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2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test Methodology Report

April 2005

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Executive Summary

Introduction

The 2004 National Postsecondary Student Aid Study (NPSAS:04), conducted for the U.S. Department of Education's National Center for Education Statistics (NCES), collected comprehensive data regarding how students and their families pay for postsecondary education. The primary objective of NPSAS:04 is to produce reliable national estimates of characteristics related to financial aid for postsecondary students. NPSAS:04 also serves as the base year of data collection for the Beginning Postsecondary Students Longitudinal Study (BPS), which will follow a cohort of students from the start of their postsecondary education and collect further data from them in 2006 and 2009.

For the first time, NPSAS:04 is being conducted as the student component study of the 2004 National Study of Faculty and Students (NSoFaS:04). The faculty component—the 2004 National Study of Postsecondary Faculty (NSOPF:04)—is primarily a separate study, with the exception of institutional sampling and contacting. Historically, there has been considerable overlap in the institutions selected for participation in NPSAS and NSOPF; therefore, institutional sampling and contacting activities for both studies were coordinated in order to minimize response burden on institutions and to realize data collection efficiencies.

This report only describes the methodology and findings of the NPSAS:04 field test, which took place during the 2002–03 school year. The NPSAS:04 field test was used to plan, implement, and evaluate methodological procedures, instruments, and systems proposed for use in the full-scale study scheduled for the 2003–04 school year. The methodology and findings of the NSOPF:04 field test are provided in a separate report.

Sample Design

The NPSAS:04 field test is based on a nationally representative sample of all students (aided and nonaided) in postsecondary institutions throughout the United States and Puerto Rico. The institutions sampled represented all types and levels of postsecondary institutions in the United States, including public, private for-profit, and private not-for-profit institutions, at the 4-year, 2-year, and less-than-2-year levels. In the institutional sample, 200 institutions were selected purposively to ensure that no institution would be included in both the field test and full-scale studies. Of these, 150 were also included in the NSOPF field test sample, and 195 were determined to be eligible for the NPSAS:04 field test. Enrollment lists were obtained from 173 of the 195 eligible institutions.

Approximately 1,300* undergraduate, graduate, and first-professional students enrolled in postsecondary education between July 1, 2002 and April 30, 2003 comprised the student sample, with special concern for the accurate sampling of students eligible to participate in the BPS longitudinal studies in the future. Students were selected on a flow basis from the first 77

*The numbers appearing in the tables and text of this report have been rounded to the nearest tens and hundreds to maintain the confidentiality of study respondents.

institutions providing lists. Of the 1,300 students sampled, 120 were determined to be ineligible for the study, resulting in 1,200 eligible student sample members.

Instrumentation

Unlike in previous NPSAS cycles, the NPSAS:04 student instrument was designed as a web-based instrument to be used both for self-administered “interviews” via the Web and by telephone interviewers. In addition, a study website was developed for access to the self-administered interview and to provide sample members with additional information about the study.

The instrument was designed to accommodate the mixed-mode data collection approach and to ensure the collection of the highest quality data. Design considerations included the following: appropriate question wording for both self-administered and telephone interviews; the provision of extensive help text to assist self-administered respondents and telephone interviewers; and pop-up boxes indicating out-of-range values.

The instrument consisted of six sections grouped by topic. The first section determined student eligibility for the NPSAS:04 study and the future BPS study, and obtained enrollment history. The second section contained questions relating to student expenses and financial aid. Included in this section were items regarding employment at the NPSAS institution, such as work-study participation, assistantships, and fellowships. Section three focused on employment and finances. Educational experiences, such as courses taken and admission test scores, were included in the fourth section, as well as educational experience items specific only to BPS respondents. The fifth section of the interview gathered background and demographic information about students and their family members. The final section, applicable only to BPS respondents, requested contacting information in order to make subsequent follow-up contact with them easier for future surveys.

Data Collection Design and Outcomes

Institutional Contacting

Once institutions were sampled, attempts were made to contact the Chief Administrator to verify institutional eligibility, solicit participation, and request the appointment of an Institutional Coordinator to oversee data collection within the institution. Institutional coordinators were asked to provide lists or data files of all eligible students enrolled at any time between July 1, 2002 and April 30, 2003. Several checks on quality and completeness of student lists were implemented prior to sampling students from each institution. Of the 195 eligible institutions sampled for the field test, 173 provided lists, resulting in an overall institutional participation rate of about 89 percent.

Institutional Record Abstraction

A web-based computer-assisted data entry (CADE) software system was used for the abstraction of student records from institutions. Institutions were given the option of completing CADE using their own staff, or, upon request, having an RTI International (RTI) field data

collector complete the record abstraction process at the institution. Prior to the initialization of the CADE software system for an institution, records for all students sampled from a school were requested from the U.S. Department of Education's Central Processing System (CPS), which contains financial aid application data. This information was preloaded into the CADE system to provide edit checks for the data entered by an institution. The CADE system consisted of three sections focusing on eight topics: locating information, demographic characteristics, admissions tests, enrollment, tuition, financial aid awards, needs analysis, and institutional student information records (ISIRs). As noted earlier, students were sampled from the first 77 institutions providing enrollment lists; therefore, CADE record abstraction was only requested from these institutions. Of these 77 institutions, 75 provided information for 1,200 sample members.

Interviewer Training

Field test training programs were developed for two types of project staff: telephone interviewers and help desk operators. Programs on successfully locating and interviewing sample members were developed for all telephone interviewers. Topics covered in telephone interviewer training included administrative procedures required for case management, quality control of interactions with sample members, parents, and other contacts; the purpose of NPSAS:04 and the uses of the data to be collected; and the organization and operation of the web-based student instrument to be used in data collection. Help desk operators received essentially the same training as telephone interviewers because they were expected to complete the instrument over the telephone if requested by a caller; however, help desk operators also received specific training on "frequently asked questions" regarding the instrument and technical issues related to completion of the instrument via the Web.

Student Locating and Interviewing

The NPSAS:04 field test data collection design involved initial locating of sample members, providing an opportunity for the student to complete the self-administered interview via the Web, following up web nonrespondents after 3 weeks, and attempting to conduct a telephone interview with them if necessary. Upon receipt of student lists, batch-locating activities were employed to update address and telephone activities. Sources for this task included the CPS, the U.S. Postal Service National Change of Address system, and Telematch. Students were then sent a notification mailing containing a lead letter, informational brochure, and username and password for completing the interview via the Web. Telephone contact began for self-administered web nonrespondents 3 weeks after the initial mailing. Locating and tracing activities by telephone interviewers occurred simultaneously with efforts to gain cooperation from sample members. When all tracing options were exhausted by the interviewer, cases were sent to RTI's Tracing Operations Unit (TOPS). Cases for which further contacting information was obtained were sent back for contact by telephone interviewers; those for whom no additional information could be obtained were finalized as unlocatable.

Of the 1,200 eligible sample members, 820 (71 percent) completed the student interview. Of these, 300 were confirmed BPS respondents. The average time overall to complete the student interview for all respondents was about 33 minutes. Self-administered respondents, on

average, took 36 minutes to complete the interview and respondents to the telephone interview took about 32 minutes.

Evaluation of Operations and Data Quality

As noted above, the NPSAS:04 field test was used to plan, implement, and evaluate methodological procedures, instruments, and systems proposed for use in the full-scale study scheduled for the 2003–04 school year; therefore, assessments of operations, procedures, and data quality were critical at this stage. Evaluations of operations and procedures¹ focused on newly introduced joint institutional contacting endeavor, the timeline for data collection from both institutions (CADE) and students (self-administered and interviewer-administered), tracing and locating procedures, refusal conversion efforts, the effectiveness of incentives for increasing early response via the Web and for refusal conversion, and the length of the student interview. Evaluations of data quality included an examination of items with high rates of missing data, the reliability of the CADE and student instruments, use of online help text, conversion efforts of nonrespondents to critical items in the instrument, and question delivery and data entry quality control procedures.

Data Files

Data from field tests such as NPSAS:04 are not released to the public; however, all data file processing procedures were tested rigorously in preparation for the full-scale effort. Procedures tested included a review of online coding and editing systems, range and consistency checks for all data, and post-data-collection data editing. Detailed documentation was also developed to describe question text, response options, logical imputations, and recoding.

Planned Changes for the NPSAS:04 Full-Scale Study

The final chapter of this report summarizes the changes planned for the NPSAS:04 full-scale study. General changes for efficiency and clarity have been suggested for the study such as enrollment list acquisition, institutional record abstraction, tracing and locating, and student interviewing. More substantial changes planned for the NPSAS:04 full-scale study include the following:

- the upward adjustment of full-scale sampling rates to account for ineligibility and nonresponse;
- increasing the sampling rate for students who may be eligible for the subsequent BPS, while decreasing the sampling rate for other undergraduates, to ensure adequate numbers of these students in the full-scale sample;
- offering incentives to all sample members to encourage early response via the Web, and to aid in refusal conversion at the end of the data collection; and
- modifying the student instrument through the elimination of items, changes to question wording, and the administration of particular items to different subsets of respondents.

¹All comparisons have been tested using a significance level of 0.05.

Working Paper Foreword

In addition to official NCES publications, NCES staff and individuals commissioned by NCES produce preliminary research reports that include analyses of survey results, and presentations of technical, methodological, and statistical evaluation issues.

The *Working Paper Series* was initiated to promote the sharing of the valuable work experience and knowledge reflected in these preliminary reports. These reports are viewed as works in progress, and have not undergone a rigorous review for consistency with NCES Statistical Standards prior to inclusion in the Working Paper Series.

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Foreword

This report describes and evaluates the methods and procedures used in the field test of the 2004 National Postsecondary Student Aid Study (NPSAS:04), the student component of the 2004 National Study of Faculty and Students (NSoFaS:04). The NPSAS:04 field test included important changes from previous NPSAS studies. One of the most significant changes was the fielding of the institutional contacting stage of the study jointly with that for the faculty component of NSoFaS:04, the 2004 National Study of Postsecondary Faculty (NSOPF:04). A second major change was conducting student record abstraction from institutional records and student interviewing simultaneously, rather than sequentially as had been done in previous NPSAS cycles. Another change was the development of a single web-based instrument for self-administration by sample members and use by telephone interviewers alike.

We hope that the information provided in this report will be useful to interested readers. This study was based on a purposive and complementary sample of the nationally representative sample of institutions to be used in the NPSAS:04 full-scale study. Additional information about NPSAS:04 is available on the Web at <http://www.nces.ed.gov/surveys/npsas>.

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Most of all, we are greatly indebted to the students who generously participated in the survey. Their willingness to take the time to share information made this study a success.

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Chapter 1

Overview of NPSAS:04

This document provides the description, summary, and evaluation of methodological procedures and results for the field test of the 2004 National Postsecondary Student Aid Study (NPSAS:04). The 2004 field test and subsequent full-scale study are being conducted for the National Center for Education Statistics (NCES) of the U.S. Department of Education, Washington, DC, as authorized by Title I, Section 153 of the Education Sciences Reform Act [PL 107–279]. For reference, previous cycles of NPSAS and its spin-off studies, the Beginning Postsecondary Students Longitudinal Study (BPS) and the Baccalaureate and Beyond Longitudinal Study (B&B), were authorized by the following legislation:

The General Education Provisions Act, as amended, 20 U.S.C. §1221 e-1 (2001).

The Higher Education Act of 1965, as amended by the Higher Education Amendments of 1986, Title XIII(a), Section 1303, and Title XIV, 20 U.S.C. §1070 et seq. (1994).

The Higher Education Act of 1965, Augustus F. Hawkins – Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, 20 U.S.C. §2911 to 2976 (2001).

Sections 404(a), 408(a), and 408(b) of the National Education Statistics Act of 1994, 20 U.S.C. 9001 et seq. (2002).

NPSAS:04 is being conducted as the student component study of the 2004 National Study of Faculty and Students (NSoFaS:04) under contract by RTI International (RTI). Field test results for the faculty component study of NSoFaS:04—the 2004 National Study of Postsecondary Faculty (NSOPF:04)—are provided in a separate methodology report (Cahalan et al. 2004).

This introductory chapter describes the background, purposes, schedule, and products of the NPSAS:04 study, as well as the unique purposes of the field test. In chapter 2, field test design and methods are described. Descriptions and overall outcomes of the several stages of data collection and results of special experiments are presented in chapter 3. Chapter 4 presents evaluations of procedures used to collect information from institutions and students and the quality of the data collected.¹ Chapter 5 summarizes the major planned changes for the full-scale study design and implementation based on field test findings. Materials used during the field test study are provided as appendixes to the report and cited in the text where appropriate.

1.1 Background and Purpose of NPSAS

NPSAS is a comprehensive nationwide study to determine how students and their families pay for postsecondary education. The study is based on a nationally representative

¹ All comparisons provided in chapters 3 and 4 have been tested using a significance level of 0.05.

sample of all students (aided and nonaided) in postsecondary educational institutions. Undergraduate, graduate, and first-professional students comprise the sample; these students attend all types and levels of institutions, including public and private for-profit and not-for-profit institutions, and less-than-2-year institutions to 4-year colleges and universities.

The first NPSAS study was conducted in 1986–87 to meet the need for national-level data about significant financial aid issues. Since 1987, NPSAS has been fielded every 3 to 4 years, with the last cycle conducted during the 1999–2000 academic year. Beginning in 1990, each NPSAS data collection has provided the base-year data and sample for either the BPS or the B&B. NPSAS:04 will serve as the base-year study for BPS:2004. These students will be followed up in 2006, and again in 2009.

A main objective of NPSAS:04 is to produce reliable national estimates of characteristics related to financial aid for postsecondary students. No other single national database contains student-level records for students receiving financial aid from all of the numerous and disparate programs funded by the federal government, the states, postsecondary institutions, employers, and private organizations. The data are part of NCES’s comprehensive information on student financial aid and other characteristics of those enrolled in postsecondary education. The study focuses on three general questions with important policy implications for financial aid programs:

- How do students and their families finance postsecondary education?
- How does the process of financial aid work, in terms of both who applies for and who receives aid?
- What are the effects of financial aid on students and their families and on postsecondary institutions?

1.2 Purpose of the Field Test

The major purpose of the NPSAS:04 field test was to plan, implement, and evaluate operational and methodological procedures, instruments, and systems proposed for use in the full-scale study. The field test was particularly important in this, the sixth cycle of NPSAS, because of several fundamental changes from prior years. Perhaps the most salient change was the decision of NCES to combine two major studies (NPSAS and NSOPF) previously conducted independently, into one overarching data collection, the 2004 National Study of Faculty and Students (NSoFaS:04). The decision was made to combine these studies because historically there has been considerable overlap in the institutions selected for participation in NPSAS and NSOPF. Given that each of these studies is conducted periodically, it was decided that they should be combined under one data collection effort to minimize response burden on institutions and to realize data collection efficiencies. However, it should be noted that NPSAS and NSOPF, as well as the subsequent BPS, still maintain separate identities, and the purpose of this report is only to provide a description of procedures and results for the NPSAS:04 field test. Some of the other design changes to NPSAS:04 include the following:

- introduction of representative samples from 12 states in order to ascertain the feasibility of developing state-specific reporting in future NPSAS cycles;

- parallel rather than sequential collection of student data from institutional records and from student interviews;
- use of a single, web-based student instrument for both self-administered and computer-assisted telephone interviews; and
- elimination of abbreviated interviews for refusal conversion and students of limited English proficiency.

A comprehensive field test has been used throughout the NPSAS series to enhance and advance the methodologies in these surveys. Just as the results of past NPSAS surveys and their associated field tests have served to improve subsequent design and method, the results of the NPSAS:04 field test have improved the NPSAS:04 full-scale study. The full-scale study has been modified to maximize operational efficiency, response rate, and the quality of information obtained.

1.3 Schedule and Products of NPSAS:04

Table 1 provides a summary of the schedule for the field test, as well as the proposed schedule for the full-scale study in 2004. Electronically documented, restricted-access research files (with associated electronic codebooks) as well as NCES Data Analysis Systems (DASs) for public release will be constructed from the full-scale data and distributed to a variety of organizations and researchers. NPSAS:04 will produce the following types of reports: (1) a full-scale methodology report, providing details of sample design and selection procedures, data collection procedures, weighting methodologies, estimation procedures and design effects, and the results of nonresponse analyses; and (2) up to four descriptive summaries of significant findings. Past descriptive reports included student financing of undergraduate education (Berkner et al. 2002), student financing of graduate and professional education (Choy and Geis 2002), and a profile of undergraduates at U.S. postsecondary institutions (Horn, Peter, and Rooney 2002).

Table 1. Schedule of major NPSAS:04 activities: 2002–04

Activity	Start date ¹	End date ²
Field test		
Select institutional sample	5/22/02	9/10/02
Mail and make phone contact with Chief Administrator	9/25/02	6/04/03
Mail and make phone contact with Institutional Coordinator	10/08/02	6/06/03
Obtain lists for student sampling	1/08/03	8/15/03
Select student samples	2/13/03	4/30/03
Request/obtain CPS data	2/14/03	4/24/03
Preload CPS data into CADE records	2/14/03	4/28/03
Implement CADE record abstraction	3/07/03	6/30/03
Implement web interviewing of students	3/20/03	7/20/03
Implement CATI of students	4/10/03	7/18/03
Full-scale study ³		
Select institutional sample	5/22/02	7/25/03
Mail and make phone contact with Chief Administrator	3/10/03	7/29/04
Mail and make phone contact with Institutional Coordinator	3/24/03	7/29/04
Obtain lists for student sampling	1/07/04	7/01/04
Select student samples	1/14/04	7/08/04
Send prenotification mailing	2/02/04	7/30/04
Request/obtain CPS data	1/14/04	7/14/04
Preload CPS data into CADE records	1/14/04	7/14/04
Implement CADE record abstraction	2/04/04	8/31/04
Implement web interviewing of students	2/04/04	8/31/04
Implement CATI of students	2/26/04	8/31/04

¹This is the date on which the activity was initiated for the first applicable institution and/or its associated students.

²This is the date on which the activity was completed for the last applicable institution and/or its associated students.

³The dates for the full-scale study are approximate.

NOTE: CPS = Central Processing System; CADE = Computer-assisted data entry; CATI = Computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

The remainder of this report provides details on the NPSAS:04 field test sampling design, methodology, and data collection results at the institution and student levels. It also presents the results of analyses conducted to evaluate the effectiveness of the NPSAS:04 procedures in preparation for implementation in the full-scale data collection. Unless otherwise indicated, a criterion probability level of 0.05 was used for all tests of significance

Chapter 2

Design and Methodology of the Field Test

This chapter provides a detailed summary of the design of the 2004 National Postsecondary Student Aid Study (NPSAS:04) field test and the methods implemented in the study. All procedures and methods were developed in consultation with a Technical Review Panel comprised of nationally recognized experts in higher education. A complete listing of this panel is provided in appendix A. Sampling is discussed in particular detail because it occurs in several stages in this study; it has implications for the future Beginning Postsecondary Students Longitudinal Study follow-up surveys (BPS:04/06 and BPS:04/09), as the cohort is generated from the NPSAS:04 sample and interview. In addition, institutional contacting, instrument development, student data collection procedures, study experiments, data quality evaluations, and data management systems are described.

2.1 Respondent Universe

The sample selected for the NPSAS:04 field test was selected purposely from among institutions not included in the NPSAS:04 full-scale sample. The students of analytic interest were those enrolled in Title IV-eligible² postsecondary education in the United States and Puerto Rico at any time between July 1, 2002 and April 30, 2003.³

2.1.1 Institutional Sample and Eligibility

The institutions eligible for the NPSAS:04 field test were required during the 2002–03 academic year to do the following:

- meet the following conditions required to distribute federal Title IV aid;
 - offer an educational program designed for persons who have completed a high school education;
 - offer at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offer courses that are open to more than the employees or members of the company or group (e.g., union) that administers the institution;

² A Title IV-eligible institution is an institution that has a written agreement (Program Participation Agreement) with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs.

³The population of interest for the full-scale NPSAS:04 study includes students enrolled in any term during the 2003–04 *financial aid award year*, which would be any time between July 1, 2003 and June 30, 2004. However, defining the sample year this way introduces considerable schedule delays with only marginal associated benefits because the bulk of the target population is contained within the operationally defined population. The field test population mirrors what will be used a year later for the full-scale study.

- be located in the 50 states, the District of Columbia, or Puerto Rico; and
- be an institution other than a U.S. service academy.

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

The above institutional eligibility conditions were consistent with previous NPSAS studies with two exceptions. First, the requirement to be eligible to distribute federal Title IV aid was implemented for NPSAS:2000. Also, where prior NPSAS studies excluded institutions that offered only correspondence courses, NPSAS:04 includes such institutions if they were eligible to distribute federal Title IV student aid.

The institutional sampling frame for the NPSAS:04 field test was constructed from the 2001 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics file, the 2001 IPEDS Completions file, and the 2001 Fall Enrollment file. Two hundred institutions were selected for the NPSAS:04 field test with an expected yield of approximately 184 institutions providing lists for selection of sample students. The 200 field test sample institutions were selected purposively from the complement of the institutions selected for the full-scale study⁴ (150 of these institutions were also in the 2004 National Study of Postsecondary Faculty [NSOPF:04] field test sample). This ensured that no institution would be burdened with participation in both the field test and full-scale samples without affecting the representativeness of the full-scale sample.

To the extent possible, the field test sample of institutions was selected to approximate the distribution by institutional strata for the full-scale study. However, several institutions were designated as “certainty institutions” for the full-scale sample (i.e., they were definitely to be selected for the full-scale sample)—both for the national sample and for the state samples. Furthermore, for some of the 12 states, all institutions were to be selected for the full-scale, so no institutions from those states were included in the field test sample. Fifty-six institutions from 6 of the 12 states were in the field test sample.

A breakdown of sampled institutions by institutional strata is provided in table 2. This table also shows eligibility rates, rates for providing student lists, and past NPSAS participation overall and by stratum among the sampled institutions. Overall, about 98 percent of the sampled institutions met NPSAS eligibility requirements; of those, about 89 percent provided enrollment lists for student sampling.

⁴ The institutions on the full-scale sampling frame were partitioned into 58 institutional strata based on institutional control, highest level of offering, and Carnegie classification. NPSAS:04 also includes state-representative undergraduate student samples for three institutional sectors (public 4-year, public 2-year, and private not-for-profit 4-year) in 12 states. These 12 states were selected by NCES from those expressing interest. The 12 states were categorized into three groups based on population size: four small states (CT, DE, NE, OR), four medium size states (GA, IN, MN, TN), and four large states (CA, IL, NY, TX). Interested readers are referred to the forthcoming NPSAS:04 Methodology Report for a more detailed description of the sample designs, including a complete listing of the 58 strata and further details.

