

C. Overview of Analysis Topics and Survey Items

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

Table 9. Data elements

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

See notes at end of table.

Table 9. Data elements—Continued

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

See notes at end of table.

Table 9. Data elements—Continued

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

See notes at end of table.

Table 9. Data elements—Continued

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

See notes at end of table.

Table 9. Data elements—Continued

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

See notes at end of table.

Table 9. Data elements—Continued

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

See notes at end of table.

Table 9. Data elements—Continued

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

See notes at end of table.

Table 9. Data elements—Continued

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

See notes at end of table.

Table 9. Data elements—Continued

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

See notes at end of table.

Table 9. Data elements—Continued

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

See notes at end of table.

Table 9. Data elements—Continued

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

References

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

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