcripts are indicated here as a source for reference only.

NOTE: IPEDS = Integrated Postsecondary Education Data System; CADE = computer assisted data entry; CATI = computer assisted telephone interview; FAFSA = Free Application for Federal Student Aid; SMART = National Science and Mathematics Access to Retain Talent grant; ACG = Academic Competitiveness Grants; NSLDS = National Student Loan Data System; FFEL = Federal Family Education Loan; PLUS = Parent Loan for Undergraduate Student; ETS = Educational Testing Service; B&B=Baccalaureate and Beyond.

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Appendix A
Studies Addressing Issues Relevant to NCES'
Postsecondary Longitudinal and Sample Surveys
Studies Program

2008 National Postsecondary Student Aid Study

Unannotated Bibliography Arranged alphabetically by year

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Appendix C

Facsimile of Field Test Instrument

Section A: Enrollment

ZRID

Identification number

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

COMPMODE

Interview completion mode

Mode respondent used to complete interview

0 = Web

1 = CATI

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

COMPDATE

Date interview completed

Date interview was completed

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

SUMSTAT

Interview completion status

295 = Complete interview

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8ELIG

NPSAS attendance during NPSAS year

Have you attended [NPSAS] at any time between July 1, 2006 and June 30, 2007?

0 = No

1 = Yes

2 = Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8CURENR

Current attendance at NPSAS

Are you currently attending [NPSAS]?

0 = Not currently attending

1 = Yes, currently attending

2 = Yes, currently attending but still enrolled in high school

Applies to: Respondents who attended NPSAS between July 1, 2006 and June 30, 2007.

Instrument code: N8ELIG = 1

Sources: NPSAS:08 field test student interview

TCURENR

Current enrollment

Internal variable calculates current enrollment status based on N8CURENR:

Initialize TCURENR = -9

if N8ELIG = 1 then do:

 if N8CURENR = 1 then TCURENR = 1

 else TCURENR = 0

else TCURENR = 0

 0 = Not currently enrolled

 1 = Currently enrolled

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DRPMY

Date left NPSAS

When did you last attend [NPSAS]?

Applies to: Respondents who attended NPSAS between July 1, 2006 and June 30, 2007, but were not enrolled at [NPSAS] at the time of the interview.

Instrument code: N8ELIG = 1 and TCURENR = 0

Sources: NPSAS:08 field test student interview

N8DRPTM

Left NPSAS with a completed term

[If (N8ELIG = 1 and N8DRPMY = -9) or (N8ELIG ne 1 and N8LASTMY = -9)]

When you last attended [NPSAS], did you leave at the end of the term, or did you leave before the term ended?

[else if N8ELIG = 1]

Is that date ([N8DRPMY]) at the end of the term, or did you leave before the term ended?

[else]

Is that date ([N8LASTMY]) at the end of the term, or did you leave before the term ended?

1 = Left at the end of the term

2 = Left before the term ended

Applies to: Respondents who were not enrolled at [NPSAS] at the time of the interview.

Instrument code: TCURENR = 0

Sources: NPSAS:08 field test student interview

N8DRPRF

Received full tuition refund

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

0 = No

1 = Yes

Applies to: Respondents who were not enrolled at [NPSAS] at the time of the interview and left before the term ended.

Instrument code: TCURENR = 0 and

N8DRPTM ne 1

Sources: NPSAS:08 field test student interview

N8DRPCMP

Completed previous course/term

Have you completed a course or term at [NPSAS] at any time since July 1, 2006?

0 = No

1 = Yes

Applies to: Respondents who were not enrolled at [NPSAS] at the time of the interview, left before the term ended, and received a full tuition refund.

Instrument code: TCURENR = 0 and

N8DRPTM ne 1 and N8DRPRF ne 0

Sources: NPSAS:08 field test student interview

N8LASTMY

Last date of NPSAS attendance

In what month and year did you last attend [NPSAS]?

Applies to: Respondents who indicated they did not attend [NPSAS] at any time between July 1, 2006 and June 30, 2007.

Instrument code: N8ELIG = 0

Sources: NPSAS:08 field test student interview

N8DGBA, N8DG5BA, N8DGAS, N8DGPB

NPSAS degree

[If Y_NPLEVL = 3 and TCURENR = 1]

Are you currently working on a certificate or diploma at [NPSAS] or taking courses?

(Please check all that apply.)

[else if Y_NPLEVL = 3]

Were you working on a certificate or diploma or taking courses when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

[else if TCURENR = 1]

What degree or certificate are you currently working on at [NPSAS]?

(Please check all that apply.)

[else]

What degree or certificate were you working on when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

0 = No

1 = Yes

N8DGBA - 4-year bachelor's degree

N8DG5BA - 5-year bachelor's degree

N8DGAS - Associate's degree

N8DGPB - Post-baccalaureate certificate

Applies to: Respondents who attended a 4-year or 2-year school.

Instrument code: Y_NPLEVL in (1 2)

Sources: NPSAS:08 field test student interview

N8DGCE, N8DGUND

NPSAS degree

[If Y_NPLEVL = 3 and TCURENR = 1]

Are you currently working on a certificate or diploma at [NPSAS] or taking courses?

(Please check all that apply.)

[else if Y_NPLEVL = 3]

Were you working on a certificate or diploma or taking courses when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

[else if TCURENR = 1]

What degree or certificate are you currently working on at [NPSAS]?

(Please check all that apply.)

[else]

What degree or certificate were you working on when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

0 = No

1 = Yes

N8DGCE - Undergraduate certificate or diploma

N8DGUND - Undergraduate, not enrolled in a degree program

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DGMA, N8DGPM, N8DGPRO, N8DGDR, N8DGGNG

NPSAS degree

[If Y_NPLEVL = 3 and TCURENR = 1]

Are you currently working on a certificate or diploma at [NPSAS] or taking courses?

(Please check all that apply.)

[else if Y_NPLEVL = 3]

Were you working on a certificate or diploma or taking courses when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

[else if TCURENR = 1]

What degree or certificate are you currently working on at [NPSAS]?

(Please check all that apply.)

[else]

What degree or certificate were you working on when you were last enrolled at [NPSAS] during the 2006-2007 school year?

(Please check all that apply.)

0 = No

1 = Yes

N8DGMA - Master's degree

N8DGPM - Post-master's certificate

N8DGPRO - Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine)

N8DGDR - Doctoral degree

N8DGGNG - Graduate, not enrolled in a degree program

Applies to: Respondents who attended a 4-year school.

Instrument code: Y_NPLEVL = 1

Sources: NPSAS:08 field test student interview

N8DGPR

Type of professional degree

[If TCURENR = 1]

What specific professional degree are you working towards at [NPSAS]?

[else]

What specific professional degree were you working towards at [NPSAS] during the 2006-2007 school year?

19 = Ministry or Divinity (MDiv/DMin/MHL/BD/ordination)

20 = Law (JD/LLB)

21 = Medicine (MD) or Osteopathic medicine (DO)

22 = Dentistry (DDS/DMD)

23 = Chiropractic (DC/DCM)

24 = Pharmacy (PharmD)

25 = Optometry (OD)

26 = Podiatry (DPM/DP/PodD)

27 = Veterinary medicine (DVM)

28 = Other undergraduate degree not listed

29 = Other graduate degree not listed

Applies to: Respondents who were working on a professional degree at [NPSAS].

Instrument code: N8DGPRO = 1

Sources: NPSAS:08 field test student interview

N8NOPR

Non-professional degree

Since you are not enrolled in one of the degrees specifically mentioned in the previous question, you are not considered to be working on a professional degree by the U.S. Department of Education.

What degree or certificate were you working on at [NPSAS] during the 2006-2007 school year? (If you were working on more than one degree or certificate, please select the highest level.)

1 = Undergraduate, no degree

2 = Undergraduate certificate or diploma

3 = Associate's degree

4 = 4-year bachelor's degree

5 = 5-year bachelor's degree

6 = Post-baccalaureate certificate

7 = Graduate, no degree program

8 = Master's degree

9 = Post-master's certificate

11 = Doctoral degree

Applies to: Respondents who were working on a professional degree at [NPSAS] but did not indicate one of the following specific professional degrees: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

Instrument code: N8DGPRO = 1 and N8DGPR in (28 29 -9)

Sources: NPSAS:08 field test student interview

N8PRBA

Earned BA while a professional student

Which of the following describes your most recent enrollment at [NPSAS]?

1 = Enrolled in a professional degree program, but have not yet earned a bachelor's degree

2 = Have already earned a bachelor's degree and was/now enrolled for a professional degree at the graduate level

Applies to: Respondents who were working on a professional degree at [NPSAS] and indicated one of the following specific professional degrees: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

Instrument code: N8DGPRO = 1 and N8DGPR not in (28 29)

Sources: NPSAS:08 field test student interview

N8ASSOC*Type of associate's degree*

[If TCURENR = 1]

What type of associate's degree are you working on at [NPSAS]?

[else]

What type of associate's degree were you working on at [NPSAS]?

1 = AA, AS, general education or transfer program

2 = AAS, occupational or technical program

Applies to: Respondents who were working on an associate's degree at [NPSAS].

Instrument code: N8DGAS = 1

Sources: NPSAS:08 field test student interview

N8CKHOUR*Clock hour requirement*

[If TCURENR = 1]

Does your certificate or diploma program require at least 3 months or 300 clock hours of instruction?

[else]

Did your certificate or diploma program require at least 3 months or 300 clock hours of instruction?

0 = No

1 = Yes

Applies to: Respondents who were working on an undergraduate certificate or diploma at [NPSAS].

Instrument code: TDEGREE = 2

Sources: NPSAS:08 field test student interview

N8ELCRD*Enrolled for transferable credit*

[If TCURENR = 1]

Are you enrolled in a course for credit at [NPSAS] that could be transferred to another school?

[else]

During your latest enrollment at [NPSAS] in the 2006-2007 school year, were you enrolled in a course for credit that could be transferred to another school?

0 = No

1 = Yes

Applies to: All respondents.

Recode note: If TDEGREE not in (1 7) then

N8ELCRD = 1

Sources: NPSAS:08 field test student interview

N8NPELG*NPSAS eligibility flag*

NPSAS eligibility:

Initialize N8NPELG = 1

If N8ELIG = 1 and N8CURENR = 2

then N8NPELG = 0

else if N8ELIG in (0 2 -9) and (N8LASTMY ne -9 and N8LASTMY >= 200706 or (N8LASTMY < 200600 or N8LASTMY <= 200607)

then N8NPELG = 0

else if N8ELIG in (0 2 -9) and N8LASTMY = -9

then N8NPELG = 0

else if TCURENR = 0 AND N8DRPTM ne 1 and N8DRPRF ne 0 and N8DRPCMP ne 1

then N8NPELG = 0

else if TDEGREE in (1 7 -9) and N8ELCRD ne 1 then N8NPELG = 0

else if TDEGREE = 2 and N8CKHOUR ne 1

then N8NPELG = 0

else if N8HSCMP = 1 then N8NPELG = 0

0 = Not NPSAS eligible

1 = NPSAS eligible

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

TSTAT*Student status*

Internal variable: TSTAT

TSTAT represents student status

CALCULATION FOR TSTAT

If TDEGREE in (2 3 4 5) then TSTAT = 1

else if TDEGREE in (6 8 9 11) then TSTAT = 2

else if TDEGREE = 10 and N8PRBA in (1 -9)

then TSTAT = 1

else if TDEGREE = 10 and N8PRBA = 2

then TSTAT = 2

else if TDEGREE = 1 then TSTAT = 3

else if TDEGREE = 7 then TSTAT = 4

1 = Undergraduate

2 = Graduate

3 = Undergraduate, no degree program

4 = Graduate, no degree program

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

TDEGREE

NPSAS degree

Internal variable: TDEGREE

TDEGREE is the degree of focus in the interview.

CALCULATION for TDEGREE

Initialize TDEGREE = -9

If N8DGDR = 1 then TDEGREE = 11

else if N8DGPRO = 1 then do:

 If N8DGPR not in (28 29 -9) then TDEGREE = 10

 If N8DGPR in (28 -9) and N8NOPR = -9

 then TDEGREE = 1

 If N8DGPR = 29 and N8NOPR = -9

 then TDEGREE = 7

 If N8DGPR in (28 29 -9) and N8NOPR > 0

 then TDEGREE = N8NOPR

else if N8DGPM = 1 then TDEGREE = 9

else if N8DGMA = 1 then TDEGREE = 8

else if N8DGGNG = 1 then do:

 If N8DGCE = 0 and N8DGAS = 0 and

 N8DGBA = 0 and N8DG5BA = 0 and

 N8DGPB = 0 then TDEGREE = 7

 else if N8DGPB = 1 then TDEGREE = 6

 else if N8DG5BA = 1 then TDEGREE = 5

 else if N8DGBA = 1 then TDEGREE = 4

 else if N8DGAS = 1 then TDEGREE = 3

 else if N8DGCE = 1 then TDEGREE = 2

 else TDEGREE = 7

else if N8DGPB = 1 then TDEGREE = 6

else if N8DG5BA = 1 then TDEGREE = 5

else if N8DGBA = 1 then TDEGREE = 4

else if N8DGAS = 1 then TDEGREE = 3

else if N8DGCE = 1 then TDEGREE = 2

else if N8DGUND = 1 then TDEGREE = 1

else TDEGREE = 1

1 = Undergraduate, not enrolled in a degree program

2 = Undergraduate certificate or diploma

3 = Associate's degree

4 = 4-year bachelor's degree

5 = 5-year bachelor's degree

6 = Post-baccalaureate certificate

7 = Graduate, not enrolled in a degree program

8 = Master's degree

9 = Post-master's certificate

10 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine)

11 = Doctoral degree

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

TDEGREN

Degree type

TDEGREN is an internal variable calculated from TDEGREE and used in question wording to indicate the degree the respondent should focus on throughout the interview.

If TDEGREE = 1 then

TDEGREN = 'undergraduate classes'

else if TDEGREE = 2 then

TDEGREN = 'undergraduate certificate or diploma'

else if TDEGREE = 3 then

TDEGREN = 'associate's degree'

else if TDEGREE in (4 5) then

TDEGREN = 'bachelor's degree'

else if TDEGREE = 6 then

TDEGREN = 'post-baccalaureate certificate'

else if TDEGREE = 7 then

TDEGREN = 'graduate classes'

else if TDEGREE = 8 then

TDEGREN = 'master's degree'

else if TDEGREE = 9 then

TDEGREN = 'post-master's certificate'

else if TDEGREE = 10

then TDEGREN = 'professional degree'

else if TDEGREE = 11 then

TDEGREN = 'doctoral degree'

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DGMS

Type of master's degree

[If TCURENR = 1]

What specific Master's degree are you working towards?

[else]

What specific Master's degree were you working towards in your most recent term in the 2006-2007 school year?

1 = Master of Science (MS)

2 = Master of Arts (MA)

3 = Master of Education (MEd) or Teaching (MAT)

4 = Master of Business Administration (MBA)

5 = Master of Public Administration (MPA)

6 = Master of Social Work (MSW)

7 = Master of Fine Arts (MFA)

8 = Master of Public Health (MPH)

9 = Other master's degree program not listed (please specify)

19 = Master of Divinity (MDiv)

Applies to: Respondents who were working on a master's degree at [NPSAS].

Instrument code: TDEGREE = 8

Sources: NPSAS:08 field test student interview

N8DGD

Type of doctoral degree

[If TCURENR = 1]

What specific doctoral degree are you working towards?

[else]

What specific doctoral degree were you working towards in your most recent term in the 2006-2007 school year?

- 11 = Doctor of Philosophy (PhD)
- 12 = Doctor of Education (EdD)
- 13 = Doctor of Science (DSc/ScD) or Engineering (DEng)
- 14 = Doctor of Psychology (PsyD)
- 15 = Doctor of Business or Public Administration (DBA/DPA)
- 16 = Doctor of Fine Arts (DFA)
- 17 = Doctor of Divinity/Theology (ThD)
- 18 = Other doctoral degree not listed

Applies to: Respondents who were working on a doctoral degree at [NPSAS].

Instrument code: TDEGREE = 11

Sources: NPSAS:08 field test student interview

N8RSNA, N8RSNB, N8RSND, N8RSNE, N8RSNF, N8RSNH, N8RSNS

Reason for attending NPSAS

What were your reasons for enrolling at [NPSAS]?
(Please check all that apply.)

0 = No

1 = Yes

N8RSNA - Gain job or occupational skills

N8RSNB - Prepare for job certification or license

N8RSND - Earn course credits needed for a program at a different school

N8RSNE - Take courses solely for recreation, self-improvement or personal interest

N8RSNF - Complete an undergraduate degree or certificate program at this school

N8RSNH - Other

N8RSNS - Other, please specify

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8RSNC

Reason for attending NPSAS: prepare for transfer

What were your reasons for enrolling at [NPSAS]?

(Please check all that apply.)

[If Y_NPLEVL = 3] Transfer to a 2- or 4-year school

[else] Transfer to a 4-year school

0 = Not to prepare for transfer

1 = Yes, to prepare for transfer

Applies to: Undergraduate respondents who attended a 2-year or less-than-2-year school.

Instrument code: TSTAT in (1 3) and Y_NPLEVL in (2 3)

Sources: NPSAS:08 field test student interview

N8RSNG

Reason for attending NPSAS: complete associate's degree

What were your reasons for enrolling at [NPSAS]?
(Please check all that apply.)

Complete an Associate's degree

0 = Not to complete associate's degree

1 = Yes, to complete associate's degree

Applies to: Undergraduate respondents who were working on an

associate's degree at [NPSAS].

Instrument code: TSTAT in (1 3) and TDEGREE = 3

Sources: NPSAS:08 field test student interview

N8MAINR

Main reason for attending NPSAS

What was your main reason for enrolling at [NPSAS]?

- 1 = Gain job or occupational skills
- 2 = Prepare for job certification or license
- 3 = Transfer to a 4-year school
- 4 = Earn course credits needed for a program at a different school
- 5 = Take courses solely for recreation, self-improvement or personal interest
- 6 = Complete an undergraduate degree or certificate program at the school
- 7 = Complete an Associate's degree
- 8 = Other

Applies to: Undergraduate respondents who provided at least one reason for attending [NPSAS].

Instrument code: TSTAT in (1 3) and (N8RSNA ne 0 or N8RSNB ne 0 or N8RSNC not in (0 -3) or N8RSND ne 0 or N8RSNE ne 0 or N8RSNF ne 0 or N8RSNG not in (0 -3) or N8RSNH ne 0)

Recode note: 1) If N8RSNA = 1 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG in

(0 -3) and N8RSNH = 0 then N8MAINR = 1

2) If N8RSNA = 0 and N8RSNB = 1 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG in (0 -3) and N8RSNH = 0 then N8MAINR = 2

3) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC = 1 and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG in (0 -3) and N8RSNH = 0 then N8MAINR = 3

4) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 1 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG in (0 -3) and N8RSNH = 0 then N8MAINR = 4

5) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 1 and N8RSNF = 0 and N8RSNG in (0 -3) and N8RSNH = 0 then N8MAINR = 5

6) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 1 and N8RSNG in (0 -3) and N8RSNH = 0 then N8MAINR = 6

7) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG = 1 and N8RSNH = 0 then N8MAINR = 7

8) If N8RSNA = 0 and N8RSNB = 0 and N8RSNC in (0 -3) and N8RSND = 0 and N8RSNE = 0 and N8RSNF = 0 and N8RSNG in (0 -3) and N8RSNH = 1 then N8MAINR = 8

Sources: NPSAS:08 field test student interview

N8CLTYA–N8CLTYM, N8CLTYS

Type of class

[If TCURENR = 1]

What types of classes have you been taking during the 2006-2007 school year? (Please check all that apply.)

[else]

What types of classes were you taking during the 2006-2007 school year? (Please check all that apply.)

0 = No

1 = Yes

N8CLTYA - Business

N8CLTYB - Health

N8CLTYC - Education

N8CLTYD - Engineering and Engineering Technology

N8CLTYE - Computer and Information Sciences

N8CLTYF - Social Sciences

N8CLTYG - Natural Sciences and Mathematics

N8CLTYH - Arts and Humanities

N8CLTYI - Communications

N8CLTYJ - Vocational Programs

N8CLTYK - University Transfer

N8CLTYL - General Education

N8CLTYM - Other

N8CLTYS - Other, please specify

Applies to: Respondents not enrolled in a degree program at [NPSAS].

Instrument code: TSTAT in (3 4)

Sources: NPSAS:08 field test student interview

N8UGYR

Undergraduate level last term at NPSAS

[If TCURENR = 1]

What is your year or level at [NPSAS]?

[else]

What was your year or level during your most recent term at [NPSAS] in the 2006-2007 school year?

1 = First year or freshman

2 = Second year or sophomore

3 = Third year or junior

4 = Fourth year or senior

5 = Fifth year or higher undergraduate

6 = Unclassified undergraduate

7 = Graduate student taking undergraduate classes

Applies to: Undergraduate respondents enrolled in a degree program at [NPSAS].

Instrument code: TSTAT = 1

Sources: NPSAS:08 field test student interview

N8GRYR

Graduate level last term at NPSAS

[If TCURENR = 1]

What year of your [TDEGREN] are you working on at [NPSAS]?

[else]

What year of your [TDEGREN] were you working on during your most recent term at [NPSAS] during the 2006-2007 school year?

8 = First year

9 = Second year

10 = Third year

11 = Fourth year

12 = Fifth year

13 = Sixth year or higher

Applies to: Graduate respondents enrolled in a degree program at [NPSAS].

Instrument code: TSTAT = 2

Sources: NPSAS:08 field test student interview

N8NEN01–N8NEN13

NPSAS enrollment

[IF TCURENR = 1]

In which months between July 2006 and June 2007 were you enrolled, or do you expect to be enrolled, at [NPSAS]? Please do your best to predict your enrollment through June 2007. If your enrollment covers only a portion of any month, please include that month. Exclude any months during which you are not taking classes, such as summer break.

[else]

In which months between July 2006 and June 2007 were you enrolled at [NPSAS]? If you plan to re-enroll there before June 2007, please indicate the months you plan to be enrolled. If your enrollment covers only a portion of any month, please include that month.

Exclude any months during which you are not taking classes, such as summer break.

0 = Not enrolled

1 = Enrolled

N8NEN01 – July 2006

N8NEN02 – August 2006

N8NEN03 – September 2006

N8NEN04 – October 2006

N8NEN05 – November 2006

N8NEN06 – December 2006

N8NEN07 – January 2007

N8NEN08 – February 2007

N8NEN09 – March 2007

N8NEN10 – April 2007

N8NEN11 – May 2007

N8NEN12 – June 2007

N8NEN13 – Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8STST

Enrollment intensity at NPSAS

[If TCURENR = 1]

For the period of time you have been enrolled at [NPSAS] during the 2006-2007 school year, have you been mainly a full-time or part-time student?

[else]

For the period of time you were enrolled at [NPSAS] during the 2006-2007 school year, were you mainly a full-time or part-time student?

1 = Mainly a full-time student

2 = Mainly a part-time student

3 = Equal mix of full-time and part-time

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DBLMAJ

Major declared/undeclared

[If TCURENR = 1]

Have you declared a major yet at [NPSAS]?

[else]

Had you already declared a major when you were last enrolled at [NPSAS]?

0 = Not in a degree program

1 = Yes, I [have/had] declared a major

2 = Yes, I [have/had] declared a double major

3 = No, I [have/had] not declared a major yet

Applies to: All respondents.

Recode note: 1) If TSTAT in (3 4) then

N8DBLMAJ = 0

2) If TSTAT = 2 or Y_NPLEVL = 3 then N8DBLMAJ = 1

Sources: NPSAS:08 field test student interview

N8MAJ1

Major: primary string

[If COMPMODE = 0]

Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

Applies to: All respondents.

Recode note: 1) If N8DBLMAJ = 0 then N8MAJ1 = 'Not in a degree program'

2) If N8DBLMAJ = 3 then N8MAJ1 = 'Undeclared'

Sources: NPSAS:08 field test student interview

N8MJ1GEN

Dropdown primary major: general code

[If COMPMODE = 0]

Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

- 1 = Agriculture/natural resources/related
- 2 = Architecture and related services
- 3 = Area/ethnic/cultural/gender studies
- 4 = Arts--visual and performing
- 5 = Biological and biomedical sciences
- 6 = Business/management/marketing/related
- 7 = Communication/journalism/comm. tech
- 8 = Computer/info sciences/support tech
- 9 = Construction trades
- 10 = Education
- 11 = Engineering technologies/technicians
- 12 = English language and literature/letters
- 13 = Family/consumer sciences, human sciences
- 14 = Foreign languages/literature/linguistics
- 15 = Health professions/clinical sciences
- 16 = Legal professions and studies
- 17 = Library science
- 18 = Mathematics and statistics
- 19 = Mechanical/repair technologies/techs
- 20 = Multi/interdisciplinary studies
- 21 = Parks/recreation/leisure/fitness studies
- 22 = Precision production
- 23 = Personal and culinary services
- 24 = Philosophy, religion & theology
- 25 = Physical sciences
- 26 = Psychology
- 27 = Public administration/social services
- 28 = Science technologies/technicians
- 29 = Security & protective services
- 30 = Social sciences and history (except psychology)
- 31 = Transportation & materials moving
- 32 = Other
- 33 = Liberal arts/sciences, general studies
- 98 = Not in a degree program
- 99 = Undeclared

Applies to: All respondents.

Recode note: 1) If N8DBLMAJ = 0 then
N8MJ1GEN = 98

2) If N8DBLMAJ = 3 then N8MJ1GEN = 99

Sources: NPSAS:08 field test student interview

N8MJ1SPE

Dropdown primary major: specific code

[If COMPMODE = 0]

Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

98 = Not in a degree program

99 = Undeclared

101 = Agriculture and related sciences

102 = Natural resources and conservation

201 = Architecture

202 = City/urban, community, and regional
planning

203 = Drafting/design engineering
technologies/technicians

204 = Architecture, planning, and related services,
other

301 = Area, ethnic, cultural, and gender studies

401 = Art history, criticism & conservation

402 = Design & applied arts

403 = Drama/theatre arts and stagecraft

404 = Fine and studio art

405 = Music, general

406 = Music history, literature, and theory

407 = Visual and performing arts, other

408 = Commercial and advertising art

409 = Dance

410 = Film/video and photographic arts

411 = Crafts/craft design, folk art and artisanry

501 = General biology

502 = Biochem/biophysics/molecular biology

503 = Botany/plant biology

504 = Genetics

505 = Microbiological sciences & immunology

506 = Physiology, pathology & related sciences

507 = Zoology/animal biology

508 = Biological and biomedical sciences

509 = Biological and physical sciences

510 = Systems science and theory

511 = Biopsychology

512 = Biological & biomedical sciences, other

601 = Accounting and related services

602 = Business administration, management and operations	1019 = Education, other
603 = Business operations support and assistant services	1101 = Biomedical/medical engineering
604 = Finance and financial management services	1102 = Chemical engineering
605 = Human resources management and services	1103 = Civil engineering
606 = Marketing	1104 = Computer engineering
607 = Business, management, marketing, and related support services, other	1105 = Electrical, electronics and communications engineering
608 = Management information systems and services	1106 = Engineering technologies/technicians
609 = Real estate	1107 = Environmental/environmental health engineering
610 = Hospitality Administration/Management	1108 = Mechanical engineering
701 = Communication and media studies	1109 = Engineering, other
702 = Communication technologies	1201 = Creative writing
703 = Journalism	1202 = American literature
704 = Communication/journalism/comm. tech, other	1203 = English literature
801 = Computer/information technology administration and management	1204 = English language and literature/letters, others
802 = Computer programming	1301 = Family and consumer sciences/human sciences
803 = Computer science	1302 = Family and consumer sciences/human sciences, general
804 = Computer software and media applications	1303 = Child care and support services management
805 = Computer systems analysis	1304 = Child care provider/assistant (also under Education)
806 = Computer systems networking and telecommunications	1305 = Apparel and textiles
807 = Data entry/microcomputer applications	1306 = Family and consumer sciences/human sciences, other
808 = Data processing	1401 = Romance languages, literatures, and linguistics
809 = Information science/studies	1402 = Spanish language and literature
810 = Computer and information sciences and support services, other	1403 = Foreign languages/literature/linguistics, other
901 = Construction trades	1501 = Health services/allied health/health sciences, general
1001 = Curriculum and instruction	1502 = Alternative/complementary medicine/sys
1002 = Educational administration and supervision	1503 = Chiropractic
1003 = Educational/instructional media design	1504 = Audiology/audiologist & hearing sciences
1004 = Special education and teaching	1505 = Clinical/medical lab science/allied
1005 = Student counseling and personnel services	1506 = Dental support services/allied
1006 = Education, other	1507 = Dentistry
1007 = Teacher education: Early childhood education and teaching	1508 = Health & medical administrative services
1008 = Teacher education: Elementary education and teaching	1509 = Health/medical services/allied health
1009 = Teacher education: Secondary education and teaching	1510 = Health/medical technicians/technologists
1010 = Teacher education: Adult and continuing education and teaching	1511 = Health/medical preparatory programs
1011 = Teacher education: Specific levels, other	1512 = Medicine, including psychiatry
1012 = Teacher education: Specific subject areas	1513 = Mental/social health services and allied
1013 = Bilingual, multilingual, and multicultural education	1514 = Clinical pastoral counseling/ patient counseling
1014 = Ed assessment. evaluation, and research	1515 = Nursing/registered (RN, ASN, BSN, MSN)
1015 = Higher education/higher education administration	1516 = Nursing science (MS, PhD)
1016 = Teaching assistant/aide	1517 = Licensed practical/vocational nurse training (LPN, LVN, Cert., Dipl., AAS)
1017 = Childcare provider/assistant	1518 = Nurse/nursing assistant/aide and patient care assistant
1018 = Physical education teaching and coaching	1519 = Optometry

1520 = Osteopathic medicine/osteopathy
 1521 = Pharmacy/pharmaceutical sciences/admin
 1522 = Podiatric medicine/podiatry
 1523 = Public health
 1524 = Rehabilitation & therapeutic professions
 1525 = Veterinary medicine
 1526 = Health aides/attendants/orderlies
 1527 = Dietetics and clinical nutrition services
 1528 = Health /related clinical services, other
 1601 = Law
 1602 = Legal support services
 1603 = General undergraduate legal studies
 including pre-law
 1604 = Legal professions and studies, other
 1701 = Library science
 1801 = Mathematics
 1802 = Statistics
 1803 = Mathematics and statistics, other
 1901 = Electrical/electronics maintenance and
 repair technology
 1902 = Heating, air conditioning, ventilation and
 refrigeration maintenance
 1903 = Vehicle maintenance and repair
 technologies
 1904 = Mechanical/repair technologies/techs, other
 2001 = Biological and physical sciences
 2002 = Systems science and theory
 2003 = Biopsychology
 2004 = Multi/interdisciplinary studies, other
 2101 = Parks, recreation and leisure studies
 2102 = Health and physical education/fitness
 2201 = Precision metal working
 2202 = Woodworking
 2203 = Precision production, other
 2301 = Cosmetology and related personal grooming
 services
 2302 = Funeral service and mortuary science
 2303 = Culinary arts and related services
 2304 = Personal and culinary services, other
 2401 = Philosophy
 2402 = Religion/religious studies
 2403 = Theology and religious vocations
 2501 = Astronomy & astrophysics
 2502 = Atmospheric sciences and meteorology
 2503 = Chemistry
 2504 = Geological & earth sciences/geosciences
 2505 = Physics
 2506 = Biological and physical science
 2507 = Systems science and theory
 2508 = Physical sciences, other
 2601 = Behavioral psychology
 2602 = Clinical psychology
 2603 = Education/school psychology
 2604 = Psychology, other
 2605 = Biopsychology
 2701 = Public administration

2702 = Social work
 2703 = Public administration and social service
 professions, other
 2801 = Biology technician/biotechnology
 laboratory technician
 2802 = Nuclear and industrial radiologic
 technologies/technicians
 2803 = Physical science technologies/technicians
 2804 = Science technologies/technician, other
 2901 = Criminal justice and corrections
 2902 = Fire protection
 2903 = Security and protective services, other
 3001 = Anthropology
 3002 = Archeology
 3003 = Criminology
 3004 = Demography & population studies
 3005 = Economics
 3006 = Geography & cartography
 3007 = History
 3008 = International relations & affairs
 3009 = Political science and government
 3010 = Sociology
 3011 = Urban studies/affairs
 3012 = Social sciences, other (except psychology)
 3101 = Transportation & materials moving
 3102 = Air transportation
 3103 = Ground transportation
 3104 = Transportation & materials moving, other
 3201 = Other
 3301 = Liberal arts and sciences, general studies
 and humanities

Applies to: All respondents.

