**Memorandum United States Department of Education**

 **Institute of Education Sciences**

 National Center for Education Statistics

DATE: February 17, 2009

TO: Kashka Kubzdela, NCES

FROM: Ted Socha

 Postsecondary Studies Division, NCES

# SUBJECT: Summary of changes for full-scale data collection for B&B:08/09

OMB forms clearance (No. 1850-0729 v2) was received in February 2008 for the field test and full-scale data collections of the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09). This memo serves to summarize the planned changes to the full-scale data collection as they relate to what was approved previously.

Overview

B&B:08/09 is the first follow-up study of baccalaureate recipients identified as part of the 2008 National Postsecondary Student Aid Study (NPSAS:08). The 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) sample will consist of those students who were eligible to participate in NPSAS:08 and completed requirements for a bachelor’s degree during the 2007–08 academic year at postsecondary institutions in the United States, the District of Columbia, and Puerto Rico.

The primary purpose of the B&B series of studies is to focus on the value of obtaining bachelor’s degrees, and to track the paths of recent graduates into employment and additional education. This submission to OMB requests approval for the planned changes to the previously obtained clearance (OMB No. 1850-0729 v2). NPSAS and the B&B longitudinal study are authorized under the Education Sciences Reform Act of 2002 (P.L. 107-279, Title 1 Part C), and Section 183 of the Education Sciences Reform Act of 2002.

The B&B:08/09 study involves two data collection components: a transcript collection that collects postsecondary transcripts from each of the sample members (NPSAS graduating institutions only) and the sample members will be interviewed using a telephone- or web-based interview, scheduled to begin in July 2009. The full-scale transcript collection received OMB clearance along with the field test submission in February 2008 and is currently underway. Additional data for the B&B:08/09 sample will be obtained from a variety of extant data sources, including the Central Processing System (CPS), the National Student Loan Data System (NSLDS), Pell grant files, and the National Student Clearinghouse (NSC).

Previous iterations of the B&B first follow-up interview have laid the foundation for a large majority of the survey items for which we will be seeking information, so much will be simply carried-over or updated. Questions will cover topics related to finances and indebtedness, transition to employment and/or graduate education, family formation, volunteerism, and career plans. For those sample members in the teaching occupation, the interview will also cover their teacher preparation, experiences and job satisfaction relating to their first year in field. The data elements submitted for the full-scale study have been developed based on feedback from the Technical Review Panel (TRP) held in November 2008.

Summary of Planned Changes:

This section summarizes the changes planned for the B&B:08/09 full-scale data collection. Topics addressed include the incentive plan, the sample design, the final data elements, and estimated burden. Supporting documentation is provided in attachments and referenced in the sections below.

First, based on the results of the field test evaluations, some revisions have been made to the mailout and incentive plans. Attachment A provides the results of each experiment. Outlined below are the recommended changes based on those results.

* Data collection notification materials will be sent to sample members in a plain US Department of Education 9” x 12” large envelope.
* During the early response period, sample members will be offered a $5 prepaid cash incentive, followed by a $30 postpaid check upon early survey completion (the first four weeks of data collection.)
* Incentives will be offered for interviews completed during the early response period and the nonresponse conversion period. No incentives will be offered during production—time period between early response and nonresponse—interviewing.
* All incentive offers made after the early response period will be promised rather than prepaid.

 Second, there have been some changes in the sample design planned for the B&B:08/09 full scale data collection. The revised sample design is provided in Attachment B. In summary, the following revisions to the design are planned.

* The expected sample size has been decreased from 23,600 to 17,312 due to a lower number of students being confirmed in the NPSAS:08 base year study as completing bachelor’s degree requirements during the 2007-08 academic year.
* The expected eligibility rate has been increased to 99 percent from the 90 percent stated in the original OMB submission because transcript data will be used to help determine cohort eligibility.
* The expected response rate has been decreased to 86 percent from the original estimate of 90 percent based on a review of prior B&B 1-year follow-ups and the field test results.

Third, as stated above, the final set of full-scale data elements was developed with feedback from the TRP during their meeting in November 2008. The revised set of elements, with changes from the field test instrument noted, is provided in Attachment C. Of note is a new set of items related to language course taking and proficiency, that has been added to better understand the labor market outcomes of recent graduates entering the workforce where foreign language skills are now considered essential career skills (Attachment D). The majority of these items come from the National Assessments of Adult Literacy (NAAL) and, therefore, have been fielded already with a slightly different – adults ages 16 and above -- but overlapping population.

Also noteworthy is the handling of the TEACH and SMART grant items following the NPSAS:08 base year interview. Using administrative data sources, those who received TEACH grants will be identified in the first follow-up study, making it possible to track their entry into teaching through the TEACH program. Because SMART grant program participation is limited to undergraduate enrollment, there will be few newly qualified SMART grant recipients in the B&B first follow-up interview to permit analysis. Consequently, those items were recommended for deletion by the TRP. However, in order to allow longitudinal analysis, a flag will be retained on the data file identifying base year participants in the SMART grant program.

To ensure item quality once the interview has been programmed (May 2009), cognitive testing will be performed on the entire instrument with a group of 9 participants, including six who are prequalified to answer the full set of language items. Although the items contained in the B&B survey have either been used in other NCES surveys, the cognitive testing will inform us about the appropriateness of the items, particularly the new items (e.g. recession items, language items), and the approach for the B&B cohort as well as the usability of the instrument. Any needed modifications will be made prior to the start of data collection in July 2009.

And finally, as shown in Attachment E, the student interview is expected to require an average of 25 minutes per response, a decrease of 5 minutes from the original submission, with a range of times from 10 to 45 minutes. From the anticipated starting sample of 17,312, 14,722 interviews are expected for a total burden of 6,134. That burden estimate is 3,416 hours less than stated in the initial submission.

