

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

| Data element   | Applies to <sup>3</sup> | Purpose/issues           | Changes for full scale   |
|--|-------------------------|--------------------------|--|
| <b>B&amp;B eligibility</b>   |                         |                          |  |
| 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 |  |
| <b>Undergraduate enrollment history</b>  |                         |                          |  |
| 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 <sup>1</sup> | 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                                 |

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

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

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

**Performance**

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

|  |   |   |
|--|---|---|
| SMART grants   |   | Drop all SMART and Pell grant items; the TRP recommended using this item set for NPSAS only. We will include a flag to identify SMART recipients (obtained as |
| Received Pell grant after July 2006                                    | All   |   |
| Received SMART grant 3 <sup>rd</sup> /4 <sup>th</sup> years            | All   |   |
| Chose or changed major to qualify for SMART grant                      | SMART recipients  |   |
| Major change from what to what   | Changed major   |   |
| Reason not eligible in 4 <sup>th</sup> year (no Pell/not full time/not | Received SMART 3 <sup>rd</sup> year/not 4 <sup>th</sup> |   |

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

### 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:<br>- To gain further education before beginning a career<br>- To prepare for graduate school or further education<br>- To change your academic or occupational field<br>- To gain further skills or knowledge in your academic or occupational field<br>- For licensure or certification<br>- To increase opportunities for promotion, advancement, or higher salary<br>- Required or expected by employer<br>- For leisure or personal interest | Enrolled                        | Drop; not analytically useful                       |
| Reason for choosing this institution (reputation/faculty/location/financial aid/can go part time/other)   | Enrolled                        | Drop; not analytically useful                       |
| Reason for choosing this program (academic/financial/personal/other)  | Enrolled                        | Was not included in field test, will not be in full |

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

**Plans for future enrollment in degree/certificate program**

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

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

**Other coursetaking (nondegree)**

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

|  |         |  |                     |
|--|---------|--|---------------------|
|  | courses |  | analytically useful |
|--|---------|--|---------------------|

**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 as 401(k)/403(b) |          |                       |
| Other   |          |                       |

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

**Responsibilities**

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

|   |           |                               |
|---|-----------|-------------------------------|
| Level of autonomy                                 |           | bachelor's degree receipt)    |
| Reasons for part-time work                        | Part-time | Drop; not analytically useful |
| Full-time unavailable                             |           |                               |
| None of the employees worked a full-time schedule |           |                               |
| Family responsibilities                           |           |                               |
| Attended school while working                     |           |                               |
| No need or desire to work full-time               |           |                               |
| Pursuing other interests or hobbies               |           |                               |
| Health problems prohibited full-time work         |           |                               |
| Other   |           |                               |

### Job search

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



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

#### Work-related training

|  |              |                               |
|--|--------------|-------------------------------|
| Any work-related training such as workshops or seminars (not college courses)  | Employed     | Drop; not analytically useful |
| Areas of training (management or supervisor/training in occupational field/general professional training, such as speaking, writing, computer software skills/other)   | Had training | Drop; not analytically useful |
| Reasons for training (facilitate change in occupational field/gain skills or knowledge in current occupational field/licensure or certification/increase opportunities for advancement or salary increases/learn skills for recently acquired position/required or expected by employer) | Had training | Drop; not analytically useful |
| Most important reason (select one of above)  | Had training | Drop; not analytically useful |

#### Current demographics

|               |                       |   |   |
|---------------|-----------------------|---|---|
| Date of birth | NPSAS non-respondents | Background information for analyses of debt/teaching/other employment | Limit question to those for whom we do not have preloaded information |
|---------------|-----------------------|---|---|

|   |  |   |
|---|--|---|
| 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   |
| <b>Assets and debt</b>  |                             |   |
| Own home or rent  | All                         | Debt and finances   |
| Monthly mortgage/rent amount  | All                         |   |
| Other type of housing (parents/military/job includes/religious/other) | No mortgage/rent payment    | Drop; the important items here are captured other places (military service and living with parents) |
| Own any motor vehicles  | All                         |   |
| Monthly auto payments   | Vehicle owners              |   |
| Untaxed benefits  | All                         | Drop; not analytically useful   |
| Impact of recession on enrollment and employment decisions            | All                         | New   |
| <b>Civic and volunteer activity</b>                                   |                             |   |
| 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:<br>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 since NPSAS school  
For types held, month/year when first taught