Recode note: 1) If N8DBLMAJ = 0 then

N8MJ1SPE = 98

2) If N8DBLMAJ = 3 then N8MJ1SPE = 99

Sources: NPSAS:08 field test student interview

N8MAJ2

Major: secondary string

[If COMPMODE = 0]

Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

Applies to: Undergraduate respondents who declared a double major.

Instrument code: TSTAT = 1 and N8DBLMAJ = 2

Sources: NPSAS:08 field test student interview

N8MJ2GEN

Dropdown primary major: general code

[If COMPMODE = 0]

Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

- 1 = Agriculture/natural resources/related
- 2 = Architecture and related services
- 3 = Area/ethnic/cultural/gender studies
- 4 = Arts--visual and performing
- 5 = Biological and biomedical sciences
- 6 = Business/management/marketing/related
- 7 = Communication/journalism/comm. tech
- 8 = Computer/info sciences/support tech
- 9 = Construction trades
- 10 = Education
- 11 = Engineering technologies/technicians
- 12 = English language and literature/letters
- 13 = Family/consumer sciences, human sciences
- 14 = Foreign languages/literature/linguistics
- 15 = Health professions/clinical sciences
- 16 = Legal professions and studies
- 17 = Library science

18 = Mathematics and statistics

19 = Mechanical/repair technologies/techs

20 = Multi/interdisciplinary studies

21 = Parks/recreation/leisure/fitness studies

22 = Precision production

23 = Personal and culinary services

24 = Philosophy, religion & theology

25 = Physical sciences

26 = Psychology

27 = Public administration/social services

28 = Science technologies/technicians

29 = Security & protective services

30 = Social sciences and history (except psychology)

31 = Transportation & materials moving

32 = Other

33 = Liberal arts/sciences, general studies

Applies to: Undergraduate respondents who declared a double major.

Instrument code: TSTAT = 1 and N8DBLMAJ = 2

Sources: NPSAS:08 field test student interview

N8MJ2SPE

Dropdown primary major: specific code

[If COMPMODE = 0]

Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8MAJ2] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

- 101 = Agriculture and related sciences
- 102 = Natural resources and conservation
- 201 = Architecture
- 202 = City/urban, community, and regional planning
- 203 = Drafting/design engineering technologies/technicians
- 204 = Architecture, planning, and related services, other
- 301 = Area, ethnic, cultural, and gender studies
- 401 = Art history, criticism & conservation
- 402 = Design & applied arts
- 403 = Drama/theatre arts and stagecraft
- 404 = Fine and studio art
- 405 = Music, general
- 406 = Music history, literature, and theory
- 407 = Visual and performing arts, other

408 = Commercial and advertising art
 409 = Dance
 410 = Film/video and photographic arts
 411 = Crafts/craft design, folk art and artisanry
 501 = General biology
 502 = Biochem/biophysics/molecular biology
 503 = Botany/plant biology
 504 = Genetics
 505 = Microbiological sciences & immunology
 506 = Physiology, pathology & related sciences
 507 = Zoology/animal biology
 508 = Biological and biomedical sciences
 509 = Biological and physical sciences
 510 = Systems science and theory
 511 = Biopsychology
 512 = Biological & biomedical sciences, other
 601 = Accounting and related services
 602 = Business administration, management and operations
 603 = Business operations support and assistant services
 604 = Finance and financial management services
 605 = Human resources management and services
 606 = Marketing
 607 = Business, management, marketing, and related support services, other
 608 = Management information systems and services
 609 = Real estate
 610 = Hospitality Administration/Management
 701 = Communication and media studies
 702 = Communication technologies
 703 = Journalism
 704 = Communication/journalism/comm. tech, other
 801 = Computer/information technology administration and management
 802 = Computer programming
 803 = Computer science
 804 = Computer software and media applications
 805 = Computer systems analysis
 806 = Computer systems networking and telecommunications
 807 = Data entry/microcomputer applications
 808 = Data processing
 809 = Information science/studies
 810 = Computer and information sciences and support services, other
 901 = Construction trades
 1001 = Curriculum and instruction
 1002 = Educational administration and supervision
 1003 = Educational/instructional media design
 1004 = Special education and teaching
 1005 = Student counseling and personnel services
 1006 = Education, other

1007 = Teacher education: Early childhood education and teaching
 1008 = Teacher education: Elementary education and teaching
 1009 = Teacher education: Secondary education and teaching
 1010 = Teacher education: Adult and continuing education and teaching
 1011 = Teacher education: Specific levels, other
 1012 = Teacher education: Specific subject areas
 1013 = Bilingual, multilingual, and multicultural education
 1014 = Ed assessment, evaluation, and research
 1015 = Higher education/higher education administration
 1016 = Teaching assistant/aide
 1017 = Childcare provider/assistant
 1018 = Physical education teaching and coaching
 1019 = Education, other
 1101 = Biomedical/medical engineering
 1102 = Chemical engineering
 1103 = Civil engineering
 1104 = Computer engineering
 1105 = Electrical, electronics and communications engineering
 1106 = Engineering technologies/technicians
 1107 = Environmental/environmental health engineering
 1108 = Mechanical engineering
 1109 = Engineering, other
 1201 = Creative writing
 1202 = American literature
 1203 = English literature
 1204 = English language and literature/letters, others
 1301 = Family and consumer sciences/human sciences
 1302 = Family and consumer sciences/human sciences, general
 1303 = Child care and support services management
 1304 = Child care provider/assistant (also under Education)
 1305 = Apparel and textiles
 1306 = Family and consumer sciences/human sciences, other
 1401 = Romance languages, literatures, and linguistics
 1402 = Spanish language and literature
 1403 = Foreign languages/literature/linguistics, other
 1501 = Health services/allied health/health sciences, general
 1502 = Alternative/complementary medicine/sys
 1503 = Chiropractic
 1504 = Audiology/audiologist & hearing sciences

1505 = Clinical/medical lab science/allied	2304 = Personal and culinary services, other
1506 = Dental support services/allied	2401 = Philosophy
1507 = Dentistry	2402 = Religion/religious studies
1508 = Health & medical administrative services	2403 = Theology and religious vocations
1509 = Health/medical services/allied health	2501 = Astronomy & astrophysics
1510 = Health/medical technicians/technologists	2502 = Atmospheric sciences and meteorology
1511 = Health/medical preparatory programs	2503 = Chemistry
1512 = Medicine, including psychiatry	2504 = Geological & earth sciences/geosciences
1513 = Mental/social health services and allied	2505 = Physics
1514 = Clinical pastoral counseling/ patient counseling	2506 = Biological and physical science
1515 = Nursing/registered (RN, ASN, BSN, MSN)	2507 = Systems science and theory
1516 = Nursing science (MS, PhD)	2508 = Physical sciences, other
1517 = Licensed practical/vocational nurse training (LPN, LVN, Cert., Dipl., AAS)	2601 = Behavioral psychology
1518 = Nurse/nursing assistant/aide and patient care assistant	2602 = Clinical psychology
1519 = Optometry	2603 = Education/school psychology
1520 = Osteopathic medicine/osteopathy	2604 = Psychology, other
1521 = Pharmacy/pharmaceutical sciences/admin	2605 = Biopsychology
1522 = Podiatric medicine/podiatry	2701 = Public administration
1523 = Public health	2702 = Social work
1524 = Rehabilitation & therapeutic professions	2703 = Public administration and social service professions, other
1525 = Veterinary medicine	2801 = Biology technician/biotechnology laboratory technician
1526 = Health aides/attendants/orderlies	2802 = Nuclear and industrial radiologic technologies/technicians
1527 = Dietetics and clinical nutrition services	2803 = Physical science technologies/technicians
1528 = Health /related clinical services, other	2804 = Science technologies/technician, other
1601 = Law	2901 = Criminal justice and corrections
1602 = Legal support services	2902 = Fire protection
1603 = General undergraduate legal studies including pre-law	2903 = Security and protective services, other
1604 = Legal professions and studies, other	3001 = Anthropology
1701 = Library science	3002 = Archeology
1801 = Mathematics	3003 = Criminology
1802 = Statistics	3004 = Demography & population studies
1803 = Mathematics and statistics, other	3005 = Economics
1901 = Electrical/electronics maintenance and repair technology	3006 = Geography & cartography
1902 = Heating, air conditioning, ventilation and refrigeration maintenance	3007 = History
1903 = Vehicle maintenance and repair technologies	3008 = International relations & affairs
1904 = Mechanical/repair technologies/techs, other	3009 = Political science and government
2001 = Biological and physical sciences	3010 = Sociology
2002 = Systems science and theory	3011 = Urban studies/affairs
2003 = Biopsychology	3012 = Social sciences, other (except psychology)
2004 = Multi/interdisciplinary studies, other	3101 = Transportation & materials moving
2101 = Parks, recreation and leisure studies	3102 = Air transportation
2102 = Health and physical education/fitness	3103 = Ground transportation
2201 = Precision metal working	3104 = Transportation & materials moving, other
2202 = Woodworking	3201 = Other
2203 = Precision production, other	3301 = Liberal arts and sciences, general studies and humanities
2301 = Cosmetology and related personal grooming services	<i>Applies to: Undergraduate respondents who declared a double major.</i>
2302 = Funeral service and mortuary science	Instrument code: TSTAT = 1 and N8DBLMAJ = 2
2303 = Culinary arts and related services	Sources: NPSAS:08 field test student interview

N8GPATYP

GPA measured on 4.00 scale

[If TCURENR = 1]

Is your grade point average (GPA) at [NPSAS] measured on a 4.00 scale?

[else]

Was your grade point average (GPA) at [NPSAS] measured on a 4.00 scale?

1 = Yes

2 = No, it is measured on another grading scale

3 = No, the school does not award grades

4 = Yes, but no GPA yet

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8GPA

Cumulative GPA

[If TCURENR = 1]

What is your cumulative GPA (in all classes) at [NPSAS]?

[else]

What was your cumulative GPA (in all classes) at [NPSAS] through the end of your most recent term there?

Range: 0.00 to 4.00

Applies to: Respondents who were graded on a 4.0 GPA scale.

Instrument code: N8GPATYP = 1

Sources: NPSAS:08 field test student interview

N8GPAEST

Estimate of GPA

[If TCURENR = 1]

Which of the following would you say best describes your cumulative grade point average at [NPSAS]?

[else]

Which of the following would you say best describes your cumulative grade point average at [NPSAS] through the end of your most recent term there?

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)

8 = Don't know

Applies to: Respondents who were graded on a scale other than a 4.0 scale or were graded on a 4.0 GPA scale but did not provide a numeric cumulative GPA.

Instrument code: N8GPATYP in (2 -9) or

(N8GPATYP = 1 and N8GPA = -9)

Sources: NPSAS:08 field test student interview

N8MJGNUM

Cumulative major GPA

[If TCURENR = 1]

What is your cumulative [{If N8DBLMAJ = 2} primary] major GPA (just those classes required for your major) at [NPSAS]?

[else]

What was your cumulative [{If N8DBLMAJ = 2} primary] major GPA (just those classes required for your major) at [NPSAS] through the end of your most recent term there?

Range: 0.00 to 4.00

Applies to: Undergraduate respondents who were graded on a 4.0 GPA scale, provided a numeric GPA, declared at least one major, and did not attend a less-than-2-year school.

Instrument code: N8GPATYP = 1 and N8GPA >= 0

and TSTAT = 1 and N8DBLMAJ ne 3 and

Y_NPLEVL ne 3

Sources: NPSAS:08 field test student interview

N8MJGPES

Estimate of major GPA

[If TCURENR = 1]

Which of the following would you say best describes your cumulative [{If N8DBLMAJ = 2} primary] major GPA (just those classes required for your major) at [NPSAS]?

[else]

Which of the following would you say best describes your cumulative [{If N8DBLMAJ = 2} primary] major GPA (just those classes required for your major) at [NPSAS] through the end of your most recent term there?

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)

8 = Don't know

Applies to: Undergraduate respondents who were not graded on a 4.0 GPA scale or were graded on a 4.0 GPA scale but did not provide a numeric cumulative or major GPA, declared at least one major, and did not attend a less-than-2-year school.

Instrument code: (N8GPATYP in (2 -9) or

(N8GPATYP = 1 and (N8GPA < 0 or

N8MJGNUM < 0))) and TSTAT = 1 and N8DBLMAJ

ne 3 and Y_NPLEVL ne 3

Sources: NPSAS:08 field test student interview

N8CMPDGN

Completed degree requirements

Have you completed all the requirements for your [TDEGREN]?

0 = No

1 = Yes

Applies to: Respondents enrolled in a degree program at [NPSAS].

Instrument code: TSTAT in (1 2)

Sources: NPSAS:08 field test student interview

N8DGNMY

Date awarded degree at NPSAS

In what month and year did you complete your [TDEGREN] at [NPSAS]?

Applies to: Respondents enrolled in a degree program who completed their degree at [NPSAS] at the time of the interview.

Instrument code: TSTAT in (1 2) and

N8CMPDGN = 1

Sources: NPSAS:08 field test student interview

N8EXNMY

Date degree expected at NPSAS

In what month and year do you expect to complete the requirements for your [TDEGREN]?

Applies to: Respondents enrolled in a degree program who had not completed their degree at [NPSAS] at the time of the interview, but did expect to complete their degree at some point.

Instrument code: TSTAT in (1 2) and N8CMPDGN ne 1 and N8EXPN = 0

Sources: NPSAS:08 field test student interview

N8EXPN

Date degree expected: will not complete degree

In what month and year do you expect to complete the requirements for your [TDEGREN]?

Will not finish the [TDEGREN]

0 = No

1 = Yes

Applies to: Respondents enrolled in a degree program who had not completed their degree at [NPSAS] at the time of the interview.

Instrument code: TSTAT in (1 2) and N8CMPDGN ne 1

Sources: NPSAS:08 field test student interview

N8NPDG

Degree completion in NPSAS year

[If N8CMPDGN = 1]

Did you complete your [TDEGREN] between July 1, 2006 and June 30, 2007?

[else]

Do you expect to complete your [TDEGREN] between July 1, 2006 and June 30, 2007?

0 = No

1 = Yes

Applies to: Respondents enrolled in a degree program who were working on a bachelor's degree and had completed or expected to complete their degree at [NPSAS] at the time of the interview.

Instrument code: TSTAT in (1 2) and TDEGREE in (4 5) and N8EXPN ne 1

Recode note: 1) If TDEGREE in (4 5) and ((200607 <= N8DGNMY <= 200706 and N8DGNMY > 0) or (200607 <= N8EXNMY <= 200706 and N8EXNMY > 0)) then N8NPDG = 1

2) If TDEGREE in (4 5) and ((0 < N8DGNMY < 200607 or N8DGNMY > 200706) or (0 < N8EXNMY < 200607 or N8EXNMY > 200706)) then N8NPDG = 0

Sources: NPSAS:08 field test student interview

N8NFST

NPSAS first school attended after high school

Was [NPSAS] the first college, university, or trade school you enrolled in after completing your high school requirements?

0 = No

1 = Yes

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8FSTMY

Date attended first school

In what month and year did you first attend any college, university, or trade school after high school?

Applies to: Undergraduate respondents whose first school was not [NPSAS].

Instrument code: TSTAT in (1 3) and N8NFST ne 1

Sources: NPSAS:08 field test student interview

N8DGBMY

Date first began NPSAS ever

In what month and year did you first attend [NPSAS] after completing high school requirements?

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8PGMSMY

Date began graduate studies at NPSAS

When did you begin your [TDEGREN] at [NPSAS]?

Applies to: Graduate respondents enrolled in a degree program at [NPSAS].

Instrument code: TSTAT = 2

Sources: NPSAS:08 field test student interview

N8PGMFT*Previous enrollment intensity*

Earlier you told us about your enrollment status for the 2006-2007 school year. Now we'd like to ask you some questions about your enrollment prior to the 2006-2007 school year. Since you started working on your [TDEGREN], have you been enrolled mainly as a full-time student or a part-time student?

1 = Mainly full-time

2 = Mainly part-time

3 = Mix of full- and part-time

Applies to: Respondents enrolled in a degree program who enrolled at [NPSAS] for the first time prior to the NPSAS year or who enrolled at [NPSAS] in the NPSAS year but did not provide an enrollment intensity.

Instrument code: TSTAT in (1 2) and ((0 < N8DGBMY <= 200607 or 0 < N8PGMSMY <= 200607) or ((N8DGBMY > 200607 or N8PGMSMY > 200607) and N8STST = -9) or (N8DGBMY = -9 or N8PGMSMY = -9))

Sources: NPSAS:08 field test student interview

N8CMPCLS*Completed postsecondary course after high school*

Between the time you completed high school and July 1, 2006, did you complete any classes for credit at a university, college, or trade school?

0 = No

1 = Yes

Applies to: All respondents.

Recode note: 1) If N8UGYR > 2 or TSTAT in (2 4) then N8CMPCLS = 1

2) If TSTAT in (1 3) and N8UGYR in (-3 -9 1 2) and N8NFST = 1 and (200607 <= N8DGBMY <= 200706 and N8DGBMY > 0) then N8CMPCLS = 0

3) If TSTAT in (1 3) and N8UGYR in (-3 -9 1 2) and N8NFST ne 1 and (200607 <= N8DGBMY <= 200706) and (200607 <= N8FSTMY <= 200706) then N8CMPCLS = 0

Sources: NPSAS:08 field test student interview

N8NEW01*Attended other school during NPSAS year: school 1*

Have you attended any other schools besides [NPSAS] between July 1, 2006 and June 30, 2007?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8IPED01-05*Other school 1-5: IPEDS*

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this...

IPEDS IDs of 99999* are given to uncodeable schools.

Sources: NPSAS:08 field test student interview

N8SCH01-05*Other school 1-5: name*

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this...

School Name:

Sources: NPSAS:08 field test student interview

N8CT01-05*Other school 1-5: city*

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this...

City

Sources: NPSAS:08 field test student interview

N8ST01-05*Other school 1-5: state*

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this...

State

1 = Alabama	34 = North Carolina
2 = Alaska	35 = North Dakota
3 = Arizona	36 = Ohio
4 = Arkansas	37 = Oklahoma
5 = California	38 = Oregon
6 = Colorado	39 = Pennsylvania
7 = Connecticut	40 = Rhode Island
8 = Delaware	41 = South Carolina
9 = District of Columbia	42 = South Dakota
10 = Florida	43 = Tennessee
11 = Georgia	44 = Texas
12 = Hawaii	45 = Utah
13 = Idaho	46 = Vermont
14 = Illinois	47 = Virginia
15 = Indiana	48 = Washington
16 = Iowa	49 = West Virginia
17 = Kansas	50 = Wisconsin
18 = Kentucky	51 = Wyoming
19 = Louisiana	52 = Puerto Rico
20 = Maine	53 = Canada
21 = Maryland	54 = American Samoa
22 = Massachusetts	55 = Guam
23 = Michigan	56 = Fed State Micronesia
24 = Minnesota	57 = Marshall Islands
25 = Mississippi	58 = Northern Mariana Isl
26 = Missouri	59 = Palau
27 = Montana	60 = Virgin Islands
28 = Nebraska	61 = American Military
29 = Nevada	62 = Mexico
30 = New Hampshire	63 = FOREIGN
31 = New Jersey	COUNTRY (other
32 = New Mexico	than Mexico and
33 = New York	Canada)

Sources: NPSAS:08 field test student interview

N8LEVL01-05*Other school 1-5: level*

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this...

- 1 = 4-year
- 2 = 2-year
- 3 = Less-than-2-year

Sources: NPSAS:08 field test student interview

N8CTRL01-05*Other school 1-5: control*

[If COMPMODE = 0]

What other school did you attend between July 1, 2006 and June 30, 2007?

[else if COMPMODE = 1]

What other school did you attend, and in what city and state is it located? Please bear with me as I code this...

- 1 = Public
- 2 = Private not-for-profit
- 3 = Private for-profit

Sources: NPSAS:08 field test student interview

**N81EN01–N81EN12; N82EN01–N82EN12;
 N83EN01–N83EN12; N84EN01–N84EN12;
 N85EN01–N85EN12**
Other school 1-5 enrollment

Which months have you been enrolled or plan to be enrolled at [N8SCH01-05] during the 2006-2007 school year? If you were enrolled for any portion of a month, please include that month. Exclude any months during which you were not taking classes, such as summer break.

Enrolled July 2006 - Enrolled June 2007

- 0 = Not enrolled
- 1 = Enrolled

Sources: NPSAS:08 field test student interview

N8STS01-05*Other school 1-5: enrollment intensity*

[If TCURENR = 1]

During the 2006-2007 school year, have you been enrolled at [N8SCH01-05] mainly as a full-time student or a part-time student?

[else]

During the 2006-2007 school year, were you enrolled at [N8SCH01-05] mainly as a full-time student or a part-time student?

- 1 = Mainly a full-time student
- 2 = Mainly a part-time student
- 3 = Equal mix of full- and part-time

Sources: NPSAS:08 field test student interview

N8NEW02-06*Attended other school during NPSAS year: school 2-6*

Have you attended any other schools since July 1, 2006? The schools you have identified so far are: [List schools]

- 0 = No
- 1 = Yes

Sources: NPSAS:08 field test student interview

N8EXPNP

Highest level of education expected at NPSAS

[If TCURENR = 1]

What is the highest level of education you expect to complete at [NPSAS]?

[else]

What was the highest level of education you expected to complete at [NPSAS]?

- 0 = No degree or certificate expected
- 2 = Undergraduate certificate or diploma
(occupational or technical program)
- 3 = Associate's degree
- 4 = Bachelor's degree
- 6 = Post-baccalaureate certificate or program
- 8 = Master's degree
- 9 = Post-master's certificate
- 10 = Professional degree
- 11 = Doctoral degree

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8EXPEVR

Highest level of education expected ever

What is the highest level of education you expect to complete (at any school) in the next 5 to 10 years?

- 0 = No degree or certificate expected
- 2 = Undergraduate certificate or diploma
(occupational or technical program)
- 3 = Associate's degree
- 4 = Bachelor's degree
- 6 = Post-baccalaureate certificate or program
- 8 = Master's degree
- 9 = Post-master's certificate
- 10 = Professional degree
- 11 = Doctoral degree

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8PRDG

Earned prior degree/certificates

[If TSTAT in (3 4)]

Have you earned any degrees or certificates since you left high school?

[else if N8CMPDGN ne 1]

Other than the [TDEGREN] that you [if TCURENR = 1] are [else] were] working on at [NPSAS], have you earned any other degrees or certificates since you left high school?

[else]

Other than the [TDEGREN] that you earned at [NPSAS], have you earned any other degrees or certificates since you left high school?

- 0 = No
- 1 = Yes
- 2 = Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8OTCE, N8OTAS, N8OTBA, N8OT5BA, N8OTPB, N8OTMA, N8OTPM, N8OTPR, N8OTDR

Prior degree

What degrees or certificates have you already earned?
(Please check all that apply.)

0 = No

1 = Yes

N8OTCE - Undergraduate certificate/diploma

N8OTAS - Associate's degree

N8OTBA - 4-year Bachelor's degree

N8OT5BA - 5-year Bachelor's degree

N8OTPB - Post-baccalaureate certificate

N8OTMA - Master's degree

N8OTPM - Post-master's certificate

N8OTPR - Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine)

N8OTDR - Doctoral degree

Applies to: Respondents who received a previous degree or certificate.

Instrument code: N8PRDG = 1

Sources: NPSAS:08 field test student interview

N8PRBNP

Prior bachelor's degree at NPSAS

Did you earn your bachelor's degree at [NPSAS]?

0 = No

1 = Yes

Applies to: Respondents who received a previous 4- or 5-year bachelor's degree.

Instrument code: N8OTBA = 1 or N8OT5BA = 1

Sources: NPSAS:08 field test student interview

N8PRBMY

Bachelor's degree completion date

In what month and year was your bachelor's degree awarded?

Applies to: Respondents who received a previous 4- or 5-year bachelor's degree.

Instrument code: N8OTBA = 1 or N8OT5BA = 1

Sources: NPSAS:08 field test student interview

N8NPPR

Prior bachelor's degree in NPSAS year

Did you complete your bachelor's degree between July 1, 2006 and June 30, 2007?

0 = No

1 = Yes

Applies to: Respondents who received a previous 4- or 5-year bachelor's degree.

Instrument code: N8OTBA = 1 or N8OT5BA = 1

Recode note: 1) If (N8OT5BA = 1 or N8OTBA = 1) and 200607 <= N8PRBMY <= 200706

then N8NPPR = 1

2) If (N8OT5BA = 1 or N8OTBA = 1) and 0 < N8PRBMY < 200607 then N8NPPR = 0

Sources: NPSAS:08 field test student interview

N8BBELG

B & B eligibility flag

B&B eligibility flag:

Initialize N8BBELG = 0

If TDEGREE in (4 5) then do:

if N8CMPDGN = 1 and (N8DGNMY in NPSAS year or N8NPDG = 1)

then N8BBELG = 1

else if N8CMPDGN ne 1 and (N8EXNMY in NPSAS year or N8NPDG = 1)

then N8BBELG = 1

else if N8PRDG = 1 and (N8OTBA = 1 or N8OT5BA = 1) and N8PRBNP = 1

and (N8PRBMY in NPSAS year or N8NPPR = 1)

then N8BBELG = 1

else N8BBELG = 0

else if TDEGREE not in (4 5) then do:

if N8PRDG = 1 and (N8OTBA = 1 or N8OT5BA = 1) and N8PRBNP = 1 and

(N8PRBMY in NPSAS year or N8NPPR = 1)

then N8BBELG = 1

else N8BBELG = 0

else N8BBELG = 0

0 = Not B&B eligible

1 = B&B eligible

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8EVRCC

Ever attended community college

Have you ever taken classes at a community college?

0 = No

1 = Yes

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Recode note: If TSTAT in (1 3) and (Y_NPLEVL = 2 or N8LEVL01 = 2 or N8LEVL02 = 2 or N8LEVL03 = 2 or N8LEVL04 = 2 or N8LEVL05 = 2) then

N8EVRCC = 1

Sources: NPSAS:08 field test student interview

N8EVR4YR

Ever attended 4-year school

Have you ever attended a 4-year school?

0 = No

1 = Yes

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Recode note: If TSTAT in (1 3) and (Y_NPLEVL = 1 or N8LEVL01 = 1 or N8LEVL02 = 1 or N8LEVL03 = 1 or N8LEVL04 = 1 or N8LEVL05 = 1) then

N8EVR4YR = 1

Sources: NPSAS:08 field test student interview

N8DIPL

Type of high school completion

Which of the following best describes your high school completion?

1 = Received a high school diploma

2 = Received a GED (General Educational Development) certificate or other equivalent credential

3 = Received a high school completion certificate

4 = Attended a foreign high school

5 = Did not complete high school or a high school equivalency program

6 = You were home schooled

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8HSMY

Completed high school

[If N8DIPL = 1]

In what month and year did you receive your high school diploma?

[else if N8DIPL = 2]

In what month and year did you receive your GED?

[else if N8DIPL = 3]

In what month and year did you receive your high school certificate?

[else if N8DIPL = 4]

In what month and year did you complete high school?

[else]

In what month and year did you complete high school?

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Recode note: If N8DIPL = 5 then N8HSMY = 0

Sources: NPSAS:08 field test student interview

N8HSCMP*Currently completing high school requirements*

Were you completing high school requirements for the entire time you were enrolled at [NPSAS] between July 1, 2006 and June 30, 2007?

0 = No

1 = Yes

2 = Don't know

Applies to: All respondents.

Recode note: If N8NPELG = 1 and N8HSCMP = -3 then N8HSCMP = 0

Sources: NPSAS:08 field test student interview

N8HSTYP*Type of high school attended*

Was your high school public or private?

1 = Public

2 = Private

3 = Attended a foreign high school

Applies to: Undergraduate respondents except those who received a GED or were home schooled.

Instrument code: TSTAT in (1 3) and

N8DIPL not in (2 6)

Recode note: If N8DIPL = 4 then N8HSTYP = 3

Sources: NPSAS:08 field test student interview

N8HSST*High school state*

In what state did you last attend high school?