Attachment A

Results of Field Test Experiments

Three experiments were conducted during the B&B:08/09 field test. These experiments assessed the following questions:

* Would study materials sent via Priority Mail produce higher participation rate during the early response period than materials sent in a large 9” x 12” envelope via regular mail?
* Would a $5 prepaid cash or check incentive ($5 up front, followed by a promised $30 check for NPSAS:08 interview respondents or $50 check for NPSAS:08 interview nonrespondents upon interview completion) produce higher participation rate during the early response period than those who were offered the promise of a $35 or $55 incentive check upon interview completion?
* Would a $20 production incentive—or $40 for NPSAS:08 interview nonrespondents—produce higher participation rates during the production phase than no production incentive?

### Analysis of Priority Mail

To test the impact of the visibility of mailout materials on participation rates, [[1]](#footnote-2) the field test sample was randomly assigned to two groups prior to the start of data collection: one group received the initial study materials via regular mail in a large envelope, and the other group received the same materials via Priority Mail also delivered in a large envelope.

Table 1 presents the results of this experiment. Overall, those who received the study materials via Priority Mail envelope had an early participation rate of 43 percent, compared with a participation rate of 41 percent for those who received via regular mail. There is no indication of a statistically significant difference in the early participation rate between the two types of mailing materials.

Table 1. Early participation rates, by type of mailing: 2008

| Type of initial mailing | Eligible sample | Participated |
| --- | --- | --- |
| Number | Percent |
| All cases | 1,820 | 760 | 41.6 |
| Priority Mail | 910 | 390 | 42.6 |
| Regular Mail | 910 | 370 | 40.8 |

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

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### Analysis of Prepaid Incentives

The effectiveness of a prepaid incentive was also examined in the field test. Prior to the start of data collection, the field test sample was randomly assigned to one of three groups: one group received $5 prepaid cash with promise of a $30 check upon completion, one group received $5 prepaid check with promise of a $30 check, and the other group received only the promise of a $35 check. Sample members had to complete the interview during early response period in order to receive their promised checks. In addition, all NPSAS:08 interview nonrespondents were offered an additional $20 to complete the interview during the early response period. That is, if they were assigned to the $5 prepaid cash or check incentive group, they were offered a $50 check on interview completion. If they were assigned to the no prepaid group and completed the interview within the early response period, they were offered a $55 check on interview completion.

Table 2 presents the results of the prepaid incentive experiment. Overall, the $5 cash group had a significantly higher participation rate (49 percent) during early response period than both the $5 check group (37 percent, *z* = 3.54, *p <* .01) and the promised group (41 percent, *z* = 2.81, *p <* .01). For NPSAS:08 interview respondents, the participation rates were also significantly higher for the $5 cash incentive (61 percent) than for the $5 check incentive (47 percent, *z* = 3.30, *p <* .01) or the promised incentive (52 percent, *z* = 2.49, *p <* .01). Participation rates followed this same trend for NPSAS:08 interview nonrespondents but the differences were not significant.

Aside, a nominal negative relationship was observed in response between those offered a $5 prepaid check compared to those not offered an incentive at all, but it was not statistically significant. That said, the result is still bewildering since it was not in the expected direction, i.e. those not incentived yielded a better response rate than those who were. (This trend was observed for both NPSAS respondents and nonrespondents.)

Table 2. Early participation rates, by prepaid incentive status: 2008

|  | Overall |  | NPSAS interview respondents |  | NPSAS interview nonrespondents |
| --- | --- | --- | --- | --- | --- |
| Eligible | Partici-pated | Percent | Eligible | Partici-pated | Percent | Eligible | Partici-pated | Percent |
|  $5 cash | 450 | 220 | 48.5 |  | 310 | 190 | 60.5 |  | 150 | 40 | 23.6 |
|  $5 check | 460 | 170 | 36.9 |  | 310 | 140 | 47.2 |  | 150 | 20 | 16.0 |
|  Promised | 910 | 370 | 40.5 |   | 610 | 320 | 51.8 |   | 300 | 50 | 17.7 |

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

### Analysis of Production Incentives

Prior results from other studies (BPS:04/06 field test) suggested that paying an incentive during the production interviewing phase of data collection does increase the likelihood that sample members will participate. The effect, however, was not a strong one. Consequently, the experiment was conducted again for the B&B:08/09 field test. Prior to data collection, the field test sample was randomly assigned to a production incentive group according to their NPSAS interview response status. NPSAS respondents were randomly assigned a $0 or $20 production incentive, while NPSAS nonrespondents were randomly assigned a $0 or $40 production incentive. Once the early response period ended, interviewers began contacting the remaining sample members to complete the interview over the telephone. Sample members were notified of the production incentive (if one was assigned to them) by an interviewer, or through an e-mail and/or letter.

Table 3 presents the results of the production incentive experiment. No significant difference was found between the $0 and $20 groups for NPSAS respondents, or between the $0 and $40 groups for NPSAS nonrespondents.

Table 3. Interview participation rates, by production incentive status: 2008

| Type of production incentive | Eligible sample | Participated |
| --- | --- | --- |
| Number | Percent |
| NPSAS interview respondents |  |  |  |
| $0 | 610 | 67 | 11.0 |
| $20 | 610 | 65 | 10.7 |
| NPSAS interview nonrespondents |  |  |  |
| $0 | 300 | 21 | 7.1 |
| $40 | 300 | 22 | 7.4 |

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test.

# Attachment B

## Revised Full-Scale Sample DesignSampling Specifications for the Full-Scale Study

### **Section A. Introduction**

Identification of the B&B:08/09 full-scale sample requires a multi-stage process that began, first, with selection of the NPSAS:08 sample of institutions and was followed by selection of students within institutions. The third and final stage is a B&B-specific activity that will confirm the cohort eligibility of sample members identified during NPSAS as baccalaureate recipients during the 2007–08 academic year. The sampling specifications presented here describe that confirmation process. Section B describes the target population and Section C details the specific sample design to be applied in identifying the B&B:08 cohort.