Teaching career paths

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

|  |                               |   |   |
|--|-------------------------------|---|---|
| How many K-12 teaching jobs (not including teacher's aide, short-term substitute, or student teaching jobs)? | K-12 teachers                 | Teaching career paths                             | Was not included in field test, will not be in full scale |
| For each school/district (not including teacher's aide, short-term substitute, or student teaching jobs):    | K-12 teachers                 | Teaching career paths                             |   |
| Type of teaching job (regular, long-term substitute, support, itinerant)                                     |                               |   |   |
| Start and end date   |                               |   |   |
| Number of schools at which taught in this job  |                               |   |   |
| School(s) where taught (CCD/PSS coder)   |                               |   |   |
| Sector and level of school   | If school not in coder        |   |   |
| County and district of school for itinerant position   | Itinerant teachers            |   |   |
| Whether participated in a formal induction program (first job only)  |                               |   |   |
| Grades taught  |                               |   |   |
| Subject areas taught   |                               |   |   |
| Taught any college prep, AB/IB, honors, bilingual/ESL, gifted, or remedial classes (check all that apply)    |                               |   | Drop; not analytically useful                             |
| Whether prepared to teach all subjects taught  |                               |   |   |
| Whether taught full or part-time   |                               |   |   |
| Academic year base salary and other compensation   |                               |   |   |
| Why did you leave that school/district?  |                               |   |   |
| Degree of preparation for first teaching position  | K-12 teachers                 | Teaching career paths                             |   |
| Support from school or district in first teaching job  | K-12 teachers                 | Teaching career paths                             |   |
| Satisfaction with aspects of teaching  | K-12 teachers                 | Teaching career paths                             |   |
| How long do you plan to continue teaching?   | Currently teaching            | Teaching career paths                             | Drop; not analytically useful                             |
| Do you plan to return to teaching?   | Taught but no longer teaching | Teaching career paths                             | Drop; not analytically useful                             |
| Certification and preparation  |                               | Teacher education/training, teaching career paths |   |
| Ever certified to teach at the K-12 level? (Do not include emergency certificates or waivers.)               | Prepared to teach             |   | Drop; not analytically useful                             |
| Currently certified to teach in any of grades K-12 in any state?   | Ever certified                |   |   |

|   |  |   |
|---|--|---|
| State of certification  | Ever certified   | Drop; not analytically useful   |
| Type of certification   | Ever certified   | Added; missing in FT data elements  |
| Name of teaching certification                                | Ever certified   | Drop; was used only to generate data to help determine response categories for type of certification item |
| Date first certified (month, year)                            | Ever certified   |   |
| Field(s) in which certified                                   | Ever certified   |   |
| Certified through an alternative certification program?       | Ever certified   | Drop; not analytically useful   |
| Type of alternative certification program                     | Certified by alternate route                               | Drop; not analytically useful   |
| Completed or completing student teaching or teacher practicum | No regular certification or not teacher education majors   | Ask only of respondents without regular/standard certifications or who were not teacher education majors  |
| Taken or taking courses towards certification                 | Prepared but never certified                               |   |
| <b>Teaching job applications</b>                              |  |   |
| 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)<br>- Received offer after another job was accepted<br>- Pay was not adequate<br>- Job offer too far from home<br>- Job offer in dangerous/difficult school<br>- Offer not in area for which I was qualified<br>- Another job offered more interesting/challenging work<br>- Poor teaching conditions<br>- Already in another job<br>- Received better offer | Rejected offers   |                            | Was not included in field test, will not be in full scale |
| Reasons for not applying for a teaching position   | Did not apply   |                            |   |
| Have you had any non-teaching jobs in elementary or secondary education? (principal, assistant principal, program administrator, curriculum coordinator, department head, school psychologist/counselor/advisor, coach, library media specialist/librarian, support staff (e.g., secretary), other)  | Taught, prepared, or were currently considering   | Teaching career paths      | Was not included in field test, will not be in full scale |
| Do you have any plans to move into or continue in a non teaching job in elementary or secondary education?   | Taught, prepared, or were currently considering   | Teaching career paths      |   |
| Why did you major in teacher education?  | Teacher education majors who said no to screeners 1 and 3 and had neither applied nor taught since graduation |                            | Drop; not analytically useful                             |
| Plan to teach in future  | Teacher education majors who said no to screeners 1 and 3 and had neither applied nor taught since graduation |                            |   |
| Loan forgiveness program awareness and participation   | All who taught, prepared, or are currently considering  | Loan forgiveness programs  | NOTE: This addresses TEACH grants                         |
| <b>Locating information</b>  | All   | Tracing for next follow-up |   |

## Additional Foreign Language Questions

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



**Additional Questions Adopted from the National Science Foundation's 2008  
National Survey of Recent College Graduates**

NSF 2008

NSRCG

| <u>Proposed Wording</u>   | <u>Question</u> | <u>Similar/modified/ new</u> | <u>Justification</u>   |
|---|-----------------|------------------------------|--|
| Would you say your job is closely related, somewhat related, or not related to your bachelor's degree from BA school?                     | B19             | New                          | To find out if sample member associates work with bachelor's degree. Analytically useful in recession. |
| Which of the following factors influenced your decision to work in an area outside of your BA school bachelor's degree field...           | B20             | New                          | To find out if sample member took job due to economic necessity. Analytically useful in recession.     |
| Which of the following was your most important reason for working in an area outside of your bachelor's degree field...                   | B21             | New                          | To have sample member prioritize reasons for working out of bachelor's degree field.                   |
| Which of the following was your second most important reason for working in an area outside of your [Y_NPSCHL] bachelor's degree field... | B21             | New                          | To have sample member prioritize reasons for working out of bachelor's degree field.                   |
| Of which foreign country are you a citizen?   | D11             | New                          | For non-citizens to find out country of citizenship.   |
| Are you a U.S. citizen...   | D9              | New                          | For citizens to find out if they were born in the U.S. or naturalized another way.                     |