1 = Alabama

2 = Alaska

3 = Arizona

4 = Arkansas

5 = California

6 = Colorado

7 = Connecticut

8 = Delaware

9 = District of
Columbia

10 = Florida

11 = Georgia

12 = Hawaii

13 = Idaho

14 = Illinois

15 = Indiana

16 = Iowa

17 = Kansas

18 = Kentucky

19 = Louisiana

20 = Maine

21 = Maryland

22 = Massachusetts

23 = Michigan

24 = Minnesota

25 = Mississippi

33 = New York

34 = North Carolina

35 = North Dakota

36 = Ohio

37 = Oklahoma

38 = Oregon

39 = Pennsylvania

40 = Rhode Island

41 = South Carolina

42 = South Dakota

43 = Tennessee

44 = Texas

45 = Utah

46 = Vermont

47 = Virginia

48 = Washington

49 = West Virginia

50 = Wisconsin

51 = Wyoming

52 = Puerto Rico

53 = Canada

54 = American Samoa

55 = Guam

56 = Fed State Micronesia

57 = Marshall Islands

58 = Northern Mariana Isl

26 = Missouri

27 = Montana

28 = Nebraska

29 = Nevada

30 = New Hampshire

31 = New Jersey

32 = New Mexico

59 = Palau

60 = Virgin Islands

61 = American Military

62 = Mexico

63 = FOREIGN

COUNTRY (other
than Mexico and
Canada)

Applies to: Undergraduate respondents except those who attended a foreign high school.

Instrument code: TSTAT in (1 3) and N8DIPL ne 4

Sources: NPSAS:08 field test student interview

N8HSGPA*High school GPA*

What was your cumulative high school GPA?

Range: 0.00 to 4.00

Applies to: Undergraduate respondents who received a high school diploma and provided a high school GPA.

Instrument code: N8DIPL = 1 and N8HSGPN ne 1

Sources: NPSAS:08 field test student interview

N8HSGPN*No high school GPA*

What was your cumulative high school GPA?

Do not have a high school GPA

0 = No

1 = Yes

Applies to: Undergraduate respondents who received a high school diploma.

Instrument code: N8DIPL = 1

Sources: NPSAS:08 field test student interview

N8HSGPES*Estimate of high school GPA*

Which of the following would you say best describes your cumulative high school GPA?

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)

8 = Don't know

Applies to: Undergraduate respondents who received a high school diploma but did not provide a high school GPA.

Instrument code: N8DIPL = 1 and N8HSGPA < 0

Sources: NPSAS:08 field test student interview

N8DOBM

Date of birth

So that the rest of this interview may be customized for you, please answer the following questions.

In what month and year were you born?

Applies to: All respondents.

Recode note: If [preloaded date of birth] > 0 then

N8DOBM = [preloaded date of birth]

Sources: NPSAS:08 field test student interview

N8AGE

Age as of January 1, 2007

Internal Variable

Calculates age as of January 1, 2007

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8MARR

Current marital status

What is your current marital status?

1 = Single, never married

2 = Married

3 = Separated

4 = Divorced

5 = Widowed

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8GEND

Gender

What is your gender?

1 = Male

2 = Female

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

Section B: Financial Aid

N8TASST, N8RASST, N8GFEL, N8TRNSHP, N8GASST, N8NONE

Graduate assistantship, fellowship, or traineeship

For the 2006-2007 school year, which of the following did you have? (Please check each type of aid received and then enter the amount received in the box provided. If you did not receive any of the following types of aid, choose none.)

0 = No

1 = Yes

N8TASST - Teaching assistantship

N8RASST - Research assistantship

N8GFEL - Graduate fellowship

N8TRNSHP - Traineeship

N8GASST - Any other kind of graduate assistantship

N8NONE - None of the above

Applies to: Graduate respondents.

Instrument code: TSTAT in (2 4)

Sources: NPSAS:08 field test student interview

N8TASSM, N8RASSM, N8GFELM, N8TRNSM, N8GASSM

Graduate assistantship, fellowship, or traineeship amount

For the 2006-2007 school year, which of the following did you have? (Please check each type of aid received and then enter the amount received in the box provided. If you did not receive any of the following types of aid, choose none.)

N8TASSM - Teaching assistantship amount

N8RASSM - Research assistantship amount

N8GFELM - Graduate fellowship amount

N8TRNSM - Traineeship amount

N8GASSM - Any other kind of graduate assistantship amount

Applies to: Graduate respondents who had a teaching assistantship.

Instrument code: TSTAT in (2 4) and N8TASST = 1

Sources: NPSAS:08 field test student interview

N8TUITN

Tuition paid by assistantship

Did you receive a tuition waiver or any other form of full or partial tuition assistance through your [assistantship/fellowship/traineeship]?

0 = No

1 = Yes

Applies to: Graduate respondents who had a teaching assistantship, research assistantship, or another kind of assistantship.

Instrument code: TSTAT in (2 4) and (N8TASST = 1 or N8RASST = 1 or N8GASST = 1)

Sources: NPSAS:08 field test student interview

N8HINS

Health insurance with assistantship

As part of your [assistantship/fellowship/traineeship], did you receive health insurance?

0 = No

1 = Yes

Applies to: Graduate respondents who had a teaching assistantship, research assistantship, or another kind of assistantship.

Instrument code: TSTAT in (2 4) and (N8TASST = 1 or N8RASST = 1 or N8GASST = 1)

Sources: NPSAS:08 field test student interview

N8CLSHRS, N8DISHRS, N8LABHRS, N8GRAHRS, N8MSGHRS, N8OFFHRS, N8TANONE

TA duties

Which of the following activities [{If TCURENR = 1} do {else} did] you perform as a teaching assistant during the 2006-2007 school year?

(Please check all that apply.)

0 = No

1 = Yes

N8CLSHRS - Assumed teaching responsibility for one or more courses

N8DISHRS - Led discussion sections for faculty-taught courses

N8LABHRS - Supervised lab sections for faculty-taught courses

N8GRAHRS - Assisted faculty with grading or other instruction-related activities

N8MSGHRS - Assisted faculty with answering student e-mail messages

N8OFFHRS - Held office hours

N8TANONE - None of the above

Applies to: Graduate respondents who had a teaching assistantship.

Instrument code: TSTAT in (2 4) and N8TASST = 1

Sources: NPSAS:08 field test student interview

N8WKST, N8ASST, N8JOBNON

School job: workstudy or assistantship

[If TCURENR = 1]

During the 2006-2007 school year, have you participated in either workstudy or a paid assistantship? (Please check all that apply.)

[else]

During the 2006-2007 school year, did you participate in either workstudy or a paid assistantship? (Please check all that apply.)

0 = No

1 = Yes

N8WKST - Workstudy

N8ASST - Assistantship

N8JOBNON – None of the above

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8WSMAJR

School job related to major/coursework

[if N8DBLMAJ = 3 or TSTAT = 3]

Would you say your [workstudy/assistantship] [{if TCURENR = 1} is {else} was] related to your coursework at [NPSAS]?

[else]

Would you say your [workstudy/assistantship] [{if TCURENR = 1} is {else} was] related to your major or field of study at [NPSAS]?

0 = No

1 = Yes

Applies to: Undergraduate respondents who had a workstudy or assistantship.

Instrument code: TSTAT in (1 3) and (N8WKST = 1 or N8ASST = 1)

Sources: NPSAS:08 field test student interview

N8WSONOF

School job on/off campus

[If TCURENR = 1]

Is your [workstudy/assistantship] located primarily on or off campus?

[else]

Was your [workstudy/assistantship] located primarily on or off campus?

1 = On campus

2 = Off campus

3 = Both on and off campus

Applies to: Undergraduate respondents who had a workstudy or assistantship.

Instrument code: TSTAT in (1 3) and (N8WKST = 1 or N8ASST = 1)

Sources: NPSAS:08 field test student interview

N8WSEMP

School job for NPSAS or another institution or organization [If TCURENR = 1]

Is your [workstudy/assistantship] for [NPSAS] or for another institution or organization?

[else]

Was your [workstudy/assistantship] for [NPSAS] or for another institution or organization?

1 = [Y_NPSCHL]

2 = Another institution or organization

Applies to: Undergraduate respondents who had a workstudy or assistantship.

Instrument code: TSTAT in (1 3) and (N8WKST = 1 or N8ASST = 1)

Sources: NPSAS:08 field test student interview

N8WSTDY

Workstudy community service

[If TCURENR = 1]

Is your workstudy job part of a community service project? [else]

Was your workstudy job part of a community service project?

0 = No

1 = Yes

Applies to: Undergraduate respondents who had a workstudy.

Instrument code: TSTAT in (1 3) and N8WKST = 1

Sources: NPSAS:08 field test student interview

N8LTRCY

Workstudy tutoring

[If TCURENR = 1]

Is your workstudy job involved with literacy education or tutoring?

[else]

Was your workstudy job involved with literacy education or tutoring?

0 = No

1 = Yes

Applies to: Undergraduate respondents who had a workstudy.

Instrument code: TSTAT in (1 3) and N8WKST = 1

Sources: NPSAS:08 field test student interview

N8WAAMT

School job: earnings

[If TCURENR = 1]

How much do you earn from your [workstudy/ assistantship/fellowship/traineeship] while enrolled during the 2006-2007 school year?

[else]

How much did you earn from your [workstudy/ assistantship/fellowship/traineeship] while you were enrolled during the 2006-2007 school year?

Applies to: Graduate respondents who had a graduate assistantship, fellowship, or traineeship or undergraduate respondents who had a workstudy or assistantship.

Instrument code: N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1

Recode note: If TSTAT in (2 4) and (N8TASSM > 0 or N8RASSM > 0 or N8GFELM > 0 or N8TRNSM > 0 or N8GASSM > 0) then N8WAAMT = {N8TASSM + N8RASSM + N8GFELM + N8TRNSM + N8GASSM}

Sources: NPSAS:08 field test student interview

N8WAERNT

School job: time period for earnings

[If TCURENR = 1]

How much do you earn from your [workstudy/ assistantship/fellowship/traineeship] while enrolled during the 2006-2007 school year?

[else]

How much did you earn from your [workstudy/ assistantship/fellowship/traineeship] while you were enrolled during the 2006-2007 school year?

1 = Per year

2 = Per term or semester

3 = Per month

4 = Per week

5 = Per hour

Applies to: Graduate respondents who had a graduate assistantship, fellowship, or traineeship or undergraduate respondents who had a workstudy or assistantship.

Instrument code: N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1

Recode note: If TSTAT in (2 4) and (N8TASSM > 0 or N8RASSM > 0 or N8GFELM > 0 or N8TRNSM > 0 or N8GASSM > 0) then N8WAERNT = 1

Sources: NPSAS:08 field test student interview

N8WAERNS

School job: number of terms/months/weeks/hours worked

During the 2006-2007 school year, how many [{if N8WAERNT = 2} terms {if N8WAERNT = 3} months {else} weeks] will you have worked in your [workstudy/assistantship/fellowship/traineeship]?

[If N8WAERNT = 2] Terms

[else if N8WAERNT = 3] Months

[else] Weeks

Applies to: Graduate respondents who had a graduate assistantship, fellowship, or traineeship and did not provide an amount for earnings or undergraduate respondents who had a workstudy or assistantship.

Instrument code: ((N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1) and N8WAAMT < 0) or (N8WKST = 1 or N8ASST = 1)

Sources: NPSAS:08 field test student interview

N8WAHRS

School job: hours worked per week

[If TCURENR = 1]

During the 2006-2007 school year, on average, how many hours will you have worked per week in your [workstudy/assistantship/fellowship/traineeship]?

[else]

During the 2006-2007 school year, on average, how many hours did you work per week in your [workstudy/assistantship/fellowship/traineeship]?

Hours

Applies to: Graduate respondents who had a graduate assistantship, fellowship, or traineeship or undergraduate respondents who had a workstudy or assistantship and did not report 0 terms/months/weeks worked.

Instrument code: (N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1) and

N8WAERNS ne 0

Sources: NPSAS:08 field test student interview

N8WTOTEN

School job: total earnings

N8WTOTEN calculates total earnings for school job:

if N8WAERNT = 1 then

N8WTOTEN = N8WAAMT

else if N8WAERNT = 5 then do:

{if (N8WAAMT > 0 and N8WAERNS > 0 and N8WAHRS > 0) then N8WTOTEN = N8WAAMT * N8WAERNS * N8WAHRS

else if N8WAAMT = -9 or N8WAERNS = -9 or N8WAHRS = -9 then N8WTOTEN = -9}

else if N8WAERNT > 1 then do:

{if (N8WAAMT > 0 and N8WAERNS > 0) then N8WTOTEN = N8WAAMT * N8WAERNS

else if N8WAAMT = -9 or N8WAERNS = -9 then N8WTOTEN = -9}

else if N8WAERNT = -9 then N8WTOTEN = -9
else N8WTOTEN = -9

Note: Due to rounding in N8WAAMT, N8WTOTEN may not equal N8WAAMT * N8WAERNS * N8WAHRS exactly.

Applies to: Graduate respondents who had a graduate assistantship, fellowship, or traineeship or undergraduate respondents who had a workstudy or assistantship and reported yearly earnings or reported earnings by term, month, week, or hour and did not report 0 terms/months/weeks worked.

Instrument code: (N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1) and (N8WAERNT in (1 -9) or (N8WAERNT in (2 3 4 5) and N8WAERNS ne 0))

Recode note: 1) If TSTAT in (2 4) and N8WAAMT >= 0 and N8WAERNT = 1 then

N8WTOTEN = N8WAAMT

2) If N8WAAMT = 0 and N8WTOTEN < 0 then N8WTOTEN = 0

3) If N8WAERNT = 1 and N8WAERNS = 0 then N8WTOTEN = N8WAAMT

Sources: NPSAS:08 field test student interview

N8WAWEEK

School job: weeks worked

[If TCURENR = 1]

For your [workstudy/assistantship/fellowship/traineeship], would you say you have worked during all the weeks you were enrolled, most of them, half of them, or less than half?

[else]

For your [workstudy/assistantship/fellowship/traineeship], 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

Applies to: Graduate respondents who had a graduate assistantship, fellowship, or traineeship or undergraduate respondents who had a workstudy or assistantship, except those who reported a positive amount for weekly earnings or those who reported 0 terms/months/weeks worked and 0 hours worked.

Instrument code: (N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1) and (N8WAERNT in (1 2 3 5 -9) or (N8WAERNT = 4 and N8WAERNS < 0)) and N8WAERNS ne 0 and N8WAHRS ne 0

Sources: NPSAS:08 field test student interview

N8RCVAID

Received financial aid

[If TCURENR = 1 and [if (N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1)]

Besides your [workstudy/assistantship/fellowship/traineeship], have you received any other financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

[else if TCURENR = 1]

Have you received financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

[else if TCURENR ne 1 and (N8TASST = 1 or N8RASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1)]

Besides your [workstudy/assistantship/fellowship/traineeship], did you receive any other financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

[else]

Did you receive financial aid - such as grants, loans, or scholarships - during the 2006-2007 school year?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8APPAID

Applied for financial aid

Did you apply for financial aid for the 2006-2007 school year?

0 = No

1 = Yes

Applies to: All respondents.

Recode note: If N8RCVAID = 1 then

N8APPAID = 1

Sources: NPSAS:08 field test student interview

N8NONEED, N8THKEL, N8MISS, N8HSAPP, N8FMCON, N8APOTH, N8APOTHS

Reason for not applying

Why did you decide not to apply for financial aid?
(Please check all that apply.)

0 = No

1 = Yes

N8NONEED - I did not need financial aid.

N8THKEL - I assumed I was not eligible.

N8MISS - I missed the application deadline.

N8HSAPP - I did not receive information about financial aid from my high school or financial aid counselor.

N8FMCON - The application forms were too confusing.

N8APOTH – Other

N8APOTHS – Other, please specify

Applies to: Respondents who did not apply for financial aid.

Instrument code: N8APPAID = 0

Sources: NPSAS:08 field test student interview

N8FEDLN

Received federal loans

Did you receive a federal Stafford student loan for the 2006-2007 school year?

0 = No

1 = Yes

Applies to: Respondents who received financial aid.

Instrument code: N8RCVAID = 1

Sources: NPSAS:08 field test student interview

N8PELL

Received Pell grant

Did you receive a Pell grant for the 2006-2007 school year?

0 = No

1 = Yes

Applies to: Undergraduate respondents who received financial aid.

Instrument code: TSTAT in (1 3) and

N8RCVAID = 1

Sources: NPSAS:08 field test student interview

N8STGRT

Received state grant/scholarship

Did you receive any scholarships or grants from your school or from a state grant program during the 2006-2007 school year? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

State grant/scholarship

0 = No

1 = Yes

Applies to: Respondents who received financial aid.

Instrument code: N8RCVAID = 1

Sources: NPSAS:08 field test student interview

N8STAMT

State grant/scholarship amount

Did you receive any scholarships or grants from your school or from a state grant program during the 2006-2007 school year? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Applies to: Respondents who received a state grant or scholarship.

Instrument code: N8STGRT = 1

Sources: NPSAS:08 field test student interview

N8INGRT

Received college grant/scholarship

Did you receive any scholarships or grants from your school or from a state grant program during the 2006-2007 school year? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

College grant/scholarship

0 = No

1 = Yes

Applies to: Respondents who received financial aid.

Instrument code: N8RCVAID = 1

Sources: NPSAS:08 field test student interview

N8INAMT

College grant/scholarship amount

Did you receive any scholarships or grants from your school or from a state grant program during the 2006-2007 school year? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Applies to: Respondents who received a college grant or scholarship.

Instrument code: N8INGRT = 1

Sources: NPSAS:08 field test student interview

N8STNONE

Did not receive state or college aid

Did you receive any scholarships or grants from your school or from a state grant program during the 2006-2007 school year? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Did not receive state or college aid

0 = No

1 = Yes

Applies to: Respondents who received financial aid.

Instrument code: N8RCVAID = 1

Recode note: If N8STGRT = 0 and N8INGRT = 0 and N8STNONE = 0 then N8STNONE = 1

Sources: NPSAS:08 field test student interview

N8ADNEMP

Receive employer aid

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Employer aid

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8AMNEMP

Employer aid amount

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Applies to: Respondents who received employer aid.

Instrument code: N8ADNEMP = 1

Sources: NPSAS:08 field test student interview

N8ADNPMP

Receive aid from parent's employer

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Aid from parent's employer

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8AMNPMP

Parent's employer aid amount

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Applies to: Respondents who received aid from their parent's employer.

Instrument code: N8ADNPMP = 1

Sources: NPSAS:08 field test student interview

N8ADNPRV

Receive aid from private organization

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Aid from a private organization

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8AMNPRV

Private organization aid amount

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Applies to: Respondents who received aid from a private organization.

Instrument code: N8ADNPRV = 1

Sources: NPSAS:08 field test student interview

N8ADNVET

Receive veteran's benefits

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Veteran's benefits

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8AMNVET

Veteran's benefits amount

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.) Did you receive...

Applies to: Respondents who received veteran's benefits.

Instrument code: N8ADNVET = 1

Sources: NPSAS:08 field test student interview

N8ADNON

Other aid: did not receive other aid

Did you receive any financial aid during the 2006-2007 school year that did not come from the financial aid office? (Please check each type of aid received and then enter the amount received in the box provided.)

Did you receive...

None of the above

0 = Had other aid

1 = No other aid

Applies to: All respondents.

Recode note: If N8ADNEMP = 0 and N8ADNPMP = 0 and N8ADNPRV = 0 and N8ADNVET = 0 and N8ADNON = 0 then N8ADNON = 1

Sources: NPSAS:08 field test student interview

N8PRVLN

Receive alternative loan

Did you receive any type of alternative or private loan (such as TERI, Excel, or Access loans) from a bank or private organization for your enrollment during the 2006-2007 school year?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8PRVAMT

Amount of alternative loan

How much did you borrow in alternative or private loans for the 2006-2007 school year?

Applies to: Respondents who received a private or alternative loan.

Instrument code: N8PRVLN = 1

Sources: NPSAS:08 field test student interview

N8SCHRES

Residence while enrolled

[If TCURENR = 1]

While enrolled during the 2006-2007 school year, are you living on campus, with your parents or guardians, or some place else? (If you have lived in more than one residence, choose the place where you have lived for the longest period of time.)

[else]

While you were enrolled during the 2006-2007 school year, did you live on campus, with your parents or guardians, or some place else?

(If you lived in more than one residence, choose the place where you lived for the longest period of time.)

1 = On-campus

2 = With parents or guardians

3 = Some place else (off campus)

Applies to: Undergraduate respondents.

Instrument code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8PARPA-N8PARPF

Help from parents

[If TCURENR = 1]

Which of the following do your parents or guardians help you pay?

(Please check all that apply.)

[else]

Which of the following did your parents or guardians help you pay when you were last enrolled at [NPSAS] during the 2006-2007 school year? (Please check all that apply.)

0 = No

1 = Yes

N8PARPA - Tuition and fees

N8PARPB - Other educational expenses such as books and supplies

N8PARPC - Housing costs, including utilities

N8PARPD - Other living expenses such as food (meal plan) and transportation

N8PARPE - None of the above - no financial assistance from parents

N8PARPF - None of the above - both parents or guardians are deceased

Applies to: Respondents under age 30.

Instrument code: TAGE < 30

Sources: NPSAS:08 field test student interview

N8RNTAMT

Monthly mortgage/rent amount

[If TCURENR = 1]

Since you have been enrolled during the 2006-2007 school year, how much (on average) have you paid in rent or mortgage payments each month?

[else]

While you were enrolled during the 2006-2007 school year, how much (on average) did you pay for your monthly rent or mortgage payment?

Applies to: Undergraduate respondents under age 30 who lived off campus during the 2006-2007 school year.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8SCHRES = 3

Sources: NPSAS:08 field test student interview

N8OUTST

Out-of-state tuition/fees

[If TCURENR = 1]

At [NPSAS], are you charged for out-of-state or out-of-district tuition or fees?

[else]

At [NPSAS], were you charged for out-of-state or out-of-district tuition or fees?

0 = No

1 = Yes

Applies to: Respondents whose school is a public institution.

Instrument code: Y_NPCTRL = 1

Sources: NPSAS:08 field test student interview

N8UGLN

Amount borrowed for undergraduate loans

[If Y_NPLEVL = 3 and TSTAT in (1 3)]

How much have you already borrowed in student loans for your college or vocational education? (Please do not include any money borrowed from family or friends.)

[else if Y_NPLEVL = 3]

How much did you borrow in student loans for your college or vocational education? (Please do not include any money borrowed from family or friends.)

[else if Y_NPLEVL ne 3 and TSTAT in (1 3)]

How much have you already borrowed in student loans for your undergraduate education? (Please do not include any money borrowed from family or friends.)

[else]

How much did you borrow in student loans for your undergraduate education? (Please do not include any money borrowed from family or friends.)

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8UGOWE

Amount owed for undergraduate loans

How much of that amount do you still owe?

Applies to: Respondents who borrowed money for their undergraduate education.

Instrument code: N8UGLN ne 0

Sources: NPSAS:08 field test student interview

N8GRLN

Amount borrowed for graduate loans

[If TCURENR = 1]

How much have you already borrowed in student loans for your graduate education? (Please do not include any money borrowed from family or friends.)

[else]

How much did you borrow in student loans for your graduate education? (Please do not include any money borrowed from family or friends.)

Applies to: Graduate respondents.

Instrument code: TSTAT in (2 4)

Sources: NPSAS:08 field test student interview

N8GROWE

Amount owed for graduate loans

How much of that amount do you still owe?

Applies to: Graduate respondents who borrowed money for their graduate education.

Instrument code: TSTAT in (2 4) and N8GRLN ne 0

Sources: NPSAS:08 field test student interview

N8AIDINF

Federal student loan: received loan repayment information

When you initially applied for a federal student loan, did you receive any information from your school or lender on...

Loan repayment options?

0 = No

1 = Yes

2 = Don't remember

Applies to: Respondents who received a federal Stafford loan.

Instrument code: N8FEDLN = 1

Sources: NPSAS:08 field test student interview

N8SALINF

Federal student loan: received salary information

When you initially applied for a federal student loan, did you receive any information from your school or lender on...

Anticipated salaries in your academic major and how it related to your ability to repay loans?

0 = No

1 = Yes

2 = Don't remember

Applies to: Respondents who received a federal Stafford loan.

Instrument code: N8FEDLN = 1

Sources: NPSAS:08 field test student interview

N8ACG

Heard of ACG grant

Have you heard of the Academic Competitiveness Grant (ACG), a new need-based federal grant for first- and second-year undergraduate students who meet certain academic requirements?

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, and not enrolled in less-than-2-year schools.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3

Sources: NPSAS:08 field test student interview

N8HSCNS

Learn about ACG: counselor

How did you learn about the Academic Competitiveness Grant (ACG)?

From a high school counselor

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and

N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8FINCNS

Learn about ACG: financial aid counselor

How did you learn about the Academic Competitiveness Grant (ACG)?

From a financial aid counselor at your college

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and

N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8LETREC

Learn about ACG: letter

How did you learn about the Academic Competitiveness Grant (ACG)?

From a letter you received

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and

N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8LRNOTH

Learn about ACG: other, specify

How did you learn about the Academic Competitiveness Grant (ACG)?

Other, please specify

Sources: NPSAS:08 field test student interview

N8ENRFT

ACG requirements: enrolled full time

The following conditions below are requirements to receive an ACG grant. Please indicate whether you were aware of each of these requirements.

That you must be enrolled full time

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8RIGPGM

ACG requirements: rigorous program of study

The following conditions below are requirements to receive an ACG grant. Please indicate whether you were aware of each of these requirements.

That you must have completed a rigorous high school program of study

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8ERNGPA*ACG requirements: GPA*

The following conditions below are requirements to receive an ACG grant. Please indicate whether you were aware of each of these requirements.

In order to receive the grant in your second year, that you must have earned a cumulative GPA of 3.0 or higher in your first year of college

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, and had heard of the ACG.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8ACG ne 0

Sources: NPSAS:08 field test student interview

N8FTCHC*ACG affect full time enrollment*

Did the availability of the ACG grant affect your choice to enroll full time?

0 = No

1 = Yes

Applies to: Pell eligible first- and second-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the ACG and were enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (1 2) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8ACG ne 0 and N8STST = 1

Sources: NPSAS:08 field test student interview

N8PTPLN*ACG affect plans to enroll full time*

In the next year, do you plan to enroll full time in order to become eligible for the ACG?

1 = Definitely yes

2 = Probably yes

3 = Probably no

4 = Definitely no

Applies to: Pell eligible first-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the ACG and were not enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR = 1 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8ACG ne 0 and N8STST in (2 3)

Sources: NPSAS:08 field test student interview

N8SMART*Heard of SMART grant*

Have you heard of the National SMART grant, a new need-based federal grant for eligible third- and fourth-year undergraduates who meet certain academic requirements?

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, and not enrolled in less-than-2-year schools.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3

Sources: NPSAS:08 field test student interview

N8SMTFT*SMART requirements: full time*

The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.

That you must be enrolled full time

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools and had heard of the SMART grant.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0

Sources: NPSAS:08 field test student interview

N8SMTMJR*SMART requirements: major*

The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.

That you must major in math, science, engineering, or certain foreign languages

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools and had heard of the SMART grant.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0

Sources: NPSAS:08 field test student interview

N8SMTGPA

SMART requirements: GPA

The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.

That you must have earned a cumulative GPA of 3.0 or higher in the courses required for your major

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools and had heard of the SMART grant.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0

Sources: NPSAS:08 field test student interview

N8SMENF

SMART affect full time enrollment

Did the availability of the SMART grant affect your choice to enroll full time?

0 = No

1 = Yes

Applies to: Pell-eligible third- and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and were enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (3 4) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8STST = 1

Sources: NPSAS:08 field test student interview

N8PTMSMT

SMART affect plans to enroll full time

In the next year, do you plan to enroll full time in order to become eligible for the SMART grant?

1 = Definitely yes

2 = Probably yes

3 = Probably no

4 = Definitely no

Applies to: Pell-eligible second- and third-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and were not enrolled full time at [NPSAS] during the NPSAS year.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR in (2 3) and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8STST in (2 3)

Sources: NPSAS:08 field test student interview

N8CHMJR

SMART will affect major

Will the availability of the SMART grant affect your choice of major?

1 = Definitely yes

2 = Probably yes

3 = Probably no

4 = Definitely no

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and had not declared a major.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8DBLMAJ = 3

Sources: NPSAS:08 field test student interview

N8DCLSMT

SMART affected chosen major

Did the availability of the SMART grant affect your choice of major?

0 = No

1 = Yes

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, and had declared at least one major that was a SMART major.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8DBLMAJ ne 3 and (N8MJ1GEN in (1 11 14 18 25 28 5 8) or N8MJ2GEN in (1 11 14 18 25 28 5 8))

Sources: NPSAS:08 field test student interview

TCOMP

Degree completion by 2007 flag

TCOMP is an internal variable used to calculate degree completion in the NPSAS year.

Initialize TCOMP = 0

if N8CMPDGN = 1 then TCOMP = 1

else if N8EXNMY ne -9 and N8CMPDGN ne 1 then do:

if (N8EXNYY - 2007 < 1) then TCOMP = 1

else TCOMP = 0

else if N8EXNMY = -9 and N8NPDG = 1 then TCOMP = 1

else TCOMP = 0

0 = Degree not completed by 2007

1 = Degree completion by 2007

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, had declared at least one major, but had not declared a SMART major.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8DBLMAJ ne 3 and N8MJ1GEN not in (1 11 14 18 25 28 5 8) and N8MJ2GEN not in (1 11 14 18 25 28 5 8)

Sources: NPSAS:08 field test student interview

N8CHNGMJ

Consider changing major for SMART

Would you consider changing your major to a field that would enable you to receive the SMART grant?

1 = Definitely yes

2 = Probably yes

3 = Probably no

4 = Definitely no

Applies to: Pell-eligible first-, second-, third-, and fourth-year undergraduate respondents who were U.S. citizens, in a degree program, not enrolled in less-than-2-year schools, had heard of the SMART grant, had declared at least one major, but had not declared a SMART major, and did not complete their degree in 2007.

Instrument code: (Y_PLLELG ne 0 or N8PELL ne 0) and N8UGYR <= 4 and TSTAT = 1 and Y_CITZN ne 0 and Y_NPLEVL ne 3 and N8SMART ne 0 and N8DBLMAJ ne 3 and N8MJ1GEN not in (1 11 14 18 25 28 5 8) and N8MJ2GEN not in (1 11 14 18 25 28 5 8) and TCOMP ne 1

Sources: NPSAS:08 field test student interview

Section C: Current Employment

N8NUMJOB

Number of jobs during NPSAS year

[If TCURENR = 1 and (N8TASST in (0, blank) and N8RASST in (0, blank) and N8GASST in (0, blank) and N8GFEL in (0, blank) and N8TRNSHP in (0, blank) and N8WKST ne 1 and N8ASST ne 1)]
How many jobs for pay have you had while enrolled during the 2006-2007 school year?