### **Section B. B&B:08 Target Population**

B&B-eligible persons are individuals who completed requirements for the bachelor’s degree from NPSAS-eligible institutions between July 1, 2007 and June 30, 2008 and were awarded their baccalaureate degree by the institution from which they were sampled no later than June 30, 2009. This definition provides theoretically complete coverage of the population of students completing their degree requirements during the 07-08 academic year because every completer is associated with one 4-year institution on the NPSAS sampling frame, i.e., there is no student multiplicity. Moreover, it assigns a known and well-defined probability of selection for each student in the B&B sample. Through the institution awarding the degree, each completer has exactly one linkage to the B&B sampling frame. Consequently, although NPSAS sample weights must include a multiplicity adjustment to account for multiple linkages to the NPSAS sampling frame, the B&B sample weights need not.

### **Section C. B&B:08 Sample Design**

The B&B:08 sample will consist of all students who completed requirements for the bachelor’s degree at any time between July 1, 2007 and June 30, 2008. Eligibility for the B&B:08 full-scale cohort will be based primarily on information obtained from the student’s transcript. Lacking a transcript, eligibility will be based on responses provided during the NPSAS:08 student interview. Without either the transcript or the interview, eligibility will be based on the student’s institutional record obtained through NPSAS:08 CADE or the enrollment list provided by the NPSAS institution at the time of student sampling.

There are other data sources, such as the Central Processing System (CPS) and the National Student Clearinghouse (NSC) that might provide information on degree completion, but the value of these sources is unknown. These sources will be evaluated through the course of the study and will not be used to confirm cohort eligibility. Table 8 shows the distribution of the 25,000 NPSAS:08 sample members who are potentially eligible for membership in the B&B cohort according to their current interview, CADE, and/or enrollment list status. It should be noted that the B&B:08 sample is not intended to be representative at the state level.

The final step in identifying the B&B:08 sample will occur in the spring of 2009, in time to begin student contacting in June. At the time of sample selection, the transcript collection will be nearing completion, and B&B eligibility based on transcripts will be known for most of the potential B&B:08 sample members. Transcripts are expected for about 90% of the 25,000 students for whom transcripts were requested.

The sample sizes presented in this document are based on the B&B:08/09 field test results, and will be updated prior to sample selection based on transcript results to date. Applying the rates observed in the field test, of the 18,005 students who were confirmed in the NPSAS full-scale interview to be B&B eligible, we expect about 81.1 percent (14,597) to have a transcript that confirms eligibility, 6.6 percent (1,193) to be ineligible based on transcripts, and 12.3 percent (2,215) to not have a transcript. Table 9 shows the expected transcript status of the B&B:08 sample with baccalaureate receipt confirmed in the NPSAS:08 interview.

In order to have full population coverage of the B&B sample, a subsample of 500 of the 7,000 NPSAS:08 interview nonrespondents who were either confirmed in CADE to be degree candidates or listed by the NPSAS sample institution as bachelor’s degree candidates will be selected. A subsample size of 500 has been typical for the NCES postsecondary longitudinal studies (B&B and BPS). Because the subsample will not be analyzed separately, 500 is a sufficient size to ensure that the full sample is representative of all baccalaureate recipients. Also, because the response rate for sample members who were NPSAS interview nonrespondents is expected to be lower than the response rate for NPSAS interview respondents, a larger subsample size is likely to result in a lower overall response rate.

The 7,000 NPSAS:08 interview nonrespondents will be stratified based on study respondent, transcript, CADE, and list statuses. Within each stratum the nonrespondents will be sorted by institution sector to ensure representation of the sample. The samples will be drawn within each stratum with probabilities proportional to the NPSAS:08 sampling weight. The sampling rates used in each stratum will be different in order to maximize response rates while also representing the various types of sample members. This approach is known to introduce some unequal weighting and, consequently, result in larger design effects, but the overall mean design effect is expected to be between 2.0 and 3.0, which is similar to past postsecondary longitudinal studies.

Based on the B&B:08/09 field test results, the highest sampling rates are expected among students who were NPSAS study respondents, are potentially eligible based on CADE or the enrollment list, and are confirmed eligible by the transcript. The next highest sampling rates will be among students who were NPSAS study respondents, are potentially eligible based on CADE or the enrollment list, but have no transcript, and among students who were not NPSAS study respondents, are potentially eligible based on CADE or the enrollment list, and are confirmed eligible by the transcript. The lowest sampling rates are expected among students who were not NPSAS study respondents, are potentially eligible based on CADE or the enrollment list, but have no transcript.[[2]](#footnote-3) Table 10 shows the estimated eligible sample and subsample sizes of the NPSAS:08 potential baccalaureate recipients without a NPSAS interview.

Table 8. Distribution of the NPSAS:08 sample by B&B eligibility

|  |  |
| --- | --- |
| NPSAS:08 B&B eligibility | Count |
| Total potentially B&B eligible | 25,045 |
|  |  |
| Baccalaureate receipt confirmed in interview | 18,005 |
| Baccalaureate receipt confirmed in CADE | 4,623 |
| Listed as potential baccalaureate recipient | 2,417 |

Table 9. Estimated transcript status of the B&B:08 sample members with baccalaureate receipt confirmed in the NPSAS:08 interview

|  |  |
| --- | --- |
| Transcript status | Count |
| Total | 18,005 |
|  |  |
| Confirmed B&B eligible | 14,597 |
| Confirmed B&B ineligible | 1,193 |
| No transcript | 2,215 |

Table 10. Estimated eligible sample and subsample sizes of the NPSAS:08 potential baccalaureate recipients without a NPSAS interview

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Study respondent | Transcript | CADE or list | Expected number eligible | Preliminary sample size |
| Total |  |  |  | 500 |
|  |  |  |  |  |
| Yes | Yes | CADE | 3,280 | 384 |
| Yes | Yes | List | 580 | 58 |
| Yes | No | CADE | 540 | 27 |
| Yes | No | List | 210 | 11 |
| No | Yes | CADE | 140 | 7 |
| No  | Yes | List | 200 | 10 |
| No | No | CADE | 60 | 2 |
| No  | No | List | 30 | 1 |

Based on the sample sizes in tables 9 and 10, it is expected that the sample size for student data collection will be about 17,310. The expected eligibility rate of these sample members is expected to be about 99 percent, which will give an eligible sample size of about 17,130. We also expect a response rate of about 86 percent among the eligible sample members, which will yield about 14,720 responding baccalaureate recipients. See table 11 for expected eligibility and response rates by base-year response status and transcript status.

