

Summary of NPSAS:12 FT Student Interview Items

Appendix H includes a NPSAS:12 FT student interview facsimile with item wording, and interview flowcharts. This addition to Appendix H includes an interview section summary chart and the descriptions below of several key items in Appendix H:

- **New items:** Most new items in the student interview apply to first-time beginning students (FTBs) and are designed to provide base-year information for longitudinal BPS survey data purposes. New topics are referenced in the third column of the student interview section summary chart in this addition to the appendix, and new items are identified in Appendix H in the instrument facsimile with the word (*NEW*). These items are also color-coded blue in the Appendix H flowcharts.
- **Re-interview items:** Items chosen for the re-interview are identified in the Appendix H instrument facsimile with the word (*RE-INTERVIEW*).
- **Internal Calculations and Coders:** Internal calculations in the instrument not seen by respondents, including NPSAS and BPS eligibility items, are color-coded yellow in the Appendix H flowcharts. Coders that collect names of colleges and last high school attended, majors, and occupations from respondents are also color-coded yellow in the Appendix H flowcharts. The high school and occupation coder are new to the NPSAS instrument.
- **Sliders:** Many new items in the NPSAS interview are asked using visual-analog scales, or sliders. This new format, which was heavily tested in the cognitive interviews, asks respondents to move a slider to a desired value on a 0-10 or 1-5 scale, or to a desired dollar amount for the discount rate items. These items are marked as *SLIDER* in the Appendix H flowcharts.

Section	Purpose of Section	New items
Front End	Informed Consent.	No Changes.
Enrollment	Confirm eligibility for NPSAS survey and for FTBs, collect enrollment data from high school through 2010-2011 school year, and provide age, marital status, and gender.	New NPSAS eligibility questions verify enrollment for remedial coursework only; FTB date eligibility; whether other schools were attended; finish, transfer, and enrollment questions for associate degree candidates; and likelihood of completing degree questions for FTBs.
Education Experiences	Collect education experiences in high school and college including overall grades, information about majors or fields of study, and course-taking.	FTB respondents asked additional questions about name and location of their high school (high school coder); AP and IB coursework; support for college; likelihood of completing degrees in majors or fields of study; academic and social integration; required and remedial courses; alternative mode coursework; NPSAS services used; and future occupation expectations including occupation title and duties (occupation coder) and anticipated wages.
Financial Aid	Collect financial aid information including information about loans and other types of aid received and owed through the 2010-2011 school year. Collect school job information such as work-study and assistantships.	For all respondents, loans, grant, and job information questions are asked using individual instead of summary forms (for respondent clarification), and new items ask respondents specifically what they have borrowed for the 2010-2011 school year. FTBs asked additional questions about whether they would have taken out additional loans given the chance; whether they took fewer credits or attended a school that cost them less to avoid loans; and whether the cost of attending school was what they expected.
Current Employment	Collect information on current job situation and alternate job scenarios for FTBs.	FTBs asked additional questions about whether they would have worked in 2010-2011 had they not attended school and what they believe they would have done (occupation coder) and earned in that scenario, and about any job held prior to NPSAS. Also, FTBs asked how they believe education affects their life. All employed respondents asked about time spent commuting to work and whether working affects course-taking and access to school facilities.

Section (cont.)	Purpose of Section	New items
<p>Income and Expenses (New section name; most items moved here from the Background section of NPSAS:08)</p>	<p>Collect information on income for the 2010 calendar year, and expenses such as number of children and other dependents, day care and college costs of dependents, rent/mortgage, credit card information, untaxed benefits, and parent information for dependents.</p>	<p>FTBs will be asked additional questions about costs associated with other dependents; use of loan and family assistance monies for various expenses; additional credit card use questions; and discount rate questions. All undergraduate respondents will be asked additional questions about their commute between residence and school.</p>
<p>Background</p>	<p>Demographics.</p>	<p>All respondents asked questions about first language spoken and non-U.S. born citizens asked age when came to the United States. American Community Survey disability items asked of all respondents, and FTBs asked to rate their physical and mental health and how frequently a health concern caused them to miss school/work.</p>
<p>Locating</p>	<p>Collect locating info for FTBs.</p>	<p>Added item collecting cell phone provider.</p>
<p>Opinions</p>	<p>Collect respondent address to mail incentive check and ask questions about respondent's experience with the NPSAS survey.</p>	<p>Except for incentive address forms, all items are new and include asking whether respondents have viewed and were influenced to take the NPSAS survey by the ED video; whether the study website was viewed on a mobile device; and any additional general comments on the survey that respondents wish to provide.</p>
<p>Re-interview</p>	<p>For FTB respondents only, the re-interview is designed to test the reliability of selected main interview items.</p>	<p>Several new items in the main interview are included in the re-interview including: likelihood of finishing the degree; AP course-taking and exams in high school; parent support for college; ability to take required courses in first year; expected wages in future job; loans borrowed for 2010-2011; what respondent would have done had he/she not attended college; use of loan and family assistance monies; discount rate questions; first language; and rating of physical and mental health.</p>