[else if TCURENR = 1]

How many jobs for pay, other than your [workstudy/assistantship/fellowship/traineeship], have you had while enrolled at [NPSAS] during the 2006-2007 school year?

[else if TCURENR ne 1 and (N8TASST in (0, blank) and N8RASST in (0, blank) and N8GASST in (0, blank) and N8GFEL in (0, blank) and N8TRNSHP in (0, blank) and N8WKST ne 1 and N8ASST ne 1)]

How many jobs for pay did you have while enrolled during the 2006-2007 school year?

[else]

How many jobs for pay, other than your [workstudy/assistantship/fellowship/traineeship], did you have while enrolled at [NPSAS] during the 2006-2007 school year?

Jobs

Observed range: 1 - 10

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8ONOFF

Job on or off campus

[if N8NUMJOB < 2]

[{If TCURENR = 1} Is {else} Was] your job located primarily on or off campus?

[else]

[{If TCURENR = 1} Is {else} Was] your job located primarily on or off campus? (If you had more than one job, please refer to the one at which you worked the most hours when answering the next few questions.)

1 = On campus

2 = Off campus

3 = Both on and off campus

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8JBDSC

Type of job

[If N8NUMJOB = 1 and TCURENR = 1]

Which of the following best describes your job?

[else if N8NUMJOB > 1 and TCURENR = 1]

Which of the following best describes your primary job?

[else if N8NUMJOB = 1 and TCURENR ne 1]

Which of the following best describes the job you had when you were last enrolled at [NPSAS]?

[else]

Which of the following best describes your primary job when you were last enrolled at [NPSAS]?

1 = Your job [is/was] with a private employer --

You [are/were] not employed by the school

2 = You [have/had] cooperative employment (co-op placement)

3 = You [have/had] a paid practicum

4 = You [work/worked] for [Y_NPSCHL], but not in a co-op or paid practicum

5 = Other

6 = Self-employed

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8EMPTY

Type of employer

[If TCURENR = 1]

In your job, do you work for...

[else]

In your job, did you work for...

1 = [Y_NPSCHL]

2 = A for-profit company

3 = A nonprofit organization

4 = A local, state, or federal government

5 = The military (including civilian employees of the military)

Applies to: Respondents who worked while enrolled and were not self employed.

Instrument code: N8NUMJOB > 0 and

N8JBDSC ne 6

Recode note: If N8JBDSC = 4 then N8EMPTY = 1

Sources: NPSAS:08 field test student interview

N8RELMAJ

Job related to major

[If TCURENR = 1]

Would you say your job is related to your major or field of study at [NPSAS]?

[else]

Would you say your job was related to your major or field of study at [NPSAS]?

0 = No

1 = Yes

Applies to: Respondents who worked while enrolled, were in a degree program, and had declared a major.

Instrument code: N8NUMJOB > 0 and N8DBLMAJ in (1 2 -9)

Sources: NPSAS:08 field test student interview

N8RELCRS

Job related to coursework

[If TCURENR = 1]

Would you say your job is related to your coursework at [NPSAS]?

[else]

Would you say your job was related to your coursework at [NPSAS]?

0 = No

1 = Yes

Applies to: Respondents who worked while enrolled but were not enrolled in a degree program at [NPSAS] or had not declared a major.

Instrument code: N8NUMJOB > 0 and N8DBLMAJ in (0 3)

Sources: NPSAS:08 field test student interview

N8PREMP

Had job prior to enrollment at NPSAS

Did you have this job before you enrolled at [NPSAS]?

0 = No

1 = Yes

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8ERNAMT

Amount earned during school year

[if TCURENR = 1 and N8NUMJOB >= 1]

Not including your [workstudy/assistantship/fellowship/traineeship], how much do you earn from [{if N8NUMJOB = 1} your job {else} your jobs] while enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else if TCURENR = 1]

How much do you earn from [{if N8NUMJOB = 1} your job {else} your jobs] while enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else if TCURENR = 0 and N8NUMJOB >= 1]

Not including your [workstudy/assistantship/fellowship/traineeship], how much did you earn from [{if N8NUMJOB = 1} your job {else} your jobs] you held while you were enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else]

How much did you earn from [{if N8NUMJOB = 1} your job {else} your jobs] you held while you were enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled

during the summer. (Please provide an amount and a unit of time.)

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8ERNTIM

Time frame for school year earnings

[if TCURENR = 1 and N8NUMJOB >= 1]

Not including your [workstudy/assistantship/fellowship/traineeship], how much do you earn from [{if N8NUMJOB = 1} your job {else} your jobs] while enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else if TCURENR = 1]

How much do you earn from [{if N8NUMJOB = 1} your job {else} your jobs] while enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else if TCURENR = 0 and N8NUMJOB >= 1]

Not including your [workstudy/assistantship/fellowship/traineeship], how much did you earn from [{if N8NUMJOB = 1} your job {else} your jobs] you held while you were enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

[else]

How much did you earn from [{if N8NUMJOB = 1} your job {else} your jobs] you held while you were enrolled during the 2006-2007 school year? Please exclude summer earnings if you were not enrolled during the summer. (Please provide an amount and a unit of time.)

1 = For the entire school year

2 = Per term or semester

3 = Per month

4 = Per week

5 = Per hour

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8EARN\$

Time frame for school year earnings

[If TCURENR = 1 and (N8TASST = 1 or N8RASST = 1 or N8GASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8WKST = 1 or N8ASST = 1)]

Not including your [workstudy/assistantship/fellowship/traineeship], how many [terms/months/weeks] will you have worked [{If N8NUMJOB = 1} in your job {else} in all jobs] at the end of the 2006-2007 school year?

[else if TCURENR = 1]

How many [terms/months/weeks] will you have worked [{If N8NUMJOB = 1} in your job {else} in all jobs] at the end of the 2006-2007 school year?

[else if TCURENR = 0 and (N8TASST = 1 or N8RASST = 1 or N8GASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8WKST = 1 or N8ASST = 1)]

Not including your [workstudy/assistantship/fellowship/traineeship], how many [terms/months/weeks] did you work [{If N8NUMJOB = 1} in your job {else} in all jobs] while you were enrolled during the 2006-2007 school year?

[else]

How many [terms/months/weeks] did you work [{If N8NUMJOB = 1} in your job {else} in all jobs] while you were enrolled during the 2006-2007 school year?

[if N8ERTIM = 1] Years

[else if N8ERTIM = 2] Terms

[else if N8ERTIM = 3] Months

[else] Weeks

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Recode note: If N8ERTIM = 1 then N8EARN\$ = 1

Sources: NPSAS:08 field test student interview

N8HOURS

Hours worked weekly during the school year

[if N8GFEL = 1 or N8TRNSHP = 1 or N8TASST = 1 or N8RASST = 1 or N8GASST = 1 or N8WKST = 1 or N8ASST = 1]

Not including your [workstudy/assistantship/fellowship/traineeship], how many hours (on average) did you work [{if N8NUMJOB = 1} in your job {else} in all jobs] per week while you were enrolled during the 2006-2007 school year? (Please exclude summer hours if you were not enrolled during the summer.)

[else]

How many hours (on average) did you work [{if N8NUMJOB = 1} in your job {else} in all jobs] per week while you were enrolled during the 2006-2007 school year? (Please exclude summer hours if you were not enrolled during the summer.)

Hours

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8TOTERN

Total amount earned during the school year

N8TOTERN is calculated from earning while enrolled:

if N8ERTIM = 1 then N8TOTERN = N8ERNAMT

else if N8ERTIM = 5 then do:

{if (N8ERNAMT > 0 and N8EARN\$ > 0 and N8HOURS > 0) then N8TOTERN = N8ERNAMT * N8EARN\$ * N8HOURS

else if N8ERNAMT = -9 or N8EARN\$ = -9 or N8HOURS = -9 then N8TOTERN = -9}

else if N8ERTIM > 1 then do:

{if (N8ERNAMT > 0 and N8EARN\$ > 0) then N8TOTERN = N8ERNAMT * N8EARN\$

else if N8ERNAMT = -9 or N8EARN\$ = -9

then N8TOTERN = -9}

else if N8ERTIM = -9 then N8TOTERN = -9

else N8TOTERN = -9

Note: Due to rounding in N8ERNAMT, N8TOTERN may not equal N8ERNAMT * N8EARN\$ * N8HOURS exactly.

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Recode note: If N8ERNAMT = 0 and N8TOTERN < 0 then N8TOTERN = 0

Sources: NPSAS:08 field test student interview

N8WKSWK

Weeks worked while enrolled

[If TCURENR = 1]

Would you say you have worked during all the weeks you have been enrolled, most of them, half of them, or less than half?

[else]

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

Applies to: Respondents who worked while enrolled, except those who were paid by the week and provided the number of weeks they worked.

Instrument code: N8NUMJOB > 0 and (N8ERTIM ne 4 or (N8ERTIM = 4 and N8EARN\$ < 0))

Sources: NPSAS:08 field test student interview

N8ENRWRK

Primary role while working

[If TCURENR = 1]

While enrolled at [NPSAS] and working, would you say you are primarily...

[else]

While you were enrolled at [NPSAS] 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

Applies to: Respondents who worked while enrolled.

Instrument code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8WKRNA, N8WKRNB, N8WKRNC, N8WKRNE, N8WKRNF, N8WKRNG

Reason for working

[If TCURENR = 1]

What are your reasons for working while you are enrolled at [NPSAS]? (Please check all that apply.)

[else]

What were your reasons for working when you were last enrolled at [NPSAS] during the 2006-2007 school year? (Please check all that apply.)

0 = No

1 = Yes

N8WKRNA - To earn spending money

N8WKRNB - To pay tuition, fees, or living expenses

N8WKRNC - To gain job experience

N8WKRNE - To send money home

N8WKRNF - Other

N8WKRNS - Other, please specify

N8WKRNG - To avoid increasing the amount of debt you have

Applies to: Respondents who were primarily students who worked.

Instrument code: N8NUMJOB > 0 and

N8ENRWRK ne 2

Sources: NPSAS:08 field test student interview

N8WKRND

Reason for working: parents expected it

[If TCURENR = 1]

What are your reasons for working while you are enrolled at [NPSAS]? (Please check all that apply.)

[else]

What were your reasons for working when you were last enrolled at [NPSAS] during the 2006-2007 school year? (Please check all that apply.)

Because your parents expected you to work

0 = No

1 = Yes

Applies to: Respondents who were primarily students who worked and were undergraduates under age 30 with both parents or guardians still living.

Instrument code: N8NUMJOB > 0 and N8ENRWRK ne 2 and TSTAT in (1 3) and TAGE < 30 and N8PARPF ne 1

Sources: NPSAS:08 field test student interview

N8AFFORD

Afford school without working

Could you have afforded to attend school if you had not worked?

0 = No

1 = Yes

Applies to: Respondents who were primarily students who worked.

Instrument code: N8NUMJOB > 0 and

N8ENRWRK ne 2

Sources: NPSAS:08 field test student interview

N8JBSCA, N8JBSCF, N8JBSCX

Job affects school

[If TCURENR = 1]

Does having a job while you are going to school... (Please check all that apply.)

[else]

Did having a job while you were going to school... (Please check all that apply.)

0 = Did not help with class work

1 = Yes, helped with class work

N8JBSCA - Help you with class work

N8JBSCB - Help you with career preparation

N8JBSCC - Restrict your choice of classes

N8JBSCD - [If TCURENR = 1]Limit the number of classes you can take [else]Limit the number of classes you could take

N8JBSCF - [If TCURENR = 1]Limit the class schedule you can have

[else]Limit the class schedule you could have

N8JBSCF - Limit your access to campus facilities or services

N8JBSCX - None of the above

Applies to: Respondents who were primarily students who worked.

Instrument code: N8NUMJOB > 0 and

N8ENRWRK ne 2

Sources: NPSAS:08 field test student interview

N8EFFGRD

Effect of job on grades

[if TCURENR = 1]

Would you say that working while you are going to school has a positive effect, a negative effect, or no effect on the grades you earned?

[else]

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

Applies to: Respondents who were primarily students who worked.

Instrument code: N8NUMJOB > 0 and

N8ENRWRK ne 2

Sources: NPSAS:08 field test student interview

N8SUMMR

Work during summer 2006

Did you work for pay during the summer of 2006?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30 who were primarily students who worked.

Instrument code: TSTAT in (1 3) and N8ENRWRK ne 2 and TAGE < 30

Sources: NPSAS:08 field test student interview

N8SMRSAV

Amount saved from summer 2006 earnings

In dollars, about how much of your summer earnings would you estimate you saved for the 2006-2007 school year?

Applies to: Undergraduate respondents under age 30 who were primarily students who worked and who worked during the summer of 2006.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8ENRWRK ne 2 and N8SUMMR = 1

Sources: NPSAS:08 field test student interview

N8INCOM

Earnings in 2006

[If N8WAAMT > 0 or N8TASSM > 1 or

N8RASSM > 1 or N8GFELM > 1 or

N8TRNSM > 1 or N8GASSM > 1]

Earlier, you told us about the money you earned while you were enrolled (July 1, 2006 through June 30, 2007). Now we need to find out about your income for the calendar year (January 1, 2006 through December 31, 2006). What was your income from all sources (including income from work, investment income, alimony, etc.) prior to taxes and deductions in 2006? [If N8MARR = 2 (Please exclude your spouse's income.)]

[else]

What was your income from all sources (including income from work, investment income, alimony, etc.) prior to taxes and deductions in calendar year 2006? [If N8MARR = 2 (Please exclude your spouse's income.)]

1 = No income

2 = Less than \$1,000

3 = \$1,000-\$2,499

4 = \$2,500-\$4,999

5 = \$5,000-\$9,999

6 = \$10,000-\$14,999

7 = \$15,000-\$19,999

8 = \$20,000-\$29,999

9 = \$30,000-\$49,999

10 = \$50,000 and above

11 = Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8INCSP

Spouse's earnings in 2006

How much would you estimate your spouse earned from all sources prior to taxes and deductions in calendar year 2006 (January 1, 2006 - December 31, 2006)?

1 = No income

2 = Less than \$1,000

3 = \$1,000-\$2,499

4 = \$2,500-\$4,999

5 = \$5,000-\$9,999

6 = \$10,000-\$14,999

7 = \$15,000-\$19,999

8 = \$20,000-\$29,999

9 = \$30,000-\$49,999

10 = \$50,000 and above

11 = Don't know

Applies to: Married respondents.

Instrument code: N8MARR = 2

Sources: NPSAS:08 field test student interview

N8UNTAX

Received untaxed benefits in 2006

[If N8MARR = 2]

Since July 1, 2006, have you or your spouse received any untaxed income or benefits, such as TANF (AFDC), Social Security, worker's compensation, disability insurance payments, food stamps, child support, or FEMA Disaster Assistance?

[else]

Since July 1, 2006, have you received any untaxed income or benefits, such as TANF (AFDC), Social Security, worker's compensation, disability payments, food stamps, child support, or FEMA Disaster Assistance?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8TANF, N8SOCSEC, N8WRKCOMP, N8DISAB, N8STMPs, N8CHILD, N8FEMA, N8TAXTYX

Received untaxed benefits

Since July 2006, which of the following did you receive?

(Please check all that apply.)

0 = No

1 = Yes

N8TANF - TANF (AFDC)

N8SOCSEC - Social Security benefits

N8WRKCOMP - Worker's compensation

N8DISAB - Disability insurance payments

N8STMPs - Food stamps

N8CHILD - Child support

N8FEMA - FEMA Disaster Assistance

N8TAXTYX – None of the above

Applies to: Respondents who received untaxed benefits.

Sources: NPSAS:08 field test student interview

N8HOME

Own home or pay mortgage

Do you own your home or pay a mortgage on a home?

0 = No

1 = Yes

Applies to: Respondents over age 23 and who did not live in school-owned housing or with parents or guardians.

Instrument code: TAGE > 23 and N8SCHRES not in (1 2)

Sources: NPSAS:08 field test student interview

N8INVT

Own business, farm, or other investments

Do you own a business, farm, or have other investments worth more than \$10,000 combined?

0 = No

1 = Yes

Applies to: Respondents over age 23.

Instrument code: TAGE > 23

Sources: NPSAS:08 field test student interview

N8PARNC

Parent's income in 2006

What was your parent's or guardian's income in calendar year 2006 (January 1, 2006 through December 31, 2006)? Would you say it was...

1 = Under \$30,000

2 = \$30,000 to \$59,999

3 = \$60,000 to \$89,999

4 = \$90,000 and above

5 = Don't know

Applies to: Undergraduate respondents under age 30 with both parents or guardians still living.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8PARPF ne 1

Sources: NPSAS:08 field test student interview

N8PARHOM

Parents own home or pay mortgage

Do your parents or guardians own their home or pay a mortgage on a home?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30 with both parents or guardians still living.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8PARPF ne 1

Sources: NPSAS:08 field test student interview

N8PARNV

Parents own business, farm, or other investments

Do your parents or guardians own a business, farm, or have other investments worth more than \$10,000 combined?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30 with both parents or guardians still living.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8PARPF ne 1

Sources: NPSAS:08 field test student interview

N8NUMCRD

Number of credit cards in own name

How many credit cards do you have in your own name that are billed to you?

Credit card(s)

Observed range: 1 - 18

Applies to: Undergraduate respondents under age 30.

Instrument code: TSTAT in (1 3) and TAGE < 30

Sources: NPSAS:08 field test student interview

N8CRDTUI

Used credit to pay for tuition

[If N8NUMCRD = 1]

Did you use your credit card to pay any portion of your 2006-2007 tuition?

[else]

Did you use your credit cards to pay any portion of your 2006-2007 tuition?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30 with credit cards.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8NUMCRD ne 0

Sources: NPSAS:08 field test student interview

N8PAYOFF

Payoff or carry credit balance

[If N8NUMCRD = 1]

Do you usually pay off your credit card balance each month, or carry the balance over from month to month?

[else]

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

Applies to: Undergraduate respondents under age 30 with credit cards.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8NUMCRD ne 0

Sources: NPSAS:08 field test student interview

N8CRDBAL

Balance due on all credit cards

[If N8NUMCRD > 1 or N8NUMCRD = -9]

What was the balance on all your credit cards combined according to your last statements?

[else]

What was the balance on your credit card according to your last statement?

Applies to: Undergraduate respondents under age 30 with credit cards, except those who paid off their credit cards each month.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8NUMCRD ne 0 and N8PAYOFF ne 1

Sources: NPSAS:08 field test student interview

N8CRDPAR

Parents help pay credit bills

[If N8NUMCRD = 1]

Do your parents or guardians help you pay your credit card bill?

[else]

Do your parents or guardians help you pay your credit card bills?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30 with credit cards with both parents or guardians still living.

Instrument code: TSTAT in (1 3) and TAGE < 30 and N8NUMCRD ne 0 and N8PARPF ne 1

Sources: NPSAS:08 field test student interview

Section D: Employment Plans

N8WKPLN

Work plans for 2007-2008 school year

What are your plans for work in the 2007-2008 school year (July 1, 2007 to June 30, 2008)? Do you plan to...

- 1 = Not work
- 2 = Work full time
- 3 = Work part time

Applies to: B&B eligible respondents.

Instrument code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8JBNEW

Job status for 2007-2008 school year

[If N8NUMJOB > 0]

Will you be continuing in the job you [If TCURENR = 1} have {else} had] while enrolled at [NPSAS], working in another job, or looking for work? (If you plan to take a different position with your current employer, count that as working in another job.)

[else]

Will you be working or looking for work?

- 1 = Continuing in the job you have/had while enrolled at Y_NPSCHL
- 2 = Working in another job/Working
- 3 = Looking for work

Applies to: B&B eligible respondents who had plans to work in the 2007-2008 school year.

Instrument code: N8BBELG = 1 and N8WKPLN in (2 3)

Sources: NPSAS:08 field test student interview

Section E: Education Plans

N8GRE, N8GRESB, N8GMAT, N8LSAT, N8MCAT, N8MAT, N8OTHST, N8OTHSTS, N8NOGRE

Taken graduate admissions exam

Which graduate admissions exams have you taken?
(Please check all that apply.)

0 = No

1 = Yes

N8GRE - Graduate Record Exam (GRE)

N8GRESB - GRE subject test

N8GMAT - Graduate Management Admission Test (GMAT)

N8LSAT - Law School Admission Test (LSAT)

N8MCAT - Medical College Admission Test (MCAT)

N8MAT - Miller Analogies Test (MAT)

N8OTHST – Other

N8OTHSTS – Other, please specify

N8NOGRE - None of the above

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8GRDAPP

Applied to graduate/professional program

Have you applied to any graduate or professional programs?

0 = No

1 = Yes

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Recode Note: If N8BBELG = 1 and TSTAT in (2 4) then N8GRDAPP = 1

Sources: NPSAS:08 field test student interview

N8GRRNA, N8GRRNB, N8GRRNC, N8GRRND, N8GRRNE, N8GRRNF, N8GRRNG, N8GRRNH, N8GRRNS

Reason for applying

[If TSTAT in (2 4)]

Earlier you indicated that you [{If TCURENR = 1} are {else} were] [{If TSTAT=2} enrolled in a graduate program {If TSTAT=4} taking graduate courses].

Why did you decide to apply to graduate school? [else]

Why did you decide to apply to graduate school?

N8GRRNA - Required for career choice

N8GRRNB - Qualify for better job

N8GRRNC - Undecided about career

N8GRRND - No job prospects

N8GRRNE - Academic interests

N8GRRNF - Availability of aid

N8GRRNG - Urged by parents or guardians

N8GRRNH – Other

N8GRRNS – Other, please specify

0 = No

1 = Yes

Applies to: B&B eligible respondents who applied to graduate school.

Instrument Code: N8BBELG = 1 and

N8GRDAPP = 1

Sources: NPSAS:08 field test student interview

N8GRDACC

Accepted to graduate school

Have you been accepted to a graduate program?

1 = Yes

2 = No, not accepted

3 = No, waiting to hear if accepted

Applies to: B&B eligible respondents who applied to graduate school.

Instrument Code: N8BBELG = 1 and

N8GRDAPP = 1

Recode Note: If N8BBELG = 1 and TSTAT in (2 4) then N8GRDACC = 1

Sources: NPSAS:08 field test student interview

N8GRDDEG*Intended graduate degree*

What degree do you intend to pursue: a Post-baccalaureate certificate, Master's degree, Doctoral degree, or Professional degree?

- 1 = Master's: Business administration (MBA)
- 2 = Master's: Science (MS)
- 3 = Master's: Arts (MA)
- 4 = Master's: Education (MEd)
- 5 = Master's: Public administration (MPA)
- 6 = Master's: Library science (MLS)
- 7 = Master's: Public health (MPH)
- 8 = Master's: Fine arts (MFA)
- 9 = Master's: Applied arts (MAA)
- 10 = Master's: Teaching (MAT)
- 11 = Master's: Divinity (MDiv)
- 12 = Master's: Social work (MSW)
- 13 = Master's: Landscape architect
- 14 = Master's: Professional mgmt
- 15 = Master's: Other
- 16 = Doctoral: Philosophy (PhD)
- 17 = Doctoral: Education (EdD)
- 18 = Doctoral: Theology (THD)
- 19 = Doctoral: Business administration (DBA)
- 20 = Doctoral: Engineering (DEng)
- 21 = Doctoral: Fine arts (DFA)
- 22 = Doctoral: Public admin. (DPA)
- 23 = Doctoral: Science (DSC/SCD)
- 24 = Doctoral: Psychology (PSYD)
- 25 = Doctoral: Other doctoral degree
- 26 = First-professional: Chiropractic (DC or DCM)
- 27 = First-professional: Dentistry (DDS or DMD)
- 28 = First-professional: Medicine (MD)
- 29 = First-professional: Optometry (OD)
- 30 = First-professional: Osteopathic medicine (DO)
- 31 = First-professional: Pharmacy (PharmD)
- 32 = First-professional: Podiatry (DPM or PodD)
- 33 = First-professional: Veterinary medicine (DVM)
- 34 = First-professional: Law (LLB or JD)
- 35 = First-professional: Theology (MDiv, MHL, BD)
- 36 = Post-baccalaureate certificate

Applies to: B&B eligible respondents who were accepted or did not know if they were accepted to graduate school at the time of the interview, except graduates not enrolled in a degree program at [NPSAS].

Instrument Code: N8BBELG = 1 and N8GRDACC in (1 3) and TSTAT ne 4

Recode Note: 1) If N8GRDDEG = 10 then N8GRDDEG = 4

2) If N8GRDDEG = 23 then N8GRDDEG = 20

3) If N8GRDDEG = 22 then N8GRDDEG = 19

4) If N8GRDDEG = 30 then N8GRDDEG = 28

5) If N8BBELG = 1 and TDEGREE = 6 then N8GRDDEG = 36

6) If N8BBELG = 1 and TDEGREE = 8 then do:

If N8DGMS = 1 then N8GRDDEG = 2

If N8DGMS = 2 then N8GRDDEG = 3

If N8DGMS = 3 then N8GRDDEG = 4

If N8DGMS = 4 then N8GRDDEG = 1

If N8DGMS = 5 then N8GRDDEG = 5

If N8DGMS = 6 then N8GRDDEG = 12

If N8DGMS = 7 then N8GRDDEG = 8

If N8DGMS = 8 then N8GRDDEG = 7

If N8DGMS = 19 then N8GRDDEG = 11

If N8DGMS = 9 then N8GRDDEG = 15

7) If N8BBELG = 1 and TDEGREE = 11 then do:

If N8DGD = 11 then N8GRDDEG = 16

If N8DGD = 12 then N8GRDDEG = 17

If N8DGD = 13 then N8GRDDEG = 20

If N8DGD = 14 then N8GRDDEG = 24

If N8DGD = 15 then N8GRDDEG = 19

If N8DGD = 16 then N8GRDDEG = 21

If N8DGD = 17 then N8GRDDEG = 18

If N8DGD = 18 then N8GRDDEG = 25

8) If N8BBELG = 1 and TDEGREE = 10 then do:

If N8DGPR = 19 then N8GRDDEG = 35

If N8DGPR = 20 then N8GRDDEG = 34

If N8DGPR = 21 then N8GRDDEG = 28

If N8DGPR = 22 then N8GRDDEG = 27

If N8DGPR = 23 then N8GRDDEG = 26

If N8DGPR = 24 then N8GRDDEG = 31

If N8DGPR = 25 then N8GRDDEG = 29

If N8DGPR = 26 then N8GRDDEG = 32

If N8DGPR = 27 then N8GRDDEG = 33

9) If N8BBELG = 1 and TDEGREE = 9 then

N8GRDDEG = 37

Sources: NPSAS:08 field test student interview

N8EDPLN*Graduate enrollment plans for 2007-2008 school year*

What are your plans for the 2007-2008 school year (July 1, 2007 - June 30, 2008)? Do you plan to be...

0 = Not enrolled

1 = Enrolled full time

2 = Enrolled part time

Applies to: B&B eligible respondents who planned to enroll in or were enrolled in graduate school.

Instrument Code: N8BBELG = 1 and (N8GRDACC in (1 3) or N8GRDPLN = 1)

Sources: NPSAS:08 field test student interview

N8GRDFT

Plan to be full-time graduate student

[If N8EDPLN = 1]

Do you intend to be a full-time student the entire time while you're in graduate school?

[else]

Do you intend to be a full-time student at any time while you're in graduate school?

0 = No

1 = Yes

Applies to: B&B eligible respondents who planned to enroll in or were enrolled in graduate school and planned to be enrolled in graduate school for the next academic year.

Instrument Code: N8BBELG = 1 and (N8GRDACC in (1 3) or N8GRDPLN = 1) and N8EDPLN in (1 2)

Sources: NPSAS:08 field test student interview

N8GRDPLN

Plans to apply to grad school in future

Do you plan to apply to graduate school...

1 = For the next academic year (2007-2008)?

2 = In the next five years?

3 = No plans to apply

Applies to: B&B eligible undergraduate respondents who had not applied to graduate school at the time of the interview.

Instrument Code: N8BBELG = 1 and TSTAT in (1 3) and N8GRDAPP ne 1

Sources: NPSAS:08 field test student interview

N8GRPSA–N8GRPSJ, N8GRPSS

Postpone applying

Why did you decide to postpone applying to graduate school? (Please check all that apply.)

0 = No

1 = Yes

N8GRPSA - Undergraduate debt

N8GRPSB - Couldn't get financial aid

N8GRPSC - Financial reasons not related to debt or financial aid

N8GRPSD - Personal reasons such as family responsibilities

N8GRPSE - Career plans or job opportunities

N8GRPSF - Missed the application deadline

N8GRPSG - Undecided on what degree to pursue

N8GRPSH - Military commitment

N8GRPSI - Wanted break from school

N8GRPSJ - Other

N8GRPSS – Other, please specify

Applies to: B&B eligible undergraduate respondents who planned to apply to graduate school within the next 5 years.

Instrument Code: N8BBELG = 1 and TSTAT in (1 3) and N8GRDPLN = 2

Sources: NPSAS:08 field test student interview

N8NOGDA, N8NOGDB, N8NOGDC, N8NOGDD, N8NOGDE, N8NOGDF, N8NOGDG, N8NOGDI, N8NOGDJ, N8NOGDK, N8NOGDS

Reason not applying:

Why did you choose not to apply to graduate school? (Please check all that apply.)

0 = Not because of undergraduate debt

1 = Yes, because of undergraduate debt

N8NOGDA - Undergraduate debt

N8NOGDB - Could not afford to go

N8NOGDC - Couldn't get financial aid

N8NOGDD - Not required for career goals

N8NOGDE - Grades not high enough to enter

N8NOGDF - No academic interest

N8NOGDG - Personal reasons

N8NOGDH - Plan to apply later

N8NOGDI - Need work experience first

N8NOGDJ - Have a good job now

N8NOGDK - Other

N8NOGDS – Other, please specify

Applies to: B&B eligible undergraduate respondents who did not plan to apply to graduate school.

Instrument Code: N8BBELG = 1 and TSTAT in (1 3) and N8GRDPLN in (3 -9)

Sources: NPSAS:08 field test student interview

Section F: Teaching

N8EVRTCH

Ever taught at the K-12 level

Have you ever taught at the K-12 (Kindergarten - 12th grade) level?

(Please do not include homeschooling of your own or others' children.)

0 = No

1 = Yes

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8CONSID

Currently considering teaching

Are you currently considering teaching at the K-12 level?

0 = No

1 = Yes

Applies to: B&B eligible respondents who had not taught at the K-12 level.