Table 11. Expected eligibility and response rates, by base-year response status and transcript status

Supporting Statement Request for OMB Review (SF83i) 15

|  |
| --- |
| Sample of NPSAS:08 interview respondents |
| NPSAS:08 interview respondent | Transcript receipt | Transcript status | Count | Sample available for B&B:09 student data collection | Assumed eligibility rate from student interview | Expected eligible cases | Expected response rate | Expected interview yield |
| Y | Y | Received, confirmed B&B eligible | 14,597 | 14,597 | 100% | 14,597 | 87% | 12,699 |
| Y | Y | Received, confirmed B&B ineligible | 1,193 |   |   |   |   |   |
| Y | N | Transcript not received, eligibility unconfirmed | 2,215 | 2,215 | 92% | 2,038 | 87% | 1,773 |
|   |   | Total | 18,005 | 16,812 | 99% | 16,635 | 87% | 14,472 |
|  |  |  |  |  |  |  |  |  |
| Subsample of NPSAS:08 interview non-respondents |
| NPSAS:08 study respondent | Transcript receipt | NPSAS:08 eligibility source | Expected number eligible | Sample available for B&B:09 student data collection | Assumed eligibility rate from student interview | Expected eligible cases | Expected response rate | Expected interview yield |
| Y | Y |  CADE | 3,280 | 384 | 100% | 384 | 51% | 196 |
| Y | Y |  List | 580 | 58 | 100% | 58 | 51% | 30 |
| Y | N |  CADE | 540 | 27 | 75% | 20 | 51% | 10 |
| Y | N |  List | 210 | 11 | 75% | 8 | 51% | 4 |
| N | Y |  CADE | 140 | 7 | 100% | 7 | 51% | 4 |
| N | Y | List | 200 | 10 | 100% | 10 | 51% | 5 |
| N | N | CADE | 60 | 2 | 75% | 2 | 51% | 1 |
| N | N | List | 30 | 1 | 75% | 1 | 51% | 0 |
|   |   |  Total | 290 | 500 | 98% | 490 | 51% | 250 |
|  |  |  |  |  |  |  |  |  |
|   |   | Total Sample  |   | 17,312 | 99% | 17,125 | 86% | 14,722 |