Table 2. Field test institutional sampling, eligibility, and participation, by sampling stratum: 2003

Institutional sampling stratum	Sample institutions		Eligible institutions		Provided lists		Past NPSAS participant	
	Number	Percent ¹	Number	Percent ²	Number	Percent ³	Number	Percent ³
All institutions	200	100.0	195	97.5	173	88.7	106	54.4
Public								
Less-than-2-year	3	1.5	2	66.7	2	100.0	1	50.0
2-year	71	35.5	70	98.6	59	84.3	38	54.3
4-year non-doctorate-granting	22	11.0	22	100.0	21	95.5	17	77.3
4-year doctorate-granting	12	6.0	12	100.0	11	91.7	10	83.3
Private, not-for-profit								
Less-than-4-year	6	3.0	5	83.3	5	100.0	2	40.0
4-year non-doctorate-granting	46	23.0	45	97.8	38	84.4	21	46.7
4-year doctorate-granting	15	7.5	15	100.0	13	86.7	12	80.0
Private, for-profit								
Less-than-2-year	15	7.5	14	93.3	14	100.0	0	0.0
2-year-or-more	10	5.0	10	100.0	10	100.0	5	50.0

¹ Percent is based on overall total within column.

² Percent is based on number sampled within row.

³ Percent is based on number eligible within row.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

2.1.2 Student Sample and Eligibility

To be eligible for the NPSAS:04 field test, students must have been enrolled in a NPSAS-eligible institution in any term or course of instruction at any time from July 1, 2002 through April 30, 2003. Additionally, study eligibility required that students met the following requirements:

- enrolled in either (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; or (c) an occupational or vocational program that required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award;
- not currently enrolled in high school; and
- not enrolled solely in a General Equivalency Diploma (GED) or other high school completion program.

Students concurrently enrolled in high school or who were enrolled only in a GED or other high school completion program were not eligible. Also excluded were students taking only courses for remedial or vocational purposes and not receiving credit, those only auditing courses, and those taking courses only for leisure, rather than as part of an academic, occupational, or vocational program or course of instruction.

These student eligibility conditions for NPSAS:04 are almost identical to those used for NPSAS:93, NPSAS:96, and NPSAS:2000. The ideal survey year is July 1 through June 30 because this is the financial aid year. The NPSAS:04 survey year is July 1 through April 30. This definition of survey year differs from NPSAS:93 and NPSAS:96 because those studies had a survey year that began in May or June rather than in July. This change for NPSAS:04 makes the survey year more consistent with the ideal survey year than NPSAS:93 and NPSAS:96 because the starting date is the same, and it does not include students from the past financial aid year. The NPSAS:04 survey year differs from the definition used in NPSAS:2000 because that study had a survey year that ended June 30 rather than April 30. This change for NPSAS:04 will expedite timely completion of data collection and preparation of data files. In the full-scale study, poststratification of survey estimates based on U.S. Department of Education administrative records (on enrollment and aid distributed) will adjust for the fact that the survey year ends with the terms starting by April 30, excluding a small number of students who are newly enrolled in May or June.

To create student sampling frames, each participating institution was asked to send in a list of eligible students. The requests for student lists specifically indicated how to handle special cases such as students taking only correspondence or distance learning courses, foreign exchange students, continuing education students, extension division students, nonmatriculated students, and so on. The data required for each enrollee were the student's name and identification (ID)/Social Security number (for abstracting student records), the student's level during the last term of enrollment (undergraduate, master's, doctoral, other graduate, or first-

professional), and first-time beginning⁵ (FTB) status. Contacting information, such as local and permanent telephone numbers and addresses and campus and permanent e-mail addresses also were requested.

The student sample sizes for the field test were set to approximate the distribution planned for the full-scale study with the exception that additional FTB students were selected to have a sufficient sample size for the field test of the Beginning Postsecondary Students Longitudinal Study (BPS). As shown in table 3, the field test was designed to sample approximately 1,300 students, including 810 FTB students; 360 other undergraduate students; and 130 graduate and first-professional students. There were eight student sampling strata:

- four sampling strata for undergraduate students:
 - FTB in-state tuition students,
 - FTB out-of-state tuition students,
 - other undergraduate in-state tuition students, and
 - other undergraduate out-of-state tuition students;
- three sampling strata for graduate students:
 - master’s,
 - doctoral,
 - other graduate students; and
- a sampling stratum for first-professional students.

The numbers of FTB students shown in table 3 include both “true” FTB students who began their postsecondary education for the first time during the NPSAS field test year, and effective FTBs, who had not completed a postsecondary class prior to the NPSAS field test year. Unfortunately, some postsecondary institutions cannot readily identify their FTB students. Therefore, the NPSAS sampling rates for those identified as FTB students and other undergraduate students by the sample institutions were adjusted in order to determine the expected sample sizes after accounting for expected false positive and false negative rates. The false positive and false negative FTB rates experienced in NPSAS:96 (i.e., the most recent NPSAS to include a BPS base-year cohort) were used to set appropriate sampling rates for the NPSAS:04 field test.⁶

The student sampling procedures implemented in the field test were as comparable as possible to those planned for the full-scale study. For example, students will be sampled at fixed rates based on student sampling strata and institutional strata in the full-scale study, so students were selected at fixed rates defined by institutional and student strata in the field test also. Sample yield was monitored and the sampling rates were adjusted when necessary. This approach was used to achieve the required field test sample sizes, just as will be necessary in the full-scale study.

⁵ A first-time beginning student is one who began postsecondary education for the first time during the NPSAS year.

⁶ The NPSAS:96 false positive rate was 27.6 percent for students identified at the time of sampling as potential FTB students by the sample institution but determined during the interview not to be FTB; and the false negative rate was 9.1 percent for those identified at the time of sampling as other undergraduate students but determined during the interview to be FTB students.

Table 3. Expected and actual field test student samples, by student type and level of institutional offering: 2003

Student type and institutional offering level	Expected student sample size ¹	Actual student sample size
Total	1,300	1,300
Potential FTB ² student	810	790
Less-than-2-year	200	80
2-year	360	410
4-year	250	300
Other undergraduate	360	360
Less-than-2-year	30	10
2-year	80	70
4-year	250	280
Master's (4-year)	60	30
Doctoral (4-year)	40	30
Other graduate (4-year)	10	60
First-professional (4-year)	20	20

¹ Based on sampling rates, Fall 2001 Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment file counts, and Fall 2001 IPEDS Completions file counts.

² First-time beginning.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Student samples were selected only from the first 77 institutions that sent in lists passing quality control (QC) checks (described in section 2.2.3). These 77 institutions provided a sufficient variation and numbers of sample students for the field test. If the 1,300 expected sample students were selected from all 173 participating institutions, the sample size per institution would have been too small for field test purposes. However, samples were selected from 170 lists received so that full-scale sampling procedures could be fully tested. Students selected from the later lists were processed in the same manner as those selected from the earlier lists, but no further data collection occurred.

The expected and actual student sample sizes are shown in table 3 by student type and level of institution. Overall, the application of predetermined sampling rates yielded a sample that was slightly below expectations. The other undergraduate and other graduate types yielded overall samples over expectations, and the remaining types yielded overall samples below expectations. The other graduate type was much larger than expected because some of the early lists that were received had all graduate students identified as other graduates. A QC check was later added to address this issue (see section 2.2.3). The samples selected early were larger than expected because these institutions had more students than expected. The student sampling rates were later adjusted downward for remaining institutions, so that the overall sample sizes for FTB students, other undergraduates, graduates, and first-professionals would be close to the expected overall totals. This accounts for some of the large discrepancies between the expected and actual sample sizes in the field test.

An additional perspective of the student sample that includes institutional characteristics is shown in table 4. Over one-half of the overall, FTB, other undergraduate, and graduate/first-professional samples were selected from public institutions. Also, more than one-third of all students and of FTB students were sampled from 2-year institutions.

Table 4. Initial classification of field test student sample, by institutional characteristic and student type: 2003

Institutional characteristic	Student type							
	Total sample		Potential FTB sample		Other undergraduate sample		Graduate/first-professional sample ¹	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	1,300	100.0	700	100.0	360	100.0	130	100.0
Institutional level								
Less-than-2-year	90	7.3	80	10.7	10	2.8	†	†
2-year	480	37.3	410	51.6	70	19.9	†	†
4-year non-doctorate-granting	430	33.2	210	26.3	180	50.4	40	27.1
4-year doctorate-granting	280	22.2	90	11.4	100	26.9	100	72.9
Institutional control								
Public	800	62.5	250	65.4	210	58.7	70	55.6
Private not-for-profit	370	29.1	170	22.1	140	38.8	60	44.4
Private for-profit	110	8.4	100	12.5	10	2.5	†	†
Institutional sector								
Public								
Less-than-2-year	40	2.7	30	3.4	10	2.2	†	†
2-year	380	29.9	330	41.7	60	15.2	†	†
4-year non-doctorate-granting	190	14.6	100	12.6	80	21.9	10	6.8
4-year doctorate-granting	200	15.3	60	7.8	70	19.4	70	48.9
Private, not-for-profit								
2-year-or-less	60	4.6	50	6.0	10	3.3	†	†
4-year non-doctorate-granting	230	17.6	100	12.5	100	28.0	30	20.3
4-year doctorate-granting	90	6.9	30	3.7	30	7.5	30	24.1
Private, for-profit								
Less-than-2-year	60	4.6	60	7.2	#	0.5	†	†
2-year-or-more	50	3.7	40	5.2	10	1.9	†	†

† Not applicable.

Rounds to zero.

¹ For this presentation, the master's, doctorate, other graduate, and first-professional strata have been combined into a single graduate/first-professional student type.

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

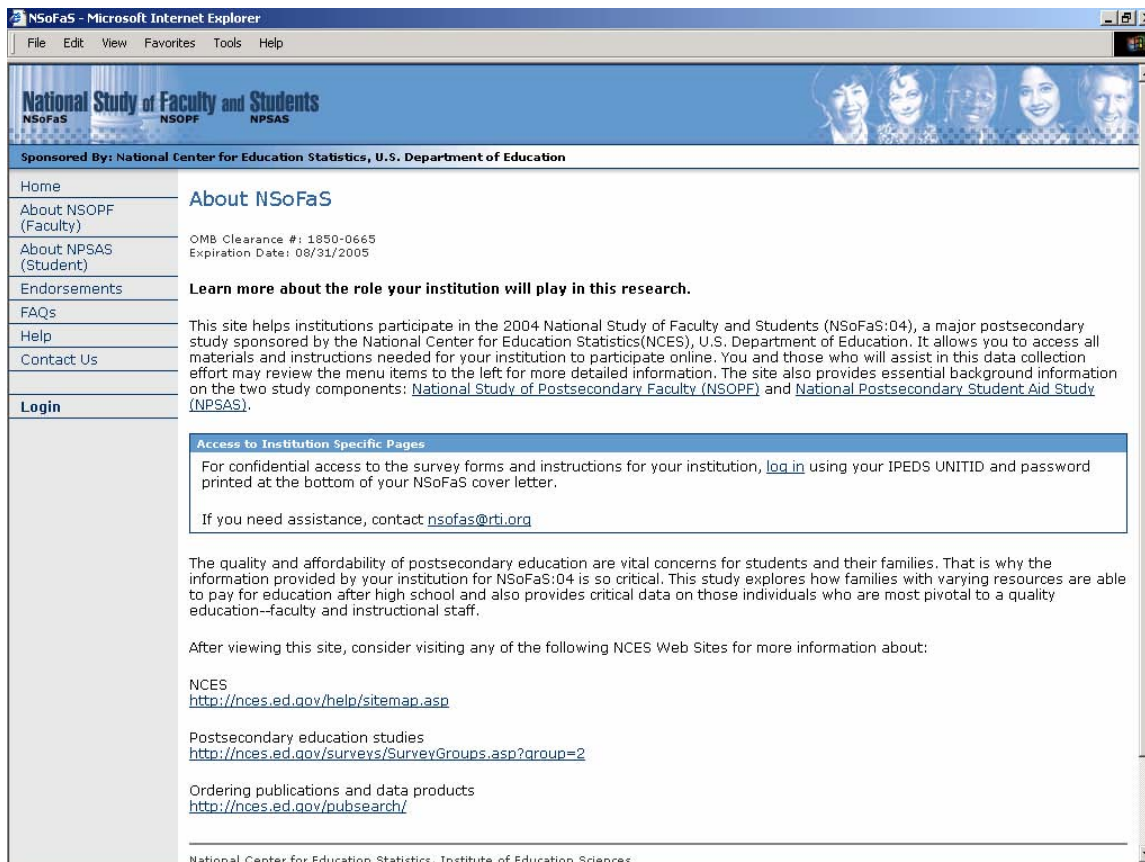
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

2.2 Data Collection Design

2.2.1 Institutional Website

A 2004 National Study of Faculty and Students (NSoFaS:04) website was developed for use by field test institutions. The NSoFaS website served a number of functions for both of the component studies: NPSAS and NSOPF. It provided institutions with a reliable and easily accessible reference to all study documents. It also provided for the uploading of electronic lists requested in data collection. Figure 1 presents the home page of the field test NSoFaS website.

Figure 1. NSoFaS institutional website home page: 2003



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Visitors to the website were provided with the following links (see navigational bar on the left side of the screen):

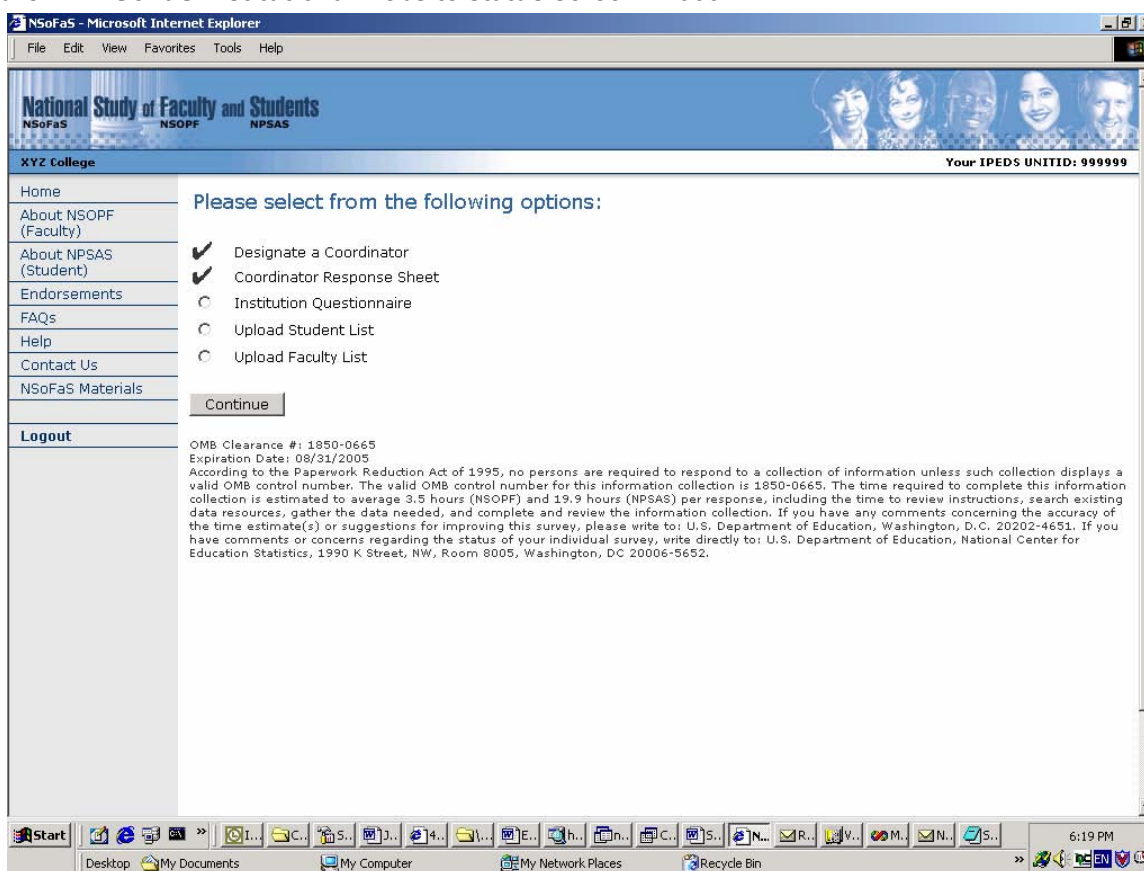
- *About NSOPF* provided information for the faculty component of NSoFaS.
- *About NPSAS* provided information on the mandate and research objectives for the student component of NSoFaS, with a link to National Center for Education Statistics (NCES) reports from previous study cycles.
- *Endorsements* listed the 25 national organizations that endorsed NSoFaS.

- *Frequently Asked Questions (FAQs)* included questions and answers concerning all the stages of data collection for both components of NSoFaS.
- *Help* provided the help desk toll-free number and e-mail address for contacting project staff, along with instructions for login.
- *Contact Us* contained address information for RTI International (RTI).
- *Login* provided fields for entering a username and password, giving access to all data collection pages, such as coordinator designation and coordinator response sheet, the institutional questionnaire, and upload of student lists.

All data entry applications were protected by Secure Sockets Layer (SSL) encryption. Further security was provided by an automatic “time out” feature, through which a user was automatically logged out if the system was idle for 30 minutes or longer. The system did not use any persistent “cookies,” thus adhering to the U.S. Department of Education’s privacy policy.

A status screen, shown in figure 2, indicated which stages of institutional data collection were completed (denoted by a check mark) and allowed institutions to select those stages that were not yet completed. Once a stage was completed, it was no longer accessible via the Web.

Figure 2. NSoFaS institutional website status screen: 2003



NOTE: NSoFaS= National Study of Faculty and Students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

2.2.2 Contacting Institutions

In order to increase the likelihood of institutional participation, endorsements from relevant organizations that had previously endorsed NPSAS or NSOPF or both were renewed and extended to both NSoFaS component studies when necessary. New endorsements were solicited from other organizations as it was deemed helpful. In all, 25 organizations endorsed NSoFaS, with one organization whose endorsement was relevant only to NPSAS-only institutions in the for-profit sector.

The institutional contacting effort began with an initial call to each sampled institution to verify the address of the institution, confirm eligibility for the sample (as appropriate), and collect contact information for the Chief Administrator. Chief Administrators at institutions sampled for NSoFaS received the following materials:

- a cover letter printed on NCES letterhead providing background information on NSOPF and NPSAS—the two component studies of NSoFaS (if the institution was sampled for both). The letter requested that the Chief Administrator designate an Institutional Coordinator (IC) for both components of the study, and it provided the user ID, password, and web address necessary to access the NSoFaS Designation of Coordinator form online;
- an NSoFaS brochure summarizing the objectives of both NPSAS and NSOPF, and providing background information and key findings for each component;
- an NSOPF brochure that would be mailed to the sampled faculty; and
- an NPSAS brochure that would be mailed to sampled students.

One key procedural change instituted for the NPSAS:04 field test was that Chief Administrators were encouraged to appoint the institutional research director as the IC. In past NPSAS cycles, it was far more likely that the IC was a member of the staff in the Financial Aid Office or Registrar's Office. This change was necessitated by the desirability of designating a single coordinator who had access to sources of both student and faculty data.

If the Chief Administrator did not designate an IC, one of a team of four institutional contactors made follow-up telephone contact with the Chief Administrator. The Chief Administrator was asked to complete the Designation of Coordinator form online, or to provide the information by telephone.

Mailings containing instructions for participation in the studies were sent to ICs on a flow basis as they were designated by the Chief Administrator. The following materials were included:

- a cover letter describing the study, the institution's password, IPEDS unit ID, and the web address necessary to access the NSoFaS website;
- a copy of the letter that went to the Chief Administrator and a facsimile of the Designation of Coordinator form;
- a listing of all endorsements, and a copy of the endorsement letter from the National Association of Financial Aid Administrators;

- a schedule of activities, including a flowchart of all NSoFaS activities;
- instructions for preparing the list of students, including a list of data elements requested, and a suggested file layout;
- complete instructions for participation in each phase of NPSAS;
- a list of transmittal options for sending faculty lists by mail, e-mail, and direct upload to the NSoFaS website, together with a packet and label for mailing the lists via overnight courier if required; and
- FAQs.

Copies of all letters and brochures sent to Chief Administrators and ICs can be found in appendix B.

2.2.3 Student List Acquisition and Sampling

The enrollment list requested was to contain all eligible students enrolled at any time between July 1, 2002 and April 30, 2003. (Sampled institutions could not provide complete lists until after the last applicable term began.) Institutions were encouraged to submit electronic lists in one of two ways: as a secure upload to the NSoFaS website or as an attachment to an e-mail sent to the project e-mail address. The data items requested for each listed student were the following:

- student ID number;
- Social Security number (possibly identical with student ID number);
- full name;
- education level—undergraduate, master’s, doctoral, other graduate, or first-professional—in the *last* term of enrollment during the study-defined year (only necessary for 4-year institutions);
- FTB indicator—yes, no, or unknown; and
- contact information—local and permanent address and phone number and campus and permanent e-mail address.

As noted in chapter 1, the collection of student information from institutional records via computer-assisted data entry (CADE)⁷ and directly from students (via a self-administered web interview or computer-assisted telephone interview [CATI]) occurred simultaneously for the first time in the field test for NPSAS:04. This change made it necessary to request address information as part of the student list. In previous iterations, locating information was requested through CADE only for those students selected for the sample. The purpose of this change was to expedite data collection for sampled students so that they could be contacted concurrent with CADE data collection from the institution.

⁷ See section 2.2.6 for a description of the CADE software system.

Instructions for preparing the student list were provided in the binder of materials sent to the IC; instructions were further clarified in follow-up telephone conversations as needed. In such subsequent telephone contacts, contractor staff worked closely with the IC to determine the best reasonable list of student information that could be provided by the institution.

Prompting telephone calls were made to the institutions that had not provided lists following the target date(s) set by the IC. Throughout the list acquisition process, the contractor attempted to accommodate institutional constraints and to reduce their burden, including elimination of duplicate lists. Where requested, institutions were reimbursed for personnel and computer time for list preparation.

Prior to actual student sampling, several checks were implemented on quality and completeness of provided student enrollment lists. Institutions providing lists that failed at least one of these checks were called to rectify the detected problem(s). Completeness or quality checks were failed if any of the following conditions existed:

- education level—undergraduate, master’s, doctoral, other graduate, or first-professional—was not included or was unclear;
- the FTB indicator was not included or was unclear; or
- the number of students listed was inconsistent with the latest IPEDS data, as described below.

QC checks were performed by checking the unduplicated counts from the enrollment lists provided by institutions against the nonimputed unduplicated student fall enrollment counts from the 2001 IPEDS fall enrollment file, which provides enrollment information only for the fall term rather than the entire 2001–02 school year. For any count that was imputed on the IPEDS enrollment file, no QC check was performed. For 4-year institutions, separate checks were made for four student types: FTBs, other undergraduates, graduates, and first-professionals. Upper and lower bounds were formed around the IPEDS counts to create a range. If the list count was in the range, the list passed QC; otherwise, the list failed QC. Given that one of the goals of the field test was to test the appropriate range of allowable boundaries, the upper and lower bounds were chosen to allow a range wider than what was actually expected. Furthermore, the upper and lower bounds for the IPEDS counts used in the QC process took into account that:

(1) IPEDS counts are based on fall enrollment while the list counts were for July 1 through April 30 and (2) IPEDS counts were a 1½ years old at the time of use.