Instrument Code: N8BBELG = 1 and

N8EVRTCH = 1

Sources: NPSAS:08 field test student interview

N8POSREG, N8POSLSU, N8POSAID, N8POSSPP, N8POSITI, N8POSSSU, N8POSSTU

Teaching positions

What teaching positions have you held?

(Please check all that apply.)

0 = No

1 = Yes

N8POSREG - Regular (full-time or part-time) teaching position

N8POSLSU - Long-term substitute

N8POSAID - Teacher's aide or instructional aide

N8POSSPP - Teacher support

N8POSITI - Itinerant teacher

N8POSSSU - Short-term substitute

N8POSSTU - Student teacher

Applies to: B&B eligible respondents who taught at the K-12 level.

Instrument Code: N8BBELG = 1 and

N8EVRTCH = 1

Sources: NPSAS:08 field test student interview

N8PREP1–N8PREP6, N8PREPN

Teacher preparation

Which of the following steps have you taken to prepare for a state-issued teaching certificate at the K-12 level?

(Please check all that apply.)

0 = No

1 = Yes

N8PREP1 - Applied to teacher education program

N8PREP2 - Taken the Praxis or other examination to enter teacher education program

N8PREP3 - Entered teacher education program

N8PREP4 - Taken courses toward teacher certification

N8PREP5 - Taken an examination to receive a teaching certificate/license

N8PREP6 - Completed the student teaching assignment

N8PREPN – None of the above

Applies to: B&B eligible respondents who were considering teaching at the K-12 level at the time of the interview.

Instrument Code: N8BBELG = 1 and

N8CONSID = 1

Sources: NPSAS:08 field test student interview

Section G: Education Experiences

N8REMEVR

Ever taken remedial courses

Since you completed high school, have you taken remedial or developmental courses to improve your basic skills, such as in mathematics, reading, writing, or studying?

0 = No

1 = Yes

Applies to: Undergraduate respondents.

Instrument Code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8REMSY

Took remedial courses in 2006-2007 school year

[If TCURENR = 1]

Have you taken any remedial or developmental courses during the 2006-2007 school year? (If you are currently enrolled in a remedial or developmental course, please answer "yes.")

[else]

Did you take any remedial or developmental courses during the 2006-2007 school year?

0 = No

1 = Yes

Applies to: First- and second-year undergraduate respondents or undergraduate respondents not enrolled in a degree program at [NPSAS] who took remedial classes.

Instrument Code: N8REMEVR = 1 and (N8UGYR in (1 2) or TSTAT = 3)

Sources: NPSAS:08 field test student interview

N8REMNUM

Number of remedial courses

[If TCURENR = 1]

How many remedial or developmental courses have you taken during the 2006-2007 school year?

[else]

How many remedial or developmental courses did you take during the 2006-2007 school year?

Courses

Observed range: 1 - 8

Applies to: First- and second-year undergraduate respondents or undergraduate respondents not enrolled in a degree program at [NPSAS] who took remedial classes in the 2006-2007 school year.

Instrument Code: N8REMSY = 1

Sources: NPSAS:08 field test student interview

N8ACTSAT

Took SAT or ACT college exams

Did you take the SAT or ACT college entrance exam?

0 = No

1 = Yes, SAT

2 = Yes, ACT

3 = Yes, both the SAT and ACT

Applies to: Undergraduate respondents.

Instrument Code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8CLSTIM

Hours per week in class

[If TCURENR = 1]

How many hours, on average, do you spend in class per week?

[else]

How many hours, on average, did you spend in class per week during your last term of enrollment at [NPSAS]?

Hours

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8CLSWRK

Hours per week on schoolwork

[If TCURENR = 1]

How many hours, on average, do you spend per week on schoolwork outside of class?

[else]

How many hours, on average, did you spend per week on schoolwork outside of class during your last term of enrollment at [NPSAS]?

Hours

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DSTED

Distance education: took courses

[If TCURENR = 1]

During the 2006-2007 school year, have you taken any courses for credit that were distance education courses? (Distance education courses are primarily delivered off campus using live, interactive audio or videoconferencing, pre-recorded instructional videos, webcasts, CD-ROM, or DVD, or computer-based systems delivered over the internet. Distance education does not include correspondence courses.)

[else]

During the 2006-2007 school year, did you take any courses for credit that were distance education courses? (Distance education courses are primarily delivered off campus using live, interactive audio or videoconferencing, pre-recorded instructional videos, webcasts, CD-ROM, or DVD, or computer-based systems delivered over the internet. Distance education does not include correspondence courses.)

0 = No

1 = Yes

Applies to: All respondents.

Recode Note: If N8DSTED = 1 and N8NMDSED = 0 then N8DSTED = 0

Sources: NPSAS:08 field test student interview

N8ENTPGM

Distance education: entire program

[If TSTAT in (3 4)]

[{if TCURENR = 1} Are {else} Were] all of the courses you have taken taught through distance education?

[else]

[{if TCURENR = 1} Is {else} Was] your entire degree program taught through distance education?

0 = No

1 = Yes

Applies to: Respondents who took distance education courses in the 2006-2007 school year.

Instrument Code: N8DSTED = 1

Sources: NPSAS:08 field test student interview

N8NMDSED

Distance education: number of courses

[If TCURENR = 1]

How many distance education courses will you have taken during the 2006-2007 school year?

[else]

How many distance education courses did you take during the 2006-2007 school year?

Courses

Observed range: 1 - 20

Applies to: Respondents who took distance education courses in the 2006-2007 school year.

Instrument Code: N8DSTED = 1

Sources: NPSAS:08 field test student interview

N8DSLOC

Distance education: location of courses

[If TCURENR = 1 and N8NMDSED = 1]

Is this course offered through [NPSAS], another institution, or both?

[else if TCURENR = 1]

Are these courses offered through [NPSAS], another institution, or both?

[else if TCURENR ne 1 and N8NMDSED = 1]

Was this course offered through [NPSAS], another institution, or both?

[else]

Were these courses offered through [NPSAS], another institution, or both?

1 = [Y_NPSCHL]

2 = Another institution

3 = Both

Applies to: Respondents who took distance education courses in the 2006-2007 school year.

Instrument Code: N8DSTED = 1

Sources: NPSAS:08 field test student interview

N8LIVE, N8RECORD, N8NET, N8DSNONE

Distance education: live TV, recorded audio, or internet

[If TCURENR = 1 and N8NMDSED = 1]

Does the distance education course you are taking during the 2006-2007 school year use any of the following?

(Please check all that apply.)

[else if N8NMDSED ne 1]

Do the distance education courses you are taking during the 2006-2007 school year use any of the following?

(Please check all that apply.)

[else if TCURENR ne 1 and N8NMDSED = 1]

Did the distance education course you took during the 2006-2007 school year use any of the following?

(Please check all that apply.)

[else]

Did the distance education courses you took during the 2006-2007 school year use any of the following?

(Please check all that apply.)

0 = No

1 = Yes

N8LIVE - Live, interactive TV or audio

N8RECORD - Pre-recorded TV or audio

N8NET - The Internet

N8DSNONE – None of the above

Applies to: Respondents who took distance education courses in the 2006-2007 school year.

Instrument Code: N8DSTED = 1

Sources: NPSAS:08 field test student interview

N8CMPSAT

Distance education: satisfaction

Compared to other courses you have taken, are you more satisfied or less satisfied with the quality of instruction you received in your distance education [{If N8NMDSED = 1} course {else} courses]?

- 1 = More satisfied with the distance education [{If N8NMDSED = 1} course {else} courses]
- 2 = Liked both the same
- 3 = Less satisfied with the distance education [{If N8NMDSED = 1} course {else} courses]
- 4 = All courses were distance education courses

Applies to: Respondents who took distance education courses in during the 2006-2007 school year, but whose entire program was not through distance education.

Instrument Code: N8DSTED = 1 and

N8ENTPGM ne 1

Sources: NPSAS:08 field test student interview

N8MATHA–N8MATHF

High school math

Which of the following math courses did you complete while in high school?

(Please check all that apply.)

0 = No

1 = Yes

N8MATHA - Algebra II

N8MATHB - Algebra III/Trigonometry

N8MATHC - Pre-calculus/analytic geometry

N8MATHD - Calculus

N8MATHE - Statistics

N8MATHF - None of the above

Applies to: Undergraduate respondents under age 30.

Instrument Code: TSTAT in (1 3) and TAGE < 30

Sources: NPSAS:08 field test student interview

N8COLLCR

Earned college credit during high school

While you were in high school, did you take any courses at a college or university for which you earned college credit?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30.

Instrument Code: TSTAT in (1 3) and TAGE < 30

Sources: NPSAS:08 field test student interview

N8AP

Advanced placement credit

When you first enrolled in college, did you have any advanced placement (AP) credits that were accepted by [NPSAS]?

0 = No

1 = Yes

Applies to: Undergraduate respondents under age 30.

Instrument Code: TSTAT in (1 3) and TAGE < 30

Sources: NPSAS:08 field test student interview

N8TRNCRD

Ever transfer credits to [NPSAS]

Have you ever tried to transfer any credits from another institution to [NPSAS]?

0 = No

1 = Yes

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8TRNATT

Transfer credits attempted: amount

How many credits did you try to transfer to [NPSAS]?

(Please enter the number of credits and indicate the unit of credit.)

Credit(s)

Applies to: B&B eligible respondents who attempted to transfer credits to [NPSAS].

Instrument Code: N8BBELG = 1 and

N8TRNCRD = 1

Sources: NPSAS:08 field test student interview

N8TRATYP

Transfer credits attempted: unit of credit

How many credits did you try to transfer to [NPSAS]?

(Please enter the number of credits and indicate the unit of credit.)

1 = Semester hours

2 = Quarter hours

3 = Clock hours

Applies to: B&B eligible respondents who attempted to transfer credits to [NPSAS].

Instrument Code: N8BBELG = 1 and

N8TRNCRD = 1

Sources: NPSAS:08 field test student interview

N8ACCTR

Transfer credits accepted: amount

Of those credits you tried to transfer, how many credits were accepted by [NPSAS]?

(Please enter a number and indicate the type of credit.)

Credit(s)

Applies to: B&B eligible respondents who attempted to transfer credits to [NPSAS].

Instrument Code: N8BBELG = 1 and

N8TRNCRD = 1

Sources: NPSAS:08 field test student interview

N8ACCTYP

Transfer credits accepted: unit of credit

Of those credits you tried to transfer, how many credits were accepted by [NPSAS]? (Please enter a number and indicate the type of credit.)

1 = Semester hours

2 = Quarter hours

3 = Clock hours

Applies to: B&B eligible respondents who attempted to transfer credits to [NPSAS].

Instrument Code: N8BBELG = 1 and

N8TRNCRD = 1

Sources: NPSAS:08 field test student interview

N8SABEVR

Ever study abroad

During your undergraduate education at [NPSAS], did you ever study abroad?

0 = No

1 = Yes

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8SALEN

Study abroad: length

How long did you study abroad?

(Please enter a number and indicate the unit of time.)

Applies to: B&B eligible respondents who studied abroad.

Instrument Code: N8BBELG = 1 and

N8SABEVR = 1

Sources: NPSAS:08 field test student interview

N8SAPRD

Study abroad: time period

How long did you study abroad?

(Please enter a number and indicate the unit of time.)

1 = Year(s)

2 = Term(s) or Semester(s)

3 = Month(s)

4 = Week(s)

Applies to: B&B eligible respondents who studied abroad.

Instrument Code: N8BBELG = 1 and

N8SABEVR = 1

Sources: NPSAS:08 field test student interview

N8OTLNG

Number of languages studied

How many languages, other than English, have you studied for at least one semester in college?

Observed range: 1 - 4

Applies to: B&B eligible respondents.

Instrument Code: N8BBELG = 1

Sources: NPSAS:08 field test student interview

N8SPLGA–N8SPLGT, N8SPLNS

Languages studied

What languages have you studied for at least one semester in college?

(Please check all that apply.)

0 = No

1 = Yes

N8SPLGA - African languages

N8SPLGB - American or other sign language

N8SPLGC - Arabic

N8SPLGD - Bahasa Indonesian or Bahasa Malay

N8SPLGE - Bengali

N8SPLGF - Chinese or Mandarin

N8SPLGG - Filipino or Tagalog

N8SPLGH - French or Canadian French

N8SPLGI - German

N8SPLGJ - Hebrew

N8SPLGK - Hindi or Urdu

N8SPLGL - Persian, Farsi, or Iranian

N8SPLGM - Pakistani or Punjabi

N8SPLGN - Portuguese

N8SPLGO - Russian languages

N8SPLGP - Spanish

N8SPLGQ - Thai

N8SPLGR - Turkish

N8SPLGS - Vietnamese

N8SPLGT – Other

N8SPLNS – Other, please specify

Applies to: B&B eligible respondents who studied a language other than English for at least one semester in college.

Instrument Code: N8BBELG = 1 and N8OTLNG > 0

Sources: NPSAS:08 field test student interview

N8MAJCHG

Frequency of formal changes in major

[If TCURENR = 1]

How many times have you formally changed your major at [NPSAS]?

[else]

How many times did you formally change your major at [NPSAS]?

0 = Never

1 = One time

2 = More than one time

Applies to: Undergraduate respondents who were enrolled in a degree program at [NPSAS] and had declared at least one major.

Instrument Code: TSTAT = 1 and N8DBLMAJ ne 3

Sources: NPSAS:08 field test student interview

N8OMJ1

Original major: primary string

[If COMPMODE = 0]

Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

Applies to: Undergraduate respondents who changed their major at [NPSAS] at least one time.

Instrument Code: TSTAT = 1 and N8DBLMAJ ne 3 and N8MAJCHG in (1 2)

Sources: NPSAS:08 field test student interview

N8OM1GEN

Dropdown original major: general code

[If COMPMODE = 0]

Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

- 1 = Agriculture/natural resources/related
- 2 = Architecture and related services
- 3 = Area/ethnic/cultural/gender studies
- 4 = Arts--visual and performing
- 5 = Biological and biomedical sciences
- 6 = Business/management/marketing/related
- 7 = Communication/journalism/comm. tech
- 8 = Computer/info sciences/support tech
- 9 = Construction trades
- 10 = Education
- 11 = Engineering technologies/technicians
- 12 = English language and literature/letters
- 13 = Family/consumer sciences, human sciences
- 14 = Foreign languages/literature/linguistics
- 15 = Health professions/clinical sciences
- 16 = Legal professions and studies

17 = Library science

18 = Mathematics and statistics

19 = Mechanical/repair technologies/techs

20 = Multi/interdisciplinary studies

21 = Parks/recreation/leisure/fitness studies

22 = Precision production

23 = Personal and culinary services

24 = Philosophy, religion & theology

25 = Physical sciences

26 = Psychology

27 = Public administration/social services

28 = Science technologies/technicians

29 = Security & protective services

30 = Social sciences and history (except psychology)

31 = Transportation & materials moving

32 = Other

33 = Liberal arts/sciences, general studies

Applies to: Undergraduate respondents who changed their major at [NPSAS] at least one time.

Instrument Code: TSTAT = 1 and N8DBLMAJ ne 3 and N8MAJCHG in (1 2)

Sources: NPSAS:08 field test student interview

N8OM1SPE

Dropdown original major: specific code

[If COMPMODE = 0]

Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

[else if COMPMODE = 1]

Please bear with me while I code this...(Please help us categorize [N8OMJ1] using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.)

101 = Agriculture and related sciences

102 = Natural resources and conservation

201 = Architecture

202 = City/urban, community, and regional planning

203 = Drafting/design engineering technologies/technicians

204 = Architecture, planning, and related services, other

301 = Area, ethnic, cultural, and gender studies

401 = Art history, criticism & conservation

402 = Design & applied arts

403 = Drama/theatre arts and stagecraft

404 = Fine and studio art

405 = Music, general

406 = Music history, literature, and theory	1007 = Teacher education: Early childhood education and teaching
407 = Visual and performing arts, other	1008 = Teacher education: Elementary education and teaching
408 = Commercial and advertising art	1009 = Teacher education: Secondary education and teaching
409 = Dance	1010 = Teacher education: Adult and continuing education and teaching
410 = Film/video and photographic arts	1011 = Teacher education: Specific levels, other
411 = Crafts/craft design, folk art and artisanry	1012 = Teacher education: Specific subject areas
501 = General biology	1013 = Bilingual, multilingual, and multicultural education
502 = Biochem/biophysics/molecular biology	1014 = Ed assessment. evaluation, and research
503 = Botany/plant biology	1015 = Higher education/higher education administration
504 = Genetics	1016 = Teaching assistant/aide
505 = Microbiological sciences & immunology	1017 = Childcare provider/assistant
506 = Physiology, pathology & related sciences	1018 = Physical education teaching and coaching
507 = Zoology/animal biology	1019 = Education, other
508 = Biological and biomedical sciences	1101 = Biomedical/medical engineering
509 = Biological and physical sciences	1102 = Chemical engineering
510 = Systems science and theory	1103 = Civil engineering
511 = Biopsychology [main CIP is Multidisc]	1104 = Computer engineering
512 = Biological & biomedical sciences, other	1105 = Electrical, electronics and communications engineering
601 = Accounting and related services	1106 = Engineering technologies/technicians
602 = Business administration, management and operations	1107 = Environmental/environmental health engineering
603 = Business operations support and assistant services	1108 = Mechanical engineering
604 = Finance and financial management services	1109 = Engineering, other
605 = Human resources management and services	1201 = Creative writing
606 = Marketing	1202 = American literature
607 = Business, management, marketing, and related support services, other	1203 = English literature
608 = Management information systems and services	1204 = English language and literature/letters, others
609 = Real estate	1301 = Family and consumer sciences/human sciences
610 = Hospitality Administration/Management	1302 = Family and consumer sciences/human sciences, general
701 = Communication and media studies	1303 = Child care and support services management
702 = Communication technologies	1304 = Child care provider/assistant (also under Education)
703 = Journalism	1305 = Apparel and textiles
704 = Communication/journalism/comm. tech, other	1306 = Family and consumer sciences/human sciences, other
801 = Computer/information technology administration and management	1401 = Romance languages, literatures, and linguistics
802 = Computer programming	1402 = Spanish language and literature
803 = Computer science	1403 = Foreign languages/literature/linguistics, other
804 = Computer software and media applications	1501 = Health services/allied health/health sciences, general
805 = Computer systems analysis	1502 = Alternative/complementary medicine/sys
806 = Computer systems networking and telecommunications	1503 = Chiropractic
807 = Data entry/microcomputer applications	1504 = Audiology/audiologist & hearing sciences
808 = Data processing	
809 = Information science/studies	
810 = Computer and information sciences and support services, other	
901 = Construction trades	
1001 = Curriculum and instruction	
1002 = Educational administration and supervision	
1003 = Educational/instructional media design	
1004 = Special education and teaching	
1005 = Student counseling and personnel services	
1006 = Education, other	

1505 = Clinical/medical lab science/allied
 1506 = Dental support services/allied
 1507 = Dentistry
 1508 = Health & medical administrative services
 1509 = Health/medical services/allied health
 1510 = Health/medical technicians/technologists
 1511 = Health/medical preparatory programs
 1512 = Medicine, including psychiatry
 1513 = Mental/social health services and allied
 1514 = Clinical pastoral counseling/ patient
 counseling
 1515 = Nursing/registered (RN, ASN, BSN, MSN)
 1516 = Nursing science (MS, PhD)
 1517 = Licensed practical/vocational nurse training
 (LPN, LVN, Cert., Dipl., AAS)
 1518 = Nurse/nursing assistant/aide and patient care
 assistant
 1519 = Optometry
 1520 = Osteopathic medicine/osteopathy
 1521 = Pharmacy/pharmaceutical sciences/admin
 1522 = Podiatric medicine/podiatry
 1523 = Public health
 1524 = Rehabilitation & therapeutic professions
 1525 = Veterinary medicine
 1526 = Health aides/attendants/orderlies
 1527 = Dietetics and clinical nutrition services
 1528 = Health /related clinical services, other
 1601 = Law
 1602 = Legal support services
 1603 = General undergraduate legal studies
 including pre-law
 1604 = Legal professions and studies, other
 1701 = Library science
 1801 = Mathematics
 1802 = Statistics
 1803 = Mathematics and statistics, other
 1901 = Electrical/electronics maintenance and
 repair technology
 1902 = Heating, air conditioning, ventilation and
 refrigeration maintenance
 1903 = Vehicle maintenance and repair
 technologies
 1904 = Mechanical/repair technologies/techs, other
 2001 = Biological and physical sciences
 2002 = Systems science and theory
 2003 = Biopsychology
 2004 = Multi/interdisciplinary studies, other
 2101 = Parks, recreation and leisure studies
 2102 = Health and physical education/fitness
 2201 = Precision metal working
 2202 = Woodworking
 2203 = Precision production, other
 2301 = Cosmetology and related personal grooming
 services
 2302 = Funeral service and mortuary science
 2303 = Culinary arts and related services

2304 = Personal and culinary services, other
 2401 = Philosophy
 2402 = Religion/religious studies
 2403 = Theology and religious vocations
 2501 = Astronomy & astrophysics
 2502 = Atmospheric sciences and meteorology
 2503 = Chemistry
 2504 = Geological & earth sciences/geosciences
 2505 = Physics
 2506 = Biological and physical science
 2507 = Systems science and theory [main CIP is
 Multidisc]
 2508 = Physical sciences, other
 2601 = Behavioral psychology
 2602 = Clinical psychology
 2603 = Education/school psychology
 2604 = Psychology, other
 2605 = Biopsychology
 2701 = Public administration
 2702 = Social work
 2703 = Public administration and social service
 professions, other
 2801 = Biology technician/biotechnology
 laboratory technician
 2802 = Nuclear and industrial radiologic
 technologies/technicians
 2803 = Physical science technologies/technicians
 2804 = Science technologies/technician, other
 2901 = Criminal justice and corrections
 2902 = Fire protection
 2903 = Security and protective services, other
 3001 = Anthropology
 3002 = Archeology
 3003 = Criminology
 3004 = Demography & population studies
 3005 = Economics
 3006 = Geography & cartography
 3007 = History
 3008 = International relations & affairs
 3009 = Political science and government
 3010 = Sociology
 3011 = Urban studies/affairs
 3012 = Social sciences, other (except psychology)
 3101 = Transportation & materials moving
 3102 = Air transportation
 3103 = Ground transportation
 3104 = Transportation & materials moving, other
 3201 = Other
 3301 = Liberal arts and sciences, general studies
 and humanities

Applies to: Undergraduate respondents who changed their major at [NPSAS] at least one time.

Instrument Code: TSTAT = 1 and N8DBLMAJ ne 3 and N8MAJCHG in (1 2)

Sources: NPSAS:08 field test student interview

Section H: Background

N8STATE

State of legal residence

What is your state of legal residence?

- | | |
|--------------------------|--|
| 1 = Alabama | 33 = New York |
| 2 = Alaska | 34 = North Carolina |
| 3 = Arizona | 35 = North Dakota |
| 4 = Arkansas | 36 = Ohio |
| 5 = California | 37 = Oklahoma |
| 6 = Colorado | 38 = Oregon |
| 7 = Connecticut | 39 = Pennsylvania |
| 8 = Delaware | 40 = Rhode Island |
| 9 = District of Columbia | 41 = South Carolina |
| 10 = Florida | 42 = South Dakota |
| 11 = Georgia | 43 = Tennessee |
| 12 = Hawaii | 44 = Texas |
| 13 = Idaho | 45 = Utah |
| 14 = Illinois | 46 = Vermont |
| 15 = Indiana | 47 = Virginia |
| 16 = Iowa | 48 = Washington |
| 17 = Kansas | 49 = West Virginia |
| 18 = Kentucky | 50 = Wisconsin |
| 19 = Louisiana | 51 = Wyoming |
| 20 = Maine | 52 = Puerto Rico |
| 21 = Maryland | 53 = Canada |
| 22 = Massachusetts | 54 = American Samoa |
| 23 = Michigan | 55 = Guam |
| 24 = Minnesota | 56 = Fed State Micronesia |
| 25 = Mississippi | 57 = Marshall Islands |
| 26 = Missouri | 58 = Northern Mariana Isl |
| 27 = Montana | 59 = Palau |
| 28 = Nebraska | 60 = Virgin Islands |
| 29 = Nevada | 61 = American Military |
| 30 = New Hampshire | 62 = Mexico |
| 31 = New Jersey | 63 = FOREIGN |
| 32 = New Mexico | COUNTRY (other than Mexico and Canada) |

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DISTNC

Distance from NPSAS school to home

[If TCURENR = 1]

How far (in miles) is [NPSAS] from your permanent home?

[else]

How far (in miles) was [NPSAS] from your permanent home when you were most recently enrolled?

Miles

Applies to: Undergraduate respondents.

Instrument Code: TSTAT in (1 3)

Sources: NPSAS:08 field test student interview

N8DISTWK

Distance from NPSAS school to work

[If TCURENR = 1]

How far (in miles) is [NPSAS] from your job?

[{If N8TASST = 1 or N8RASST = 1 or N8GASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8WKST = 1 or N8ASST = 1} (Please refer to your job you held for pay, not your [workstudy/assistantship/fellowship/traineeship].)] [{If N8NUMJOB > 1} (If you have more than one job, please refer to the job at which you work the most hours when answering this question.)]

[else]
How far (in miles) was [NPSAS] from your job when you were most recently enrolled? [{If N8TASST = 1 or N8RASST = 1 or N8GASST = 1 or N8GFEL = 1 or N8TRNSHP = 1 or N8WKST = 1 or N8ASST = 1} (Please refer to your job you held for pay, not your [workstudy/assistantship/fellowship/traineeship].)] [{N8NUMJOB > 1} (If you have more than one job, please refer to the job at which you work the most hours when answering this question.)]

Miles

Applies to: Respondents who worked while enrolled.

Instrument Code: N8NUMJOB > 0

Sources: NPSAS:08 field test student interview

N8HISP

Respondent of Hispanic or Latino origin

Are you of either Hispanic or Latino origin?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8HISA, N8HISB, N8HISC, N8HISD

Hispanic type

Are you of... (Please check one or more.)

0 = No

1 = Yes

N8HISA - Cuban descent

N8HISB - Mexican, Mexican-American, or Chicano descent

N8HISC - Puerto Rican descent

N8HISD - Some other Spanish, Hispanic or Latino origin

Applies to: Respondents of Hispanic or Latino origin.

Instrument Code: N8HISP = 1

Sources: NPSAS:08 field test student interview

N8RACEA–N8RACED, N8RACEX, N8RACES

Race

What is your race? (Please check one or more.)

0 = No

1 = Yes

N8RACEA - White

N8RACEB - Black or African American

N8RACEC - Asian

N8RACED - American Indian or Alaska Native

N8RACEE - Native Hawaiian or Other Pacific Islander

N8RACEX – Other

N8RACES – Other, please specify

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8TRIBE

State or federally recognized tribe

Are you enrolled in a state- or federally-recognized tribe?

0 = No

1 = Yes

Applies to: Respondents who were American Indian or Alaska Native.

Instrument Code: N8RACED = 1

Sources: NPSAS:08 field test student interview

N8DEPS

Has dependent children

[If TCURENR = 1 and N8MARR = 2]

Do you or your spouse have any children whom you support financially?

[else if TCURENR = 1 and N8MARR ne 2]

Do you have any children whom you support financially?

[else if TCURENR ne 1 and N8MARR = 2]

While you were enrolled in the 2006-2007 school year, did you or your spouse have any children whom you supported financially?

[else if TCURENR ne 1 and and N8MARR ne 2]

While you were enrolled in the 2006-2007 school year, did you have any children whom you supported financially?

0 = No

1 = Yes

Applies to: All respondents.

Recode Note: If N8DEPS = 1 and N8DEP2 = 0 then N8DEPS = 0

Sources: NPSAS:08 field test student interview

N8DEP2

Number of dependent children

How many?

Observed range: 1 - 8

Applies to: All respondents.

Recode Note: If N8DEPS = 0 then N8DEP2 = 0

Sources: NPSAS:08 field test student interview

N8DAGE01

Age of dependent children

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 1

Observed range: 1 - 24

Applies to: Respondents with at least one dependent child.

Instrument Code: N8DEP2 >= 1

Sources: NPSAS:08 field test student interview

N8DAGE02

Age of dependent child 2

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 2

Observed range: 1 - 24

Applies to: Respondents with at least two dependent children.

Instrument Code: N8DEP2 >= 2

Sources: NPSAS:08 field test student interview

N8DAGE03

Age of dependent child 3

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 3

Observed range: 1 - 24

Applies to: Respondents with at least three dependent children.

Instrument Code: N8DEP2 >= 3

Sources: NPSAS:08 field test student interview

N8DAGE04

Age of dependent child 4

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 4

Observed range: 1 - 24

Applies to: Respondents with at least four dependent children.

Instrument Code: N8DEP2 >= 4

Sources: NPSAS:08 field test student interview

N8DAGE05

Age of dependent child 5

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 5

Observed range: 1 - 24

Applies to: Respondents with at least five dependent children.

Instrument Code: N8DEP2 >= 5

Sources: NPSAS:08 field test student interview

N8DAGE06

Age of dependent child 6

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 6

Observed range: 1 - 24

Applies to: Respondents with at least six dependent children.

Instrument Code: N8DEP2 >= 6

Sources: NPSAS:08 field test student interview

N8DAGE07

Age of dependent child 7

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 7

Observed range: 1 - 24

Applies to: Respondents with at least seven dependent children.

Instrument Code: N8DEP2 >= 7

Sources: NPSAS:08 field test student interview

N8DAGE08

Age of dependent child 8

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 8

Observed range: 1 - 24

Applies to: Respondents with at least eight dependent children.

Instrument Code: N8DEP2 >= 8

Sources: NPSAS:08 field test student interview

N8DAGE09

Age of dependent child 9

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 9

Observed range: 1 - 24

Applies to: Respondents with at least nine dependent children.

Instrument Code: N8DEP2 >= 9

Sources: NPSAS:08 field test student interview

N8DAGE10

Age of dependent child 10

[If N8DEP2 = 1]

How old is your child?

[else]

What are the ages of your children?

Age of child 10

Observed range: 1 - 24

Applies to: Respondents with at least ten dependent children.

Instrument Code: N8DEP2 >= 10

Sources: NPSAS:08 field test student interview

KIDLT12

Number of kids younger than 12

KIDLT12 is an internal variable that calculates the number of children under age 12:

Initialize KIDLT12 = 0

KIDLT12 = # children from N8DAGE1 where $0 \leq \text{N8DAGE1-10} < 12$

If all N8DAGE1-10 = -9 then KIDLT12 = 0

Observed range: 1 - 10

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

KIDGT16

Number of kids 16 or older

KIDGT16 is an internal variable that calculates the number of children age 16 or older:

Initialize KIDLT12 = 0

KIDGT16 = # children from N8DAGE1 where $\text{N8DAGE1-10} \geq 16$

If all N8DAGE1-10 = -9 then KIDGT16 = 0

Observed range: 1 - 10

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8CARE1

Number of children in daycare

How many of your dependent children are in daycare?