**Attachment C**

**Proposed Full-Scale Data Elements**

|  |
| --- |
| **Changes to the B&B:09 Data Elements for Full-Scale** |
| **Data element** | **Applies to3** | **Purpose/issues** | **Changes for full scale** |
| **B&B eligibility** |  |  |  |
| Confirm received bachelor’s degree or completed requirements between July 1, 2007 and June 30, 2008? | All | Eligibility confirmation |  |
| Date received bachelor’s (month and year) | All | Eligibility confirmation |  |
|  |  |  |  |
| **Undergraduate enrollment history** |  |  |  |
| Institution granting the degree (confirm NPSAS or add code on-line) | All | Path/time to degree |  |
| Term and year first began undergraduate education  | All |  |  |
| Undergraduate enrollment at other institutions between high school and bachelor’s degree  | All |  |  |
| Names of other colleges attended (on-line coding) (up to 6) | Attended multiple |  |  |
| Terms/years attended other colleges | Attended multiple |  |  |
| Degree program and degrees attained at other colleges | Attended multiple |  |  |
| Class level at other colleges | Attended multiple |  | Dropped attendance status element, retained class level |
| Previous educational attainment prior to bachelor’s (previous certificate, associate’s, bachelor’s, other) at NPSAS[[3]](#footnote-4) | NPSAS non-respondents |  | Ask only of respondents for whom this information is not available from NPSAS and revise question wording to mimic NPSAS  |
| Dates of NPSAS attendance (month and year) | All |  |  |
| Continuous enrollment for bachelor's degree | All |  |  |
| Reasons for enrollment gaps | Stopouts |  |  |
| Reasons for attending a 2-year college | Attended a 2-year |  | Revise question wording to ask generally about reasons for 2-year institution enrollment |
| Original major at NPSAS | NPSAS non-respondents |  | Ask only of respondents for whom this information is not available from NPSAS |
| Number of times changed major | NPSAS non-respondents |  | Ask only of respondents for whom this information is not available from NPSAS and revise question wording to mimic NPSAS  |
| Final major at NPSAS | NPSAS non-respondents |  | Ask only of respondents for whom this information is not available from NPSAS |
| Transfer or multiple enrollment (transfer/multipleenrollment/both) | Attended multiple |  |  |
| Credits attempted to transfer/were accepted from other colleges | Attended multiple |  |  |
| Reasons for transferring (financial/academic/personal/location/other) | Transfers |  | Drop; not analytically useful |
| Purpose of overlapping enrollment (transfer/additional courses/additional degree/financial/other)  | Overlapping enrollment |  | Drop; not analytically useful |
|  |  |  |  |
| **Performance** |  |  |  |
| Withdrew from any course because failing | All |  |  |
| Repeated any course to improve grade | All |  |  |
| Received any incompletes | All |  |  |
| Ever on academic probation | All |  |  |
| Graduated with academic honors | All |  |  |
| Ever on Dean's list  | All |  | New |
|  |  |  |  |
| SMART grants |  |  |  |
| Received Pell grant after July 2006  | All |  | Drop all SMART and Pell grant items; the TRP recommended using this item set for NPSAS only. We will include a flag to identify SMART recipients (obtained as part of NPSAS from NSLDS) so analysts can track outcomes of B&B SMART recipients  |
| Received SMART grant 3rd/4th years  | All |  |
| Chose or changed major to qualify for SMART grant | SMART recipients |  |
| Major change from what to what | Changed major |  |
| Reason not eligible in 4th year (no Pell/not full time/notqualifying major/didn’t earn 3.0 GPA) | Received SMART 3rd year/not 4th |  |
|  |  |  |  |
| **Undergraduate student loan debt** |  |  |  |
| Confirm total amount borrowed in student loans (from NPSAS) | All | Debt and finances | Was not included in field test, will not be in full scale |
| Loan type | Borrowers |  |  |
| Amount borrowed  | Borrowers |  |  |
| Amount owed  | Borrowers |  |  |
| Currently repaying student loans | Borrowers |  |  |
| Amount of monthly payments | Repaying |  |  |
| Parents helping to repay the loans | Repaying |  |  |
| Reasons not repaying | Borrowers not repaying |  |  |
| Deferment reason | Borrowers not repaying |  |  |
| Participation in loan forgiveness program | Borrowers |  |  |
| Has the debt influenced career plans | Borrowers |  |  |
| Consider the student loan debt a worthwhile investment  | Borrowers |  |  |
|  |  |  |  |
| **Assessment of education** |  |  |  |
| Undergraduate education was worth cost | All |  |  |
| Satisfaction with quality of education from NPSAS | All |  |  |
| Satisfaction with undergraduate major choice | All |  |  |
| Current status (at time of interview) | All | Labor market outcomes |  |
| Working for pay at a full-time or part-time job |  |  |  |
| Taking courses toward a graduate or professional degree or postbaccalaureate certificate |  |  |  |
| Taking courses toward an undergraduate degree or certificate |  |  |  |
| Taking other courses, not for a formal award |  |  |  |
| Serving in an internship or training program |  |  | Drop; not analytically useful |
| Serving on active duty in the armed forces |  |  |  |
| Keeping house (full-time homemaker) |  |  |  |
| Holding a job but on temporary layoff from work or waiting to report to work |  |  |  |
| Looking for work |  |  |  |
| Traveling |  |  |  |
| Disabled |  |  |  |
| Volunteering (Peace Corps, VISTA) |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Post-baccalaureate enrollment** |  |  |  |
| Enrolled since earning bachelor’s degree | All |  |  |
| Enrolled for degree/certificate | Enrolled |  | Added; missing in FT data elements |
| When first enrolled for post-BA degree/certificate | Enrolled for degree/certificate |  | Exclude nondegree enrollees |
| Name of institution attending (on-line coding) | Enrolled for degree/certificate |  | Exclude nondegree enrollees |
| Currently enrolled | Enrolled for degree/certificate |  | Exclude nondegree enrollees |
| Degree type | Enrolled for degree/certificate |  | Exclude nondegree enrollees |
| Type of master's/doctoral/professional degree |  |  | Drop; not analytically useful |
| Degree program/field of study (on-line coding) | Enrolled for degree/certificate |  | Exclude nondegree enrollees |
| Attendance status | Enrolled for degree/certificate |  | Exclude nondegree enrollees |
| When completed/expect to complete program | Enrolled for degree/certificate |  | Exclude nondegree enrollees |
| Reasons for enrolling:- To gain further education before beginning a career- To prepare for graduate school or further education- To change your academic or occupational field- To gain further skills or knowledge in your academic oroccupational field- For licensure or certification- To increase opportunities for promotion, advancement, orhigher salary- Required or expected by employer- For leisure or personal interest | Enrolled |  | Drop; not analytically useful |
| Reason for choosing this institution(reputation/faculty/location/financial aid/can go part time/other) | Enrolled |  | Drop; not analytically useful |
| Reason for choosing this program(academic/financial/personal/other) | Enrolled |  | Was not included in field test, will not be in full scale |
| Type of financial aid received | Enrolled for degree/certificate |  | Exclude nondegree enrollees |
| Receiving any employer aid to support post-baccalaureate education | Enrolled for degree/certificate and working |  | Exclude nondegree enrollees |
| Number of hours worked per week while enrolled | Enrolled for degree/certificate and working |  | Exclude nondegree enrollees |
| Consider yourself primarily an employee or student | Enrolled for degree/certificate and working |  | Exclude nondegree enrollees |
|  |  |  |  |
| **Plans for future enrollment in degree/certificate program** |  |  |  |
| Expect to pursue a higher degree/certificate  | Not enrolled |  | Drop; behavior predictions are of limited utility |
| Reasons not going to continue education (nointerest/academic/job/financial/personal) | STEM majors only |  | Drop; dropped all STEM-related items |
| When expect to start (coming year/next year/2 years/5 years/more than 5 years) | Expect more education |  | Drop; behavior predictions are of limited utility |
| Taken GRE or other graduate/first professional entrance exam  | All |  |  |
| Type of degree/field of study expected | Expect more education |  | Drop; behavior predictions are of limited utility |
| Intended enrollment intensity | Expect more education |  | Drop; behavior predictions are of limited utility |
| Expect tuition reimbursement | Expect more education |  | Drop; behavior predictions are of limited utility |
| Reasons for delay (financial, academic/personal) | Expect more education |  | Drop; behavior predictions are of limited utility |