FTB students are defined differently for NPSAS than for IPEDS,⁸ but a comparison was made between NPSAS FTB students and IPEDS first-time freshmen to see if such a comparison was feasible. As is detailed later in this report (section 4.2.1), this comparison was useful to identify institutions that did not include all of its FTB students. The institution failed the check if

⁸ IPEDS defines FTB students as first-time degree-seeking freshmen. These are students attending any institution for the first time at the *undergraduate level*. Included are students enrolled in *academic* or *occupational programs*, students enrolled in the *fall term* who attended college for the first time in the prior summer term, and students who entered with advanced standing (college *credits* earned before graduation from high school). These students are enrolled in courses for *credit* who are recognized by the institution as seeking a *degree* or other formal award. For a complete description of the NPSAS definition of FTB, please refer to section 4.1.

the number of FTB students differed sufficiently from the IPEDS nonimputed fall enrollment count. For FTB students, the failure occurred when the respective list count was less than 50 percent of the IPEDS fall enrollment count or when the respective list count was more than double the IPEDS fall enrollment count.

Upper and lower bounds on the IPEDS counts for other undergraduates, graduates, and first-professionals were initially set based on what was used in previous NPSAS studies and then expanded, as necessary, until it was determined that the bounds worked well. Bounds were also set for total enrollment to test the feasibility of such a comparison. Institution lists failed the QC check if the number of other undergraduates, graduates, first-professionals, and total students provided differed sufficiently from the IPEDS nonimputed fall enrollment count. For the total count, the failure occurred when the respective list count was less than 50 percent of the IPEDS fall enrollment count or when the respective list count was more than double the IPEDS fall enrollment count. For other undergraduates, graduates, and first-professionals, the failure occurred when the list count was less than 25 percent of the IPEDS fall enrollment count or more than 50 percent of the IPEDS fall enrollment count.

If any student count failed the check, but the absolute difference between the counts for that student level (FTB, other undergraduate, graduate, first-professional, or total) was fewer than 100 students and the student list count was not zero, then the student count for that level passed the QC check. Also, if the IPEDS fall enrollment count was zero for any student level and the institution provided a list of students of that level, then the count passed the QC check.

The student sample was selected on a flow basis as the lists were received, reconciled, and unduplicated (as applicable).⁹ Stratified systematic sampling procedures were used to facilitate sampling from both electronic and hardcopy lists. As student lists were received from institutions, students were sampled. Stratified systematic sampling was used to ensure comparable sampling procedures for both paper-copy and electronic lists. In the case of duplicated paper-copy lists, a stratified systematic sample was selected from each list provided (typically separate lists by term) and the samples selected were “unduplicated” against master lists. When institutions provided hardcopy lists, sometimes a separate list for each student stratum was provided and other times a single list. In the latter case, stratum was indicated but the list was not sorted by stratum. Therefore, all students on the list were sampled at the highest of the student sampling rates for the strata represented by the list. After the sample was keyed, the students selected from each stratum were subsampled to achieve the appropriate sampling rate for that stratum. For each institution, student sampling rates, rather than student sample sizes, were fixed.

2.2.4 Overview of Extant Data Sources for Student Data

A portion of the student study data were obtained from two extant databases, which served several useful functions. First, these additional data sources provided some information

⁹ Electronic lists were unduplicated using Social Security or student ID numbers prior to sampling. To avoid duplication on paper copy lists, samples were drawn from the “most recent” list (typically a spring term) as well as from earlier term lists. The “most recent” term sample was retained while the other samples were unduplicated against that “most recent” sample.

that could not be collected from the institutions or the students. Second, they provided a way to “fill in” certain data that were obtained in institutional record abstraction or the student interview but were missing for individual sample members (e.g., demographics). Also, these data sources served to check or confirm information obtained from student records or interviews.

To reduce institutional burden in subsequent data collections, information related to applications for federal financial aid during the financial aid year was obtained from the U.S. Department of Education’s Central Processing System (CPS). Students give this information on the Free Application for Federal Student Aid (FAFSA) form; it is then converted to an electronic form, analyzed, and provided to involved institutions and other approved parties. As was the case in NPSAS:96 and NPSAS:2000, RTI was assigned a “special designation code.” Under this procedure, financial aid application data were requested through a standard Federal Data Request process.¹⁰ The CPS was accessed semiweekly to download CPS data from the completed request.

Data on the nature and amount of Pell grants or federal student loans were obtained from the National Student Loan Data System (NSLDS) database maintained by the U.S. Department of Education. The electronic data interchange with NSLDS was initiated toward the end of student data collection. It included a query of both federal student loan and Pell grant files. A successful match with the NSLDS loan and Pell database required that the student have a valid application record within the database. The accessed NSLDS Pell grant and loan files included information for the year of interest, as well as a complete federal grant or loan history for each applicable student.

2.2.5 Student Instrument Development

Unlike previous NPSAS cycles, the NPSAS:04 student instrument was created as a web-based instrument to be used both for self-administered “interviews” and by telephone interviewers. The overall content of the NPSAS:04 field test instrument was based on the instruments used in NPSAS:2000 and NPSAS:96 in order to provide data users with the ability to make comparisons over time. Items relevant to the BPS were drawn from NPSAS:96, the last cycle that produced a BPS cohort. NPSAS:2000 items specific to the B&B cohort were deleted. The NPSAS:04 instrument content was also modified to reflect current policy issues and topics relevant to researchers.

The instrument consisted of six sections grouped by topic. The first section determined student eligibility for the NPSAS:04 study and obtained the enrollment history. The second section contained questions relating to student expenses and financial aid. Included in this section were items regarding employment at the NPSAS institution, such as work-study participation, assistantships, and fellowships. Section three focused on employment and finances. Educational experiences such as courses taken and admission test scores were included in the fourth section, as well as items specific to BPS respondents. The fifth section of the interview gathered background and demographic information about students and their family

¹⁰ This is a request process similar to that available to state and federal requests from the system, through which information can be requested about individuals regardless of the institution they attend. Requests made by an institution are restricted to applicants to that institution only.

members. The final section, applicable only to BPS respondents, requested contacting information in order to make subsequent follow-up contact with these respondents easier for future studies.

After the interview was complete, respondents were asked to complete an additional opinion questionnaire for methodological purposes that asked them about their experience completing the survey. See appendix C for a facsimile of the complete web-based instrument, with the exception of the opinion questionnaire.

Mixed-mode data collection introduces other concerns that are not found when dealing solely with a single mode. In the past, data collection was done primarily via CATI. The interviewer's presence provided the respondent a means to clarify question meanings and served to increase data quality because interviewers could probe when responses were unclear. With self-administration, this benefit is removed. Therefore, modifications to the instrument were made to account for the mixed-mode presentation (i.e., self-administered and CATI) to ensure high-quality data were obtained and to make the interview process as efficient as possible for respondents. Changes included the following:

- modifications to question wording so that it was appropriate if read by a respondent or read to a respondent by a CATI interviewer, while also maintaining question integrity;
- the provision of additional help text to assist self-administered respondents in completing the interview;
- the addition of pop-up boxes to the instrument when out-of-range values were entered as a value for an item;
- the removal of "don't know" response options for all items except for key items such as parent income (respondents could implicitly refuse answering all items by leaving the screen blank and proceeding with the interview); and
- the provision of prompt boxes that were programmed to display if a respondent implicitly refused to answer (i.e., left blank) three consecutive screens. The prompt box reiterated the importance of the study and completeness of data, and requested that the respondent complete the items left blank.

Another important consideration while developing the NPSAS:04 field test instrument was the introduction of variation in response time. Web users connect through a variety of sources (e.g., dial-up, T1, high-speed cable access), use different operating systems, and have different computer resources. All of these factors were relevant to designing the instrument in order to ensure minimal burden on the respondent.

With an instrument as large and complex as this, another critical factor was the determination of skip logic. Not only was it important to determine the appropriate routing from item to item on the basis of respondent status (e.g., BPS, undergraduate, graduate student), but it was also necessary to ensure that the skip logic was as efficient as possible. Sending respondents from one screen to another can add considerable transit time to web-based instruments. This

increases the burden on the respondent and can lead to increased data collection costs as interviewers wait for screens to load during the interview.

Once the instrument was complete and programmed, rigorous testing was conducted over several iterations. Project staff and NCES staff used preloaded scenarios to test the skip logic, question wording, screen layout, and efficiency of the instrument. This testing was done from a variety of locations, using a range of connection options, and at varied times of the day in order to identify areas needing revision. This process was facilitated by the use of RTI's Instrument Design and Documentation System (IDADS), which is described in detail in section 2.3.1. This system allowed project staff and NCES to coordinate testing efforts, and provided a historical account of all problems and the solutions implemented.

2.2.6 CADE Data Abstraction From Student Records

Data from sampled students' records at the NPSAS institution were collected using procedures similar to those successfully tested and implemented during NPSAS:2000. Specifically, a web-based CADE software system was developed for use in collecting data from student records. For the NPSAS:04 field test study, CADE was created using Active Server Pages technology against a structured query language (SQL) server database. The same CADE system was loaded onto laptops used by the RTI field data collectors for field-CADE.

As was the case in NPSAS:2000, institutions could choose either to enter the data (self-CADE) or to have an RTI-employed field data collector complete data entry (field-CADE). Institutions were encouraged to use their own staff for this data collection (with compensation for staff time when requested), in order to minimize the overall cost of the data collection.

The CADE record abstraction process began when a student sample had been selected and transmitted to the CPS to obtain financial aid application data. Upon completion of the CPS matching (typically a 24-hour turnaround), a number of data elements were preloaded into the CADE database, thus initializing the CADE system for that institution. These preloaded elements included an indicator of whether the student had been matched successfully to the CPS system, as well as selected CPS variables for use in CADE software edit checks. In addition, the system was customized for each institution by preloading the names of institutional financial aid programs and up to 12 state financial aid programs to assist in identifying aid received by students.

Once CADE was initialized for a particular institution, the ICs who previously indicated a willingness to complete the data collection via self-CADE received a user name and password to gain access to the CADE system, along with a hardcopy list of the students sampled and a copy of the *NPSAS CADE User's Guide*. Within 2–3 days, help desk staff called to confirm the receipt of the materials and requested a date for estimated completion of record abstraction and data entry. Field-CADE institutions also received these materials but were contacted by the field data collector to identify a mutually convenient time to conduct the visit to the institution.

The CADE record abstraction instrument (the full contents of which appear in appendix D) was structured into three sections covering eight general topics:

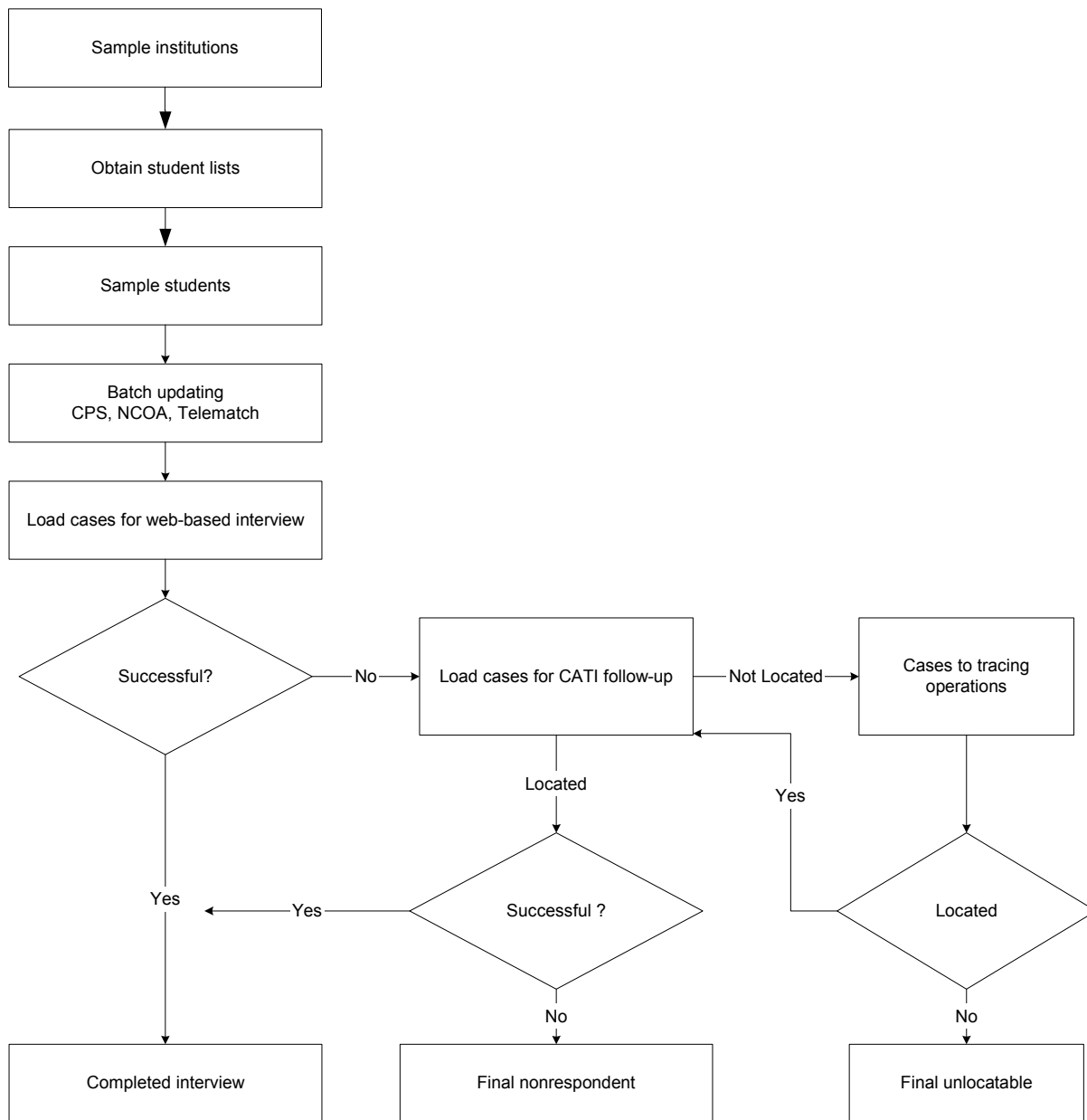
1. locating—for collecting/updating address and phone information for students, students' parents, and other contacts;
2. characteristics—for collecting demographic data such as sex, race, and marital status;
3. admissions—for collecting scores for undergraduate, graduate, and first-professional admissions tests;
4. enrollment—for collecting terms of enrollment, degree program, and field of study;
5. tuition—for collecting tuition data for the terms of enrollment;
6. financial aid awards—for collecting additional financial aid data for aid recipients;
7. need analysis—for collecting student financial aid budget data for aid applicants; and
8. Institutional Student Information Records (ISIRs)—for collecting name and Social Security number for students not previously matched successfully to CPS, but for whom an ISIR was available, indicating the student had applied for federal financial aid for the study year.

Based on daily status reports summarizing the progress of the self-CADE institutions, staff placed periodic calls to the coordinators to prompt completion of the record abstraction. In general, status reports indicated that institutions were typically slow to begin the CADE task (often waiting many weeks after system initialization before starting data collection), but once record abstraction began, they completed the task relatively quickly.

2.2.7 Student Contacting and Locating

The NPSAS:04 data collection design involved initial locating of sample members, providing an opportunity for the student to complete the self-administered interview via the Web, following up with nonrespondents after 3 weeks, and attempting to conduct a CATI interview with them if necessary. Data collection activities are shown in figure 3 and include pre-data-collection batch-locating activities, notification letter mailings, CATI tracing, intensive tracing procedures, interviewing, and nonrespondent follow-ups.

Figure 3. Field test student data collection overview: 2003



¹Cases designated by tracing operations as “located” were reloaded for CATI follow-up. If the CATI follow-up failed to confirm the new locating information the case was sent to tracing operations a second time. Cases sent to tracing operations twice but remaining unlocated were coded as “final unlocatable.”

NOTE: CPS =Central Processing Systems; NCOA = National Changes of Address; CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Pre-Data-Collection Batch Locating. Upon receipt of student lists from the participating institutions, batch locating activities were employed to update address and

telephone information for the selected sample members. This was a multi-step task. Initially, information received from the institutions was entered into the NPSAS:04 locator database. This database served as a central repository for all locating information obtained for the students. Several databases were then used to update the student locating information provided by the institutions.

First, cases with a valid Social Security number were sent to the CPS for updating. The information obtained from the CPS was compared with that already obtained from the institutions; any updates were loaded into the locator database. Next, all cases with one or more valid addresses were sent to the U.S. Postal Service National Change of Address (NCOA) system. The NCOA database consists of change-of-address data submitted to the U.S. Postal Service and is updated every 2 weeks, with records stored for 18 months. New address information provided another update for the locator database. Finally, all student addresses and telephone numbers were sent to Telematch for telephone number updating. Telematch offers a computerized residential telephone number updating service consisting of over 65 million listings, over one million not-yet-published numbers of new residents, and over 10 million numbers for businesses. The service uses a name, street address, and ZIP code as search criteria and returns a telephone number for each match. These new numbers were then added to the NPSAS:04 database.

In some cases, the batch database searches confirmed or updated the contact information provided by the institution; in other cases, the searches resulted in new contact information. All locating information obtained as a result of these searches was loaded into the NPSAS:04 database, with information from each source listed on a separate line.

Initial Student Notification Letter Mailing. After addresses were updated, a notification mailing was sent to all sample members. Letters were sent twice a week on a flow basis depending on when the student information was received from the institution after all batch-tracing procedures for the case were complete. The initial student mailing contained a lead letter and informational brochure (provided along with institutional contacting materials in appendix B). The materials contained information about the study; responses to commonly asked questions; provisions for confidentiality and security; contact information for project and NCES staff, as well as the NPSAS:04 help desk; and details on how to access the web instrument (including username and password).

CATI Locating. Telephone contact began for self-administered web nonrespondents 3 weeks after the initial mailing. CATI locating and tracing activities occurred concurrently with efforts to gain cooperation from sample members. When assigned a case, the telephone interviewer called the telephone number designated by CATI as the number that appeared to have the greatest potential for contacting the sample member, and attempted an interview. When the person answering the call said that the sample member could not be reached at that number, the interviewer asked the person how to contact the sample member. If this approach did not provide the information needed, the interviewer initiated tracing procedures, using all other available information for other contact persons in an attempt to locate the student. When all tracing options available to the interviewer were exhausted, the case was assigned to RTI's Tracing Operations Unit (TOPS) for intensive tracing.

Intensive Tracing Efforts. Cases were sent to TOPS for intensive tracing in two situations: when cases had no telephone number for loading into CATI and when cases were designated as a dead-end in CATI (i.e., there were no more telephone numbers to call for the case). TOPS had access to both proprietary and public-domain locating databases. Proprietary databases provided real-time access to several consumer databases (Transunion, Equifax, and Experian), which contain current address and phone listings for the majority of consumers with a credit history. TOPS also had access to a variety of other information sources, such as data miners and commercial list houses. These sources provided the following searches: name, address, neighbor, phone matching searches, and status (decedent, incarcerated, incapacitated, or military personnel).

A two-tiered intensive tracing plan was used to locate NPSAS:04 sample members. The first tier involved identifying sample members with Social Security numbers and processing that information through consumer databases. If a search generated a new telephone number, that case was sent back to CATI for telephone interviewing. If a new address was generated but a new telephone number was not, tracers called directory assistance or accessed other databases to obtain telephone numbers for CATI. This first level of effort minimized the time that cases were out of production.

All remaining cases (those lacking new information from the Social Security number search) underwent a more intensive level of tracing in the second tier. The second tier of tracing activities included the following:

- checking directory assistance for telephone listings at various addresses;
- using electronic reverse-match databases to obtain the names and telephone numbers of neighbors, and then calling the neighbors;
- contacting the current or last known residential sources such as the neighbors, landlords, current residents, tax assessors, realtors, and other business establishments related to previous addresses associated with the sample member; and
- using various tracing websites.

Tracers checked new leads produced by these tracing steps to confirm the addresses and telephone numbers for the sample members. When the information was confirmed, that case was returned to CATI for telephone interviewing. If TOPS located a new e-mail address for a sample member, the information was loaded into the database for future e-mail correspondence to nonrespondents. Cases that could not be located (e.g., there were no working telephone numbers or numbers for relevant neighborhood sources were unpublished) were reviewed by supervisors, and (if necessary) were finalized as unlocatable.

2.2.8 Student Interviewing

Staff Training. The mixed-mode design of the NPSAS:04 field test data collection required the development of three separate training programs: help desk training, CATI interviewer training, and training of tracing staff. Separate training sessions were conducted for supervisors, help desk agents, telephone interviewers, and tracers (see table 5 for specific training dates).

Table 5. Field test training sessions: 2003

Activity	Date	Number of staff
Telephone supervisors and monitors	March 5, 2003	7
Help desk staff	March 10-14, 2003	5
CATI telephone interviewers	March 25-27, 2003	8
Tracing supervisors and tracing specialists	April 7, 2003	8

NOTE: CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

The interviewer training program was designed to maximize the trainees' active participation. Training manuals included a training guide, an interviewer's manual, and a question-by-question specification manual. The 12-hour training session consisted of lectures, demonstrations, and hands-on practice exercises with the instrument and online coding modules. Trainees were introduced to the procedural aspects of data collection for NPSAS:04 and were given a thorough review of the instrument. Interviewers also trained in techniques for gaining cooperation with sample members, parents, and other contacts, as well as techniques for addressing the concerns of reluctant participants and avoiding refusals.

Common to each training session was a study overview, a review of the confidentiality requirements, a demonstration interview, an in-depth review of the instrument, hands-on practice exercises with the instrument, and open-ended coding modules. The help desk and CATI telephone training sessions were customized as follows:

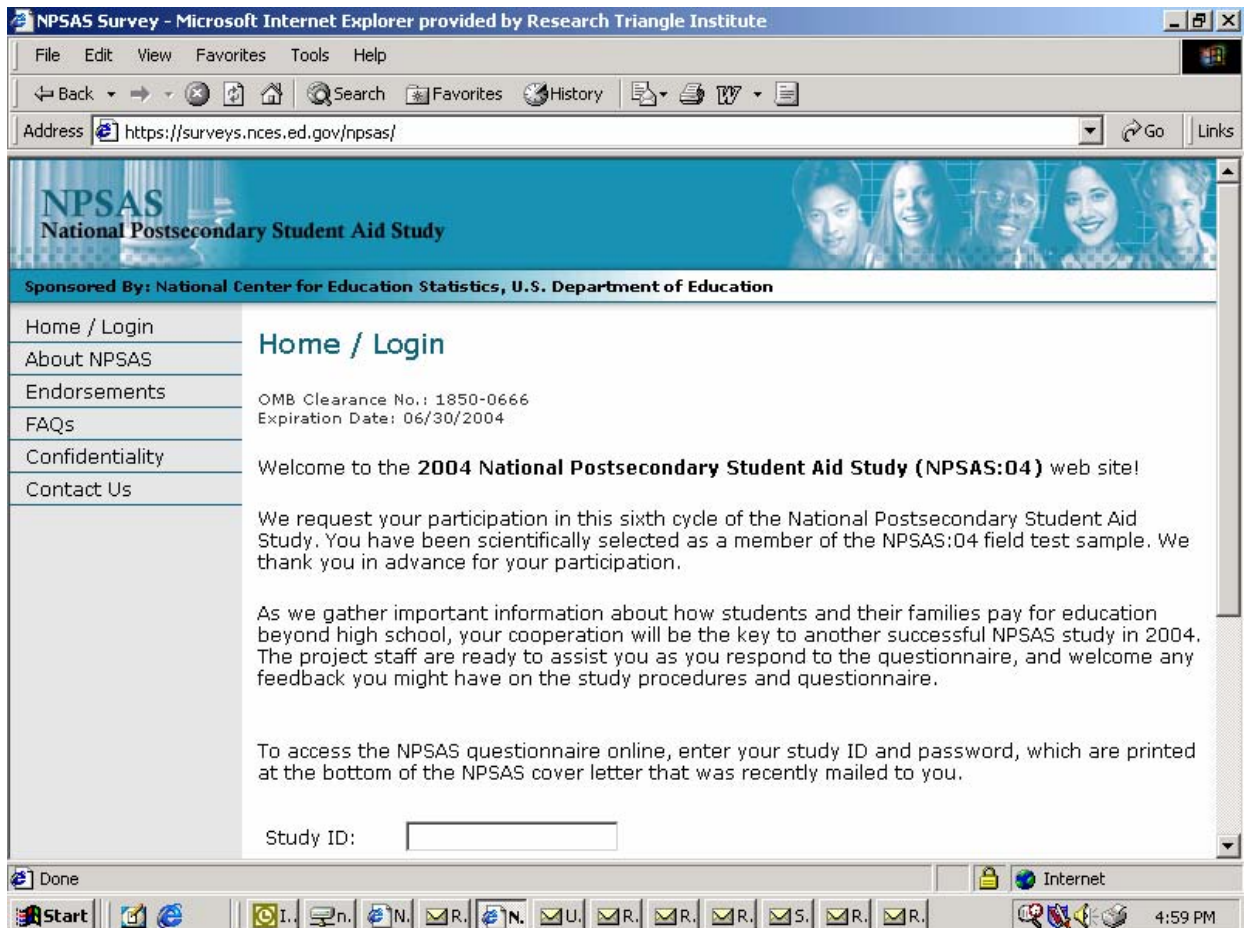
- *Help desk agents* reviewed the "frequently asked questions" in detail, including responses to instrument-specific questions, as well as technical issues and instructions for documenting each call to the study hot line.
- *Telephone interviewers* were trained in techniques for gaining cooperation of sample members and other contacts, as well as techniques for addressing the concerns of reluctant participants and avoiding refusal.