Observed range: 1 - 4

Applies to: Respondents with dependent children under age 12.

Instrument Code: KIDLT12 > 0

Sources: NPSAS:08 field test student interview

N8DAYCST

Monthly daycare costs

During the most recent term you were enrolled in the 2006-2007 school year, how much (on average) did you pay each month for childcare?

Applies to: Respondents with dependent children under age 12 in daycare.

Instrument Code: KIDLT12 > 0 and N8CARE1 > 0

Sources: NPSAS:08 field test student interview

N8OTDEPS

Supporting someone else

[If N8MARR = 2 and N8DEPS in (0 -9)]

Other than your spouse, [{if TCURENR=1} have you been {else} were you] supporting anyone else during the 2006-2007 school year?

[else if N8MARR ne 2 and N8DEPS in (0 -9)]

[{if TCURENR = 1} Have you been {else} Were you] supporting anyone else during the 2006-2007 school year?

[else if N8MARR = 2 and N8DEPS = 1]

Other than your spouse and your [{if N8DEP2 = 1} child {else} children], [{if TCURENR = 1} have you been {else} were you] supporting anyone else during the 2006-2007 school year?

[else if N8MARR ne 2 and N8DEPS = 1]

Other than your [{if N8DEP2 = 1} child {else} children], [{if TCURENR = 1} have you been {else} were you] supporting anyone else during the 2006-2007 school year?

[else]

[{if TCURENR = 1} Have you been {else} Were you] supporting anyone else during the 2006-2007 school year?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8PARST

Parent's marital status

What is the current marital status of your parent(s) or guardian(s)? (For all questions related to your parents, please answer about the parent(s) or guardian(s) from whom you receive the greatest amount of financial support.)

1 = Married or remarried

2 = Living together or domestic partners but not married

3 = Single

4 = Divorced or separated

5 = Widowed

6 = None of the above - Both parents or guardians are deceased

Applies to: Respondents under age 30.

Instrument Code: TAGE < 30

Recode Note: If N8PARPF = 1 then N8PARST = 6

Sources: NPSAS:08 field test student interview

N8PRHSD

Number of people supported by parents

Not including yourself (or your parents), how many people have your parents or guardians been supporting financially during the 2006-2007 school year?

Observed range: 1 - 20

Applies to: Respondents under age 30 with both parents or guardians still living.

Instrument Code: TAGE < 30 and N8PARST ne 6

Sources: NPSAS:08 field test student interview

N8DPNUM

Number of other dependents in college

Not including yourself, how many of those people were enrolled in a college, university, or trade school during the 2006-2007 school year?

Observed range: 1 - 4

Applies to: Respondents under age 30 with both parents or guardians still living and whose parents or guardians had other dependents.

Instrument Code: TAGE < 30 and N8PARST ne 6 and N8PRHSD > 0

Sources: NPSAS:08 field test student interview

N8PRCOL

Parents taking college courses in 2006-2007

Were your parents or guardians taking any courses at a postsecondary institution (college, university, or trade school) during the 2006-2007 school year?

0 = No

1 = Yes, full time

2 = Yes, part time

Applies to: Respondents under age 30 with both parents or guardians still living.

Instrument Code: TAGE < 30 and N8PARST ne 6

Sources: NPSAS:08 field test student interview

N8SPCOL

Spouse in college

Did your spouse attend college or graduate school during the 2006-2007 school year?

0 = No

1 = Yes, full time

2 = Yes, part time

Applies to: Married respondents.

Instrument Code: N8MARR = 2

Sources: NPSAS:08 field test student interview

N8KIDCOL

Dependent children in college

How many of your children were in college at some point during the 2006-2007 school year?

Observed range: 1 - 3

Applies to: Respondents with dependent children age 16 or older.

Instrument Code: KIDGT16 > 0

Sources: NPSAS:08 field test student interview

N8DADED

Father's education

What is the highest level of education your father 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 = Associate's degree
- 6 = 2 or more years of college but no degree
- 7 = Bachelor's degree
- 8 = Master's degree or equivalent
- 9 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine)
- 10 = Doctoral degree (PhD, EdD, etc) or equivalent
- 11 = Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8MOMED

Mother's education

What is the highest level of education your mother 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 = Associate's degree
- 6 = 2 or more years of college but no degree
- 7 = Bachelor's degree
- 8 = Master's degree or equivalent
- 9 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine)
- 10 = Doctoral degree (PhD, EdD, etc) or equivalent
- 11 = Don't know

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8USBORN

Respondent born in the U.S.

Were you born in the United States?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8CITZN

Citizenship status

Are you a U.S. citizen?

1 = Yes

2 = No - Resident alien, permanent resident, or other eligible non-citizen; hold a temporary resident's card 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

Applies to: Respondents who were born in the United States or were not born in the United States and were not U.S. citizens.

Instrument Code: N8USBORN = 1 or (N8USBORN ne 1 and Y_CITZN ne 1)

Recode Note: If N8USBORN = 1 then N8CITZN = 1

Sources: NPSAS:08 field test student interview

N8PARUS

Parents born in the U.S.

Were your parents born in the United States?

0 = No

1 = Yes, one parent

2 = Yes, both parents

Applies to: Respondents not in the United States on a student visa.

Instrument Code: N8CITZN ne 3

Sources: NPSAS:08 field test student interview

N8SCHUS

Ever attended elementary or secondary school outside the U.S.

Did you ever attend elementary or secondary school outside of the United States?

0 = No

1 = Yes

Applies to: Respondents not in the United States on a student visa.

Instrument Code: N8CITZN ne 3

Recode Note: If N8CITZN ne 3 and (N8DIPL = 4 or N8HSTYP = 3 or Y_NPSTAT = 52) then N8SCHUS = 1

Sources: NPSAS:08 field test student interview

N8LANG*English as primary language*

When you were growing up, was English the language you spoke most often at home?

0 = No

1 = Yes

Applies to: Respondents not in the United States on a student visa.

Instrument Code: N8CITZN ne 3

Sources: NPSAS:08 field test student interview

N8VOTE*Registered to vote*

Are you registered to vote in U.S. elections?

0 = No

1 = Yes

Applies to: Respondents over age 18.

Instrument Code: TAGE >= 18

Recode Note: If N8CITZN > 1 then N8VOTE = 0

Sources: NPSAS:08 field test student interview

N8EVRVT*Ever vote*

Have you ever voted in any national, state, or local elections?

0 = No

1 = Yes

Applies to: Respondents who were U.S. citizens, over age 18, and registered to vote.

Instrument Code: TAGE >= 18 and N8VOTE ne 0

Sources: NPSAS:08 field test student interview

N8MILA, N8MILB, N8MILC, N8MILN*Military status*

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty or in the reserves?

(Please check all that apply.)

0 = No

1 = Yes

N8MILA - Veteran

N8MILB - Active duty

N8MILC - Reserves

N8MILN - None of the above

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8COMSRV*Community service or volunteer in last year*

Have you performed any community service or volunteer work in the last 12 months? (Please exclude charitable donations (such as food, clothing, money, etc.), paid community service, and court ordered service.)

0 = No

1 = Yes

Applies to: All respondents.

Recode Note: 1) If N8UGYR in (1 2) and

N8COMSRV = 1 then do:

If N8HSRQ = -9 and N8HSQLNR = -9 and (N8VLTA = -9 and N8VLTB = -9 and N8VLTC = -9 and N8VLTD = -9 and N8VLTE = -9 and N8VLTF = -9 and N8VLTG = -9 and N8VLTX = -9 and N8VLTS = -9) and N8VLHRS in (0 -9) and N8VLONE = 0 then N8COMSRV = 0

2) If TSTAT in (1 3) and N8UGYR not in (1 2) and N8COMSRV = 1 then do:

If (N8VLTA = -9 and N8VLTB = -9 and N8VLTC = -9 and N8VLTD = -9 and N8VLTE = -9 and N8VLTF = -9 and N8VLTG = -9 and N8VLTX = -9 and N8VLTS = -9) and N8VLHRS in (0 -9) and N8VLONE = 0 and N8VLGRAD = -9 then N8COMSRV = 0

3) If TSTAT in (2 4) and N8COMSRV = 1 then do:

If (N8VLTA = -9 and N8VLTB = -9 and N8VLTC = -9 and N8VLTD = -9 and N8VLTE = -9 and N8VLTF = -9 and N8VLTG = -9 and N8VLTX = -9 and N8VLTS = -9) and N8VLHRS in (0 -9) and N8VLONE = 0 then N8COMSRV = 0

Sources: NPSAS:08 field test student interview

N8HSRQ*Required community service in high school*

While enrolled in high school, did you perform community service as part of a high school graduation requirement or high school coursework?

0 = No

1 = Yes

Applies to: First- and second-year undergraduate respondents who volunteered in the last 12 months.

Instrument Code: N8UGYR in (1 2) and N8COMSRV = 1

Sources: NPSAS:08 field test student interview

N8HSQLNR*Voluntary community service in high school*

While in high school, did you perform other community service that was not required for coursework or graduation?

0 = No

1 = Yes

Applies to: First- and second-year undergraduate respondents who volunteered in the last 12 months.

Instrument Code: N8UGYR in (1 2) and N8COMSRV = 1

Sources: NPSAS:08 field test student interview

N8VLTA, N8VLTB, N8VLT, N8VLTD, N8VLTE, N8VLTF, N8VLTG, N8VLTX, N8VLTS

Volunteer

What type of community service or volunteer work have you performed in the last 12 months?

(Please check all that apply.)

0 = No

1 = Yes

N8VLTA - Tutoring, other education-related work with kids

N8VLTB - Non-education-related work with kids (coaching, sports, Big Brother/Big Sister etc.)

N8VLT - Fundraising (political and non-political)

N8VLTD - Work in a homeless shelter or soup kitchen

N8VLTE - Neighborhood improvement, clean-up, or Habitat for Humanity

N8VLTF - Work in a health services agency or hospital, nursing home, group home

N8VLTG - Service to a church or other religious organization

N8VLTX - Other

N8VLTS - Other, please specify

Applies to: Respondents who volunteered in the last 12 months.

Instrument Code: N8COMSRV = 1

Sources: NPSAS:08 field test student interview

N8VLHRS

Number of hours volunteered per month

On average, how many hours did you volunteer each month during the last 12 months? (If you volunteered at a one-time event, please check the one-time event box and do not enter a number of hours.)

Hour(s)

Applies to: Respondents who volunteered in the last 12 months more than once.

Instrument Code: N8COMSRV = 1 and

N8VLONE = 0

Sources: NPSAS:08 field test student interview

N8VLONE

One time volunteer event

On average, how many hours did you volunteer each month during the last 12 months? (If you volunteered at a one-time event, please check the one-time event box and do not enter a number of hours.)

One time event

0 = No

1 = Yes

Applies to: Respondents who volunteered in the last 12 months.

Instrument Code: N8COMSRV = 1

Sources: NPSAS:08 field test student interview

N8VLGRAD

Volunteer work required for graduation/class

Was any of your community service or volunteer work part of your educational program or required for degree completion?

0 = No

1 = Yes

Applies to: Undergraduate respondents who volunteered in the last 12 months.

Instrument Code: TSTAT in (1 3) and

N8COMSRV = 1

Sources: NPSAS:08 field test student interview

N8DISSEN

Disability: long-lasting sensory condition

The next few questions will help us better understand the educational services available for people with disabilities. Do you have a sensory impairment, such as blindness, deafness, or a severe vision or hearing impairment, that has lasted for 6 months or more?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DISMOB

Disability: condition that limits physical activities

Do you have a mobility impairment that has substantially limited one or more basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying, for 6 months or more?

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8DISOTH

Disability: other long-lasting condition

Excluding any disabilities already mentioned, do you have any other physical, mental, emotional, or learning condition that has lasted 6 months or more? (By this we mean any condition that limits your ability to learn, remember, or concentrate; to dress, bathe, or get around the house; or to get to school, around campus, or to work.)

0 = No

1 = Yes

Applies to: All respondents.

Sources: NPSAS:08 field test student interview

N8MAIN

Disability: main limiting condition

What is the main type of condition or impairment you have? (Please choose only one.)

- 1 = Hearing impairment (i.e., deaf or hard of hearing)
- 2 = Blindness or visual impairment that cannot be corrected by wearing glasses
- 3 = Speech or language impairment
- 4 = Orthopedic or mobility impairment
- 5 = Specific learning disability or dyslexia
- 6 = Attention deficit disorder (ADD)
- 7 = Health impairment or problem
- 8 = Mental, emotional or psychiatric condition
- 9 = Depression
- 10 = Developmental disability
- 11 = Brain injury
- 12 = Other, please specify

Applies to: Respondents who reported some type of disability.

Instrument Code: N8DISSEN = 1 or N8DISMOB = 1
or N8DISOTH = 1

Sources: NPSAS:08 field test student interview

Appendix D

Confidentiality

CONFIDENTIALITY AGREEMENT
2007-2008 National Postsecondary Student Aid Study (NPSAS:08)
(RTI Under Contract No. ED-05-CO-0033)

Safeguards for Individuals Against Invasion of Privacy: In accordance with the Privacy Act of 1974 (5 United States Code 552a), the Education Sciences Reform Act of 2002 (Public Law 107-279), the Federal Statistical Confidentiality Order of 1997, the E-Government Act of 2002 (Public Law 107-347), the Computer Security Act of 1987, the National Center for Education Statistics' (NCES') *Restricted Use Data Procedures Manual*, and NCES' *Standards and Policies*, RTI International (RTI) and all its subcontractors are required to comply with the applicable provisions of the legislation, regulations, and guidelines and to undertake all necessary safeguards for individuals against invasions of privacy.

To provide this assurance and these safeguards in performance of work on this project, all staff, consultants, and agents of RTI, and its subcontractors who have any access to study data, shall be bound by the following assurance.

Assurance of Confidentiality

1. In accordance with all applicable legislation, regulations, and guidelines, RTI assures all respondents that the confidentiality of their responses to all information requests will be maintained by RTI and NCES, and that no information obtained in the course of this activity may be disclosed in a manner in which the individual is identifiable, unless the individual has consented to such disclosure, to anyone other than authorized staff, consultants, agents, or representatives of RTI, its subcontractors, and NCES.
2. The following safeguards will be implemented to assure that confidentiality is protected by all employees, consultants, agents, and representatives of RTI and all subcontractors and that physical security of the records is provided:
 - a. All staff with access to data will take an oath of nondisclosure and sign an affidavit to that effect.
 - b. At each site where these items are processed or maintained, all confidential records that will permit identification of individuals shall be kept in a safe, locked room when not in use or personally attended by project staff.
 - c. When confidential records are not locked, admittance to the room or area in which they reside shall be restricted to staff sworn to confidentiality on this project.
 - d. All electronic data shall be maintained in secure and protected data files, and personally identifying information shall be maintained on separate files from statistical data collected under this contract.
 - e. All data files on network or multi-user systems shall be under strict control of a database manager with access restricted to project staff sworn to confidentiality, and then only on a need-to-know basis.
 - f. All data files on single-user computers shall be password protected and all such machines will be locked and maintained in a locked room when not attended by project staff sworn to confidentiality.
 - g. External electronically stored data files (e.g., tapes on diskettes) shall be maintained in a locked storage device in a locked room when not attended by project staff sworn to confidentiality.
 - h. Any data released to the general public shall be appropriately masked or perturbed such that linkages to individually identifying information are not possible and individual identification cannot be disclosed.
 - i. Data or copies of data may not leave the authorized site for any reason.
3. Staff, consultants, agents, or RTI and all its subcontractors will take all necessary steps to ensure that the letter and intent of all applicable legislation, regulations, and guidelines are enforced at all times through appropriate qualifications standards for all personnel working on this project and through adequate training and periodic follow-up procedures.

By my signature affixed below, I hereby swear and affirm that I have carefully read this statement and fully understand the statement as well as legislative and regulatory assurances that pertain to the confidential nature of all records to be handled in regard to this project, and will adhere to all safeguards that have been developed to provide such confidentiality. As an employee, consultant, agent, or representative of RTI or one of its subcontractors, consultants, agents, or representatives, I understand that I am prohibited by law from disclosing any such confidential information to anyone other than staff, consultant, agents, or representatives of RTI, its subcontractors, or agents, and NCES. I understand that any willful and knowing individual disclosure or allowance of disclosure in violation of the applicable legislation, regulations, and guidelines is punishable by law and would subject the violator to possible fine or imprisonment.

_____/_____/____/(Signature)
 (RTI Employee ID Number) _____(Date)

_____/_____/____/(Supervisor's
 Signature) (RTI Employee ID Number) _____(Date)

AFFIDAVIT OF NONDISCLOSURE

2007-2008 National Postsecondary Student Aid Study (NPSAS:08) (RTI Under Contract No. ED-05-CO-0033)

(Name)

(Job Title)

(Date of Assignment to NPSAS:08 Project)

(Organization, State, or Local Agency or Instrumentality)

(Address)

I, _____, do solemnly swear (or affirm) that when given access to any **2007-2008 National Postsecondary Student Aid Study (NPSAS:08)** project-related data bases or files containing individually identifiable information, I will not:

- (i) use or reveal any individually identifiable information furnished, acquired, retrieved or assembled by me or others, under the provisions of Section 183 of the Education Sciences Reform Act of 2002 (PL 107-279) and Title V, subtitle A of the E-Government Act of 2002 (PL 107-347) for any purpose other than statistical purposes specified in the NCES survey, project or contract;
- (ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section could be identified; or
- (iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature)

(The penalty for unlawful disclosure is a fine of not more than \$250,000 [under 18 U.S.C. 3571] or imprisonment for not more than 5 years [under 18 U.S.C. 3559], or both. The word "swear" should be stricken out wherever it appears when a person elects to affirm the affidavit rather than to swear to it.)

State of _____

County of _____

Subscribed and sworn/affirmed before me, _____, a Notary Public in and for
_____ County, State of _____, on this date, _____.

Notary Public

My commission expires: _____.



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

February 3, 2021

Institution Coordinator

Title

Institution Name

Address

Address

Dear Dr. Coordinator,

I am writing to provide you with important information regarding the confidentiality of the data collected for the 2008 National Study of Postsecondary Student Aid, which is being conducted for the National Center for Education Statistics, U.S. Department of Education.

I want to assure you that this data request is in full compliance with all applicable federal laws protecting the confidentiality of students, as detailed in the information enclosed.

RTI International (RTI), as contracted by NCES, has been given the authority to collect information from institutional records under the provisions of the *Family Educational Rights and Privacy Act of 1974* (FERPA) [20 U.S.C. 1232g], the *Education Sciences Reform Act of 2002* (P.L. 107-279), and its predecessor, the *National Education Statistics Act of 1994* (P.L. 103-382). FERPA allows the release of institutional record information to the Secretary of Education or his agent without prior consent of survey members [20 U.S.C. 1232g (b) (3)]. Since RTI is an authorized representative of the Secretary of Education, compliance with RTI's official request for information constitutes compliance with FERPA and the *General Education Provisions Act*.

Privacy and confidentiality are always of concern to institutions and offices that maintain student and employee records. Both NCES and RTI follow strict confidentiality procedures to protect the privacy and confidentiality of study participants. A description of our security arrangements is enclosed, but let me underscore that these data will be combined to produce reports for Congress and other policymakers. Individually identifiable data will be available only to a limited number of qualified researchers, who will be pledged, under penalty of law with severe fines and imprisonment, to maintain the confidentiality of the data.

Your cooperation with RTI in this important study is greatly appreciated. For further information or questions, please contact Dr. James Griffith, the NCES Project Director at 1-202-502-7387 or Dr. John Riccobono, the RTI Project Director, at 1-919-541-7006.

Sincerely,

Mark Schneider
Commissioner
NCES

Attachments:

Fact Sheet: Confidentiality Law and the 2008 National Postsecondary Student Aid Study

Selected pages from the Family Education Rights and Privacy Act of 1974 (FERPA) [34 CFR Part 99]

WASHINGTON, D.C. 20006-

CONFIDENTIALITY LAW FACT SHEET
for
THE 2008 NATIONAL POSTSECONDARY STUDENT AID STUDY

Your institution has been selected to participate in the 2008 National Postsecondary Student Aid Study (NPSAS:08). NPSAS is designed to provide information on how students and their families meet the cost of education beyond high school. Lists of students provided by institutions will be used to select a smaller sample of students who will be asked to complete a questionnaire online.

Data Collected for NPSAS

The information collected for students includes demographic information used for sampling (such as race/ethnicity), contact information used to inform respondents of the survey request (such as address and telephone number) and personal identifiers (such as Social Security numbers and student ID), which are used to unduplicate lists of students and to match students against federal financial aid records. The security of this information is, of course, of paramount importance to the U.S. Department of Education's National Center for Education Statistics (NCES) and its contractors, as well as to participating institutions and respondents. It is important for each institution sampled to be fully aware of the federal laws that both authorize the release of student information, and protect the confidentiality of record data and survey responses.

Data Collected for NPSAS is Authorized by Congress

The Education Sciences Reform Act (ESRA) of 2002 (P.L. 107-279), and its predecessor, the National Education Statistics Act (NESA) of 1994 (P.L. 103-382), authorizes NCES to collect, acquire, compile, and disseminate full and complete statistics on the condition and progress of education, including postsecondary education. The provisions of ESRA can be found at the following website: <http://www.ed.gov/policy/rschstat/leg/edpicks.jhtml?src=ln>.

Federal Law Strictly Protects the Confidentiality of Data Collected for NPSAS

Strict confidentiality of all information obtained from NPSAS:08 is assured by current federal laws and regulations. The Education Sciences Reform Act of 2002 (ESRA) (Public Law 107-279) establishes that NCES and its contractors, under penalty of law, must keep all records on individuals confidential. Researchers are subject to fines and imprisonment for misuse or disclosure of individual data. Procedures have been implemented to ensure confidentiality and privacy of all information obtained.

Individual responses are safeguarded by the following laws that protect the confidentiality of individually identifiable information collected by NCES: The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99), the Privacy Act of 1974 (5 United States Code 552a), the Education Sciences Reform Act of 2002 (ESRA) (Public Law 107-279), its predecessor, the National Education Statistics Act of 1994 (NESA) (Public Law 103-382) as amended by the USA PATRIOT Act of 2001 (Public Law 107-56), and the E-Government Act of 2002 (Public Law 107-347).

A summary of the laws that cover the confidentiality of personally identifiable information collected by NCES can be found at the following website: <http://nces.ed.gov/statprog/conflaws.asp>.

Federal Law Authorizes Release of Personally Identifiable Information to NCES and Its Agents and Assures Confidentiality

NPSAS:08 seeks both directory and personally identifiable information on students from institutions. The Education Sciences Reform Act of 2002 (P.L. 107-279), and its predecessor, the National Education Statistics Act of 1994 (P.L. 103-382), authorizes NCES, and its contractor, RTI International, to periodically gather information from students on pivotal areas of national concern.

CONFIDENTIALITY LAW FACT SHEET
for
THE 2008 NATIONAL POSTSECONDARY STUDENT AID STUDY—CONTINUED

The data request for NPSAS fully conforms to the requirements of the Family Education Rights and Privacy Act of 1974. (FERPA) [20 U.S.C. 1232g; 34 CFR Part 99]. FERPA is designed to protect the privacy rights of students and their families, by providing consistent standards for the release of personally identifiable student and family information. NCES and its agent, RTI International, are explicitly authorized under an exception to FERPA's general consent rule (in which the right to consent is held by the student, regardless of age) to obtain student level data from institutions. This exception provides for the collection of data on any eligible student, without prior consent if the disclosure is to an organization conducting studies for, or on behalf of educational agencies or institutions. The data are subject to strict confidentiality protections, which must be adhered to by both NCES and RTI.

FERPA requires educational institutions to maintain a record of the disclosure of student information to NCES (see 34 CFR 99.32). The record of disclosure must include 1) the parties who have requested or received personally identifiable information records (NCES/RTI) and 2) the legitimate interests the parties had in obtaining the information (the 2008 National Postsecondary Student Aid Study). A sample disclosure notice is enclosed. Institutions may use this notice or develop their own.

For questions regarding the applicability of FERPA to this study, school officials may contact the Family Policy Compliance Office (FPCO) at this email address: FERPA@ed.gov. The provisions of FERPA may be found at the following website: <http://www.ed.gov/policy/gen/guid/fpc/ferpa/index.html>.

Review Processes to Protect Privacy Rights of Respondents

In addition to being authorized by legislation to collect personally identifiable information, NPSAS:08 is subject to several detailed reviews, including review by the U.S. Department of Education's Regulatory Information Management Group and the Office of Management and Budget.

The study and all related instruments and procedures are also reviewed by RTI's own Institutional Review Board, which maintains strict standards for the protection of human subjects (including respondents to surveys). Questions about RTI's review procedures regarding the rights and protections of study participants may be directed to Dr. Wendy A. Visscher at 1-866-214-2043.

A plan for ensuring confidentiality of this project has been developed by NCES and RTI. This plan includes signed confidentiality agreements obtained from all personnel who will have access to individual identifiers, personnel training regarding the meaning of confidentiality, and controlled access to computer files.

All electronic data from institution records and students will be carefully protected. Computer accounts used to access electronic data will be password protected. Only project staff members with clearance from the study database manager will be able to log on to these accounts. Personally identifying variables (e.g., name, address, and phone numbers) will be kept separate from data variables such as educational experience or financial aid. Backups and inactive files will be maintained on tape or CD-ROM in locked storage.

All hardcopy records will be maintained in locked storage cabinets. A unique study identification variable (not the Social Security number or student ID) will be created and maintained for each survey participant to protect against inadvertent disclosure of confidential data. Any data released to the general public (for example, statistical tables) will be tailored so that it is not possible to identify specific individuals or institutions.

CADE Disclosure Notice



The 2008 National Postsecondary Student Aid Study (NPSAS:08)

DISCLOSURE NOTICE FOR NPSAS:08

Information from student records for this individual has been provided to RTI International, an agent for the U.S. Department of Education. This disclosure statement fulfills the requirement of 34 CFR 99.32(a)(6) pursuant to the Family Educational Rights and Privacy Act of 1974 [20 United States Code 1232g].

This individual is included in the sample for the 2008 National Postsecondary Student Aid Study (NPSAS:08). Strict confidentiality of all information obtained from individuals surveyed in NPSAS is assured by current federal laws and regulations. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose, unless otherwise compelled by law.

February 2007
OMB # 1850-0666
Expiration Date: 01/01/2010

Appendix E

Letters and Contacting Materials

Chief Administrator Letter

February 3, 2021

NPSAS Endorsed by

American Association of
Collegiate Registrars and
Admissions Officers

American Association of
Community Colleges

American Association of State
Colleges and Universities

American Council on Education

Association for Institutional
Research

Association of American Colleges
and Universities

Association of Catholic Colleges
and Universities

Association of Schools of Allied
Health Professions

Career College Association

The Carnegie Foundation for the
Advancement of Teaching

The College Board

Council of Graduate Schools

The Council of Independent
Colleges

Hispanic Association of Colleges
and Universities

Midwestern Higher Education
Compact

National Accrediting Commission
of Cosmetology Arts and
Sciences

National Association of College
and University Business Officers

National Association for Equal
Opportunity in Higher Education

National Association of
Independent Colleges and
Universities

National Association of State
Universities and
Land-Grant Colleges

National Association of Student
Financial Aid Administrators

New England Board of Higher
Education

Southern Regional Education
Board

State Higher Education Executive
Officers

The United Negro College Fund

Western Interstate Commission
for Higher Education

«salutation» «letter_to_name»

«title»

«entity_name»

«phys_addr1»

«phys_addr2»

«phys_city», «phys_state» «phys_zip»

Your IPEDS UNITID: «entity_id»

Your PASSWORD: «password»

Dear «salutation» «lname»:

«entity_name» has been selected to participate in the 2008 National Postsecondary Student Aid Study (NPSAS:08). The Higher Education Act (Sec. 131 (d) as amended in 1998) mandates that the U.S. Department of Education, National Center for Education Statistics (NCES) periodically gather information from students and institutions on how students finance their education beyond high school.

In response to the continuing need for these data, NPSAS collected information from students and institutions in 1987, 1990, 1993, 1996, 2000, and 2004. NPSAS:08 is being conducted for NCES by RTI International, a not-for-profit research organization. Additional information about our plans for NPSAS:08 is provided in the enclosed NPSAS brochure.

I am writing to request that you appoint a NPSAS coordinator, who will be asked to send a data file of the students enrolled at your institution. Once a small sample of students has been selected from your institution, the NPSAS coordinator will be asked to provide additional information on the enrollment status, the demographic characteristics, and the financial assistance provided for each sampled student. The sampled students will also be asked to complete a questionnaire on the Internet.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. The enclosed brochure details our data collection procedures and provides a full description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information, and other data collected. Additional information, including reports based on data from previous NPSAS studies, is available on the NPSAS website: <https://surveys.nces.ed.gov/NPSASschool>.

We are aware that you and the staff at your institution are confronted with many competing demands for your time. Therefore, we are providing you—and the coordinator you designate—with this advance notice of the study to allow you adequate time to plan for this data collection effort and, if needed, to contact us for more information prior to the start of student list collection in early 2008. Once designated, an RTI representative will contact your coordinator to discuss the study timeline and the information needed from your institution.

If you have any questions about the study or procedures involved, please contact the RTI Project Coordinator, Brian Kuhr, at 1-888-NPSAS411 (1-888-677-2741) or via e-mail at NPSASschool@rti.org. You may also direct questions to NCES by contacting James Griffith at 1-202-502-7387 (or via e-mail at James.Griffith@ed.gov).

At your earliest convenience, please complete the *NPSAS Designate a Coordinator* form online at the NPSAS website, using the IPEDS UNITID and password printed on the first page of this letter.

We look forward to your participation in this important study. Thank you for your cooperation and prompt completion of the *NPSAS Designate a Coordinator* form.