|  |  |  |  |
| **Other coursetaking (nondegree)** |  |  |  |
| Taken/taking formal courses (credit or noncredit) other than those taken while enrolled in a degree or certificate program  | All |  | Drop; replaced by "Enrolled in any nondegree coursework" |
| Enrolled in any nondegree coursework | All |  | New |
| Reasons for taking courses | Enrolled in nondegree coursework |  |  |
| Any of school-related costs paid by employer  | Taken/taking courses |  | Drop; not analytically useful |
|  |  |  |  |
| **Employment at time of interview** |  |  |  |
| Employed as an elementary/secondary school teacher  | Employed | Labor market outcomes | Drop; this can be determined from the occupation coder |
| Date began job |  |  |  |
| Employed full-time or part-time |  |  |  |
| Prefer to have a full-time job  | Employed PT |  |  |
| Number of jobs held currently | Employed |  |  |
| Number of jobs held since graduation |  |  |  |
| Type of occupation (on-line coding) |  |  |  |
| Type of duties (specify) |  |  |  |
| Type of industry (on-line coding) |  |  |  |
| Type of firm |  |  |  |
| Size of the company (number of employees) |  |  | Drop; not analytically useful |
| Salary (indicate per time period) |  |  |  |
| Average number of hours per week worked |  |  |  |
| Self-employed |  |  |  |
| Future plans for self-employment  |  |  | Drop; not analytically useful |
| Reasons for self-employment | Future plans for self-employment |  | Drop; only applies to a very small percentage so won't be useful data |
| College degree required to obtain this job  | Employed |  | Drop; we can get a measure of prestige from the occupation codes |
| Related to undergraduate major |  |  |  |
| Job part of career path  |  |  |  |
| Difficult to get hired | On career path |  | New |
| Type of non-career job | Not on career path |  |  |
| Flexibility of job (very flexible/somewhat flexible/not flexible) | Employed |  | Drop; not analytically useful |
| Could do this job without flexibility | Flexible job |  | Drop; not analytically useful |
| Able to telecommute (y/n/does not make sense) | Employed |  | Drop; not analytically useful |
| Frequency of telecommuting | Telecommuters |  | Drop; not analytically useful |
|  |  |  |  |
| **Job satisfaction** |  |  |  |
| Compensation | Employed | Labor market outcomes | Revised item to "compensation" from "pay and fringe benefits" |
| Importance and challenge |  |  |  |
| Opportunity for advancement |  |  | Drop; not analytically useful |
| Opportunity to use training and education |  |  | Drop; not analytically useful |
| Job security |  |  |  |
| Opportunity for further training and education |  |  | Drop; not analytically useful |
| The job as a whole |  |  |  |
|  |  |  |  |
| **Benefits** |  |  |  |
| Medical and/or other health insurance (dental, vision, etc.) | Employed | Labor market outcomes |  |
| Life insurance |  |  |  |
| Retirement or other financial benefits, such as401(k)/403(b) |  |  |  |
| Other |  |  |  |
| Stock options |  |  | Drop; not analytically useful |
| Flexible spending accounts |  |  | Drop; not analytically useful |
| Employee discounts |  |  | Drop; not analytically useful |
| Other employee facilities or subsidies, such as forchildcare, transit, or fitness |  |  | Drop; not analytically useful |
| Employee assistance program (counseling/legal) |  |  | Drop; not analytically useful |
| Tuition reimbursement |  |  | Drop; not analytically useful |
|  |  |  |  |
| **Responsibilities** |  |  |  |
| Supervise work of others  | Employed | Labor market outcomes | Drop; not applicable to this group (1 year after bachelor's degree receipt) |
| Participate in hiring/firing decisions  |  |  |
| Participate in setting salary rates  |  |  |
| Level of autonomy  |  |  |
|  |  |  |  |
| Reasons for part-time work | Part-time |  | Drop; not analytically useful |
| Full-time unavailable |  |  |
| None of the employees worked a full-time schedule |  |  |
| Family responsibilities |  |  |
| Attended school while working |  |  |
| No need or desire to work full-time |  |  |
| Pursuing other interests or hobbies |  |  |
| Health problems prohibited full-time work |  |  |
| Other |  |  |
|  |  |  |  |
| **Job search** |  |  |  |
| Looking for work | All |  |  |
| Job search strategies | Looking for work |  | Drop; not analytically useful |
| Method for finding job |  |  | Drop; not analytically useful |
| Which job search activity led to job | Employed |  | Drop; not analytically useful |
| Number of jobs applied to before current job |  |  | Drop; not analytically useful |
| Location of job search | Employed or looking for work |  | Drop; not analytically useful |
| Employed since earning bachelor's | All |  | Added; missing in FT data elements |
| Employment status by month |  |  |  |
| July 2007 (working/looking for work) |  |  | Added some months that were missing from the FT data elements, edited years |
| August 2007 (working/looking for work) |  |  |  |
| September 2007 (working/looking for work) |  |  |  |
| October 2007 (working/looking for work) |  |  |  |
| November 2007 (working/looking for work) |  |  |  |
| December 2007 (working/looking for work) |  |  |  |
| January 2008 (working/looking for work) |  |  |  |
| February 2008 (working/looking for work) |  |  |  |
| March 2008 (working/looking for work) |  |  |  |
| April 2008 (working/looking for work) |  |  |  |
| May 2008 (working/looking for work) |  |  |  |
| June 2008 (working/looking for work) |  |  |  |
| July 2008 (working/looking for work) |  |  |  |
| August 2008 (working/looking for work) |  |  |  |
| September 2008 (working/looking for work) |  |  |  |
| October 2008 (working/looking for work) |  |  |  |
| November 2008 (working/looking for work) |  |  |  |
| December 2008 (working/looking for work) |  |  |  |
| January 2009 (working/looking for work) |  |  |  |
| February 2009 (working/looking for work) |  |  |  |
| March 2009 (working/looking for work) |  |  |  |
| April 2009 (working/looking for work) |  |  |  |
| May 2009 (working/looking for work) |  |  |  |
| June 2009 (working/looking for work) |  |  |  |
| July 2009 (working/looking for work) |  |  |  |
| August 2009 (working/looking for work) |  |  |  |
| September 2009 (working/looking for work) |  |  |  |
|  |  |  |  |
| **Work-related training** |  |  |  |
| Any work-related training such as workshops or seminars (not college courses)  | Employed |  | Drop; not analytically useful |
| Areas of training (management or supervisor/training in occupational field/general professional training, such as speaking, writing, computer software skills/other | Had training |  | Drop; not analytically useful |
| Reasons for training (facilitate change in occupational field/gain skills or knowledge in current occupational field/licensure or certification/increase opportunities foradvancement or salary increases/learn skills for recently acquired position/required or expected by employer) | Had training |  | Drop; not analytically useful |
| Most important reason (select one of above) | Had training |  | Drop; not analytically useful |
|  |  |  |  |
| **Current demographics** |  |  |  |
| Date of birth | NPSAS non-respondents | Background information for analyses of debt/teaching/other employment | Limit question to those for whom we do not have preloaded information  |
| Citizenship status (citizen, permanent resident, other) | NPSAS non-respondents and non-citizens in NPSAS |  | Limit question to those for whom we do not have preloaded information saying they are a citizen  |
| Current state of legal residence | All |  |  |
| Live more than 50 miles from NPSAS institution  | All |  |  |
| Live more than 50 miles from where attended high school | All |  |  |
| Reasons live more than 50 miles from where attended high school (work/school/location preference/family/other personal) | Those who lived more than 50 miles from where attended high school |  | Drop; not analytically useful |
| Reasons live more than 50 miles from where graduated from college (work/school/location preference/family/other personal) | Those who lived more than 50 miles from NPSAS institution |  | Drop; not analytically useful |
| Household composition | All |  |  |
| Marital status (never married/ married/ separated/divorced/partner) | All |  |  |
| Date of last change in status | All |  | Drop item; detail not necessary |
| Number of dependent children | All |  |  |
| Age of youngest dependent child | Have children |  |  |
| Employment/enrollment status of spouse/partner | Have spouse/ partner |  | Condensed items |
| Income/debt of spouse/partner | Have spouse/ partner |  | Condensed items |
| Income in 2008 | All |  | Adjust question wording to make clear that respondent should report his/her income only, not household income |