See appendix E for a copy of the telephone interviewer training agenda and the table of contents from the training manual.

A separate training was held for staff working in tracing operations. Supervisors, tracers, and QC specialists received a 2-hour overview of the study. The session focused on the design of NPSAS:04, the characteristics of the sample population, and a discussion of the tracing techniques best suited for locating such a diverse and mobile population.

Student Website. The website for the NPSAS:04 field test served a dual purpose. The primary function was to provide access to the student instrument for the sampled students. The secondary function was to provide information, including background information about the study, the selected sample, the sponsor, the contractor, and confidentiality assurances. In addition to the information available on the site, links were provided to other relevant sites (e.g., NCES). The home page of the NPSAS:04 field test website is depicted in figure 4.

Figure 4. NPSAS:04 student website home page: 2003



NOTE: NPSAS:04 = 2004 National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

The initial login page provided the link to the web instrument. The login process involved entering a specific study ID and password, which were provided to the respondent in the lead letter. Respondents could also obtain their study ID and password by e-mailing the project, or by contacting a help desk agent at the NPSAS toll-free number.

The web instrument was protected by SSL encryption safeguard. Further security was provided by an automatic “time out” feature, which automatically logged out of the web instrument if the system was idle for 30 minutes or longer. The system did not use any persistent “cookies,” thus adhering to the U.S. Department of Education’s privacy policy.

Self-Administered Interviews. The web-interviewing option was introduced to sample members in the lead letter packet. During the first 3 weeks of data collection, only self-administered interviews via the Web were completed unless a student called in to the help desk for assistance and decided to complete the telephone interview. The web interview site remained open and available 24 hours per day, 7 days per week throughout the entire data collection period. This availability gave sample members the option to complete interviews online during the entire data collection period.

Help Desk Operations. The NPSAS:04 help desk opened on March 19, 2003 in anticipation of the first student calls after the introductory mailing. The help desk staff was available to assist sample members who had questions or problems accessing and completing the self-administered interview. A toll-free hotline was set up to accept incoming help desk calls. If technical difficulties prevented a sample member from completing a self-administered interview, a help desk staff member, who was also trained to conduct telephone interviews, would encourage him/her to complete a telephone interview rather than to attempt the self-administered interview.

The help desk application documented all incoming calls from sample members. In addition to this primary documentation function, it provided the following:

- information needed to verify a sample member’s identity;
- login information allowing a sample member to access the web interview;
- systematic documentation of each call; and
- means for tracking calls that could not be immediately resolved.

The help desk application also provided project staff with various reports on the type and frequency of problems experienced by sample members, as well as a way to monitor the resolution status of all help desk inquiries.

Telephone Interviewing. CATI follow-up locating and interviewing were conducted from April 13, 2003 through July 20, 2003. CATI procedures included attempts to locate, gain cooperation from, and interview sample members who had not completed the online interview. Interviewers encouraged respondents to complete the interview by telephone as soon as they made contact; however, they informed sample members that they could still complete the interview online if that was their preference.

An automated call scheduler assigned cases to interviewers based on time of day, day of week, existence of precise appointments, and type of case. Case assignment was designed to maximize the likelihood of contacting and interviewing sample members, and cases were assigned to various queues for this purpose. Some of the queues included new cases, Spanish-

language cases,¹¹ initial refusals, and various appointment queues (appointments set by the sample member, appointments suggested by locator sources, and appointments for cases that were initial refusals).

For each case, a calling roster prioritized the names and telephone numbers for the interviewers to call. The roster included locating information provided by institutions and students and obtained through tracing activities. For example, this information might have included a student's permanent or local address and telephone number, contacting information for the student's parents, and the address and telephone number or both of other contacts listed for the student. New roster lines were added as the result of CATI tracing and intensive tracing efforts.

Once located, some sample members required special treatment. To gain cooperation from those who initially refused to participate (including locator sources who acted as "gatekeepers" to prevent access to the sample member), certain interviewers were trained in refusal-conversion techniques. Sample members and their locator sources who spoke only Spanish were assigned to bilingual interviewers.

2.2.9 NPSAS:04 Field Test Incentive Experiment and Data Quality Evaluations

As part of the field test study, an experiment was conducted to test three hypotheses regarding the efficacy of incentives for the NPSAS:04 full-scale study. Specifically, the resulting data from the sample of students was used to test the following hypotheses:

- Incentives increase the response rate during the initial phase of data collection and promote a higher rate of self-administered responses.
- Incentives increase the completion rate during the nonresponse follow-up phase of CATI data collection.
- A larger incentive increases the response rate more than a smaller one.

The first hypothesis addresses the need for increasing the number of web-based responses, since this method was expected to reduce costs while increasing data quality. Testing the second hypothesis was expected to verify the effectiveness of incentives for refusal conversion. The aim of testing the third hypothesis was to determine whether there was a differential benefit between incentive levels on response rates.

Sample members were randomly assigned to treatment groups (no incentive, \$10, or \$20) and were eligible for the early response incentive during the first 3 weeks of data collection,

¹¹ Cases identified in initial calls as needing a Spanish interpreter were contacted by a project-certified, Spanish-speaking, bilingual interviewer. The interviewer assessed the sample member capability of completing the interview in English. If possible, the survey was conducted in English, with occasional Spanish translations provided for words or phrases the sample member had difficulty understanding. If the interview could not be conducted in English, the case was finalized as "Spanish language nonrespondent." If the sample member spoke a language other than English or Spanish and was not able to complete the interview in English, the case was coded as "other language nonrespondent."

which was a web-only period.¹² For refusal conversion, all sample members who refused to complete the survey were randomly assigned to treatment groups (no incentive or \$20). A detailed description of the incentive experiment and its results is provided in section 3.4.

2.3 Data Collection Systems

2.3.1 Instrument Design and Documentation System

The Instrument Design and Documentation System (IDADS) is a controlled web environment in which project staff developed, reviewed, modified, and communicated changes to specifications, code, and documentation for the NPSAS:04 instrument. All information relating to the NPSAS:04 instrument was stored in an SQL server database and was made accessible through Windows™ and web interfaces. IDADS contains three modules: specification, programming, and documentation.

Initial specifications were generated within the IDADS *specification module*. This module enabled access for searching, reviewing, commenting on, updating, exporting, and importing information associated with instrument development. All records were maintained individually for each item, which provided a historical account of all changes requested by both project staff and NCES.

Once specifications were finalized, the *programming module* within IDADS produced hypertext transfer markup language (html), Active Server Pages (ASPs), and JavaScript template program code for each screen based on the contents of the SQL Server database. This output included screen wording, response options, and code to write the responses to a database, as well as code to automatically handle such web-instrument functions as backing up and moving forward, recording timer data, and linking to context-specific help text. Programming staff edited the code that was automatically generated by this module to customize screen appearance and program response-based routing.

The *documentation module* contained the finalized version of all instrument items, the screen wording for each, and variable and value labels. Also included in this module were the more technical descriptions of items such as variable types (alpha or numeric), information regarding those to whom the item was administered, and frequency distributions for response categories. The documentation module was used to generate the instrument facsimiles and the deliverable electronic codebook (ECB) input files.

2.3.2 Integrated Management System

All aspects of the field test were under the control of an Integrated Management System (IMS). The IMS is a comprehensive set of desktop tools designed to give project staff and NCES easy access to a centralized repository for project data and documents. The NPSAS:04 IMS is comprised of several modules: the management module, the Receipt Control System (RCS), and the web-CATI Case Management System (CMS).

¹² If a sample member called into the help desk and completed the interview over the telephone during the early response incentive period, they were given the incentive.

The *management* module of the IMS contains tools and strategies to assist project staff and the NCES project officer in managing the study. All information pertinent to the study is located there, accessible via the Web, in a secure desktop environment. Available on the IMS are the current project schedule, monthly progress reports, daily data collection reports and status reports (available through the *RCS* described below), project plans and specifications, key project information and deliverables, instrument specifications, staff contacts, the project bibliography, and a document archive. The IMS also has a download area from which the client and subcontractors can retrieve files when necessary.

The *RCS* is an integrated set of systems that monitors all activities related to data collection, including tracing and locating. Through the *RCS*, project staff are able to perform stage-specific activities, track case statuses, identify problems early, and implement solutions effectively. *RCS* locator data were used for a number of daily tasks related to sample maintenance. Specifically, the mail out program produces mailings to sample members, the query system enables administrators to review the locator information and status for a particular case, and the mail return system enables project staff to update the locator database. The *RCS* also interacts with the Case Management System and Tracing Operations (*TOPS*) databases, sending locator data between the three systems as necessary.

The *CMS* is the technological infrastructure that connects the various components of the CATI system, including the questionnaire, utility screens, databases, call scheduler, report modules, links to outside systems, and other system components. It utilizes a call scheduler to assign cases to interviewers in a predefined priority order. In addition to delivering appointments to interviewers at the appropriate time, the call scheduler also calculates the priority scores (the order in which cases need to be called based on preprogrammed rules), sorts cases in nonappointment queues, and computes time zone adjustments to ensure that cases are not delivered outside the specified calling hours. The call scheduler also permits callbacks to be set, and assigns status codes to the case. In addition, each case contains one or more roster lines that detail specific contact information for a case (e.g., home phone number, work phone number, etc.). The call scheduler uses a call algorithm based on the previous call results to determine which roster line should be called next.

Chapter 3

Institutional and Student Data Collection Outcomes

The National Center for Education Statistics (NCES) has established strict standards regarding the participation rates from sample members in order to maintain data integrity and generalizability. To obtain the rates required, successful data collection at all stages is crucial. This chapter provides a summary of institutional and student response rates, the results of locating activities for sample members, refusal conversion efforts, the burden involved in data collection, and the results of an experimental evaluation of the impact of incentives on student response rates introduced in section 2.2.9.

3.1 Response Rates

3.1.1 Institutional Participation

Of the 195 eligible institutions, 99 percent (193) of the Chief Administrators agreed to participate; all of these appointed an Institutional Coordinator (IC) to assist with study requirements.¹³ The first request of the ICs was to provide a student enrollment list to be used in selecting the student sample. Eight of the ICs explicitly refused to provide an enrollment list, and 12 of the ICs did not provide the lists in the time frame allocated for the activity. The remaining 173 (88.7 percent) eligible institutions provided lists. As previously shown in table 2, list provision varied by type of institution considered; however, all nine institutional strata had participation rates of at least 84 percent. The percentage of institutions providing or agreeing to provide enrollment lists across strata ranged from about 84 percent to 100 percent. The lowest participation rates were among the public 2-year and private not-for-profit institutions (table 6).

The lists requested (see section 2.2.3) were to indicate all students enrolled at any time between July 1, 2002 and April 30, 2003. The preferred type of list was a single, unduplicated (i.e., with duplicate entries over terms of enrollment removed) electronic enrollment list, because such lists required no preprocessing prior to electronic sampling. However, any set of electronic lists was preferable to hardcopy lists, because they could easily be unduplicated using the institutional student ID number. The types of lists provided by participating institutions are shown in table 6. Of the 173 institutions sending lists, 78 did so by e-mail, 82 were uploaded to the 2004 National Postsecondary Student Aid Survey (NPSAS:04) website, 4 were by diskette, 5 were a single, unduplicated paper list, and 4 were multiple paper lists that required unduplication by the contractor.

¹³ At some of the smaller institutions, the Chief Administrator also served as IC.

Table 6. Number of student enrollment lists provided, by transmittal mode and institutional sampling stratum: 2003

Institutional sampling stratum	Institutions providing list											
	Total		Electronic						Paper			
			E-mail		Upload		Diskette		Single list		Multiple list	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All institutions	173	100.0	78	100.0	82	100.0	4	100.0	5	100.0	4	100.0
Public												
Less-than-2-year	2	1.2	1	1.3	1	1.2	0	0.0	0	0.0	0	0.0
2-year	59	34.1	29	37.2	26	31.7	3	75.0	1	20.0	0	0.0
4-year non-doctorate-granting	21	12.1	12	15.4	9	11.0	0	0.0	0	0.0	0	0.0
4-year doctorate-granting	11	6.4	6	7.7	5	6.1	0	0.0	0	0.0	0	0.0
Private, not-for-profit												
Less-than-4-year	5	2.9	3	3.8	1	1.2	0	0.0	0	0.0	1	25.0
4-year non-doctorate-granting	38	22.0	14	17.9	20	24.4	1	25.0	2	40.0	1	25.0
4-year doctorate-granting	13	7.5	6	7.7	7	8.5	0	0.0	0	0.0	0	0.0
Private, for-profit												
Less-than-2-year	14	8.1	3	3.8	7	8.5	0	0.0	2	40.0	2	50.0
2-year-or-more	10	5.8	4	5.1	6	7.3	0	0.0	0	0.0	0	0.0

NOTE: Detail may not sum to totals because of rounding. Number of eligible institutions and institutional response rates by stratum are provided in table 2.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Some key factors in study design may have impacted institutional participation rates in the field test. First, because some institutions were sampled with certainty for the full-scale study, the field test sample excluded most “research” (public and private doctoral-granting) institutions. In past full-scale collections, these institutions had been among the most cooperative strata. Thus, the field test sample contained a higher proportion of less cooperative institutions than will occur in the full-scale study.

The NPSAS:04 field test represents the first time the institutional phases of two large-scale higher education studies (NPSAS and the National Study of Postsecondary Faculty [NSOPF]) were fielded simultaneously. Therefore, the sample size for the NPSAS:04 field test (200 institutions) was nearly three times that of sample sizes fielded for previous field tests. Most importantly, it included 150 institutions sampled for both component studies.

Table 7 provides the participation rates for the current field test, as well as those achieved in field tests in the last two cycles of NPSAS. There is no clear indication based on these participation rates that fielding NSOPF and NPSAS together as the National Study of Faculty and Students (NSoFaS) had a measurable impact on the overall response rate for NPSAS. The response rate for the current field test was 89 percent, 84 percent for the NPSAS:2000 field test, and 90 percent for the NPSAS:96 field test ($\chi^2=1.856, p > 0.05$).

Table 7. Field test institutional participation response rates, by NPSAS cycle 1996–present: 2003

NPSAS cycle	Institutional sample ¹	Number providing list	Participation rate ²
1996 field test	73	66	90.4
2000 field test	73	61	83.6
2004 field test	195	173	88.7

¹ Eligible institutions.

² Unweighted percentage.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test; National Postsecondary Student Aid Study: 1996 Field Test Methodology Report, Working Paper No. 96–17; and National Postsecondary Student Aid Study:2000 Field Test Methodology Report, Working Paper No. 2000–17.

Table 8 summarizes the participation rates based on NPSAS-only or NPSAS/NSOPF sampling status. As noted above, 150 institutions sampled for NPSAS:04 were also sampled for NSOPF, while 50 institutions were sampled solely for the NPSAS:04 field test. Both types of institutions had high participation rates. Institutions sampled for both studies had a participation rate of 87 percent, while those sampled only for NPSAS:04 had a participation rate of 93 percent.

Table 8. Participation rates for NPSAS/NSOPF and NPSAS-only institutions: 2003

NSoFaS Sample	Number sampled for NPSAS	Number eligible for NPSAS	Provided NPSAS list	Participation rate ¹
NPSAS/NSOPF	150	150	131	87.3
NPSAS-only	50	45	42	93.3

¹ Unweighted percentage.

NOTE: NPSAS = National Postsecondary Student Aid Study; NSOPF = National Study of Postsecondary Faculty; NSoFaS = National Study of Faculty and Students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test; National Postsecondary Student Aid Study: 1996 Field Test Methodology Report, Working Paper No. 96–17; and National Postsecondary Student Aid Study:2000 Field Test Methodology Report, Working Paper No. 2000–17.

Based on these findings, it does not appear that fielding both studies simultaneously had a negative impact on the institutional participation rates for the NPSAS:04 field test ($z = 1.11, p > 0.05$). List provision was high overall for the NPSAS:04 field test, for both NPSAS/NSOPF institutions and NPSAS-only institutions.

3.1.2 Central Processing System/National Student Loan Data System Matching

Central Processing System (CPS) Matching. Table 9 summarizes the results of matching and downloading student data from the U.S. Department of Education’s CPS. The CPS contains data provided to the Department by students and their families when they complete the Free Application for Federal Student Aid (FAFSA). The matching process required the use of the Federal Data Request component of the Department’s EDConnect software. This component allowed RTI staff to connect to the CPS mainframe computer and to upload/download files on a regular basis. A successful match required that the student have a valid application record within the CPS database.

Table 9. Results of CPS matching, by institutional characteristic and student type: 2003

Institutional characteristic and student type	Sampled students	Sent to CPS ¹		Matched to CPS	
		Number ²	Percent	Number	Percent ³
All students	1,300	1,300	98.3	770	60.8
Institutional level					
Less-than-2-year	90	90	100.0	70	74.5
2-year	480	480	100.0	250	52.3
4-year non-doctorate-granting	430	410	95.3	290	70.4
4-year doctorate-granting	280	280	99.3	160	56.7
Institutional control					
Public	800	800	99.8	430	54.1
Private, not-for-profit	370	350	94.6	250	70.0
Private, for-profit	110	110	100.0	90	80.4
Institutional sector					
Public					
Less-than-2-year	40	40	100.0	20	68.6
2-year	380	380	100.0	180	47.3
4-year non-doctorate-granting	190	190	99.5	120	65.1
4-year doctorate-granting	200	200	99.5	110	54.4
Private, not-for-profit					
2-year-or-less	60	60	100.0	40	67.8
4-year non-doctorate-granting	230	210	91.6	150	73.9
4-year doctorate-granting	90	90	98.9	50	62.1
Private, for-profit					
Less-than-2-year	60	60	100.0	50	78.0
2-year-or-more	50	50	100.0	40	83.3
Student type					
Potential FTB student	560	550	99.5	370	66.4
Other undergraduate	580	580	99.1	360	61.9
Graduate/first-professional	140	130	90.3	40	31.5

¹ If an institution did not provide student names and/or Social Security numbers, cases were not sent to CPS for matching.

² Number of cases sent to CPS for matching, including 70 cases resubmitted with new information from CADE.

³ Based on those sent to CPS for matching.

NOTE: Detail may not sum to totals because of rounding. CPS = Central Processing System; FTB = full-time beginning; CADE = computer-assisted data entry.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

The CPS matching process occurred after the student sample had been selected for an institution, but before computer-assisted data entry (CADE) and student interview data collection activities began. Matching was completed using the CPS data for the 2002–03 financial aid year. Not all of the students in the sample were submitted to the CPS for matching. This noninclusion was primarily because some institutions were unwilling or unable to provide required information. Following CADE, a small number of student cases that had not previously matched successfully to CPS were resubmitted, based either on newly obtained student information or evidence in the institutional records that the student had applied for federal student aid for the 2002–03 year. Of the 70 cases that were resubmitted with new information after CADE, 55 percent returned a match.

Approximately 32 percent of graduate/first-professional students matched to the CPS, while between 62 percent and 66 percent of undergraduate students and full-time beginning (FTB) students did so. Nearly all institutions require undergraduate aid applicants to file a FAFSA in order to determine their eligibility for federal Pell Grants, federal campus-based aid, and federal loans as part of the undergraduate aid packaging process. Graduate/first-professional students are not usually required to file a FAFSA unless they are specifically applying for federal loans, the only type of federal aid generally available to graduate students. Graduate students often apply directly through their institution or department for fellowships and assistantships, which are usually not need-based and do not require the completion of the federal financial aid forms on which CPS matching is based.

National Student Loan Data System (NSLDS) Matching. Results for the attempt to match to the NSLDS are provided in table 10. Because NSLDS files are historical, information about receipt of such loans was available not only for the NPSAS field test year, but also for prior years of postsecondary education (where applicable). Therefore, table 10 shows historical match rates for sample members, which does not necessarily mean that the match was for the current NPSAS year. In total, 660 sampled students (52.1 percent of those submitted) were matched.

For NSLDS matches and within the student classifications considered, the relative numbers of matches followed a pattern somewhat similar to that seen for CPS matching. The table shows high match rates for those in private for-profit institutions but low match rates for those in public institutions. Low rates were also observed for students attending institutions offering programs of 2 years or less.

Results of attempted matches to the NSLDS Pell Grant data are also shown in table 10. As with NSLDS loan files, the Pell files are historical. Matches were obtained for 480 field test sample students (38 percent of those submitted). This is not statistically different from the NPSAS:2000 full-scale result of 35 percent who matched over all years ($z = 1.36, p > 0.05$).