Sincerely,



Mark Schneider
Commissioner
National Center for Education Statistics

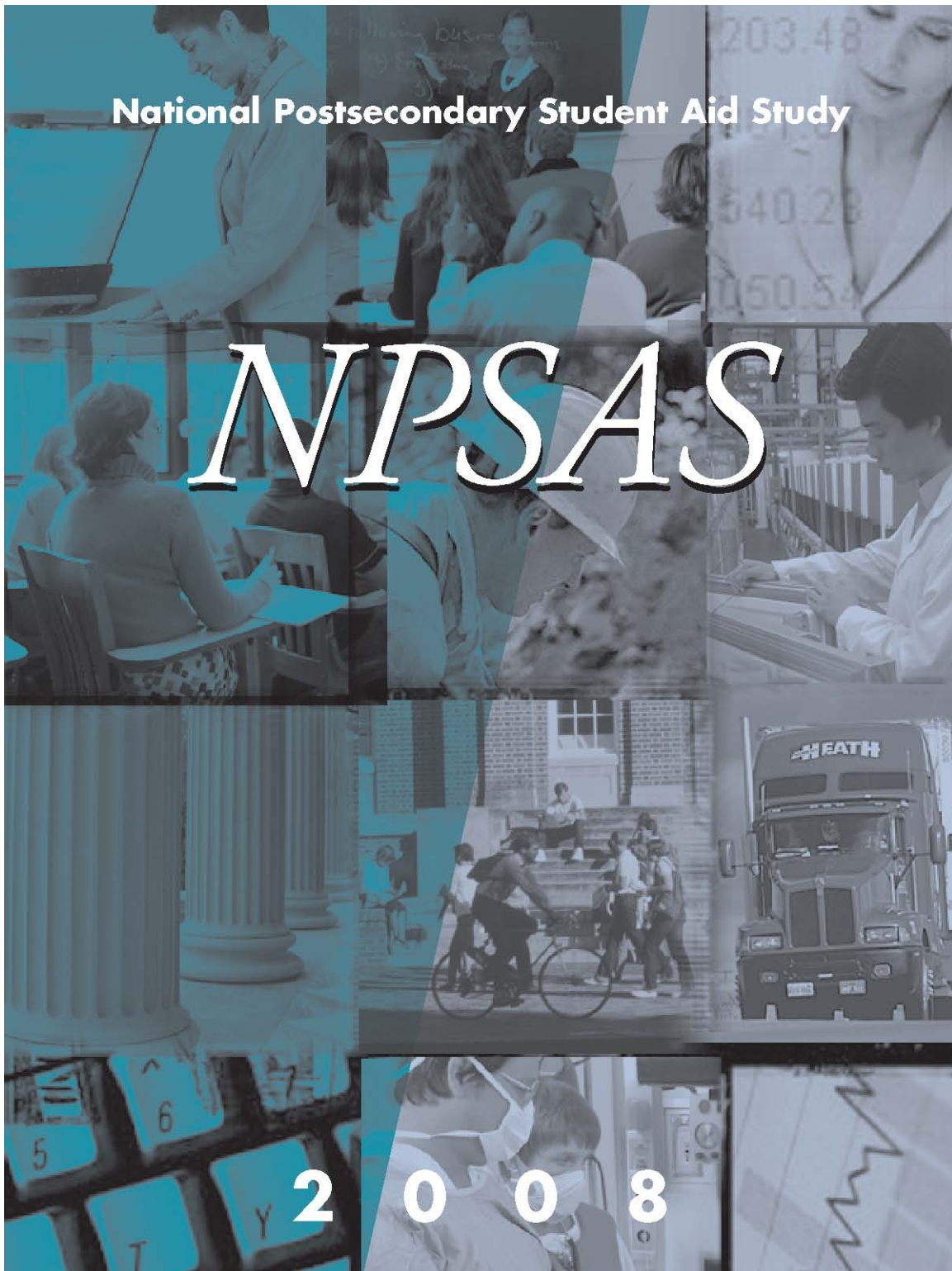
Enclosures

**The NPSAS *Designate a Coordinator* form may be completed
online at**

<https://surveys.nces.ed.gov//NPSASschool>

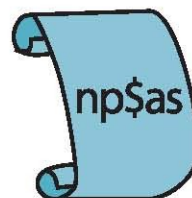
To access the online form, enter the user name (which is your IPEDS
UNITID) and password printed on the first page of this letter.

E-5



The affordability of education after high school is a vital concern for students and their families. That is why the information gathered by the 2008 National Postsecondary Student Aid Study (NPSAS:08) is so important. This year's study explores how families with varying resources are able to pay for postsecondary education and provides comprehensive data on the enrollment status, education goals, employment, and demographic characteristics of students continuing their education after high school.

Information Collected and Research Topics Covered



National Postsecondary Student Aid Study (NPSAS)

NPSAS data provide information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and non-aided students and their families. Some of the basic research topics that are explored using the data include

- demographic characteristics (age, race-ethnicity, family income) of students attending different types of institutions by full-time and part-time enrollment status;
- percentage of students who receive different types of financial aid (grants, loans, work-study) and the average amounts received, by type of institution attended and student characteristics;
- sources (federal, state, institutional, private) of the grants and loans received by different types of students at different types of institutions;
- distribution of need-based and merit-based grants and scholarships by family income;
- ratio of grant to loan amounts in student financial aid packages; and
- average amounts of grants and loans received in relation to the average tuition and fees charged, and the average cost of attendance (student budgets).

Additionally, the NPSAS student interviews collect information that is generally not available from any other source at the national level, including data on

- private (alternative) loan amounts;
- cumulative student loan debt amounts at each class level;
- student attitudes toward loan borrowing and debt;
- employer tuition reimbursement amounts;
- average earnings and hours per week that students work while they are enrolled;
- use of credit cards to pay for education expenses;
- types of parental financial support received, including help with credit card and student loan debt;
- parental education levels;
- family income of students who do not apply for financial aid;
- primary language spoken in the home and family immigration status;
- student degree goals and purpose for enrolling; and
- student participation in community service activities and voting.

How Will the Study Be Conducted?

NPSAS:08 will sample approximately 1,900 institutions that will be asked to provide lists of enrolled students. From these lists, approximately 140,000 postsecondary students will be randomly selected.

The study will consist of the following stages:

FALL 2007

- Beginning in September 2007, the chief administrative officer (CAO) at each institution will be asked to designate a NPSAS:08 institutional coordinator to work with RTI.
- Beginning in October 2007, RTI will contact the institutional coordinator to clarify the tasks, timeline, and responsibilities. The coordinator will be asked to complete a brief registration page at <https://surveys.nces.ed.gov/NPSASschool> that identifies the 2007–2008 terms and types of awards granted by the institution.

WINTER 2008

- Beginning in January 2008, the institutional coordinator for each of the approximately 1,900 institutions participating in NPSAS will supply RTI with a list of students enrolled at the institution. The list will include contact and basic demographic information for students enrolled at the institution during any term that includes July 1, 2007, through April 30, 2008.
- Beginning in mid-February 2008, RTI will select samples of students from each enrollment list received.

SPRING 2008

- Beginning in February 2008 and continuing through the spring term, the institutional coordinator or other designated staff will provide student record information (for example, enrollment status, major, aid package received) for only those students sampled at the institution through a web-based computer-assisted data entry (webCADE) instrument, or by uploading an electronic data file to the secure NPSAS website. RTI field staff will be available to assist with the student record abstraction phase.
- Beginning in February 2008 and continuing through the spring term, sampled students will complete a web-based or telephone interview.

Web-based data entry and file upload applications have been developed to make participation easier and to minimize the burden on institution staff in providing the data. The software is user-friendly and efficient.

Confidentiality Issues

The 2008 National Postsecondary Student Aid Study is conducted under the authority of the Education Sciences Reform Act of 2002 (ESRA) (Public Law 107-279) and its predecessor, the National Education Statistics Act (NESA) of 1994, as amended by the USA PATRIOT Act of 2001. Under ESRA, NCES is authorized to collect and disseminate information about education in the United States. Collection is most often done through surveys. NCES is required to follow strict procedures to protect the confidentiality of persons in the **collection, reporting, and publication of data**. The *E-Government Act of 2002* requires that all individually identifiable information supplied by individuals or institutions to a federal agency for statistical purposes under the pledge of confidentiality must be kept confidential and used only for statistical purposes. NCES adheres to the guidelines issued by the Office of Management and Budget in the *Federal Statistical Order of 1997* for ensuring the privacy and confidentiality of data collected for statistical purposes.

The Family Education Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g) allows for the release of institution record information to the Secretary of Education or her agent without prior consent of survey members [20 U.S.C. 1232g(b)(3)]. RTI International, as the contractor for NCES, has been given the authority to collect information from institution records under federal law.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose, unless otherwise compelled by law.

Protection of Electronic Files

All electronic files from institution records and student interviews will be carefully protected. Computer accounts used to access data will be password protected with multilevel access controls to ensure that only those individuals with a need to access confidential information are allowed access to it. For the web-based data collection, proven methods of protection for online sessions and data security over the Internet will be used. Secure Sockets Layer (SSL) protocol will be used to encrypt the data over the Internet. All of the data entry modules on this site will be password protected, which will require the user to log in to the site before accessing confidential data. The system will automatically log the user out after 30 minutes of inactivity on the session, which will prevent unauthorized user access to the site.

Protection of Paper Records

All paper records will be maintained in locked storage cabinets. A unique study identification variable (not the Social Security number or school ID) will be created and maintained for each survey participant to protect against disclosure of confidential data.

Preparation of Data for Public Release

All data released to the general public (for example, statistical tables) will be designed so that it will not be possible to identify specific individuals.

Violations

All personnel with access to individual data will be required to sign a confidentiality agreement and an affidavit of nondisclosure. Anyone who violates the confidentiality provisions of the act when using the data shall be found guilty of a **Class E felony** and can be **imprisoned up to 5 years**, and/or **fined up to \$250,000**.

Endorsements

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

American Association of State Colleges and Universities

American Council on Education

Association for Institutional Research

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Association of Schools of Allied Health Professions

Career College Association

The Carnegie Foundation for the Advancement of Teaching

The College Board

Council of Graduate Schools

The Council of Independent Colleges

Hispanic Association of Colleges and Universities

Midwestern Higher Education Compact

National Accrediting Commission of Cosmetology Arts and Sciences

National Association of College and University Business Officers

National Association for Equal Opportunity in Higher Education

National Association of Independent Colleges and Universities

National Association of State Universities and Land-Grant Colleges

National Association of Student Financial Aid Administrators

New England Board of Higher Education

Southern Regional Education Board

State Higher Education Executive Officers

The United Negro College Fund

Western Interstate Commission for Higher Education

About the Study

The 2008 National Postsecondary Student Aid Study (NPSAS:08)

The National Center for Education Statistics (NCES), part of the U.S. Department of Education, is authorized by federal law to collect, analyze, and publish statistics and other data related to education in the United States and other nations. As part of its mandate, NCES periodically conducts the National Postsecondary Student Aid Study (NPSAS)—a comprehensive study to find out how students pay for their education beyond high school. Undergraduate, graduate, and first-professional students—including those who receive aid and those who do not—participate in NPSAS.

NPSAS is the only comprehensive, nationally representative survey of student financial aid. No other single national database contains student-level records for students receiving aid from the numerous and disparate programs funded by the federal government, the states, postsecondary institutions, employers, and private organizations. The purpose of NPSAS is to compile a comprehensive research dataset containing information about all of these programs, together with demographic and enrollment data. In addition, NPSAS provides vital information about the affordability of postsecondary education and the effectiveness of existing financial aid programs that will inform public policy at all levels. NPSAS not only includes students enrolled at public and private not-for-profit, 2- and 4-year postsecondary institutions, it also includes those postsecondary institutions that are less-than-2-year and are private for-profit.

The NPSAS survey is the primary source of data used by the agencies of the federal government and the higher education associations to analyze the effectiveness of current federal student financial aid programs and to estimate the cost and impact of proposed changes in federal legislation.

Because NPSAS provides the only national student-level database, it is one of the most important sources used by the Congressional Budget Office (CBO), the Government Accountability Office (GAO), the Office of Management and Budget (OMB), the U.S. Department of Education, the American Council on Education (ACE), The College Board, the National Association of Independent Colleges and Universities (NAICU), and many others to prepare the reports that influence the direction of federal student aid policies.

NPSAS is the primary source of data that has been used to identify problems and propose changes in the Federal Pell Grant Program, the Federal Stafford Student Loan Programs, the Federal Education Tax Credits, and the Federal Need Analysis.

**The 2008 National Postsecondary Student Aid Study
(NPSAS:08)**

For more information about NPSAS:08, please contact
members of the project team at this number:
1-888-NPSAS411 (1-888-677-2741)

RTI International*

Brian Kuhr
Project Coordinator
NPSASschool@rti.org
Dr. John Riccobono
Project Director, NPSAS
jar@rti.org

National Center for Education Statistics

Dr. James Griffith
NCES Project Officer, NPSAS
1-202-502-7387
James.Griffith@ed.gov

Sponsored by



U.S. Department of Education
National Center for Education Statistics, Washington, DC
<http://nces.ed.gov>
September 2007

** RTI International is a trade name of Research Triangle Institute*

Coordinator Welcome Letter

February 3, 2021

NPSAS Endorsed by

American Association of
Collegiate Registrars and
Admissions Officers

American Association of Community
Colleges

American Association of State
Colleges and Universities

American Council on Education

Association for Institutional Research

Association of American Colleges
and Universities

Association of Catholic Colleges and
Universities

Association of Schools of Allied
Health Professions

Career College Association

The Carnegie Foundation for the
Advancement of Teaching

The College Board

Council of Graduate Schools

The Council of Independent Colleges

Hispanic Association of Colleges and
Universities

Midwestern Higher Education
Compact

National Accrediting Commission of
Cosmetology Arts and Sciences

National Association of College and
University Business Officers

National Association for Equal
Opportunity in Higher Education

National Association of Independent
Colleges and Universities

National Association of State
Universities and
Land-Grant Colleges

National Association of Student
Financial Aid Administrators

New England Board of Higher
Education

Southern Regional Education Board

State Higher Education Executive
Officers

The United Negro College Fund

Western Interstate Commission for
Higher Education

«salutation» «fname» «lname»

«Title»

«entity_name»

«phys_addr1»

«phys_addr2»

«phys_city», «phys_state» «phys_zip»

Your IPEDS UNITID: «entity_id»

Your PASSWORD: «password»

Dear «salutation» «lname»:

«entity_name» has been selected to participate in the 2008 National Postsecondary Student Aid Study (NPSAS:08). The Higher Education Act (Sec. 131 (d) as amended in 1998) mandates that the U.S. Department of Education, National Center for Education Statistics (NCES) periodically gather information from students and institutions on how students finance their education beyond high school.

In response to the continuing need for these data, NPSAS collected information from students and institutions in 1987, 1990, 1993, 1996, 2000, and 2004.

Additional information about our plans for NPSAS:08 is provided in the enclosed brochure and project timeline.

The chief administrative officer of your institution has selected you as your institution's coordinator for NPSAS:08. You will have three primary responsibilities for NPSAS:08:

- To complete the *Institution Registration Page* online at the NPSAS website, within the next few weeks, using the IPEDS UNITID and password printed at the top of this letter. We will schedule data collection for your institution based on the information you provide. (This can also be done by telephone, if you prefer.)
- To oversee the preparation of an enrollment list of students at your institution. These data files will be used to draw a small sample of students from your institution for participation in NPSAS:08. Sampled students will be asked to complete a questionnaire on the Internet.
- To complete a separate web-based program requiring institution record information on such things as enrollment status, demographic characteristics, and financial assistance provided for the sampled students.

Complete instructions for your institution's participation will be sent directly to you in advance of your institution's due date. This date is tailored to your institution's term structure. (Your student enrollment list is due two weeks after the start of the last term at your institution that includes April 30, 2008.) **In the meantime**, please review the enclosed materials at your earliest convenience.

We are aware that you and other staff at your institution are confronted with many competing demands for your time. We hope that giving you this advance notice of the study will provide you with ample time

to plan for your school's participation in NPSAS:08. A project representative will call you in the next few days to ensure that you have received this notification and to answer any questions that you may have. You may also call the NPSAS Help Desk directly at 1-888-NPSAS411 (1-888-677-2741).

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose, unless otherwise compelled by law. The enclosed materials detail our data collection procedures and provide a detailed description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information, and demographic data collected. Additional information, including reports based on data from previous NPSAS studies, is available on the NPSAS website:
<https://surveys.nces.ed.gov/NPSASschool>.

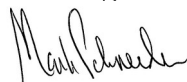
RTI International, the contractor for the study, is a not-for-profit research organization based in North Carolina. If you have questions about the study or procedures, please contact the RTI NPSAS Project Coordinator, Brian Kuhr, at 1-888-677-2741 or via e-mail at NPSASschool@rti.org. You may also direct questions to NCES by contacting James Griffith at 1-202-502-7387 (or via e-mail at James.Griffith@ed.gov).

At your earliest convenience, please complete the *Institution Registration Page* online at the NPSAS web site, using the IPEDS UNITID and password printed on the first page of this letter.

We look forward to your participation in this important study.

Thank you for your cooperation.

Sincerely,



Mark Schneider
Commissioner
National Center for Education Statistics

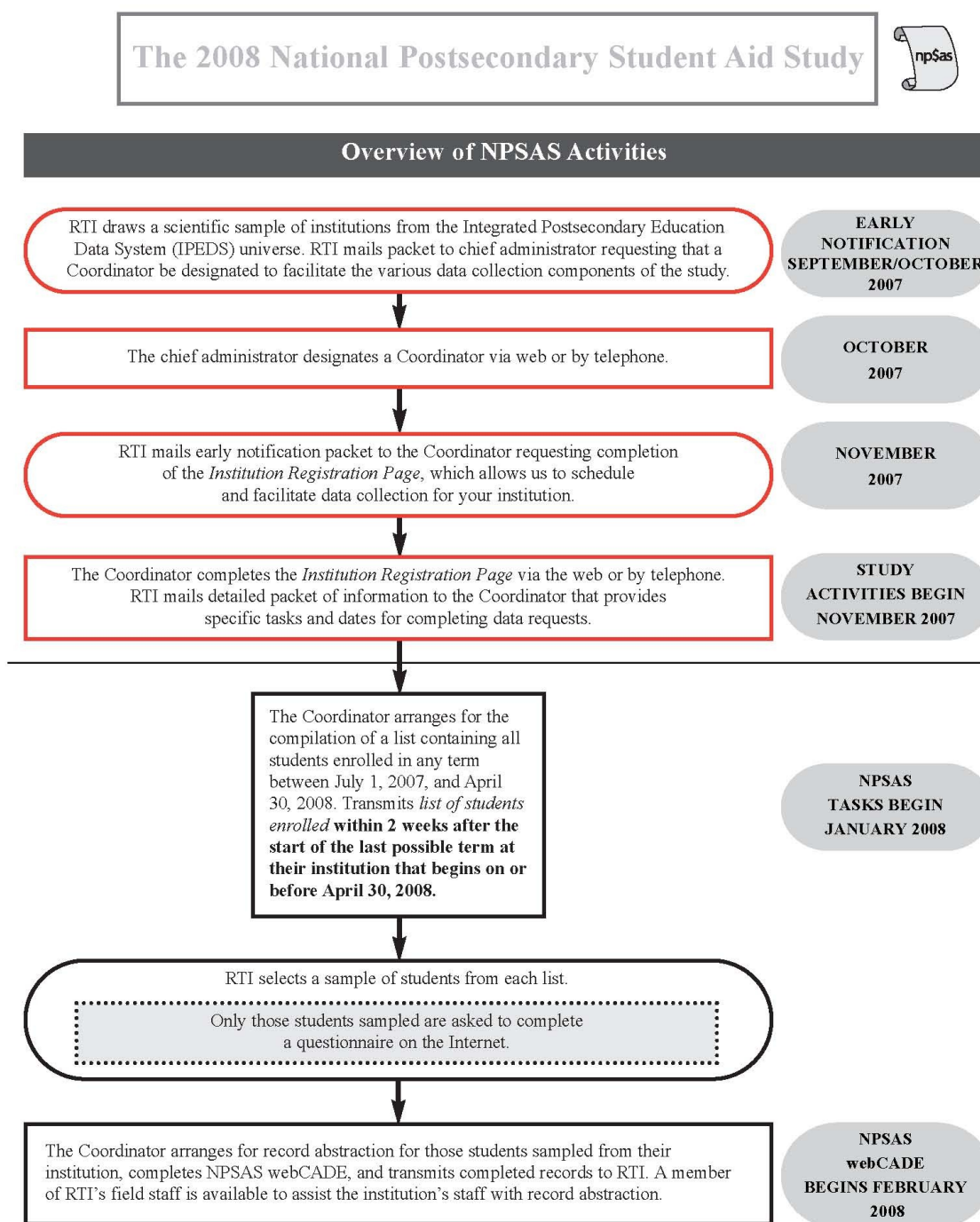
Enclosures

The NPSAS *Institution Registration Page* may be completed
online at

<https://surveys.nces.ed.gov/NPSASschool>

To access the *Institution Registration Page*, enter the
IPEDS UNITID and password printed on the first page of
this letter.

Overview of NPSAS Activities



List Participation Letter

February 3, 2021

NPSAS
Endorsed by

American Association of
Collegiate Registrars and
Admissions Officers

American Association of
Community Colleges

American Association of State
Colleges and Universities

American Council on Education

Association for Institutional
Research

Association of American Colleges
and Universities

Association of Catholic Colleges
and Universities

Association of Schools of Allied
Health Professions

Career College Association

The Carnegie Foundation for the
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The College Board

Council of Graduate Schools

The Council of Independent
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Hispanic Association of Colleges
and Universities

Midwestern Higher Education
Compact

National Accrediting Commission of
Cosmetology Arts and Sciences

National Association of College and
University Business Officers

National Association for Equal
Opportunity in Higher Education

National Association of Independent
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National Association of State
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National Association of Student
Financial Aid Administrators

New England Board of Higher
Education

Southern Regional Education Board

State Higher Education Executive
Officers

The United Negro College Fund

Western Interstate Commission for
Higher Education

«salutation» «fname» «lname»

«Title»

«entity_name»

«phys_addr1»

«phys_addr2»

«phys_city», «phys_state» «phys_zip»

Your IPEDS UNITID: «entity_id»

Your password: «password»

Student Enrollment List Due: «list_expected_Date_curr»

Dear «salutation» «lname»,

We are pleased that «entity_name» has agreed to participate in the 2008 National Postsecondary Student Aid Study (NPSAS:08), which is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. As described in our earlier letter to you, NCES is mandated by Congress to conduct this important study on how students and their families finance education after high school. This study is being conducted for NCES by RTI International.

As you know, you have been designated as your institution's coordinator for NPSAS:08. We look forward to working with you on this important research effort, and are available to answer any questions you may have.

As the Institution Coordinator, you are asked to oversee completion of the following tasks:

- Complete the *Institution Registration Page* online at <https://surveys.nces.ed.gov/NPSASSchool>, using the UNITID and password printed at the top of this letter. If you have not completed the Institution Registration Page, please do so as soon as possible. Where possible, term information and grant/scholarship information entered previously for the 2003/2004 cycle of the study and/or available from publicly available sources has been pre-loaded for your convenience. This information simply needs to be updated, amended, or corrected to reflect the current 2007/2008 academic year.
- Oversee the preparation of an enrollment list of students at your institution. This data file will be used to draw a small sample of students from your institution for participation in NPSAS:08. Beginning in the spring of 2008, sampled students will be asked to complete a questionnaire via the Internet.
- Complete a separate web-based program requiring institution record information on such things as enrollment status, demographic characteristics, and financial assistance provided for the sampled students.

The initial due date for providing your student enrollment list is «list_expected_Date_curr». Complete specifications for compiling this list and uploading it to the secure website are provided online. Your deadline date is tailored to your institution's term structure.

If you are unable to meet this deadline, or have any questions about the information requested for the student list, please contact the NPSAS Help Desk at 1-888-677-2741. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. The NPSAS website at <https://surveys.nces.ed.gov/NPSASSchool> provides complete instructions for participation, including a detailed description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information, and demographic data collected. Additional information, including reports based on data from previous NPSAS studies, is also available on the NPSAS website.

If you have questions about the study or procedures, please contact the NPSAS Help Desk at 1-888-677-2741 or via e-mail at NPSASSchool@rti.org. You may also direct questions to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

Thank you for your cooperation.

Sincerely,



John Riccobono
Project Director, NPSAS
RTI International

Your institution's response to the National Postsecondary Student Aid Study may be completed online at:

<https://surveys.nces.ed.gov/NPSASSchool>

To upload lists or other data collection forms, go to the **login** tab found on the home/login page. You will be prompted to enter the IPEDS UNITID and password printed on the first **page of this letter**.

Self-CADE Letter

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National Association of Student
Financial Aid Administrators

New England Board of Higher
Education

Southern Regional Education Board

State Higher Education Executive
Officers

The United Negro College Fund

Western Interstate Commission for
Higher Education

February 3, 2021

«salutation» «fname» «lname»

«Title»

«entity_name»

«phys_addr1»

«phys_addr2»

«phys_city», «phys_state» «phys_zip»

Your IPEDS UNITID: «entity_id»

Your password: «password»

webCADE Due: «webCADE_expected_Date_curr»

Dear «salutation» «lname»,

Thank you for your cooperation and participation in the 2008 National Postsecondary Student Aid Study (NPSAS:08). I am writing to let you know that we have finished processing the student enrollment file you sent, and have selected a random sample of **[# sampled]** students from your institution for participation in the study. We will send separate correspondence to these students asking that they complete a questionnaire either over the Internet or by telephone interview. At the same time, we are asking that you begin entering data for these students in the webCADE software. Please complete the record abstraction and data entry for these students on or before **[DUE DATE]**

In previous materials, we described to you the Internet-based system through which you (or someone on your staff) will be able to enter data for these students. This process is known as “webCADE” – web-enabled computer-assisted data entry. We believe you will find the NPSAS webCADE system easy to use. The website that you will access is the same one that you have used for prior elements of the study: <https://surveys.nces.ed.gov/NPSASschool>.

To assist you with the webCADE process, we have enclosed a webCADE User’s Guide that describes how to access and use the NPSAS webCADE software. Appendix B of the guide contains a list of data elements we would like to obtain for each sampled student. The list of sampled students can be found on the website listed above and you can easily print a hardcopy if you would like one.

Please be assured that we consider the security of the data and confidentiality of our study participants to be of the utmost importance, and the webCADE software has been developed with this in mind. The application encrypts all data, with the latest technologies, before transmitting them over the Internet to RTI. Moreover, access to the list of students (and the forms in which users enter the data) will require your authentication using your IPEDS UNITID and unique password. They are printed near the top of this page for your convenience. Please ensure that access is given only to those at your institution authorized to complete webCADE.

Soon, our RTI project staff will call you to confirm receipt of this material and also confirm the completion date for entering student data in the webCADE software. Help Desk staff will be available to answer any questions or concerns that you may have about

the study or entering student data in the webCADE software from 9:00 a.m. to 7:00 p.m. ET, Monday through Friday. You may contact the NPSAS Help Desk at 1-888-677-2741, toll-free, or via e-mail at NPSASschool@rti.org. You may also direct questions about the study to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

Again, thank you for your continued participation in this important study. We look forward to receiving your data.

Sincerely,



John Riccobono
Project Director, NPSAS
RTI International

Your institution's response to the National Postsecondary Student Aid Study may be completed online at:

<https://surveys.nces.ed.gov/NPSASschool>

To access webCADE, go to the **Log in** link on the Home page. Then enter the IPEDS UNITID below as your Username and enter the password below.

Your IPEDS UNITID: «entity_id»

Your password: «password»

Data-CADE Letter

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American Association of
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National Association of Student
Financial Aid Administrators

New England Board of Higher
Education

Southern Regional Education Board

State Higher Education Executive
Officers

The United Negro College Fund

Western Interstate Commission for
Higher Education

February 3, 2021

«salutation» «fname» «lname»

«Title»

«entity_name»

«phys_addr1»

«phys_addr2»

«phys_city», «phys_state» «phys_zip»

Your IPEDS UNITID: «entity_id»

Your password: «password»

Due Date: «curr_cade_complete_date_print»

Dear «salutation» «lname»,

Thank you for your cooperation and participation in the 2008 National Postsecondary Student Aid Study (NPSAS:08). We have processed the student enrollment file that you provided and have selected a random sample of «tot_cnt» students from your institution for participation in the study. Our records show that your institution has opted to provide the NPSAS record abstraction information for these students via data files that will be uploaded to the NPSAS website. We are asking you to create the data files and upload the requested information for all sampled students to the NPSAS website on or before «curr_cade_complete_date_print». The website that you will access to upload the files is the same site that you have used for prior elements of the study: <https://surveys.nces.ed.gov/NPSASschool>.

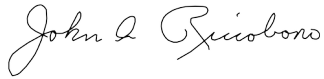
To assist you with this request, we have enclosed specifications for the data files and instructions for preparing and uploading them. These documents and a list of sampled students can also be found on the website listed above. Please note that a secure web-based data entry tool (webCADE) is also available if you decide that you would prefer to key the data for each individual student instead of creating/uploading combined data files.

Please be assured that we consider the security of the data and confidentiality of our study participants to be of the utmost importance, and the NPSAS website has been developed with these concerns in mind. Using the latest technologies, the application encrypts all data before transmitting them over the Internet to RTI. Moreover, access to the list of students (and the forms in which users enter data) will require your authentication using your IPEDS UNITID and unique password. They are printed near the top of this page for your convenience. Please ensure that access is given only to those at your institution authorized to complete the requested student record abstraction.

Our RTI project staff will call you soon to confirm receipt of this material and also confirm the due date for uploading your completed data files to the NPSAS website. If you choose to switch to webCADE, please let us know by contacting the NPSAS Help Desk at 1-888-677-2741, toll-free, or via e-mail at NPSASschool@rti.org, or you may simply tell the NPSAS project member when this person calls you. Help Desk staff will be available to answer any questions or concerns that you may have about the study from 9:00 a.m. to 7:00 p.m. ET, Monday through Friday. You may also direct questions about the study to NCES by contacting James Griffith at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

Again, thank you for your continued participation in this important study. We look forward to receiving your data.

Sincerely,



John Riccobono
Project Director, NPSAS
RTI International

Your institution's response to the National Postsecondary Student Aid Study may be completed online at:

<https://surveys.nces.ed.gov/NPSASschool>

To access the site, go to the **Log in** link on the Home page. Then enter the IPEDS UNITID below as your Username and enter the password below.