| Type of disability | All |  |  Longitudinal item from NPSAS:08; inadvertently omitted from FT data elements |
| Main disability | Disabled |  |  |
| Native language | All |  | New |
| Other language | All |  | New |
| Language coursetaking | Know a non-English language |  | New |
| Non-English language use during childhood | Know a non-English language |  | New |
| Use of non-English language | Know a non-English language |  | New |
| Proficiency in non-English language | Know a non-English language |  | New |
|  |  |  |  |
| **Assets and debt** |  |  |  |
| Own home or rent | All | Debt and finances |  |
| Monthly mortgage/rent amount | All |  |  |
| Other type of housing (parents/military/jobincludes/religious/other) | No mortgage/rent payment |  | Drop; the important items here are captured other places (military service and living with parents) |
| Own any motor vehicles  | All |  |  |
| Monthly auto payments | Vehicle owners |  |  |
| Untaxed benefits | All |  | Drop; not analytically useful |
| Impact of recession on enrollment and employment decisions | All |  | New |
|  |  |  |  |
| **Civic and volunteer activity** |  |  |  |
| Registered to vote in U.S. | U.S. citizens |  |  |
| Voted in any election | U.S. citizens |  |  |
| Military status (veteran, active, reserves, none) | All |  |  |
| Perform any community service/volunteer work in last year | All |  |  |
| Types of service and time commitment | All |  |  |
| Volunteer hours per month | Volunteers |  | Added; missing in FT data elements |
| Reasons why volunteered  | Volunteers |  | Drop; not analytically useful |
| Volunteer benefits | Volunteers |  | Drop; not analytically useful |
| Future plans to volunteer | Volunteers |  | Revised from "Volunteer again in next 12 months" to "Future plans to volunteer" |
|  |  |  |  |
| **Identifying prospective teacher pipeline members** |  |  |  |
| Teaching experience at K-12 level | All | Screen for K–12 teaching pipeline |  |
| Prepared for teaching | All who hadn’t taught |  |  |
| Considering teaching | All who hadn’t taught or prepared |  |  |
|  |  |  |  |
| **Teaching experiences** |  |  |  |
| Types of teaching positions held since NPSAS school:regular, short-term substitute, long-term substitute,teacher’s aide, support, itinerant, student teacher  | All who had taught | Identify K-12 teachers (those who had regular, long-term substitute, support, or itinerant positions in a public or private K-12 school) |  |
| Number of schools/districts held teaching positions sinceNPSAS school |  |  |  |
| For types held, month/year when first taught  |  | Teaching career paths |  |
| Held substitute or teacher’s aide position to get permanent K-12 job | Taught only in short-term substitute or teacher’s aide positions | Identify transition jobs into teaching | Drop; not analytically useful |
| Current teaching position/most recent position if not currently teaching | K-12 teachers |  | Drop; this information can be derived from responses to items in the school/district loop |
| Participated in teacher internship program | K-12 teachers | Teaching career paths |  |
| How well did your student teaching or internshipexperience prepare you for teaching? | K-12 teachers | Teacher education/training, teaching career paths | Drop; not analytically useful |
| How well did your education courses in college prepare you for teaching? | K-12 teachers | Teacher education/training, teaching career paths | Drop; not analytically useful |
| How well did your academic courses in college prepare you for teaching? | K-12 teachers | Teacher education/training, teaching career paths | Drop; not analytically useful |
| How many K-12 teaching jobs (not including teacher’s aide, short-term substitute, or student teaching jobs)? | K-12 teachers | Teaching career paths | Was not included in field test, will not be in full scale |
| For each school/district (not including teacher’s aide, short-term substitute, or student teaching jobs): | K-12 teachers | Teaching career paths |  |
| Type of teaching job (regular, long-term substitute,support, itinerant) |  |  |  |
| Start and end date |  |  |  |
| Number of schools at which taught in this job |  |  |  |
| School(s) where taught (CCD/PSS coder) |  |  |  |
| Sector and level of school | If school not in coder |  |  |
| County and district of school for itinerant position | Itinerant teachers |  |  |
| Whether participated in a formal induction program (first job only) |  |  |  |
| Grades taught |  |  |  |
| Subject areas taught |  |  |  |
| Taught any college prep, AB/IB, honors, bilingual/ESL, gifted, or remedial classes (check all that apply) |  |  | Drop; not analytically useful |
| Whether prepared to teach all subjects taught |  |  |  |
| Whether taught full or part-time |  |  |  |
| Academic year base salary and other compensation |  |  |  |
| Why did you leave that school/district?  |  |  |  |
| Degree of preparation for first teaching position | K-12 teachers | Teaching career paths |  |
| Support from school or district in first teaching job | K-12 teachers | Teaching career paths |  |
| Satisfaction with aspects of teaching | K-12 teachers | Teaching career paths |  |
| How long do you plan to continue teaching? | Currently teaching | Teaching career paths | Drop; not analytically useful |
| Do you plan to return to teaching? | Taught but no longer teaching | Teaching career paths | Drop; not analytically useful |
| Certification and preparation |  | Teacher education/training, teaching career paths |  |
| Ever certified to teach at the K-12 level? (Do not include emergency certificates or waivers.)  | Prepared to teach |  | Drop; not analytically useful |
| Currently certified to teach in any of grades K-12 in any state? | Ever certified |  |  |
| State of certification | Ever certified |  | Drop; not analytically useful |
| Type of certification | Ever certified |  | Added; missing in FT data elements |
| Name of teaching certification | Ever certified |  | Drop; was used only to generate data to help determine response categories for type of certification item |
| Date first certified (month, year) | Ever certified |  |  |
| Field(s) in which certified | Ever certified |  |  |
| Certified through an alternative certification program? | Ever certified |  | Drop; not analytically useful |
| Type of alternative certification program | Certified by alternate route |  | Drop; not analytically useful |
| Completed or completing student teaching or teacher practicum | No regular certification or not teacher education majors |  | Ask only of respondents without regular/standard certifications or who were not teacher education majors |
| Taken or taking courses towards certification | Prepared but never certified |  |  |
|  |  |  |  |
| **Teaching job applications** |  |  |  |
| Applied for teaching jobs since completing degree | Not taught, but had prepared or were currently considering | Teaching career paths |  |
| Received any offers? | Applied |  |  |
| Rejected all offers? | Received an offer |  | Was not included in field test, will not be in full scale |
| Reasons for not taking offered teaching job(s)- Received offer after another job was accepted- Pay was not adequate- Job offer too far from home- Job offer in dangerous/difficult school- Offer not in area for which I was qualified- Another job offered more interesting/challengingwork- Poor teaching conditions- Already in another job- Received better offer | Rejected offers |  | Was not included in field test, will not be in full scale |
| Reasons for not applying for a teaching position | Did not apply |  |  |
| Have you had any non-teaching jobs in elementary or secondary education? (principal, assistant principal, program administrator, curriculum coordinator, department head, schoolpsychologist/counselor/advisor, coach, library media specialist/librarian, support staff (e.g., secretary), other) | Taught, prepared, or were currently considering | Teaching career paths | Was not included in field test, will not be in full scale |
| Do you have any plans to move into or continue in a non teaching job in elementary or secondary education? | Taught, prepared, or were currently considering | Teaching career paths |  |
| Why did you major in teacher education? | Teacher education majors who said no to screeners 1 and 3 and had neither applied nor taught since graduation |  | Drop; not analytically useful |
| Plan to teach in future | Teacher education majors who said no to screeners 1 and 3 and had neither applied nor taught since graduation |  |  |
| Loan forgiveness program awareness and participation | All who taught, prepared, or are currently considering | Loan forgiveness programs | NOTE: This addresses TEACH grants |
|  |  |  |  |
| **Locating information** | All | Tracing for next follow-up |  |