Table 10. Results of NSLDS matching, by institutional characteristic and student type: 2003

Institutional characteristic and student type	Sampled students	Sent to NSLDS		Matched to NSLDS loan ¹		Matched to NSLDS Pell ¹	
		Number	Percent	Number	Percent ²	Number	Percent ²
All students	1,300	1,300	98.6	660	52.1	480	38.0
Institutional level							
Less-than-2-year	90	90	100.0	50	50.0	60	59.6
2-year	480	480	100.0	180	36.6	200	41.0
4-year non-doctorate-granting	430	420	98.1	270	63.8	140	32.6
4-year doctorate-granting	280	270	96.5	170	62.0	90	33.6
Institutional control							
Public	800	800	99.4	350	44.2	300	37.9
Private, not-for-profit	370	360	96.5	230	62.5	110	30.6
Private, for-profit	110	110	100.0	80	75.7	70	63.6
Institutional sector							
Public							
Less-than-2-year	40	40	100.0	10	40.0	20	45.7
2-year	380	380	100.0	110	27.4	140	37.1
4-year non-doctorate-granting	190	180	97.9	110	61.2	60	35.0
4-year doctorate-granting	200	200	99.5	120	62.1	80	41.0
Private, not-for-profit							
2-year or less	60	60	100.0	30	57.6	30	54.2
4-year non-doctorate-granting	230	220	98.2	140	64.0	70	29.7
4-year doctorate-granting	90	80	89.8	50	62.0	10	15.2
Private, for-profit							
Less-than-2-year	60	60	100.0	30	55.9	40	67.8
2-year-or-more	50	50	100.0	50	100.0	30	58.3
Student type							
Potential FTB student	560	550	99.1	240	42.9	200	36.2
Other undergraduate	580	570	98.4	340	59.5	250	43.8
Graduate/first-professional	140	140	97.2	80	57.9	30	21.4

¹ Matching was completed on historical files. Matching was only conducted for cases with correct Social Security numbers.

² Based on those sent to NSLDS for matching.

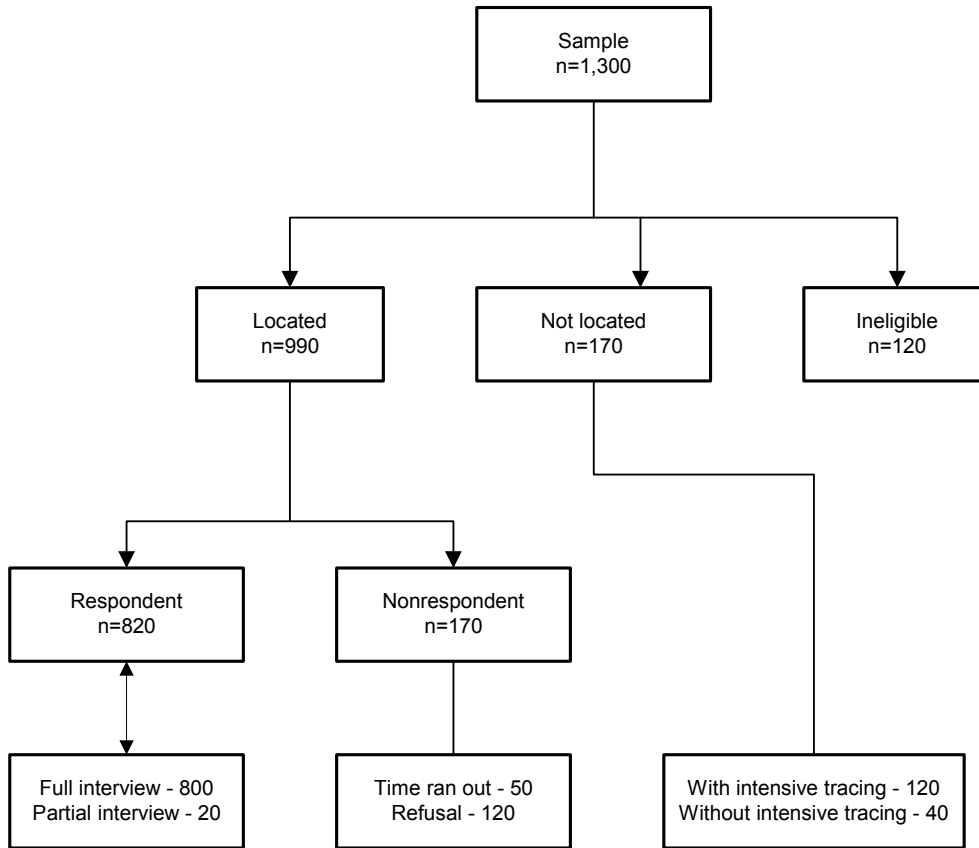
NOTE: Detail may not sum to totals because of rounding. NSLDS = National Student Loan Data System; FTB = full-time beginning.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

3.1.3 Student Locating and Response Rate Summary

Overall locating and interviewing outcomes are shown in figure 5. Of the 1,300 students with records initially loaded into the Case Management System (CMS) for self-administered and/or computer-assisted telephone interviewing (CATI), 990 were located, 170 were not located, and 120 were located but determined to be ineligible for the study. Of the located sample members, 820 completed either a full interview (n = 800) or completed enough of the questionnaire to be considered a partial interview (n = 20). Students who completed the enrollment section of the questionnaire but did not complete the entire survey were considered partial interviews.

Figure 5. Field test locating and interviewing outcomes: 2003



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

The unweighted response rate for the student data collection was 71.1 percent (820 full or partial interviews/1,200 confirmed or potentially eligible sample members). Unweighted response rates by type of institution and type of student are shown in table 11. Comparing the different types of institutions, student response rates were highest among those sampled from private, not-for-profit, 4-year, doctorate-granting institutions (80.5 percent). Response rates were lowest among students from private, for-profit, less-than-2-year institutions (55.8 percent) ($\chi^2 = 29.7, p < 0.001$). In terms of student type, response rates were highest among graduate

students (77.9 percent), followed by non-FTB undergraduates (76.0 percent), and finally by potential FTB undergraduates (63.8 percent) ($\chi^2 = 22.0, p < 0.001$).

Table 11. Field test student interview results, by institutional characteristic and student type: 2003

Institutional characteristic and student type	Total	Interviewed	
		Number	Percent
Total	1,200	820	71.1
Institutional level			
Less-than-2-year	70	50	63.0
2-year	410	260	63.5
4-year non-doctorate-granting	410	320	77.4
4-year doctorate-granting	270	210	75.2
Institutional control			
Public	710	490	69.1
Private, not-for-profit	360	280	76.7
Private, for-profit	90	60	64.0
Institutional sector			
Public			
Less-than-2-year	30	20	73.3
2-year	320	200	62.1
4-year non-doctorate-granting	180	140	77.1
4-year doctorate-granting	190	140	72.7
Private, not-for-profit			
2-year-or-less	60	40	66.7
4-year non-doctorate-granting	220	170	77.8
4-year doctorate-granting	90	70	80.5
Private, for-profit			
Less-than-2-year	40	20	55.8
Private, for-profit 2-year-or-more	40	30	72.1
Student type			
Potential FTB student	490	310	63.8
Other undergraduate	540	410	76.0
Graduate	140	110	77.9

NOTE: Detail may not sum to totals because of rounding. Excludes 120 cases determined to be ineligible for the study. FTB = full-time beginning.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Students responding to NPSAS:04 also varied significantly in terms of the mode by which they completed the survey (see table 12). Students from public 4-year doctorate-granting institutions were most likely to have completed the survey via the Web without the need for telephone prompting. About one-third (32.4 percent) of these students chose this mode ($\chi^2 = 63.3, p < 0.001$). By contrast, none of the students from the private for-profit institutions completed the interview over the Web with no telephone prompting. Instead, these students (along with those from public less-than-2-year institutions) were more likely to have completed the interview by CATI. A higher percentage of graduate students (31.1 percent) completed the questionnaire over the Web without telephone prompting, compared to other undergraduates (19.6 percent), and FTB undergraduates (16.8 percent), who were more likely to complete the survey via CATI ($\chi^2 = 11.8, p < 0.05$).

Table 12. Field test response rates and mode of completion, by institutional characteristic and student type: 2003

Institutional characteristic and student type	Number eligible	Total complete		Mode of completion					
		Number	Percent of eligible	Web, no prompt		Web, with prompt		CATI	
				Number	Percent of total	Number	Percent of total	Number	Percent of total
Total	1,200	820	71.1	170	20.0	120	14.3	540	65.7
Institutional level									
Less-than-2-year	70	50	63.0	#	6.5	#	2.2	40	91.3
2-year	410	260	63.5	40	15.2	30	11.7	190	73.2
4-year non-doctorate-granting	410	320	77.4	60	20.0	60	18.4	190	61.6
4-year doctorate-granting	270	210	75.2	60	29.1	30	14.1	120	56.8
Institutional control									
Public	710	490	69.1	100	19.5	70	13.6	330	66.9
Private, not-for-profit	360	280	76.7	70	25.0	40	15.9	160	59.1
Private, for-profit	90	60	64.0	0	0.0	10	12.7	50	87.3
Institutional sector									
Public									
Less-than-2-year	30	20	73.3	0	13.6	0	0.0	20	86.4
2-year	320	200	62.2	30	17.3	20	9.6	140	73.1
4-year non-doctorate-granting	180	140	77.1	20	10.9	30	21.7	90	67.4
4-year doctorate-granting	190	140	72.7	40	32.4	20	13.2	70	54.4
Private, not-for-profit									
2-year-or-less	60	40	66.7	10	13.2	10	21.0	30	65.8
4-year non-doctorate-granting	220	170	77.8	50	28.6	30	14.9	100	56.5
4-year doctorate-granting	90	70	80.5	20	22.9	10	15.7	40	61.4
Private, for-profit									
Less-than-2-year	40	20	55.8	0	0.0	#	4.2	20	95.8
2-year-or-more	40	30	72.1	0	0.0	10	19.4	30	80.6
Student type									
Potential FTB students	490	310	63.8	50	16.8	40	13.2	220	70.0
Other undergraduate	540	410	76.0	80	19.6	60	15.0	270	65.4
Graduate	140	110	77.9	30	31.1	20	15.1	60	53.8

Rounds to zero.

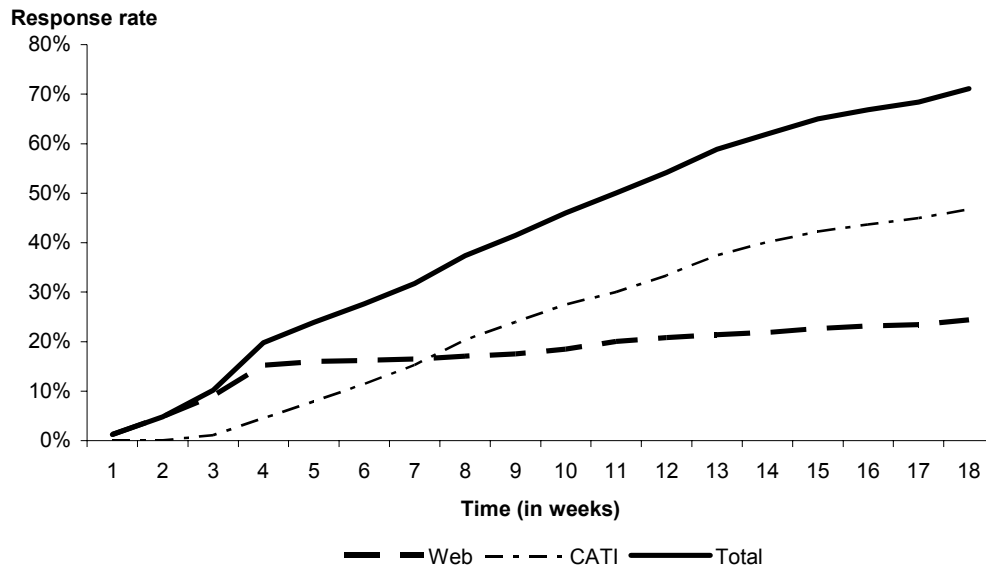
NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted. Reporting excludes 120 cases determined to be ineligible for the study.

CATI = computer-assisted telephone interviewing; FTB = full-time beginning.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Student data collection spanned 18 weeks from March 16 through July 20, 2003. The cumulative response rate—overall and by mode—is provided in figure 6. A mail prompt encouraged sample members to complete the self-administered survey via the Web before follow-up with telephone interviewing was attempted. It is not surprising to see that the majority of the web completions were obtained early in the data collection period, while CATI completions began somewhat later and continued at a relatively steady pace across the time frame.

Figure 6. Field test cumulative response rates, by mode of interview: 2003



NOTE: CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

A total of 870 respondents began the NPSAS:04 student interview. As noted earlier in this section, 820 of these completed either a full or partial interview. Thirty sample members, deemed “breakoffs,” accessed the student interview but did not meet the requirement for a partial respondent (completion of the enrollment section). Of these 30 breakoffs, 87 percent were last contacted via CATI, and 13 percent only accessed the Web. Eight percent of the 30 contacted in CATI had accessed the interview via the Web at some point during data collection. The remaining 20 cases marked as beginning the student interview were incorrect, designated as such due to an error in the case management system.

3.1.4 Student Record Abstraction

The NPSAS IC was given an option as to how information about sampled students would be abstracted from institutional records. The first option was for the institution’s staff to use the CADE application, while the second option was to have trained field data collectors visit the institution and abstract the data. The first option, self-CADE, was the recommended option, since it was the least expensive.

Table 13 shows the CADE participation rates by institutional characteristics. Most ICs (87 percent) chose the self-CADE option. Because students were sampled from the lists received

early in the data collection period, all of the field-CADE institutions were identified earlier than will be expected in the full-scale study. Given the small sample sizes extracted from each institution in the field test, it was anticipated that very few institutions would choose the field-CADE option; therefore in order to test the procedures for the NPSAS:04 full-scale study, eight institutions were selected for field data collection. An additional two institutions also chose to use a field data collector at the end of data collection. The high proportion of institutions using self-CADE (87 percent) indicates that neither confidentiality concerns nor inadequate access to the Web were major hindrances for the field test. However, it should be noted that sample sizes were small (a range of 5 students to a maximum of 50 students) in the field test and this could also have been a contributing factor.

Table 13. CADE abstraction methods, by institutional characteristic and highest offering: 2003

Institutional characteristic	Sample size	Abstraction Method			
		Self-CADE		Field-CADE	
		Number	Percent	Number	Percent
Total	80	70	87.0	10	13.9
Institutional level					
Less-than-2-year	10	10	87.5	#	12.5
2-year	30	20	71.9	10	28.1
4-year non-doctorate-granting	30	30	100.0	0	0.0
4-year doctorate-granting	10	10	100.0	0	0.0
Institutional control					
Public	40	30	81.0	10	19.0
Private, not-for-profit	30	20	96.0	#	4.0
Private, for-profit	10	10	90.0	#	10.0

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. CADE = computer-assisted data entry.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

For a student to be considered a CADE respondent in the NPSAS:04 field test, the student record abstracted from the institution was required to indicate whether the student received any financial aid, information regarding the student's enrollment status during the NPSAS year, and valid responses to a portion of the demographic items in the CADE student characteristics section. This definition did not change from NPSAS:2000 and was roughly equivalent to, though slightly more stringent than, the definition used in either NPSAS:93 or NPSAS:96.

Using this definition, about 98 percent of the eligible sample students were classified as CADE respondents, as shown in table 14. This result also shows that about 97 percent of the students whose CADE records were abstracted by the institution (self-abstraction) were determined to be eligible in the field test. By contrast, approximately 66 percent of the field-CADE students were determined to be eligible. A large number of the ineligible field-CADE students were concentrated at one institution; the 2-year, public institution had included a number of students on the enrollment list who were not enrolled in a program for credit but were in a remedial/training program. This fact explains a large part of the discrepancy between self and field results, which was also magnified due to the field-CADE option having far fewer students. This observation also explains why the number of students found to be eligible was only 86 percent for that institutional level.

Table 14. CADE abstraction results, by institutional and student characteristics: 2003

Institutional/student characteristics and abstraction method	Institutions providing CADE			Eligible students ¹		CADE respondents ²	
	Number	Percent	Total students	Number	Percent	Number	Percent ²
Total	80	100.0	1,300	1,200	92.9	1,200	98.1
Institutional level							
Less-than-2-year	10	10.7	90	90	90.4	90	100.0
2-year	30	41.3	470	410	86.2	400	98.0
4-year non-doctorate-granting	30	36.0	410	400	97.6	400	100.0
4-year doctorate-granting	10	12.0	280	280	97.9	260	95.0
Institutional control							
Public	40	56.0	800	720	89.9	700	96.9
Private, not-for-profit	20	30.7	360	350	98.9	350	100.0
Private, for-profit	10	13.3	110	100	95.3	100	100.0
Institutional sector							
Public							
Less-than-2-year	#	2.7	40	30	82.9	30	100.0
2-year	30	34.7	380	320	83.6	310	97.5
4-year non-doctorate-granting	10	12.0	190	180	96.8	180	100.0
4-year doctorate-granting	10	6.7	200	190	96.9	180	92.6
Private, not-for-profit							
2-year-or-less	#	2.7	50	50	100.0	50	100.0
4-year non-doctorate-granting	20	22.7	210	210	98.1	210	100.0
4-year doctorate-granting	#	5.3	90	90	100.0	90	100.0
Private, for-profit							
Less-than-2-year	10	8.0	60	60	94.9	60	100.0
2-year-or-more	#	5.3	50	50	95.8	50	100.0
Abstraction method							
Self	70	86.7	1,100	1,100	97.1	1,000	97.9
Field	10	13.3	170	110	66.1	110	100.0
Student type		†					
Potential FTB student	†	†	560	500	89.2	490	98.8
Other undergraduate	†	†	560	540	95.4	530	98.5
Graduate/first-professional	†	†	140	140	97.2	130	94.3

Rounds to zero.

† Not applicable.

¹ Students determined to be eligible in CADE. Some of these students may have subsequently been determined ineligible during the student interview. For purposes of this analysis, eligibility is based solely on CADE.

² Percentage of eligible students who met the criteria for qualification as a CADE respondent, which required an indication of financial aid receipt, enrollment status, and valid responses to a subset of demographic items in the CADE instrument.

NOTE: Detail may not sum to totals because of rounding. CADE = computer-assisted data entry; FTB = full-time beginning.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

During the field test, the experience was that many of the public 2-year institutions included workforce development “students” (enrolled in resume writing, job interviewing techniques, etc.), who were not enrolled for credit or who were enrolled in a program that meets the “other” eligibility criteria. Institutional respondents may have been confused about whom to include on the enrollment list. This outcome became apparent during CADE. It also contributed to the high number of ineligible students in field-CADE, since the field sample overly represented public 2-year institutions. Because of these results, the “eligibility criteria” will be worded more clearly in all of the full-scale materials. In addition, the full-scale CADE will include a verify/confirm screen to prompt the institution to “classify” the reason for student ineligibility. This approach should improve the quality of eligibility status for both field-CADE and self-CADE.

3.1.5 NPSAS:04 Field Test Study Respondents

In an effort to ensure that respondent records released to the public on analysis files have as complete data as possible, the NPSAS:04 field test introduces the concept of a “study respondent.” A NPSAS:04 study respondent is a case containing both a completed CADE record and a completed student interview. Using study respondents as the analytic level of analysis will provide researchers more complete data for each case, simplifying the use of the single study weight provided to users of the data. In previous rounds of NPSAS, data for CADE and the student interview were treated as separate data collections, each with differing levels of nonresponse across the same set of students. This approach required researchers to use separate weights depending on the items being analyzed. Releasing data only for cases with both CADE and student interview data will alleviate this somewhat cumbersome approach to analysis of the data. However, the approach is not without its drawbacks.

For instance, requiring study respondents to have *both* a complete CADE record and student interview (full or partial) leads to a reduction in study response rates. Table 15 provides an overview of CADE response rates, student interview response rates, and study respondent rates. Note that the CADE response rates reported in this table differ from those reported in table 14. This difference is because table 15 excludes all cases determined to be ineligible during the course of administering the student interview. It also excludes nonrespondents to the student interview, who were declared CADE ineligible by their institutions.

The unweighted response rate for NPSAS:04 study respondents was 66.4 percent, while the CADE response rate was 93.4 percent; the student interview response rate was 71.1 percent for this same set of cases. More study respondents were obtained from private, not-for-profit institutions (72.8 percent), than for public institutions (63.7 percent), and private for-profit (62.8 percent) institutions ($\chi^2 = 9.44, p < 0.01$). The study respondent rate was highest among those from 4-year non-doctorate-granting institutions (74.4 percent) and lowest among 2-year institutions (55.6 percent) ($\chi^2 = 36.8, p < 0.001$). Finally, potential FTB students (60.5 percent) were significantly less likely to be study respondents than were other types of undergraduates (70.4 percent) or graduate students (72.1 percent).

Defining a study respondent as one with both CADE and student interview data also leads to a reduction in the amount of data released when compared to data collected. Among the 1,100 eligible CADE respondents, 770 (71.2 percent) are study respondents, meaning that data

from 28.8 percent of the CADE respondents will not be included in the study respondent file. There is also a loss of student interview data, but the loss is less severe. Of the 820 student interview respondents, 770 (93.4 percent) are study respondents, with 6.6 percent of the student interview respondents not qualifying as study respondents.

Table 15. Field test response rate comparisons for CADE, student interview, and study respondents, by institutional characteristic and student type: 2003

Institutional characteristic and student type	Total eligible	Response rates					
		CADE ¹		Student interview ²		Study respondents ³	
		Number	Percent	Number	Percent	Number	Percent
Total	1,200	1,100	93.4	820	71.1	770	66.4
Institutional level							
Less-than-2-year	70	70	95.9	50	63.0	50	63.0
2-year	410	360	89.4	260	63.5	230	55.6
4-year non-doctorate-granting	410	390	96.3	320	77.4	300	74.4
4-year doctorate-granting	270	260	94.2	210	75.2	200	71.5
Institutional control							
Public	710	660	92.0	490	69.1	450	63.7
Private, not-for-profit	360	340	94.7	280	76.7	260	72.8
Private, for-profit	90	90	98.8	60	64.0	50	62.8
Institutional sector							
Public							
Less-than-2-year	30	30	90.0	20	73.3	20	73.3
2-year	320	280	88.6	200	62.2	170	53.6
4-year non-doctorate-granting	180	180	98.9	140	77.1	140	76.0
4-year doctorate-granting	190	170	91.4	140	72.7	130	67.4
Private, not-for-profit							
2-year-or-less	60	50	89.5	40	66.7	30	59.6
4-year non-doctorate-granting	220	200	94.0	170	77.8	160	73.1
4-year doctorate-granting	90	90	100.0	70	80.5	70	80.5
Private, for-profit							
Less-than-2-year	40	40	100.0	20	55.8	20	55.8
2-year-or-more	40	40	97.7	30	72.1	30	69.8
Student type							
Potential FTB student	490	460	93.8	310	63.8	290	60.5
Other undergraduate	540	500	93.3	410	76.0	380	70.4
Graduate	140	130	91.9	110	77.9	100	72.1

¹The criteria for qualification as a CADE respondent required an indication of financial aid receipt, enrollment status, and valid responses to a subset of demographic items in the CADE instrument.

²Includes both full and partial completed interviews.

³“Study respondents” are those with both CADE and student interview information.

NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted. Excludes 120 cases determined to be ineligible for the study either in CADE or during the student interview. CADE = computer-assisted data entry; FTB = full-time beginning.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

3.2 Locating

3.2.1 Student Locating Overview

Students are prone to move frequently throughout their time in college, particularly at the end of an academic year. Many do not update their records in a timely manner with new locating information. When dealing with a mobile group such as the NPSAS:04 student sample, locating

them can be one of the more difficult tasks. A variety of approaches were used during the NPSAS:04 field test to locate and interview the sampled students. These approaches included the use of an initial mailing to all students, follow-up letters and e-mails to nonrespondents, telephone tracing (calling local and permanent numbers as well as any other numbers obtained during the course of contacting), and intensive tracing (i.e., using consumer databases, web searches, and criss-cross directories).