Your IPEDS UNITID: «entity_id»

Your password: «password»

Field-CADE Letter

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Association of Catholic Colleges
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National Association of Student
Financial Aid Administrators

New England Board of Higher
Education

Southern Regional Education Board

State Higher Education Executive
Officers

The United Negro College Fund

Western Interstate Commission for
Higher Education

February 3, 2021

«salutation» «fname» «lname»

«Title»

«entity_name»

«phys_addr1»

«phys_addr2»

«phys_city», «phys_state» «phys_zip»

Your IPEDS UNITID: «entity_id»

Your password: «password»

Dear «salutation» «lname»,

Thank you for your participation in the 2008 National Postsecondary Student Aid Study (NPSAS:08). We have finished processing the student enrollment file you provided, and have selected a random sample of [# **sampled**] students from your institution for participation in the study. We will send separate correspondence to these students asking that they complete a questionnaire either over the Internet or by telephone interview. At the same time, we need to collect institutional record data for these students. We are prepared to send a trained field data collector to your institution to abstract and enter these data into a secure password-protected laptop computer.

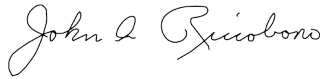
Our field data collector will be calling you soon to establish or confirm your data collection appointment. To help you prepare for this visit and better understand the data requested, we have enclosed a list of the data elements we would like to obtain for each sampled student. The list of sampled students can be found on the following website where you can easily print a hardcopy if you would like one: <https://surveys.nces.ed.gov/NPSASSchool>. The website is the same one that you have used for prior elements of the study.

Please be assured that we consider the security of the data and confidentiality of our study participants to be of the utmost importance, and our study procedures and applications have been developed with this in mind. The data entry application encrypts all data, with the latest technologies, before they are transmitted to RTI. Moreover, access to the list of students and the forms in which the field data collector will enter the data on the laptop computer require authentication using a username and password. Similarly, access to the list of sampled students on the study website requires user authentication, using your IPEDS UNITID and unique password (listed above for your convenience). Please ensure that access to the list of sampled students is given only to those at your institution authorized to provide the data requested.

The field data collector will serve as your point of contact for this activity. If you are unable to reach him/her, you may contact the NPSAS Help Desk at 1-888-677-2741, toll-free, or via e-mail at NPSASSchool@rti.org. Help Desk staff are available from 9:00 a.m. to 7:00 p.m. ET, Monday through Friday. You may also direct questions about the study to NCES by contacting Dr. James Griffith at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

Again, thank you for your continued participation in this important study. We look forward to receiving your study data.

Sincerely,



John A. Riccobono, Ph.D
Project Director, NPSAS
RTI International

To access the list of sampled students:

1. Go to: <https://surveys.nces.ed.gov/npsasschool>
2. Click **Log in** on the Home page.
3. Enter your IPEDS UNITID as your username and your unique password (listed above) and click **Login**.
4. From the Data Entry Tasks menu, click **fieldCADE** to view (or print) the list of sampled students.

Student Cover Letter

February 3, 2021

NPSAS:08
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American Association of State
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American Council on Education

Association for Institutional
Research

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Sciences

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National Association of State
Universities and
Land-Grant Colleges

National Association of Student
Financial Aid Administrators

New England Board of Higher
Education

Southern Regional Education
Board

State Higher Education
Executive Officers

The United Negro College Fund

Western Interstate Commission
for Higher Education

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip»

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

I am writing to ask you to participate in an important study that will help determine how students and their families meet the cost of education beyond high school. For your participation, I would like for you to complete a questionnaire over the Internet. On average, the questionnaire takes about 25 minutes to complete.

When you access the questionnaire on the Internet, you will be asked questions about how you paid for your school expenses during the 2007–2008 school year, including whether you received financial aid. If you received financial aid, you will be asked whether the amount of aid was enough to meet your educational expenses. If you did not receive financial aid, you will be asked about how you met your school expenses.

Students from all types of institutions and all financial situations have been randomly selected to participate in the 2008 National Postsecondary Student Aid Study. Your responses along with those of other selected students will represent responses of all students enrolled in postsecondary education. Therefore, your participation in this study is critical.

To complete the questionnaire over the Internet, go to: <https://surveys.nces.ed.gov/npsas>. Type the study ID and password (provided below) on the Home/Login page, and Press “Enter” or click “Login” to begin the questionnaire.

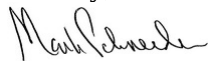
RTI International (RTI) of North Carolina is conducting the study for the U.S. Department of Education. To express our appreciation, **a \$30 check will be mailed to you, if you complete the questionnaire by «EarlyIncDate»**. If you are unable to complete the survey by that date, an RTI interviewer will call you to complete the questionnaire by telephone.

Participation in this study is voluntary and will not affect any aid or any benefits you receive. The enclosed pamphlet answers many common questions about the study and contains additional information on laws and procedures that protect the confidentiality of your responses.

If you have questions about the study, you can visit our web site at <https://surveys.nces.ed.gov/npsas>, you can call us toll-free at 1-877-NPSAS-NOW (1-877-677-2766), or you can e-mail us at npsas@rti.org. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD).

We sincerely appreciate your participation and thank you in advance for helping us conduct this very important study.

Sincerely,



Mark Schneider
Commissioner
National Center for Education Statistics
Enclosures

Go to: <https://surveys.nces.ed.gov/npsas/>

Your study ID: «caseid»

Your password: «password»m

Please enter upper/lower case letters as they appear. If you are using a pop-up blocker you will need to temporarily disable it to access the questionnaire before logging in.

NPSAS:08

Patrocinado por:American Association of
Collegiate Registrars and
Admissions OfficersAmerican Association of
Community CollegesAmerican Association of State
Colleges and UniversitiesAmerican Council on
EducationAssociation for Institutional
ResearchAssociation of American
Colleges and UniversitiesAssociation of Catholic
Colleges and UniversitiesAssociation of Schools of
Allied Health Professions

Career College Association

The Carnegie Foundation for
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Arts and SciencesNational Association of
College and University
Business OfficersNational Association for Equal
Opportunity in Higher
EducationNational Association of
Independent Colleges and
UniversitiesNational Association of State
Universities and
Land-Grant CollegesNational Association of
Student Financial Aid
AdministratorsNew England Board of Higher
EducationSouthern Regional Education
BoardState Higher Education
Executive OfficersThe United Negro College
FundWestern Interstate
Commission for Higher
Education

Estimado(a) «fname» «lname»:

Le estoy escribiendo para pedirle que participe en un importante estudio que ayudará a determinar cómo los estudiantes y sus familias costean los gastos de educación después de la secundaria o "high school". Para que participe, me gustaría que completara un cuestionario en la red o Internet. En promedio, el cuestionario toma alrededor de 25 minutos en completarse.

Cuando tenga acceso al cuestionario en Internet, le harán preguntas sobre la forma como pagó por los gastos de sus estudios durante el año académico 2007-2008, incluyendo si recibió ayuda financiera. Si recibió ayuda financiera, le harán preguntas para saber si la cantidad de ayuda que recibió fue suficiente para pagar los gastos educacionales. Si no recibió ayuda financiera, le preguntarán sobre la forma como pagó los gastos escolares.

Estudiantes provenientes de todo tipo de instituciones y de diferentes situaciones financieras han sido seleccionados al azar para participar en el Estudio Nacional de Ayuda a Estudiantes de Postsecundaria 2008. Sus respuestas, así como las de otros estudiantes seleccionados, representarán las respuestas de todos los estudiantes matriculados en educación postsecundaria. Por lo tanto, su participación en este estudio es muy importante.

Para completar el cuestionario en Internet:

Vaya a: <https://surveys.nces.ed.gov/npsas> (disponible en inglés solamente)

En la página principal (Home/Login), ponga el número de identificación del estudio y la contraseña que se encuentran al final de esta carta. Luego presione "Enter" o haga un clic en "Login" para comenzar el cuestionario.

RTI International (RTI) de Carolina del Norte está llevando a cabo el estudio para el Departamento de Educación de los Estados Unidos. Para expresar nuestro agradecimiento, **se le enviará por correo un cheque por \$30 dólares si completa el cuestionario a más tardar el <EARLY INC DATE>**. Si no puede completar el cuestionario para esa fecha, un(a) entrevistador(a) de RTI le llamará para completar el cuestionario por teléfono.

La participación en este estudio es voluntaria y no afectará cualquier ayuda o beneficios que usted recibe. El folleto que adjuntamos a la presente contesta las preguntas más comunes sobre el estudio y contiene información adicional sobre las leyes y procedimientos que protegen la confidencialidad de sus respuestas.

Si tiene preguntas sobre el estudio, puede visitar el sitio de Internet (disponible en inglés solamente) <https://surveys.nces.ed.gov/npsas>, o nos puede llamar al número de teléfono gratuito 1-877-677- 2766 (1-877-NPSAS-NOW), o nos puede enviar un correo electrónico a npsas@rti.org. Personas con problemas de audición o de habla pueden llamarnos al número gratuito 1-877-212-7230 (Línea TDD, por sus siglas en inglés).

Apreciamos sinceramente su participación y le agradecemos de antemano por ayudarnos a realizar este importante estudio.

Atentamente,



Mark Schneider
Comisionado
Centro Nacional de Estadísticas de Educación
Anexos

Vaya a: <https://surveys.nces.ed.gov/npsas>
No. de identificación del estudio: «caseid»
Su contraseña: «password»m
Por favor, registre las letras ya sea en minúsculas o en mayúsculas como se muestran. Si está usando un bloqueador de ventanas emergentes (pop-up blocker), tendrá que desactivarlo temporalmente antes de entrar al sistema para así poder tener acceso al cuestionario.

Reminder Postcard



**2008
National
Postsecond
ary Student
Aid
Study**

PO Box 12194
Research Triangle Park, NC 27709-2194
RTI Project #0209777.100.236

ADDRESS SERVICE REQUESTED

«fname» «mname» «lname»
«Addr1»
«Addr2»
«City», «state» «zip»

«caseid»/«panelinfo»



**2008
National
Postsecondary
Student
Aid
Study**

Recently, we sent you information on how to complete the interview for the 2008 National Postsecondary Student Aid Study. RTI is conducting this study for the U.S. Department of Education's National Center for Education Statistics. If you have already completed the interview, we would like to thank you. Your assistance is very much appreciated.

If you have not yet completed your interview, we would like to remind you that if you complete the interview by «IncentiveDt», you will receive «incentive» as a token of our appreciation. To complete a web interview over our secure website, log on to <https://surveys.nces.ed.gov/npsas/>.

If you have any questions or problems completing your web interview, or would like to complete the interview over the telephone with a professionally trained interviewer, please contact the NPSAS Help Desk at 1-877-677-2766.

Thank you.

Who is conducting the study?

The 2008 National Postsecondary Student Aid Study (NPSAS:08) is sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES) in the Institute of Education Sciences. The study is conducted under contract by RTI International (RTI), a nonprofit research organization located in North Carolina.

Who is included in the study?

NPSAS:08 consists of a sample of 135,000 students randomly selected from enrollment lists at approximately 1,900 postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

When will the study be conducted?

Institutions were initially contacted beginning in fall 2007 to take part in NPSAS:08. Beginning in spring 2008, sampled students will be contacted to complete the web-based interview. Students who do not complete the self-administered web-based interview within 2 weeks will be contacted by a professionally trained telephone interviewer and asked to complete the interview over the telephone.

Why should I participate?

Participation in this study is voluntary. Your participation, however, is essential to making this study a success. Your responses will help policymakers, researchers, counselors, and others better understand and meet the financial needs of the 17 million students enrolled in postsecondary institutions in the United States and Puerto Rico. As such, your feedback is particularly important.

How can I participate?

You may complete the interview in one of two ways:

1. Log in to the website at <https://surveys.nces.ed.gov/npsas/>.

Once at the site, from the Home/Login page, enter your study ID and password, available on the letter or e-mail you received. If you need assistance with accessing the interview on the website, please call the NPSAS Help Desk at 1-877-NPSAS-NOW (1-877-677-2766) or contact us via e-mail at npsas@rti.org.

2. Complete the interview over the phone.

We encourage web completion but, if you prefer, you may complete the interview by telephone with a

professionally trained interviewer from RTI. You may choose to complete the telephone interview when our staff call, or you can make an appointment to complete the interview at a more convenient time. You may e-mail questions to RTI staff at npsas@rti.org or call the NPSAS Help Desk at 1-877-NPSAS-NOW (1-877-677-2766) with best times to do the interview.

How long will this take?

On average, you should complete either the self-administered interview or the telephone interview in about 25 minutes. Web interview time may vary depending on your Internet connection speed. If you do not have access to a computer with a fast connection, you may prefer to call the Help Desk to complete the interview by telephone.

Will my answers be kept confidential?

Interview responses, combined with student record information (e.g., enrollment characteristics and financial aid data), may be used only for statistical purposes and may not be disclosed, or used, in personally identifiable form for any other purpose, unless otherwise compelled by law.

The following procedures have been implemented to ensure the confidentiality of your responses:

- Your answers are secured behind firewalls and are encrypted during Internet transmission using Secure Sockets Layer (SSL) protocol. All data entry modules are password protected and require the user to log in before accessing confidential data.
- Project staff may be severely fined or imprisoned for disclosure of individual responses.
- Confidentiality procedures are reviewed and approved by RTI's Institutional Review Board (Committee for Protection of Human Subjects).

How can I get a copy of the results?

Publications from previous studies are currently available from the NCES website at <http://nces.ed.gov/surveys/npsas/>. Reports can be downloaded or ordered at no charge.

Current titles of interest include the following:

Student Financing of Undergraduate Education: 2003–04 (NCES 2006-186)

Student Financing of Graduate and First-Professional Education, 2003–04 (NCES 2006-185)

What have we learned from prior NPSAS studies?

The following are estimates based on information from 80,000 undergraduates, 11,000 graduates, and 1,000 first-professional students enrolled at approximately 1,400 postsecondary institutions during the 2003–04 academic year.

- Sixty-three percent of all undergraduates enrolled in the 2003–04 academic year received some type of financial aid (grants, loans, work-study, or other). Those who received aid were awarded an average amount of \$7,400.
- About one-half (51 percent) of undergraduates received grants and about one-third (35 percent) took out student loans in 2003–04. Eight percent of all undergraduates received aid through work-study jobs and 7 percent received other types of aid (federal PLUS loans to parents, veterans' benefits, and job training funds).
- The average amount of grant aid received by undergraduates who were awarded grants was \$4,000 in 2003–04. Among those who took out student loans, the average amount borrowed for the 2003–04 academic year was \$5,800. The average work-study award was \$2,000.
- In 2003–04, just under three-fourths (73 percent) of all graduate and first-professional students received some type of aid, including grants, loans, assistantships, or work study. The average amount received by aided students was \$15,100.
- Doctoral students were the most likely graduate students to receive grant aid (55 percent vs. 38 percent of master's degree students and 41 percent of first-professional students) and received the largest amounts, on average (\$10,200 vs. \$4,500 and \$7,100, respectively).
- First-professional students were the most likely graduate students to take out student loans (78 percent, compared with 40 percent of master's students and 30 percent of doctoral students) and borrowed the largest amounts, on average (\$26,400 vs. \$13,500 and \$17,800, respectively).

SOURCE: Berkner, L., and Wei, C.C. (2006). *Student Financing of Undergraduate Education: 2003–04, With a Special Analysis of the Net Price of Attendance and Federal Education Tax Benefits* (NCES 2006-186). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Choy, S.P., and Cataldi, E.F. (2006). *Student Financing of Graduate and First-Professional Education, 2003–04* (NCES 2006-185). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Additional Information Letter/CATI requested Remail

February 3, 2021

«name»
«address»
«address2»
«city_state», «zip»

Study ID: «caseid»
«panelinfo»

Dear «name»:

Per your request, we are providing you with more information on the 2008 National Postsecondary Student Aid Study (NPSAS:08) that is now being conducted. Enclosed you will find a pamphlet with a brief description of NPSAS:08, findings from prior NPSAS studies, and confidentiality procedures.

To make the interview process as easy as possible for you, you may either complete the interview yourself on the web or over the telephone with one of our professionally-trained interviewers.

Please call us at **1-877-677-2766** to complete a telephone interview or, if you wish to complete the interview yourself on our secure website, log on to <https://surveys.nces.ed.gov/npsas/>. You will need the Study ID and password provided below to access the web interview.

Study ID = «caseid»
Password = «password»p

Please enter upper/lower case letters as they appear. If you are using a pop-up blocker you will need to temporarily disable it to access the questionnaire before logging in.

Please be assured that your answers will be kept confidential and protected to the fullest extent allowable under law.

Please do not hesitate to contact me directly at 1-877-677-2766 (toll-free) or by e-mail at npsas@rti.org if I can provide any additional information about the study or your interview.

Thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

Letter to Parents of Minors

February 3, 2021

Parent or Guardian of «fname» «lname»
«addr1»
«addr2»
«city», «state» «zip»

Dear Parent or Guardian,

We are pleased to inform you that your child, «fname» «lname», has been selected to participate in an education study sponsored by the National Center for Education Statistics (NCES), U. S. Department of Education. The purpose of the 2008 National Postsecondary Student Aid Study (NPSAS:08) is to provide Congress, researchers and policymakers with information about financial aid in postsecondary education. However, because «fname» is less than 18 years old, we need your permission for «fname» to participate.

Approximately 139,076 students from approximately 1906 schools across the nation have been selected to participate in NPSAS:08 during the 2007-2008 academic year. Students are being asked to complete a 25 minute questionnaire about their enrollment during the 2007-08 academic year, including questions about degree, field of study, financial aid, employment while enrolled, educational experiences, and background characteristics.

NCES is authorized by federal law (Public Law 107-279) to conduct NPSAS:08. RTI International (RTI) is a non-profit research organization in North Carolina that has been contracted by NCES to collect all data for NPSAS:08. All information collected will be kept confidential and will be protected to the fullest extent allowable under law. By law, researchers may use the data for statistical purposes only. Data will be combined to produce statistical reports for Congress and others. No individual data (e.g., names or addresses) will be reported.

Participation is voluntary. «fname» may withdraw from the study at any point. There is no penalty if «fname» decides not to participate. However, we do need your help. «fname» was selected to represent many others. «fname»'s responses are necessary to make the results of this important study accurate and timely. «fname» may refuse to answer any question that makes «fname» feel uncomfortable. While there are neither significant risks nor direct benefits to «fname» for participating, the survey may benefit all of the nation's students by providing timely data relevant to educational policy making.

If for any reason you object to «fname»'s participation, you may simply deny permission. Please fill out the enclosed form and return it as soon as possible in the postage paid envelope provided.

The enclosed brochure gives more information about the study. If you have any questions about NPSAS:08 or «fname»'s participation in the survey, please call the NPSAS Helpdesk toll-free at 1-877-677-2766. If you have questions about the rights of study participants, you may call RTI's Office for Research Protection toll-free at 1-866-214-2043.

We thank you in advance for your cooperation in this important research.

Sincerely,

National Center for Education Statistics

Estimado Padre de familia o tutor legal:

Es un placer para nosotros informarle que su hijo(a), «fname» «lname», ha sido seleccionado(a) para participar en un estudio de educación patrocinado por el Centro Nacional de Estadísticas de Educación (NCES, por sus siglas en inglés), del Departamento de Educación de los Estados Unidos. El propósito del Estudio Nacional de Ayuda a Estudiantes de Postsecundaria 2008 (NPSAS:08, por siglas en inglés), es dar información al Congreso sobre ayuda financiera durante los estudios postsecundarios y también informar sobre esto a los encargados de realizar estudios sobre la educación así como a los responsables de elaborar las políticas educacionales. Sin embargo, como «fname» es menor de 18 años, necesitamos su permiso para que <él / ella> participe.

Alrededor de 139,076 estudiantes provenientes de casi 1906 escuelas en todo el país han sido seleccionados para participar en este estudio durante el año académico 2007-2008. A los estudiantes se les pedirá completar un cuestionario de 25 minutos sobre su inscripción durante el año académico 2007-2008, incluyendo preguntas sobre su título universitario, área de estudio, ayuda financiera, situación laboral mientras estuvo inscrito(a), experiencias educacionales y otros antecedentes generales.

El Centro Nacional de Estadísticas de Educación está autorizado por ley federal (Ley Pública 107-279) para realizar el estudio. RTI International (RTI) es una organización sin fines de lucro en Carolina del Norte, que realiza estudios y que ha sido contratada por el Centro Nacional de Estadísticas de Educación para recopilar datos para el Estudio Nacional de Ayuda a Estudiantes de Postsecundaria 2008. Toda la información que obtengamos se mantendrá en forma confidencial y será protegida hasta donde lo permita la ley. Por ley, las personas encargadas del estudio pueden usar los datos sólo para propósitos estadísticos. La información será combinada para producir reportes estadísticos para el Congreso y otras instituciones. No se reportará ningún tipo de información individual (por ejemplo, nombres o direcciones).

La participación es voluntaria. Su hijo(a) puede retirarse del estudio en cualquier momento. No habrá ninguna consecuencia si su hijo(a) decide no participar. Sin embargo, nosotros necesitamos su ayuda. Su hijo(a) fue seleccionado(a) para representar a muchas otras personas. Sus respuestas son necesarias para hacer que los resultados de este importante estudio sean precisos y actuales. Su hijo(a) se puede rehusar a contestar cualquier pregunta que pueda hacerle sentir incómodo(a). A pesar de que no existen mayores riesgos o beneficios directos para su hijo(a) por participar, esta encuesta puede beneficiar a todos los estudiantes de la nación al proporcionar información precisa y significativa para la creación de políticas educacionales.

Si por alguna razón usted se opone a la participación de su hijo(a), simplemente puede negar su permiso. Por favor, complete el formulario adjunto y devuélvalo a la mayor brevedad posible en el sobre con franqueo pagado que adjuntamos a la presente.

El folleto que adjuntamos le da más información sobre el estudio. Si usted tiene alguna pregunta sobre el Estudio Nacional de Ayuda a Estudiantes de Postsecundaria 2008 o sobre la participación de su hijo(a) en la encuesta, por favor llame al número gratuito de ayuda del estudio al 1-877-677-2766. Si usted tiene alguna pregunta sobre los derechos de los participantes en estudios, puede llamar a la Oficina de RTI para la Protección de Participantes en Estudios, al teléfono gratuito 1-866-214-2043.

Le agradecemos de antemano por su cooperación en este importante estudio.

Atentamente,

Centro Nacional de Estadísticas de Educación

Parent Consent Form

The 2008 National Postsecondary Student Aid Study (NPSAS:08)

Please check the line that indicates your decision about your teenager's participation in the NPSAS:08 study and complete the rest of the form.

PLEASE RETURN THIS FORM IN THE POSTAGE PAID ENVELOPE AS SOON AS POSSIBLE.

Please check only one:

_____ **I GIVE PERMISSION** for _____ to participate in the 2008 National Postsecondary Student Aid Study (NPSAS:08)

Or

_____ **I DO NOT GIVE PERMISSION** for _____ to participate in the 2008 National Postsecondary Student Aid Study (NPSAS:08)

Signature of parent or guardian: _____ Date: _____

PLEASE PRINT:

Name of Parent or Guardian: _____

(_____) _____
Area code Telephone number

Student First and Last Name: _____

School Name: _____

FOR OFFICE USE ONLY:

Student ID: _____

Estudio Nacional de Ayuda a Estudiantes de Postsecundaria 2008 (NPSAS:08)

Por favor, revise la línea que indica su decisión en cuanto a la participación de su hijo(a) adolescente en el Estudio Nacional de Ayuda a Estudiantes de Postsecundaria 2008 y complete el resto del formulario.

POR FAVOR, DEVUELVA ESTE FORMULARIO EN EL SOBRE CON FRANQUEO PREPAGADO TAN PRONTO COMO SEA POSIBLE.

Por favor, seleccione sólo una respuesta:

_____ **DOY MI PERMISO** para que _____ participe en el Estudio Nacional de Ayuda a Estudiantes de Postsecundaria 2008 (NPSAS:08)

O

_____ **NO DOY MI PERMISO** para que _____ participe en el Estudio Nacional de Ayuda a Estudiantes de Postsecundaria 2008 (NPSAS:08).

Firma del padre/de la madre o tutor legal: _____ (Date)

POR FAVOR, ESCRIBA EN LETRA TIPO IMPRENTA:

Nombre del padre/de la madre o tutor legal: _____

(_____) _____
Código de área Número de teléfono

Nombre del estudiante: _____

Nombre de la escuela: _____

SÓLO PARA USO DE LA OFICINA (OFFICE USE ONLY):

Número de identificación del estudiante (Student ID): _____

Incentive Letter

February 3, 2021

«name»
«address»
«address2»
«city_state» «zip»

Study ID: «CaseID»
NP08 «panelinfo»

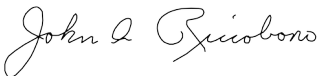
Dear «name»:

On behalf of the U.S. Department of Education and the staff of the National Postsecondary Student Aid Study, I would like to thank you for completing your NPSAS interview. Your participation in this study is very important to ensuring its success. Enclosed you will find a check for \$«amount» to reimburse you for your time completing the interview.

Please do not hesitate to contact me directly at 1-866-667-2704 if I can provide any additional information or assistance.

Again, thank you for your time and willingness to participate.

Sincerely,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

Refusal/Hard to Reach Letter

February 3, 2021

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip»

Study ID: «caseid»
«panelinfo»

Dear «fname»,

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the 2008 National Postsecondary Student Aid Study (NPSAS:08), conducted by RTI International. By completing the questionnaire, you will make an important contribution to research that will help determine how students and their families meet the cost of education beyond high school. **Please note that once you complete the questionnaire, will mail you a check for \$30.**

To complete the questionnaire, you can reach a telephone interviewer at RTI International by calling our help desk toll-free 1-877-677-2766. Interviewers are available Monday through Thursday from 9:00 am to 11:00 pm Eastern time, Friday from 9:00 am to 9:00 pm Eastern time, Saturday from 10:00 am to 6:00 pm Eastern time, and Sunday from 1:30 pm to 9:30 pm Eastern time. You can also complete the questionnaire at any time via the NPSAS:08 Website:

1. Go to <https://surveys.nces.ed.gov/npsas>
2. Enter your study ID: «caseid»
3. Enter your password: «password»o
4. Click “Login” to begin the interview

Please enter upper/lower case letters as they appear. If you are using a pop-up blocker you will need to temporarily disable it to access the questionnaire before logging in.

The questionnaire only takes about 25 minutes, on average. Participation in this study is voluntary and will not affect any aid or any benefits you receive. The enclosed pamphlet answers many common questions about the study and contains additional information on laws and procedures that protect the confidentiality of your responses. If you have any questions about the study, you can visit the NPSAS:08 website, or you can e-mail us at npsas@rti.org. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD). If you have any questions about your rights as a study participant, you can call RTI's Office of Research Protection toll-free at 1-866-214-2043.

We greatly appreciate your participation in this important research!

Sincerely,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

Prompting Letter

February 3, 2021

«stu_name»
«stu_addr1»
«stu_addr2»
«stu_city», «stu_state» «stu_zip»

Study ID: «caseid»
«panelinfo»

Dear «stu_name»:

We are writing to ask that you take a few moments to complete your interview for the 2008 National Postsecondary Student Aid Study (NPSAS:08), conducted by RTI International. By completing the questionnaire, you will make an important contribution to research that will help determine how students and their families meet the cost of education beyond high school. «fill1»

You may call us toll-free at **1-877-677-2766** to complete the interview with one of our professional telephone interviewers. Interviewers are available Monday through Thursday from 9:00 am to 11 pm Eastern time, Friday from 9:00 am to 9:00 pm Eastern time, Saturday from 10:00 am to 6:00 pm Eastern time, and Sunday from 1:30 pm to 9:30 pm Eastern time. You can also complete the questionnaire at any time via the NPSAS:08 Website:

1. Go to <https://surveys.nces.ed.gov/npsas>
2. Enter your study ID: «caseid»
3. Enter your password: «password»q
5. Click “Login” to begin the interview

Please enter upper/lower case letters as they appear. If you are using a pop-up blocker you will need to temporarily disable it to access the questionnaire before logging in.

The questionnaire only takes about 25 minutes, on average. Participation in this study is voluntary and will not affect any aid or any benefits you receive. If you have any questions about the study, you can visit the NPSAS:08 web site, or you can e-mail us at npsas@rti.org. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD). If you have any questions about your rights as a study participant, you can call RTI's Office of Research Protection toll-free at 1-866-214-2043.

Thank you in advance for making NPSAS:08 a success.

Sincerely,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

Final Letter

February 3, 2021

«stu_name»:
«stu_addr1»
«stu_addr2»
«stu_city», «stu_state» «stu_zip»

Study ID: «caseid»
«panelinfo»

Dear «stu_name»:

We have been trying to contact you in recent weeks to ask you to complete a questionnaire for the 2008 National Postsecondary Student Aid Study (NPSAS:08), conducted by RTI International on behalf of the National Center for Education Statistics, U.S. Department of Education. NPSAS collects information on how students and their families pay for their education beyond high school.

Time is running out. Data collection for NPSAS ends on . If you complete the questionnaire before then **you will receive a check for \$30**. The questionnaire takes about 25 minutes to complete on average.

You may call us toll-free at **1-877-677-2766** to complete the questionnaire with one of our telephone interviewers. Or, you can complete the questionnaire at any time via the NPSAS:08 Website: <https://surveys.nces.ed.gov/npsas>

Enter your study ID: «caseid»

Enter your password: «password»s

Please enter upper/lower case letters as they appear. If you are using a pop-up blocker you will need to temporarily disable it to access the questionnaire before logging in.

Your responses will be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. If you have questions about the study, you can visit the NPSAS:08 web site, or you can e-mail us at npsas@rti.org. If you have questions about your rights as a study participant, you can call RTI's Office of Research Protection toll-free at 1-866-214-2043.

Thank you in advance for your participation in this important study. With input from individuals like you we can improve our ability to help others receive an education beyond high school.

Sincerely,



John Riccobono, Ph.D.
Project Director, NPSAS
RTI International

Appendix F

Endorsing Associations for NPSAS:08

Endorsing Associations for NPSAS:08

- American Association of Collegiate Registrars and Admissions Officers
- American Association of Community Colleges
- American Association of State Colleges and Universities
- American Council on Education
- Association for Institutional Research
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of Schools of Allied Health Professions
- Career College Association
- The Carnegie Foundation for the Advancement of Teaching
- The College Board
- Council of Graduate Schools
- The Council of Independent Colleges
- Hispanic Association of Colleges and Universities
- Midwestern Higher Education Compact
- National Accrediting Commission of Cosmetology Arts and Sciences
- National Association of College and University Business Officers
- National Association for Equal Opportunity in Higher Education
- National Association of Independent Colleges and Universities
- National Association of State Universities and Land-Grant Colleges
- National Association of Student Financial Aid Administrators
- New England Board of Higher Education
- Southern Regional Education Board
- State Higher Education Executive Officers
- The United Negro College Fund
- Western Interstate Commission for Higher Education