**Attachment D**

# Additional Foreign Language Questions

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

**Attachment E**

# Change to Response Burden

The burden estimates and estimates of costs to respondents are provided in tables 4 and 5 below. The response time for participating institutions was described in the previously approved package that covered the transcript collection. The focus here will be on student sample members.

Projected estimates for response burden and costs for B&B:08/09 are based on experiences from B&B:93/03 and more recent studies, including NPSAS:08 and BPS:04/09 as well as the B&B:08/09 field test. Estimated response burden for students is based on extensive timing analysis conducted in previous B&B interviews.

Table 4. Estimated burden on B&B:08/09 full-scale respondents

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Full-scale Data collection activity | Sample | Expected eligible | Percent expected response rate | Number of respondents | Average time burden per response | Range of response times | Total time burden (hours) |
| Student interview | 17,312 | 17,125 | 86 | 14,722 | 25 min. | 10 to 45 min. | 6,134 |

NOTE: B&B:08/09 = 2008/09 Baccalaureate and Beyond Longitudinal Study.

Table 5. Estimated costs to students for the B&B:08/09 full-scale implementation

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Full scale Data collection activity | Sample | Response rate (percent) | Number of respondents | Average burden (time) | Total burden (time)  | Rate per hour ($) | Total cost ($) |
| Student interview | 17,312 | 86 | 14,722 | 25 min. | 6,134 hrs. | 10 | 61,342 |

NOTE: B&B:08/09 = 2008/09 Baccalaureate and Beyond Longitudinal Study.

1. Participation was measured as the outcome, rather than response rates. The participation rate includes those cases that initiated the interview, but were determined to be ineligible cases were not counted as completes, and thus are not represented in the response rates. However, it was the response to different data collection strategies that is of primary interest for these analyses. . There was little difference in the numbers that participated and that completed – e.g. there were very few ineligibles. [↑](#footnote-ref-2)
2. If the number of students who were not NPSAS study respondents, are potentially eligible based on CADE or the enrollment list, but have no transcript is lower than expected, then the sampling rate may be a little higher so that a few cases can be sampled. [↑](#footnote-ref-3)
3. Column 2 indicates the subsample to whom the item will apply. Column 3 provides the purpose or issue being addressed by the data element, and column 4 indicates how the data element has been changed since the original OMB submission if it has changed. Rows with data elements to be deleted are highlighted. [↑](#footnote-ref-4)