As shown on table 16, of the 1,200 confirmed or potentially eligible sample members, 85.7 percent were successfully located. The highest location rates were for students attending private, not-for-profit, 4-year doctorate-granting institutions (95.4 percent), while the lowest location rates were among those from private, for-profit, less-than-2-year institutions (67.4 percent) ($x^2 = 49.1, p < 0.001$). Graduate students proved the easiest group to find, with 94.1 percent of these students being located, compared to 88.1 percent of other undergraduates, and 80.7 percent of FTB undergraduates ($x^2 = 20.4, p < 0.001$).

Table 16. Field test student locating, by institutional characteristic and student type: 2003

Institutional characteristic and student type	Total	Located	
		Number	Percent
Total	1,200	990	85.7
Institutional level			
Less-than-2-year	70	50	74.0
2-year	410	320	78.3
4-year non-doctorate-granting	410	370	90.7
4-year doctorate-granting	270	250	92.3
Institutional control			
Public	710	600	84.3
Private, not-for-profit	360	330	91.1
Private, for-profit	90	60	74.4
Institutional sector			
Public			
Less-than-2-year	30	30	83.3
2-year	320	250	78.2
4-year non-doctorate-granting	180	160	88.3
4-year doctorate-granting	190	170	90.9
Private, not-for-profit			
2-year-or-less	60	50	78.9
4-year non-doctorate-granting	220	200	92.6
4-year doctorate-granting	90	80	95.4
Private, for-profit			
Less-than-2-year	40	30	67.4
2-year-or-more	40	40	81.4
Student type			
Potential FTB student	490	390	80.7
Other undergraduate	540	470	88.1
Graduate	140	130	94.1

NOTE: Detail may not sum to totals because of rounding. Excludes 120 cases determined to be ineligible for the study. FTB = full-time beginning.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

3.2.2 Database Batch Tracing Before Data Collection

In order to locate students for the study, institutions were asked to provide both local and permanent telephone numbers and addresses for students. This information was then confirmed or updated by matching to three locating databases: CPS, National Change of Address (NCOA), and Telematch.

The CPS database contains information from students who have applied for student loans. If a student is in the CPS database, additional locating information often can be obtained for the student. This information can include new (or previous) local and/or permanent addresses and telephone numbers, locating information for the student's parents or guardians, and information about other potential contacts. Of the 1,100 cases sent to and processed through CPS prior to the end of data collection, 680 (61.8 percent) were returned with new or confirmed information (table 17). Curiously, the location rates for students where CPS either confirmed current information or provided new information varied little when compared to students for whom CPS reported no match (85.4 percent versus 84.5 percent) ($x^2 = 0.2, p > 0.05$). However, and most importantly, the interview rates varied significantly. Interviews were completed with 73.8 percent of those for whom CPS returned a match, compared to 66.0 percent of those for whom no match was returned. ($x^2 = 7.8, p < 0.01$). Therefore, it appears that students who have applied for financial aid (and thus are in the CPS database) are no more likely to be located, but are more likely to complete the interview than are those who have not filed for financial aid.

Table 17. Field test locate and interview rates, by CPS batch processing: 2003

CPS match status	Total	Located		Interviewed	
		Number	Percent	Number	Percent
Total	1,100	940	85.1	780	70.8
Confirmed/new information from CPS	680	580	85.4	500	73.8
No match from CPS	420	360	84.5	280	66.0

NOTE: Detail may not sum to totals because of rounding. Total excludes 120 cases sent to CPS who were located, but were subsequently determined to be ineligible for study, and 60 cases sent to CPS but not returned prior to the end of data collection. CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

All student address information obtained from the institutions and from CPS was then sent to NCOA to search for updates. NCOA, a database consisting of change of address data submitted to the U.S. Postal Service, contains almost 100 million records, which are updated every 2 weeks and stored for 18 months. Of the 1,200 cases sent to NCOA for processing, 100 (8.4 percent) were returned with updated address information (table 18). Students for whom an NCOA update was obtained were more difficult to locate than those for whom no match was found (72.9 percent versus 86.9 percent) ($x^2 = 14.0, p < 0.001$). As a result, a lower percentage of completions was obtained from cases in which an NCOA update was obtained (62.5 percent) compared to that obtained where NCOA had no match (71.9 percent) ($x^2 = 3.8, p < 0.05$).

Table 18. Field test locate and interview rates, by NCOA batch processing: 2003

NCOA match status	Total	Located		Interviewed	
		Number	Percent	Number	Percent
Total	1,100	980	85.7	820	71.1
Confirmed/new information from NCOA	100	70	72.9	60	62.5
No match from NCOA	1,100	910	86.9	760	71.9

NOTE: Detail may not sum to totals because of rounding. Excludes 120 cases sent to NCOA who were located, but subsequently determined to be ineligible for study, and 10 cases with no viable address. NCOA = National Change of Address.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

In order to determine whether a new telephone number was available for any of the addresses obtained for the students from the institutions, CPS, or NCOA, all contact information was sent for batch processing by Telematch. This database uses name, street address, and ZIP code as search criteria and returns either a telephone number update/confirmation or an indication that no match was available for a particular address. As table 19 illustrates, 1,200 eligible cases were sent to Telematch, with about one-half (50.7 percent) of the cases returned with new or confirmed telephone information. Cases where Telematch was able to provide an updated or confirmed telephone number were somewhat more likely to result in location than were those where no match was obtained (87.9 percent versus 83.4 percent) ($x^2 = 4.9, p < 0.05$). The resulting completion rates for the two groups, however, were not statistically different (72.8 percent versus 69.4 percent) ($x^2 = 1.7, p > 0.05$).

Table 19. Field test locate and interview rates, by Telematch batch processing: 2003

Telematch match status	Total	Located		Interviewed	
		Number	Percent	Number	Percent
Total	1,200	990	85.7	820	71.1
Confirmed/new information from	590	520	87.9	430	72.8
No new information from Telematch	570	480	83.4	400	69.4

NOTE: Detail may not sum to totals because of rounding. Excludes 120 cases sent to Telematch who were located, but subsequently were determined to be ineligible for study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

3.2.3 Intensive Tracing During Data Collection

Intensive tracing efforts were required for cases in which no interview was obtained via self-administration nor did the preloaded CATI locating information result in contact with the sample member. These cases were assigned to RTI's Tracing Operations Unit (TOPS) for intensive centralized tracing, utilizing searches of public and proprietary databases, the Web, and a variety of information directories. Overall, one-fifth (21.9 percent) of the potential or confirmed eligible sample members required intensive tracing efforts (table 20). A higher percentage of students from private for-profit (25.6 percent) and public (24.3 percent) institutions required intensive tracing than those from private not-for-profit institutions (16.4 percent) ($x^2=9.4, p<0.01$). Similarly, those in 2-year (32.6 percent) and less-than-2-year (28.8 percent) institutions were more likely to require intensive tracing than those in 4-year doctorate-granting (15.3 percent) and 4-year non-doctorate-granting institutions (14.5 percent) ($x^2 = 49.0, p < 0.001$). Among different types of students, the percentage of students requiring

intensive tracing did not vary significantly: FTB students (23.3 percent), other undergraduates (21.4 percent), and graduate students (19.1 percent) ($\chi^2 = 1.2, p < 0.55$).

Table 20. Field test students requiring intensive tracing procedures, by institutional characteristic and student type: 2003

Institutional characteristic and student type	Total	Cases requiring intensive tracing efforts	
		Number	Percent
Total	1,200	250	21.9
Institutional level			
Less-than-2-year	70	20	28.8
2-year	410	130	32.6
4-year non-doctorate-granting	410	60	14.5
4-year doctorate-granting	270	40	15.3
Institutional control			
Public	710	170	24.3
Private, not-for-profit	360	60	16.4
Private, for-profit	90	20	25.6
Institutional sector			
Public			
Less-than-2-year	30	10	36.7
2-year	320	100	32.8
4-year non-doctorate-granting	180	20	13.4
4-year doctorate-granting	190	30	18.2
Private, not-for-profit			
2-year-or-less	60	20	29.8
4-year non-doctorate-granting	220	30	15.7
4-year doctorate-granting	90	10	9.2
Private, for-profit			
Less-than-2-year	40	10	23.3
2-year-or-more	40	10	27.9
Student type			
Potential FTB student	490	110	23.3
Other undergraduate	540	120	21.4
Graduate	140	30	19.1

NOTE: Detail may not sum to totals because of rounding. Excludes 120 cases determined to be ineligible for the study. FTB = full-time beginning.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Of the 250 cases requiring intensive tracing, about one-half (51.6 percent) were ultimately located. Approximately 40 percent of the 250 cases requiring intensive tracing were interviewed (table 21).

Table 21. Field test locate and interview rates, by intensive tracing efforts: 2003

Intensive tracing status	Total	Located		Interviewed	
		Number	Percent	Number	Percent
Total	1,200	990	85.7	820	71.1
Intensive tracing required	250	130	51.6	100	38.6
No intensive tracing required	910	860	95.2	730	80.2

NOTE: Detail may not sum to totals because of rounding. Excludes 120 cases determined to be ineligible for the study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

The primary goal of intensive tracing is to identify the telephone number and address for the selected sample member. Of the 250 potentially eligible sample members requiring intensive tracing, either a telephone number or both a telephone number and address were found for 150 (60.2 percent) of the cases, while an address, but no telephone number was identified for 20 (9.4 percent) sample members (table 22). Of the remaining cases, 10 (3.9 percent) were located but refused to participate and 70 (26.4 percent) were unlocatable. Given the design of NPSAS:04 and the need to contact sample members as quickly and efficiently as possible, a telephone number is perhaps the most important piece of information to be obtained during intensive tracing. Among the cases where a telephone number was obtained, 70.6 percent resulted in locates, while 16.7 percent of the cases where only an address was found were located.

Table 22. Field test locate and interview rates, by outcome of intensive tracing efforts: 2003

Outcome of intensive tracing efforts	Total requiring intensive tracing	Located ¹		Interviewed	
		Number	Percent ²	Number	Percent ²
Total	250	140	53.9	100	38.6
New/confirmed telephone number	150	110	70.6	80	53.6
New/confirmed address (only)	20	#	16.7	#	8.3
Refusal at tracing stage	10	10	100.0	#	10.0
Unable to locate ³	70	20	22.4	10	19.4

Rounds to zero.

¹ Located by CATI telephone interviewers after release from intensive tracing.

² Percent of total for each row.

³ These respondents were unlocatable in intensive tracing but subsequently called the telephone center to complete the interview or completed it on the Web.

NOTE: Detail may not sum to totals because of rounding. Excludes 30 cases which were traced who were located, but subsequently determined to be study ineligible.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Table 23 provides an overview of the primary sources used during the intensive tracing process and the percentage of cases that resulted in locating when these techniques were used. It is important to note that most cases were traced using multiple sources. For this reason, it is extremely difficult to isolate the effectiveness of any single source of information. Among the techniques used most often for intensive tracing of NPSAS:04 sample members were calls to directory assistance (250 cases), web-based searches (240 cases), consumer database Social Security number searches (190 cases), and address searches in a proprietary locator database (170 cases).

Table 23. Field test locate rates, by intensive tracing source: 2003

Tracing source	Total	Located	
		Number	Percent
Directory assistance	250	140	54.4
Web search	240	130	53.4
Consumer database search – Social Security number search	190	80	44.9
Address search – database	170	80	45.0
Reverse phone lookup – database	130	70	50.4
Consumer database search – address search	120	70	58.5
Consumer database search	100	40	42.4
Name search – database	60	20	35.6
Directory Assistance–Plus	40	20	34.1
Neighbor search – database	10	#	20.0

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Most cases were traced using multiple sources so that row totals and percentages are not mutually exclusive.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

3.2.4 Conversion of Nonrespondents

In addition to the initial mailing sent to all sample members and the follow-up telephone contacts for web nonrespondents, additional mailings and e-mail prompts were used in conjunction with incentives to selected sample members to contact and convince them to participate in NPSAS:04 (see section 3.4 for details on the incentive experiment). Letters for each mailing were modified slightly; however, all contained some of the same general information. This information included an overview of the study, the student's user name and password for accessing the web instrument, and information for contacting NPSAS:04 project staff via a toll-free number or e-mail if the sample members wanted to ask questions, set a callback appointment, or conduct the interview over the telephone. The location and interview rates associated with each of these nonrespondent mailings is shown in table 24.

Refusal conversion letters were sent on a flow basis to sample members who initially refused to participate in the study. These letters were tailored to address the typical concerns expressed by those refusing to participate. While it was clear in some cases that the person refusing was the selected sample member, in many other cases it was difficult to determine whether the person refusing was the actual sample member or a contact. Among the 130 cases who were sent refusal conversion letters, the location of the sample member was confirmed for 93.3 percent, and 46.3 percent of those members completed the interview.

Another letter was tailored for use with nonrespondents who did not actively refuse to participate. A letter indicating attempts to contact the sample member was sent to those for whom 15 or more call attempts had been made, but not completed. In total, nonrespondent letters were sent to 460 sample members (some received multiple mailings if different local and permanent addresses were available). Of these members, 300 (66.2 percent) were located and 220 (47.5 percent) were interviewed.

Three weeks before the end of the data collection period, all nonrespondents (refusals and nonrefusals alike) were sent a final mailing asking for their participation. Of the 270 that were sent the end-of-study letter, 210 (75.6 percent) were ultimately located and 130 (46.4 percent) were interviewed. By the end of the study, 260 of the 1,200 confirmed or potentially eligible sample members had initially refused to participate in NPSAS:04. Interviews were ultimately conducted with 100 (38.6 percent) of these students.

Table 24. Field test locate and interview rates, by nonresponse mailings: 2003

Student mailing status	Total	Located		Interviewed	
		Number	Percent	Number	Percent ¹
(a) Refusal conversion letter	130	130	93.3	60	46.3
(b) Nonrespondent (nonrefusal) conversion letter	460	300	66.2	220	47.5
(c) End-of-study nonrespondent conversion letter	270	210	75.6	130	46.4

¹ Percent of total for each row.

NOTE: Detail may not sum to totals because of rounding. Excludes the following cases sent the mailing who were located, but subsequently were determined to be ineligible for study: (a) 10 cases, (b) 40 cases, and (c) 30 cases. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

3.3 Response Burden and Effort

3.3.1 Time to Complete the Student Interview

This section reviews the effort and burden associated with the NPSAS:04 student interview. Interview length was examined both overall and by mode of interview administration and student type. This information is useful because it provides evidence that can reduce respondent burden, reduce data collection effort and cost, and improve data quality for the full-scale study. Since this was the first cycle of NPSAS to use a web-based instrument, it was also important to examine the impact of connection type on data collection for web respondents.

The student instrument was developed with time stamps embedded throughout. This approach allowed project staff to determine the time required to complete specific interview items, the online coding programs, individual sections of the interview, and the interview as a whole. In addition, these time stamps were also necessary to determine the differential impact that connection type and completion time of day had on respondent burden, if any.

Table 25 presents the timing results (combining onscreen and transit times) for the NPSAS:04 field test respondents by interview section and mode of administration. The overall average time to complete the interview was about 33 minutes. Web respondents, at nearly 36 minutes, took longer to complete the interview than CATI respondents, who took about 32 minutes ($t = 4.43, p < 0.01$). This outcome was not unexpected because of the variation in timing introduced by differences in connection type and speed for web respondents. This source of variation was held relatively constant for CATI interviews because all interviews were completed using the same connection type and speed (see table 26 for timing results based on connection type).

Table 25. Average minutes to complete field test student interview, by mode of administration and interview section: 2003

Interview section	All respondents		Web respondents		CATI respondents	
	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time
Total interview ¹	770	33.0	250	35.5	520	31.8
Section A – Enrollment	770	9.2	250	9.9	520	8.9
Section B – Financial aid	770	4.9	250	5.0	520	4.8
Section C – Employment	690	7.0	250	7.2	440	6.9
Section D—Education experiences	770	3.0	260	2.7	520	3.1
Section E – Background	770	5.7	240	6.3	520	5.4
Section F – Locating	300	4.1	90	3.5	210	4.4

¹Total interview time combines onscreen and transit times across all sections and respondents.

NOTE: Detail may not sum to totals because of rounding. Outliers of more than two standard deviations were excluded: 30 from Section A, 30 from Section B, 30 from Section C, 30 from Section D, 40 from Section E, 10 from Section F, and 30 from the total interview. CATI= computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

The longest section to complete was the enrollment section, taking on average slightly over 9 minutes for all respondents. The longer completion time was to be expected, because this section was critical to the progression of the interview and therefore the most complex. The routing and question wording for respondents for the remainder of the interview was based on the responses in the enrollment section; therefore, it was necessary to obtain a detailed enrollment history. Again, web respondents took longer (about 10 minutes) to complete this section when compared to CATI respondents (about 9 minutes).

Overall, respondents took approximately 5 minutes to complete the section concerning financial aid. Items in this section focused on the application for federal student aid, type and amount of aid, graduate fellowships and assistantships, and work-study program. CATI and web respondents both took, on average, 5 minutes on this section.

Completion of the employment section took approximately 7 minutes. This section pertained to employment outside the university. Included were occupation and industry items requiring the respondents to code their responses, salary, the effects of working on education, affordability of education without employment, spousal income, receipt of federal assistance, assets, and credit card burden. Web and CATI respondents both took equal time to complete this section of the interview.

The education section was very short. On average, it took about 3 minutes for all respondents to complete, regardless of the mode of administration. Many items in this section did not pertain to all respondents. For example, items concerning why a respondent dropped out of the NPSAS institution and transferred to or from the NPSAS institution were not appropriate for many respondents. Another subset of items were applicable only to students identified as FTB students. Other items in this section focused on admissions test scores, reasons for choosing the NPSAS institution, experiences at the institution, and high school coursework.

The background section, containing demographic items about respondents and their families, took nearly 6 minutes to complete. CATI respondents took less time than web respondents for this section ($t = 4.65, p < 0.01$). The final section did not apply to all respondents. The locating section was applicable only to students identified as FTB students, who, overall, took 4 minutes. Again, there was a difference in the amount of time to complete this section based on mode of administration; however, CATI respondents took longer than web respondents in this instance ($t = 4.18, p < 0.01$).

In order to put the timing results by mode in context, the impact of web connection type on the variation in respondent burden should be also assessed. Table 26 provides the timing results based on connection type, including transit times, for web respondents. Respondents using a dial-up modem took nearly 13 minutes longer to complete the interview than those using a fast connection type ($t = 7.85, p < 0.01$). This difference was due almost solely to transit time, which was considerably shorter for those using a fast web connection when compared to those using dial-up ($t = 13.09, p < 0.01$). The difference in transit times between the two groups was approximately 12 minutes.

Table 26. Average minutes to complete field test student self-administered web interview, by web connection type: 2003

Web connection type	Average interview time	Transit time	Number of cases
Dial-up modem	43.7	19.7	60
Fast connection	30.8	7.4	110
Cable modem	28.7	8.5	60
Digital subscriber line (DSL)	30.4	6.0	20
Integrated services digital network (ISDN)	35.4	16.5	#
Corporate local area network (LAN; T1 or T3)	34.4	9.7	30
Do not know connection type	37.8	12.5	50

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Fast connection time is the average interview time of respondents with a cable modem, DSL, ISDN, or corporate LAN. Average interview time is the total amount of time that the respondent spent completing the interview, including transit time. Transit time is the amount of time required to submit data to and from the server.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

In addition to understanding the variation in time required to complete the NPSAS:04 field test student interview based on mode of administration and web connection type, it is also useful to determine the difference in burden placed on different types of students. The NPSAS:04 field test student instrument comprised several items, some of which applied to all respondents. Others applied only to certain subgroups of respondents. Table 27 summarizes the average time to complete the interview by student type and interview section.

Table 27. Average minutes to complete field test student interview, by student type and interview section: 2003

Interview section	FTB student		Other undergraduate		Graduate/first-professional student	
	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time
Total interview	270	37.9	370	30.3	100	28.9
Section A – Enrollment	290	8.5	360	7.7	100	9.2
Section B – Financial aid	280	5.2	360	4.7	100	4.3
Section C – Employment	250	6.9	320	7.3	90	6.4
Section D – Education experiences	270	6.0	380	1.3	100	1.2
Section E – Background	270	6.6	370	5.3	100	4.9
Section F – Locating	280	4.2	†	†	†	†

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. Total interview time combines onscreen and transit times across all sections and respondents. Outliers of more than two standard deviations were excluded: 30 from Section A, 30 from Section B, 30 from Section C, 30 from Section D, 40 from Section E, 10 from Section F, and 30 from the total interview. FTB = full-time beginning.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

As noted earlier, the locating section of the interview applied only to students identified as FTB students. On average, it took this group of students over 4 minutes to complete this section. Therefore, it was not surprising that this group took significantly longer to complete the interview than both other undergraduates and graduate/first-professional students ($F = 56.4, p < 0.01$). The least amount of burden was placed on the graduate/first-professional students, who took about 29 minutes to complete the interview, while other undergraduates took about 30 minutes to do so. FTB students also took longer than the other two groups to complete the financial aid ($F = 12.61, p < 0.01$), education experiences ($F = 1077.6, p < 0.01$), and background sections ($F = 35.58, p < 0.01$). All three groups of students took equally as long, between 6 and 7 minutes, to complete the employment section.

3.3.2 Help Desk

In order to gain a better understanding of the problems encountered by students attempting to complete the interview over the Web, a software program was developed to record each help desk incident that occurred during data collection. For each occurrence, help desk staff confirmed contact information for the sample member, recorded the type of problem, a description of the problem and resolution, incident status (pending or resolved), and the approximate time it took to assist the caller. Help desk staff were trained to answer any calls received from the help desk hotline, as well as conduct telephone interviews as needed. Help desk staff members assisted sample members with questions about the web instrument, and provided technical assistance to sample members who experienced problems while completing the self-administered web interview. Help desk agents also responded to voice-mail messages left by respondents when the Call Center was closed.

Table 28 provides a summary of help desk incidents. Help desk staff assisted 40 students (3 percent of the sample) with 51 incidents. About three-quarters (74 percent) of these cases called the help desk only once, while 18 percent called in twice, and 8 percent called in three or more times. On average, help desk agents spent about 4 minutes resolving incidents. Of the 40

students who called the help desk, 13 percent completed the interview while on the telephone with the agent who took their call.

The majority of the problems (45 percent) reported by students who called the Help Desk were errors in the questionnaire programming (see table 28). Other problems included requests for study ID and/or password or both (35.3 percent), problems with browser settings and computer or both (7.8 percent), the study website being down or unavailable (5.9 percent), and general questions about the study (5.9 percent).

Table 28. Field test help desk incident type: 2003

Type of incident	Total incidents recorded	Percent of total incidents
Total	51	100.0
Program error	23	45.1
Study ID/password	18	35.3
Browser settings/computer problems	4	7.8
Website unavailable	3	5.9
Question about study	3	5.9

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

3.3.3 Call Attempts

A total of 2,015 telephone interviewer hours (exclusive of training, supervision, monitoring, administration, and quality circle meetings) were expended to obtain completed interviews from 820 sample members. Since the time to administer the interview was, on average, approximately 30 minutes, the large majority of interviewer time was spent on other case-related activities. A small percentage of this time was required to bring up a case, review its history, and close the case (with appropriate reschedule, comment, and disposition entry) when completed. The bulk of the time, however, was devoted to locating and contacting sample members.

A total of 21,179 call attempts were made as a part of the NPSAS:04 field test (excluding calls to the 120 cases determined to be ineligible for study), averaging 18.3 calls per case (table 29). Among all completed cases, an average of 12.3 call attempts were required, while the average for nonrespondents was 33.0 calls.

Table 29. Call counts, by interview status and mode of completion: 2003

Interview status and completion mode	Number of cases	Number of calls	Average calls per case
Total	1,200	21,179	18.3
Interviewed	820	10,108	12.3
Not interviewed	340	11,071	33.0
By mode			
Web complete – no telephone follow-up	170	†	†
Web complete – with telephone follow-up	120	2,155	18.3
CATI complete	540	7,953	14.7

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. Excludes 120 cases determined to be ineligible for study.

CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

The average call count varied across the mode of data collection. Of the 820 completed cases, approximately 20 percent were completed via the self-web instrument and required no telephone contact. However, the remaining 120 self-web completions required an average of 18.3 calls. Finally, approximately two-thirds of the completions (65.7 percent) were obtained via CATI by a telephone interviewer and required an average of 14.7 call attempts.

Significant variation in the number of calls per case was noted across different types of students and those from different types of institutions (see table 30). On average, potential FTB students required more telephone calls (20.3 calls) than other types of undergraduates (16.9 calls) or graduate students (16.7 calls) ($F = 0.781, p < 0.458$). Additionally, those from 2-year institutions (20.6 calls) and less-than-2-year institutions (19.7 calls) required more calls on average than those from either 4-year, non-doctorate-granting (16.6 calls) or 4-year, doctorate-granting (16.9 calls) institutions.

Table 30. Number and result of calls made to sample members, by institutional characteristic and student type: 2003

Institutional characteristic and student type	CATI sample cases	Total calls to sample cases	Calls per case
Total	1,200	21,179	18.3
Institutional level			
Less-than-2-year	70	1,438	19.7
2-year	410	8,343	20.6
4-year non-doctorate-granting	410	6,756	16.6
4-year doctorate-granting	270	4,642	16.9
Institutional control			
Public	710	13,461	18.9
Private, not-for-profit	360	6,232	17.3
Private, for-profit	90	1,486	17.3
Institutional sector			
Public			
Less-than-2-year	30	515	17.2
2-year	320	6,476	20.4
4-year non-doctorate-granting	180	3,261	18.2
4-year doctorate-granting	190	3,213	17.2
Private, not-for-profit			
2-year-or-less	60	1,438	25.2
4-year non-doctorate-granting	220	3,374	15.6
4-year doctorate-granting	90	1,418	16.3
Private, for-profit			
Less-than-2-year	40	922	21.4
2-year-or-more	40	562	13.1
Student type			
Potential FTB student	490	9,851	20.3
Other undergraduate	540	9,075	16.9
Graduate student	140	2,253	16.7

NOTE: Detail may not sum to totals because of rounding. Excludes 122 cases determined to be ineligible for the study. CATI = computer-assisted telephone interviewing; FTB = full-time beginning.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Call screening has been a continuing problem in studies that rely on the telephone as a mode of contact. Devices such as telephone answering machines can be used to screen unwanted calls yet also serve as a means of staying in touch, particularly for those with busy lifestyles like most college-age students. Table 31 looks at the success in locating and interviewing traditionally “hard to reach” sample members. These sample members require 10 or more call attempts. Of the 600 students requiring 10 or more attempts, 78.9 percent were located and 54.9 percent completed the NPSAS interview. Location rates among these students varied significantly based on the percentage of time a telephone answering machine was reached on those calls. Location of a student was less likely to occur if an answering machine was never reached on any of the call attempts (66.7 percent located) compared to when an answering machine was reached less than one-half of the time (83.1 percent) or on one-half or more of the call attempts (78.8 percent) ($\chi^2 = 8.4, p < 0.02$). Interestingly, the percentage of completions obtained was not significantly different across these three groups ($\chi^2 = 1.6, p < 0.447$).

Table 31. Field test location and interview rates for hard-to-reach sample members, by percentage of calls in which an answering machine was reached: 2003

Extent of call attempts resulting in answering machine	Total hard-to-reach sample members	Located		Interviewed	
		Number	Percent	Number	Percent
Total	600	470	78.9	330	54.9
None	70	50	66.7	30	47.8
Less-than half	210	170	83.1	120	55.6
Half or more	320	250	78.8	180	56.1

NOTE: Detail may not sum to totals because of rounding. Calculations include only cases with 10 or more call attempts (i.e., those considered to be hard to reach).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Patterns in the telephone numbers that ultimately result in finding a sample member were examined, as well as how these patterns changed over the course of the study. Telephone numbers for the 520 CATI completes and the 120 web completes that required at least one telephone follow-up were coded as “local number” or “permanent number” based on the list obtained from the institutions. In a plurality of cases, the institutions had the same number listed as “local” and “permanent”—these were coded as “local or permanent (unknown).” Finally, if a completion was obtained at a number other than local or permanent, the number was coded as “other source.” As shown on table 32, 31.2 percent of the completes were obtained at the student’s “permanent number,” 11.9 percent at the student’s “local number,” and 14.9 percent from some other number (other than local or permanent). For the remaining 41.9 percent of the completions, it was impossible to identify whether the number was local or permanent since it was listed by the institution in both fields. A higher percentage of cases was completed at the local number during the first 9 weeks of data collection (15.2 percent) than during the final 9 weeks (8.7 percent). Conversely, a greater percentage of cases was completed using some other source during the last 9 weeks of data collection (18.4 percent) than during the initial weeks of the study (11.4 percent) ($\chi^2 = 10.4, p < 0.001$).

Table 32. Field test telephone number type for respondent interview completion: 2003

Data collection	Total completes	Local number		Permanent number		Local or permanent (unknown) number		Other source	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	640	80	11.9	200	31.2	270	41.9	100	14.9
First 9 weeks	320	50	15.2	100	30.7	140	42.7	40	11.4
Last 9 weeks	320	30	8.7	100	31.8	130	41.1	60	18.4

NOTE: Detail may not sum to totals because of rounding. Includes 520 cases completed by CATI and 120 cases completed by self-web where telephone prompting calls were required; excludes 20 final partial interviews. CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

3.4 Incentive Experiment Results

This section provides a summary of the results obtained from the experiment conducted during the NPSAS:04 field test. This experiment was conducted to assess the following hypotheses regarding the efficacy of incentives:

- Incentives increase the response rate during the initial phase of data collection (phase I) and promote a higher rate of self-administered web responses.
- Incentives increase the completion rate during the nonresponse follow-up phase of CATI data collection (phase III).
- A larger incentive increases the response rate more than a smaller one during phase I.

The first hypothesis addressed the need for increasing the number of early responses, which were expected to decrease the overall cost of data collection because the assumption was that the self-administered response would be the least costly. Testing the second hypothesis assessed the effectiveness of incentives as a tool for increasing the overall completion rate by reducing initial refusals, particularly for hard-to-reach students. The third hypothesis determined the effect of differing levels of incentives for increasing the phase I response rates.

The employed experimental design comprised three early response incentive groups – ER1 (\$0), ER2 (\$10), and ER3 (\$20), within which two CATI nonresponse follow-up groups of NF1 (\$0) and NF2 (\$20) were nested. In order to avoid potential issues resulting from offering different amounts of incentives, each institution was randomly assigned to one of the six treatment groups when the student sample was selected and all students within the institution were offered the same incentive amount. The randomization process was controlled so that the number of sample members assigned to treatment groups was approximately the same during the three phases of the experiment as shown in table 33:

- Phase I:** Those in groups ER2 and ER3 were offered an incentive to complete the survey by self-administration within 3 weeks of receiving the initial mailing.
- Phase II:** All nonrespondents from phase I were prompted by telephone to complete the survey by self-administration or CATI, during which no individual was offered an incentive.

Phase III: All nonrespondents from phase II were contacted by telephone to complete the survey by CATI or self-administration, when only those in group NF2 were offered a \$20 incentive.

Table 33. Allocation of students to the six treatment groups: 2003

Treatment group (early response–phase I)	Total	Treatment group (CATI nonresponse follow-up phase III)	
		NF1 (\$0)	NF2 (\$20)
Total	1,200	510	650
ER1 (\$0)	380	190	190
ER2 (\$10)	390	170	220
ER3 (\$20)	390	150	240

NOTE: Detail may not sum to totals because of rounding. The sample of 1,200 excludes the 120 students who were determined ineligible upon contact, who were part of the initial sample of 1,300 students. CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

At the beginning of the experiment, sample students were sent a notification letter asking them to complete the survey online within 3 weeks.¹⁴ Those in the first treatment group (ER1) received no initial incentive offer as part of their invitation letter, while those in treatment groups ER2 and ER3 were offered the low (\$10) and high (\$20) amounts of incentives, respectively, for completing the survey by the allotted time. In phase II, nonrespondents from the previous phase were contacted by telephone and asked to complete the survey without being offered an incentive. At the onset of phase III, all outstanding nonrespondents who were preassigned to the CATI nonresponse follow-up incentive group (NF2) were offered the high category of incentive (\$20) to complete the survey, while those in the no-incentive group (NF1) were pursued as before without an incentive offer.

In the final stage of data collection beyond phase III, all remaining students were offered the high level of incentive (\$20) to secure as many completed interviews as possible. However, such respondents are not included in the analysis of the incentive experiment.

3.4.1 Analysis of Phase I Data

As summarized above, all 1,200 students were partitioned into the three early response treatment groups. Those in the first treatment group were offered no incentive, while those in the second and third treatment groups were offered \$10 or \$20, respectively, to complete the survey within 3 weeks of receiving their invitation letters. Table 34 shows the distribution of the resulting respondents and nonrespondents for the first phase of the experiment.

¹⁴Note that since the sample of students was released in increments, the time window for the first phase and for subsequent phases of the experiment was different for different subsets of students.

Table 34. Response rates, by early response treatment group for phase I: 2003

Treatment group (early response)	Total	Phase I response		
		Respondent	Nonrespondent	Percent response
Total	1,200	230	930	19.9
ER1 (\$0)	380	50	330	13.1
ER2 (\$10)	390	90	290	24.3
ER3 (\$20)	390	90	300	22.2

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

As indicated in table 34, those offered incentives were more likely to respond during the initial web-only data collection period ($\chi^2 = 4.43$, $p < 0.01$). Fifty of the 380 students who were not offered incentives responded to the survey during the first phase (13.1 percent), while 180 (90+90) of 780 (390+390) students offered incentives (low or high) responded to the survey during this phase (23.2 percent).

3.4.2 Analysis of Phase II Data

In accordance with office of management and budget (OMB) guidelines, attempts were made to complete as many interviews as possible during the second phase without offering incentives. For this purpose, all outstanding students from the first phase were contacted by telephone and asked to complete the survey at their convenience, either on the phone or via the Web. Table 35 shows the distribution of the resulting respondents and nonrespondents for the second phase of the experiment.

Table 35. Response rates, by early response treatment group for phase II: 2003

Treatment group (early response)	Total	Phase II response		
		Respondent	Nonrespondent	Percent response
Total	930	330	600	35.0
ER1 (\$0)	330	110	220	33.9
ER2 (\$10)	290	120	170	40.6
ER3 (\$20)	300	90	210	30.8

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

While results from this phase were not of particular analytical interest, similar analyses as those conducted for the first phase were applied to the data from this phase as well. No significant difference in the response rates during phase II were detected among those who were offered incentives (low or high) during the first phase and those who were not, 35.6 percent versus 33.9 percent, respectively ($p > 0.05$). This finding suggested that there were no “residual effects” from phase I to phase II. In other words, the offer of an incentive during the first phase had no significant effect on response rates during the second phase when no one was offered an incentive.

3.4.3 Analysis of Phase III Data

Upon expiration of the allotted time for the second phase, the remaining nonrespondents were contacted by telephone for nonresponse follow-up. Those who were preassigned to the CATI nonresponse follow-up treatment group NF1 were not offered an incentive, while those in the treatment group NF2 were offered \$20 to complete the survey. Table 36 provides the distribution of the resulting respondents and nonrespondents for the third phase of the incentive experiment.

Table 36. Response rates, by nonresponse treatment group for phase III: 2003

Treatment group (nonresponse follow-up)	Total	Phase III response		Percent response
		Respondent	Nonrespondent	
Total	600	160	440	26.4
NF1 (\$0)	220	40	190	15.8
NF2 (\$20)	380	120	260	32.5

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Similar to the findings from phase I, those offered an incentive were more likely to complete the survey ($\chi^2 = 4.84, p < 0.01$). Of those not offered an incentive, about 16 percent responded to the survey during the third phase, while 33 percent of those offered a \$20 incentive responded to the survey during this phase.

3.4.4 Web and CATI Incentive Results

A comparison was also made among all respondents for the three phases of the experiment to detect differences in proportions of respondents who completed the survey by the Web versus CATI. As summarized in table 37, over 35 percent of all responses were secured via the Web. It was anticipated that the offer of incentive during the first phase of data collection, which promoted self-administered interviews, was in part responsible for this favorable outcome. While the amount of incentive did not significantly affect participation rates, a significantly higher proportion (41.9 percent) of students who were offered an early response incentive (either low or high) completed the survey via the Web as compared to those who were not offered an incentive (21.6 percent).

Table 37. Distribution of completed interviews for all three phases, by early response treatment group and data collection mode: 2003

Treatment group (early response)	Total	Data collection mode		
		Web	CATI	Percent web
Total	710	250	460	35.4
ER1 (\$0)	230	50	180	21.6
ER2 (\$10) & ER3 (\$20)	490	200	280	41.9

NOTE: Detail may not sum to totals because of rounding. CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

3.4.5 Experiment Summary

As seen above, the results of this field test experiment support the first two hypotheses. Offering incentives significantly boosted the response rate during the first phase of data collection, and it increased the completion rate during the CATI nonresponse follow-up phase of data collection (phase III). Moreover, it is also believed that the offer of early response incentives during the first phase (when web interviews were encouraged) was partially responsible for securing over 35 percent of interviews via the Web. Results from the first phase seem to indicate that a higher amount of incentive may not further increase response rates when compared to a lower amount. However, this outcome could be due to small sample sizes and the potentially inadequate increment between the low and high amounts of incentive (\$10).

Chapter 4

Evaluation of Field Operations and Data Quality

The 2004 National Postsecondary Student Aid Study (NPSAS:04) is used by government agencies, academics, and researchers alike; therefore, assurance of the highest quality data is critical to the success of the study. This chapter evaluates the effectiveness of field test survey instrumentation and procedures for the quality and completeness of the data obtained. Included are results of first-time beginning FTB student identification efforts, institutional data collection, instrument reliability and usability, item nonresponse, computer-assisted telephone interviewing (CATI) quality assurance monitoring, and data file preparation.

4.1 Potential FTB Identification

The NPSAS:04 study will serve as the base year of a longitudinal study of FTB students. Those students determined to be FTB during the NPSAS survey, as well as a sample of potential FTB students who were NPSAS nonrespondents, will be followed up 2 years later as part of the Beginning Postsecondary Students Longitudinal Study (BPS) cohort. Data collected during NPSAS:04 will serve as the base-year data for the subsequent study. An FTB student was defined as a student satisfying *all* of the following conditions:

- first term of enrollment at the sample institution was between July 1, 2002 and April 30, 2003 or had not completed a postsecondary class prior to July 1, 2002;
- was an undergraduate between July 1, 2002 and April 30, 2003;
- was a freshman or first-year student between July 1, 2002 and April 30, 2003; and
- had no transfer credits from another postsecondary institution.

For the field test, institutions were asked to include an FTB student indicator on the enrollment list to facilitate identification and sample selection of these students. However, as learned in past NPSAS studies (i.e., NPSAS:90 and NPSAS:96), many institutions have difficulty identifying FTB students. Students are often identified as FTB students if they are new to the institution. Usually, only new freshmen are included, but some institutions even designate new upperclassmen or new graduate students as FTB. Some institutions simply provide class level as a substitute for FTB students, (i.e., equate freshman and FTB). Although institutions are asked to check transcripts when determining FTB status, many do not.

Students' correct classification was identified during the field test student interview. Table 38 indicates that of the 480 students sampled as FTB who completed an interview, 180 were determined not to be FTB students, for a false-positive rate of about 37 percent. Conversely, of the 350 students sampled as other undergraduate or graduate/first-professional students who completed an interview, about 10 were FTB students, for a false-negative rate of about 3 percent.

Table 38. First-time beginning status determination, by sample student type: 2003

Student type	Students interviewed ¹	Confirmed first-time beginning (FTB) student	
		Number	Percent
Total	820	310	37.6
FTB student	480	300	63.2
Other undergraduate and graduate/first-professional	350	10	2.9

¹ Includes all eligible sample members who completed the student interview because confirmation of FTB status required contact with sample members.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

4.2 Institutional Data Sources

4.2.1 Enrollment List Acquisition and Quality

On the basis of prior NPSAS studies, many of the challenges inherent in obtaining and processing student lists were anticipated. Among these challenges were the following:

- obtaining lists in a timely manner;
- ensuring appropriate formatting and accuracy of lists;
- performing sample unduplication when duplicated hardcopy lists were provided; and
- verifying students' educational level against the data provided by their institutions.

Other considerations for the field test were the feasibility of using e-mail and upload functions via the NPSAS website, and the viability of obtaining contact information on the student lists in order to facilitate location of sample members. These topics are discussed in the appropriate sections below.

Student List Acquisition. To facilitate improved participation in the field test, institutions received a binder of information and were contacted by telephone in the fall of 2002. This process encouraged those institutions with early participation agreements to send lists early in 2003. Table 39 shows the flow of student list receipt by institutional calendar system and month. As a result of the early contact process, about one-half of the lists arrived during the first 3 months of the year.

Table 39. Enrollment list receipt, by institutional calendar system and month: 2003

Month	All institutions		Semester/trimester		Quarter		Continuous/other	
	Number received	Percent	Number received	Percent	Number received	Percent	Number received	Percent
All months	173	100.0	134	100.0	8	100.0	31	100.0
January	18	10.4	17	12.7	0	0.0	1	3.2
February	50	28.9	47	35.1	0	0.0	3	9.7
March	24	13.9	23	17.2	0	0.0	1	3.2
April	41	23.7	22	16.4	4	50.0	15	48.4
May	11	6.4	8	6.0	1	12.5	2	6.5
June	7	4.0	2	1.5	0	0.0	5	16.1
July	12	6.9	7	5.2	3	37.5	2	6.5
August	10	5.8	8	6.0	0	0.0	2	6.5

NOTE: All statistics are based on eligible institutions that provided enrollment lists. Percentages are based on the "all months" total for all institutions. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Ultimately, 173 of the 195 eligible institutions in the NPSAS:04 field test sample provided student lists (see discussion in section 3.1.1). As noted earlier, 10 of the 195 eligible institutions explicitly refused to take part in the study—two by the Chief Administrator upon first contact by NPSAS staff, and eight by Institutional Coordinators (ICs) despite an agreement to participate by the Chief Administrator. Lists were not obtained within an 8-month time frame from about 6 percent of the 185 eligible institutions that had previously agreed to participate. Many institutions sent the lists on or before the negotiated deadline. However, obtaining the lists at some institutions required many prompting calls after the institutions missed several deadlines. Likely some delay problems will always exist because study requirements compete with other duties for institutional staff members' time. Where it was deemed necessary, reimbursement was offered for institutional costs related to list compilation.

Appropriate Format and Accuracy of Lists. Institutions were encouraged to send their student lists as electronic files, but hardcopy lists were accepted if that was the institution's preference. Four options existed for sending the lists:

- electronic mail (e-mail);
- upload;
- diskette or CD-ROM; and
- hardcopy.

The preferred format for enrollment lists specifies unduplicated lists or electronic lists, which are much more easily processed and unduplicated when necessary. Of the 173 institutions sending lists (as shown previously in table 6), 78 did so by e-mail, 82 were uploaded to the NPSAS website, and four were by diskette. Five percent of institutions provided lists in hardcopy format, of which five were a single unduplicated list, and four were multiple paper lists that required unduplication by the contractor. That is, 95 percent of the lists provided met the preferred formats. Sometimes institutional staff found it easier to provide printed lists than to provide an electronic file in the appropriate format. Despite the formatting problems, any reasonable list provision was preferred to no list and was accepted.

To facilitate cooperation and list accuracy, institutions received instructions for preparing electronic or hardcopy lists. The electronic list instructions requested certain data elements for the enrollment list, including contact information. While some institutions followed the instructions, many did not. Electronic lists received included files with a different layout than specified, a Dbase IV file, and a text file with multiple lines per student. While these files were more difficult to process, they were still preferable to hardcopy lists.

Some of the accuracy and formatting problems experienced with the lists provided by the 173 institutions are shown in table 40. The table does not provide a comprehensive list of all formatting issues encountered, but provides a solid overview.

Table 40. Types of list problems encountered, by institutional sampling stratum: 2003

Institution sampling stratum	Institutions providing lists	Type of list problems						
		None	Un-readable file/list	File sent too early	Count(s) out of bounds	Insufficient documentation	Cannot identify student strata	Multiple ¹
All institutions	173	46	2	1	92	3	14	15
Public								
Less-than-2-year	2	2	0	0	0	0	0	0
2-year	59	9	0	1	40	2	5	2
4-year non-doctorate-granting	21	7	0	0	13	0	1	0
4-year doctorate-granting	11	3	0	0	6	0	2	0
Private, not-for-profit								
2-year-or-less	5	2	0	0	3	0	0	0
4-year non-doctorate-granting	38	11	1	0	18	1	2	5
4-year doctorate-granting	13	3	0	0	4	0	0	6
Private, for-profit								
Less-than-2-year	14	5	1	0	4	0	3	1
2-year-or-more	10	4	0	0	4	0	1	1

¹ If a list had multiple problems it was recorded as such rather than each separate problem being recorded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Institutions that sent lists via e-mail did not appear to have difficulty sending the lists, although many sent lists to the general National Study of Faculty and Students (NSoFaS) e-mail address rather than to the NSoFaS list e-mail address. Institutions that sent the file via the upload feature were required to provide the contact information and specified data elements. However, those who e-mailed the file frequently excluded this information. Occasionally, institutions responding by e-mail provided the file layout or specified how the layout differed from specifications. E-mailed files were often handled as attachments. Files that were too large to include as attachments were sometimes zipped (i.e., put into a compressed archive file) or split into two files. Other institutions switched to the upload option when they realized the files were too large to e-mail. In addition, institutions with security concerns could choose to upload files.

Many lists exhibited counts that were out of bounds (i.e., list counts were different from IPEDS counts). This outcome resulted from comparisons of the IPEDS counts to the list counts (see section 2.2.3). As noted earlier, IPEDS counts were for fall enrollment rather than for the entire year and were from 2001. Also, the IPEDS counts of full-time, first-time students did not provide a good point of comparison to the counts of FTB students provided by the institutions, as was expected. However, when the NPSAS FTB student count was less than the IPEDS count, it

sometimes helped identify institutions that did not identify all of their FTB students. Extensive problems with the count checks made it necessary to expand the bounds to those described in section 2.2.3. However, some of the quality control (QC) failures that resulted from out-of-bounds counts were legitimate, usually because students had been excluded from the lists.

Multiplicity on Duplicated Lists. When institutional student sampling lists are formatted in a manner that permits the same student to appear on more than one list, that student has multiple chances of being selected into the sample; thus, the lists need to be unduplicated. Duplication may occur in instances such as separate lists for each institutional term. During the field test, when a single list was supplied in electronic form, unduplication prior to selection was readily accomplished by computer matching on Social Security number and institutional ID.

In contrast, hardcopy lists pose a much more labor-intensive problem of unduplication prior to selection. Consequently, the field test procedures for unduplicating the samples from such lists were carried over from previous NPSAS studies. When an institution sent multiple enrollment lists, samples were selected from each enrollment list, using the appropriate sampling rates. Then, the samples from each list were unduplicated, beginning with the sample from the most recent term (spring 2003). Unduplication then continued through the least recent term (summer or fall 2002).

Multiplicity Across Lists. Institutional student samples were selected on a flow basis and then added to the master sample (which included all student samples already selected.) Even though the individual student samples had been unduplicated within institutions, it was possible to have students who were sampled at more than one institution. To avoid student sample duplication across institutions, each institution's student sample (that had been unduplicated as described above) was checked against the master sample prior to being added to the master sample. In this manner, students initially included in an institution's student sample who were already in the master sample were dropped from the institution's sample and, therefore, not added to the master sample.

Student's Education Level. Institutions were asked to provide student's education level and an FTB status indicator on the student list (see section 2.2.3). These data were used to form the student sampling strata (see section 2.1.2). Some institutions followed the instructions and provided education level as specified in the list instructions. However, other institutions did not follow the instructions.

Institutions that did not follow the list instructions can be classified into four groups. First, some institutions did not originally provide student's education level. Second, some institutions provided education level but did not classify the graduate students into the three categories requested (master's, doctoral, and other graduate). In this situation, the institution's website was consulted to determine whether the school offered only one type of graduate program (i.e., only master's, doctoral, or other graduate programs). Third, other institutions provided codes to designate education level but did not provide sufficient documentation for the codes. Fourth, some institutions did not provide education level but instead provided student's degree programs or majors, which could be difficult to translate into education levels.

Contact Information. For the first time in the administration of NPSAS, institutions were asked to provide contact information for the student lists. The contact data were to include local and permanent addresses and phone numbers, as well as campus and permanent e-mail addresses. Nearly all of the lists received included some contact information. However, many institutions provided only one address, phone number, and e-mail address. Frequently, the data labels did not identify whether the information was local or permanent. Few institutions provided such information for all the students on the list. When provided, the data were usually complete, rarely missing items for individuals.

Ineligible Students. About 10 percent of the sampled students were ineligible for the study. The evidence suggests that the primary reason for this high percentage is that about 45 percent of the sample students were selected from either 2-year or less-than-2-year institutions. The percentage of such institutions was high so that the number of FTB students selected would be sufficient for future BPS field tests. Some of these institutions had difficulty identifying ineligible students. The student eligibility criteria (see section 2.1.2) were provided to the institutions, but they sometimes were unclear about which students were indeed eligible.

4.2.2 CADE Completion Rates

Table 41 provides completion rates for key computer-assisted data entry (CADE) data elements overall, and for both the self- and field-CADE respondents. It is not surprising that item-level response differs among data elements, since institutional record-keeping systems vary dramatically. Not all data elements are available at every institution. However, as can be seen from the table, most of the key CADE data elements showed a high percentage of item-level completeness.

Low overall completion rates were observed for marital status, veteran status, and additional phone numbers. This outcome was not surprising because student records frequently lack these items. It was also expected among CADE respondents that higher rates of item-level completeness would be achieved for the financial aid items, because the criteria for student qualification as a respondent included the condition that the first financial aid question be completed.

Overall, field data collectors obtained high completion rates. This result was probably due to the emphasis on the importance of obtaining complete CADE data in field data collection training. The data collectors were trained to seek out records that may not be readily available; while at the institution, they are focused solely on student files, resulting in the most complete CADE data available. Institutional staff completing CADE may not have the resources to seek these alternative sources for data and are burdened with job duties in addition to CADE record abstraction, which may explain the variability in item completion rates for web abstraction.

Table 41. Comparison of NPSAS:04 field test CADE data element completion rates, by method of abstraction: 2003

Data element	Method of abstraction					
	Total		Self		Field	
	Count	Percent	Count	Percent	Count	Percent
Total CADE respondents	1,200	100.0	1,000	100.0	110	100.0
Student characteristics						
Gender	1,100	99.7	1,000	99.8	110	99.1
Marital status	660	57.6	590	57.0	70	62.8
Citizenship	1,100	95.7	990	95.4	110	98.2
Veteran status	760	66.2	660	63.8	100	88.5
High school completion type ¹	930	90.8	820	89.9	110	98.2
Race	1,000	90.9	940	90.7	110	92.9
Hispanic status	960	83.3	850	82.1	110	94.7
At least one phone number	1,100	97.3	1,000	97.2	110	98.2
At least two phone numbers	320	27.5	280	26.9	40	32.7
Enrollment						
Type of degree program	1,100	98.8	1,000	98.8	110	98.2
Master's, doctorate, or first-professional degree program ²	120	89.7	120	91.0	0	0.0
Student class level	1,100	91.6	950	91.1	110	95.6
Tuition jurisdiction classification	1,100	97.1	1,000	96.8	110	100.0
Total tuition amount	1,100	95.4	990	95.2	110	97.3
Financial aid						
Any aid received (Y/N)	1,200	100.0	1,000	100.0	110	100.0
Federal aid received (Y/N)	1,200	100.0	1,000	100.0	110	100.0
State aid received (Y/N)	1,200	100.0	1,000	100.0	110	100.0
Undergraduate aid received (Y/N)	1,200	100.0	1,000	100.0	110	100.0
Graduate aid received (Y/N) ³	140	100.0	130	100.0	#	100.0
Other aid received (Y/N)	1,200	100.0	1,000	100.0	110	100.0
Total financial aid amount	1,200	100.0	1,000	100.0	110	100.0
Expected family contribution (EFC) amount ⁴	740	99.5	670	90.1	70	100.0

Rounds to zero.

¹ High school completion type was only applicable to 1,000 undergraduates of the 1,200 CADE respondents. Of the 1,000 to whom the item applied, 910 were self CADE and the remainder were field CADE.

² Master's, doctorate, and first-professional degree program was only applicable to 140 graduate/first-professional students of the 1,200 CADE respondents. Of the 140 to whom the item applied, 130 were self CADE and the remainder were field CADE.

³ Graduate aid received was only applicable to 140 graduate/first-professional students of the 1,200 CADE respondents. Of the 140 to whom the item applied, 130 were self CADE and the remainder were field CADE.

⁴ EFC amount was only applicable to 750 students for whom the institution said data were available. Of the 750 to whom the item applied, 680 were self CADE and 70 were field CADE.

NOTE: Detail may not sum to totals because of rounding. CADE = computer-assisted data entry.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

4.2.3 CADE Record Verification

Verification and any needed correction for CADE responses (both self and field) were requested of ICs at 75 of the field test institutions.¹⁵ The verification form is provided in appendix F. Verification of five CADE data elements was requested for five randomly selected students sampled at each institution. A total of 70 institutions completed CADE verification form (62 self-CADE; 8 field-CADE), providing verification data for 380 students (330 self-CADE; 50 field-CADE).

The five data elements chosen for the self-CADE verification were:

- enrollment status during fall of 2002;
- citizenship status;
- total tuition charges for 2002–03;
- expected family contribution (EFC) for 2002–03; and
- total financial aid received for 2002–03.

A student's enrollment status during fall 2002 was derived based on their attendance status during the institution's "fall term."¹⁶ Because the CADE data record did not explicitly indicate terms in which this student was not enrolled, a lack of a reference to the fall term was interpreted to mean that the student was not enrolled during fall 2002.

Table 42 shows that, for all five variables, the percent agreement was high for self-CADE institutions (ranging from 89 to 95 percent) and moderate for field-CADE institutions (ranging from 54 to 80 percent) ($z = 3.05$ to 4.33 , all $p < 0.01$).

Table 42 reveals that agreement rates among the field-CADE cases were somewhat low overall. The low sample size ($n = 40$ students) makes these results difficult to interpret. However, it should be noted that at two of the eight field-CADE institutions for which a verification form was returned, all of the students had at least one erroneous value flagged by the IC. Each of these errors was in one of the dollar fields (e.g., financial aid received, EFC, or total tuition). This may indicate that specific field data collectors had difficulty obtaining these types of information or may be due to the time at which the data were collected. More complete records were likely available in June than in April/May. The two items, financial aid received and total tuition, often require summation of data from multiple sources at the institutions. These results indicate the need for additional emphasis on the collection of financial data during the full-scale training.

¹⁵Of the 77 field test institutions that were originally included in the CADE data collection process, two were excluded from the verification process because these did not provide data files.

¹⁶Fall term for the purposes of verification included enrollment either during any term labeled "fall" or in any term that included any of the months from August to December.

Table 42. CADE verification percentage agreement, by abstraction method: 2003

CADE item verified	Total		Abstraction method			
			Self-CADE		Field-CADE	
	Total	Percent agreement	Total	Percent agreement	Total	Percent agreement
Enrollment status, fall term	350	92.8	310	94.7	40	80.0
Citizenship	350	92.8	310	94.7	40	80.0
Total tuition charges	290	77.3	260	80.9	30	54.0
Expected family contribution	330	88.8	300	92.0	30	68.0
Total financial aid received	320	86.1	290	88.6	40	70.0

NOTE: Detail may not sum to totals because of rounding. CADE = computer-assisted data entry.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

4.3 Instrument Reliability and Usability

4.3.1 Reliability of Student Instrument

Reliability Reinterview Response Rates. A subsample of eligible sample members completing the NPSAS:04 field test interview was selected to participate in a reliability reinterview, containing a subset of items from the initial interview. Students selected for the reinterview were informed of their selection at the end of the initial interview and asked to participate in the subsequent reinterview.

A total of 160 respondents were selected for the reliability reinterview. A summary of the reinterview sample and subsequent participation rates by institution and student type, and by mode of administration are shown in table 43. Due to the built-in delay in administering the reinterview (a delay of approximately 3–4 weeks from the initial interview) and the need to complete reinterviews during the same time frame as the field test interview, those selected for reinterview were more likely to be those sampled and interviewed early during the field test data collection period. Such individuals were those most easily located and convinced to participate in the initial interview.

Table 43. Reliability reinterview response, by institution and student type: 2003

Institutional characteristic and student type	Selected for reinterview						Participated in reinterview					
	Overall		Web		CATI		Overall		Web		CATI	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	160	100.0	80	100.0	80	100.0	100	67.1	40	50.6	60	84.2
Institutional level												
2-year	50	32.9	20	20.3	40	46.1	40	68.6	10	37.5	30	82.9
4-year	100	67.1	60	79.7	40	53.9	70	66.3	30	54.0	40	85.4
Institutional control												
Public	100	61.3	40	54.4	50	68.4	70	68.4	20	41.9	50	90.4
Private, not-for-profit	50	34.8	30	39.2	20	30.3	40	64.8	20	58.1	20	73.9
Private, for-profit	10	3.9	10	6.3	#	1.3	#	66.7	#	80.0	0	0.0
Student type												
FTB student	60	38.7	30	40.5	30	36.8	40	61.7	10	43.8	20	82.1
Other undergraduate	80	49.0	40	46.8	40	51.3	50	67.1	20	51.4	30	82.1
Graduate/first-professional	20	12.3	10	12.7	10	11.8	20	84.2	10	70.0	10	100.0

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04).

Of those selected for reinterview, 67 percent completed the second interview overall. Reinterviews were obtained from 84 percent of computer-assisted telephone interviewing (CATI) respondents and 51 percent of web respondents. Comparison between groups is difficult due to the small cell sizes. Graduate students across all levels had a high level of reinterview participation. Based on the results of the analyses, CATI follow-up with respondents was successful in obtaining a high number of reinterviews, although many web respondents also completed the reinterview.

Reliability Reinterview Results. The results of the reliability reinterview analysis are presented in table 44 by interview section. Results by individual items are discussed below. The relational statistics provided serve as an indicator of association, with 1.00 indicating that the original response and those on the reinterview matched for all respondents.

Only two items in the enrollment section were included in the reliability reinterview. The first item concerned the type of measurement used to calculate the respondent's grade point average, and this item had a 96 percent rate of agreement. No relational statistic was calculated for this item because nearly all of the respondents to the reliability reinterview provided the same response. The other enrollment item asked respondents to indicate the type of high school they attended. No disparities existed between answers on the field test interview and the reinterview for this item.

By contrast, items in the financial aid section varied considerably. The percentage of agreement was high, ranging from 100 percent to 78 percent. However, the relational statistics for this series of items were not as strong. Nine of the financial aid items included in the reinterview had relational statistics that were moderate to very high, ranging from 0.69 to 1.00. Several items had low-moderate to low relational statistics due to a restriction of range.¹⁷ One item that asked respondents to indicate the amount of financial aid received from a private organization had a relational statistic of 0.35 with 90 percent agreement. The relational statistic was low because 4 of the 79 respondents showed large discrepancies in the amount of aid received between interviews. These four had indicated receiving no aid in one interview and provided an amount in the other interview ranging from \$250 to \$10,000.

The reliability of items chosen from the employment section was strong overall. Three items were included from this section, with the percent agreement ranging from 71 to 81. However, relational statistics were moderate for earnings in 2002 (0.76), and moderately high for parent income (0.85). The item asking if respondents were expected to work had a low relational statistic of 0.56, but had an 81 percent agreement. As was the case with several other items on the reliability reinterview, this item had a restriction of range.

The reliability reinterview included 12 items focused on education experience. The reliability of items in this section were moderate to high for most items. Generally, the items with low relational statistics exhibited a moderate to high percentage of agreement (62 to 93 percent). Many of these items with low relational statistics concerned the level of participation in various education-related activities. Three of the items referred specifically to interaction with

¹⁷This relational statistic appears to be deflated due to little variation across valid response categories (e.g., restriction of range). As a result, minor changes in the distribution of responses between the initial interview and reinterview tend to lower the relational statistic.

faculty and advisors. Based on the distribution of responses, the change in response was not due to a problem with the item, but perhaps resulted from a decrease in the interaction respondents were having with academic staff as the semester progressed.

Table 44. Reliability indices for items on the reinterview, by interview section: 2003

Variable label	Number of cases ¹	Percent agreement ²	Relational statistic
Enrollment			
GPA measured on 4.00 scale	100	96.0	†
Type of high school attended	100	100.0	1.00 ³
Financial aid			
Receive financial aid	100	92.3	0.82 ³
Receive employer aid – NPSAS	100	96.2	0.82 ³
Amount of employer aid – NPSAS	70	97.2	0.93 ⁴
Receive aid from private organization – NPSAS	100	92.3	0.73 ³
Amount of private aid – NPSAS	80	89.9	0.35 ⁴
Receive aid from veteran’s benefits – NPSAS	100	100.0	1.00 ³
Amount of veteran’s benefits – NPSAS	60	98.4	1.00 ⁴
Receive alternative loan – NPSAS	100	95.2	0.64 ^{4/6}
Parents pay housing expenses	50	77.8	0.71 ⁵
Tuition paid by: parents	70	86.6	0.73 ³
Tuition paid by: own money	70	85.1	0.69 ³
Tuition paid by: financial aid	70	88.1	0.62 ³
Tuition paid by: other	70	92.5	0.51 ^{3/6}
Employment			
Expected to have job to pay for school	30	80.8	0.56 ^{3/6}
Earnings in 2002	80	70.5	0.76 ⁵
Parent’s income in 2002	50	79.6	0.85 ⁵
Education experiences			
Classes taught by graduate students	20	90.5	0.82 ⁵
Have large lecture classes	40	67.6	0.62 ⁵
Have to write essay answers	40	75.7	0.68 ⁵
Have to write papers	40	78.4	0.75 ⁵
Talk with faculty outside class	30	65.5	0.40 ⁵
Meet advisor about academic plans	30	75.9	0.70 ⁵
Informal meeting with faculty	30	69.0	0.51 ⁵
Attend study groups	30	62.1	0.46 ⁵
Participate in school clubs	30	82.8	0.71 ³
Attend fine arts activities	30	88.9	0.75 ⁵
Participate in sports	30	82.8	0.63 ⁵
Distance education courses	100	93.3	0.67 ^{3/6}
Background			
State of legal residence	100	99.0	0.99 ⁵
Distance from NPSAS school to home	100	99.0	0.98 ⁴
Number of people supported by parents	50	81.6	0.71 ⁴
Ever attend school outside the United States	100	99.0	0.95 ³

† Not applicable. No statistics were computed because the reinterview responses had less than two non-missing levels.

¹ Analyses were conducted only for respondents with responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

² This percentage reflects an exact match of the paired responses.

³ The relational statistic presented is Kendall’s tau *b*.

⁴ The relational statistic presented is Cramer’s *V*.

⁵ Pearson’s product-moment correlation coefficient *r* was used.

⁶ This relational statistic appears to be deflated due to little variation across valid response categories. As a result, minor changes in the distribution of responses between the initial interview and reinterview tend to lower the relational statistic.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Items in the background section were reliable, with the percent agreements ranging from 82 to 99 and relational statistics from 0.71 to 0.99. One item—number of people supported by parents—had percent agreement of 82 and a relational statistic of 0.71, because 10 percent of those included in the analysis originally indicated their parents supported no one. They later changed their responses in the reinterview. Respondents may have misunderstood this item because it asked them to include themselves in the count. For the full-scale study, this term will be emphasized further to prevent recurrence of this problem.

4.3.2 Coding Systems

The NPSAS:04 instrument included tools that allowed computer-assisted online coding of text responses for the major field of study, occupation, and industry. Online coding systems were used to improve data quality by obtaining both a code and a text string for such items, rather than subsequently attempting to code only text strings after the completion of data collection. The primary purpose of the coding system analysis was to assess the effectiveness of the coding system for the improvement of data quality.

The major field of study, occupation, and industry codings used a drop-down menu that was specific to each topic. For major field of study, the respondents were asked to code their general major field of study; for those fields where further options were available, they were also asked to indicate a specific subfield. The decision was made to require both a general and specific area (where applicable) for major field of study in order to ease the burden on respondents. The list of unique major fields of study was extensive. By creating general fields with corresponding specific fields, the respondent was not required to scroll down long lists. Occupation and industry coding required only that the respondent choose one code and examples were provided to assist the respondent/interviewer in the coding process.

The coding analysis was conducted on a random sample of 10 percent of the data for each set of coding results. Expert coders evaluated the verbatim strings for completeness and for the appropriateness of the assigned codes, determining whether a different code should have been assigned or if a string was too vague to code.

Table 45 provides the results of the coding analyses. Overall, the coding results for major field of study and occupation were similar between modes of data collection, indicating that expert coders agreed with self-administered respondent coding at about the same rate as they agreed with interviewer-administered interview coding ($\chi^2 = 4.06, p > 0.05$). The quality of the text strings was high, with only 15 to 17 percent of text strings too vague to be coded. The results between modes for industry coding showed a statistically significant difference. Expert coders agreed with interviewer-administered coding at a higher rate than with self-administered respondent coding ($\chi^2 = 7.17, p < 0.05$). It also appears that industry coding was the easiest for respondents/interviewers to use, while occupation proved more difficult. Self-administered respondent coding was successful in coding 65 percent of industry strings gathered, but 42 percent of occupational coding strings ($z = 3.02, p < 0.01$). The same pattern was seen for interviewer-administered coding, which successfully coded almost 81 percent of industry strings but about one-half (48 percent) of occupation strings ($z = 6.61, p < 0.01$).

Table 45. Summary of recode results, by respondent type: 2003

Type of coding	Self-administered			Interviewer-administered		
	Coding attempts sampled	Percent original code correct	Percent text string too vague to code	Coding attempts sampled	Percent original code correct	Percent text string too vague to code
Total	315	50.8	15.2	686	55.5	16.8
Major field of study	103	55.3	25.2	198	51.0	31.8
Occupation	152	42.1	10.5	348	48.0	11.5
Industry	60	65.0	10.0	140	80.7	8.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

4.3.3 Help Text Usage

To help respondents and telephone interviewers complete interviews, help text was made available for every screen of the instrument. This information was considered useful for self-administered respondents because it provided detailed information on the intent of the item, clarification of response options, and some examples. The provision of help text was also useful to interviewers who needed quick access to additional information in order to expedite the interview process for respondents. Counters helped determine the number of times each help text screen was accessed, making it possible to identify screens that were confusing to interviewers or respondents, as well as giving an overall summary of sections of the interview that may have been more problematic for the respondents. Please note that a screen could contain text for several related interview items or for just a single item.

Overall, the usage of help text was low. Of the 253 screens in the student instrument, only four had help-text access rates of 10 percent or more. Table 46 summarizes help text usage for these items overall, and by interview item and mode. Although small sample sizes prevented a statistical comparison by mode of administration, interviewers may have been more likely to use help text for all but one item presented. It should be noted that interviewers were trained to use help text, whereas self-administered respondents may have forgotten it was available.

Table 46. Number of help text accesses, by mode and interview item: 2003

Item	Variable label	Total	Percent	
			Self-administered	Interviewer-administered
Q13	Mainly taking undergraduate or graduate classes	11.1	4.8	14.7
Q15	Type of associate's degree	20.3	10.0	23.3
Q365	Type of industry	10.5	2.7	14.4
Q453-455	GRE score: verbal, math, analytic	57.7	100.0	0.0

NOTE: GRE = Graduate Record Exam.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Q13: This item asked “During the 2002-2003 school year, have you been taking mainly undergraduate or graduate classes at [NPSAS institution]?” The help text accesses for this form were made primarily by telephone interviewers rather self-administered respondents.

Q15: This item asked respondents to indicate the type of associate's degree they were working on. Again, the rate of help text usage was high for interviewer-administered

respondents, but 10 percent of self-administered respondents also accessed help text for this item. The response options only differentiated between Art/Science and Occupational/Technical types of degrees; therefore, respondents may have been unsure of which category applied to their degree.

Q365: This item, asking respondents to indicate the type of industry in which they were working while enrolled during the 2002–03 school year, had nearly an 11 percent overall help text usage rate. Respondents were required to respond with a text string for their industry of employment. This item immediately followed the item requesting respondent occupation. The high overall rate of help text usage was most likely because interviewers and self-administered respondents were unclear about the distinction between the two terms.

Q453–455: This screen contained three items asking respondents to indicate their Graduate Record Exam (GRE) verbal, math, and analytic scores. All help text accesses were made by self-administered respondents for this item. This screen provided ranges for the three types of GRE scores, indicating the recently adjusted scoring system for the analytic section (range 0–6). This may account for the high rate of help text usage by self-administered respondents. If they took the GRE prior to this new scoring system, the help text may have been reviewed to determine how to provide the requested information. Telephone interviewers may have been less likely to use help text since this issue was covered in training.

4.4 Item Nonresponse

All respondents were provided the option to decline to answer any item. In previous rounds of the NPSAS study, interviewers were provided with one of two options for this purpose: “don’t know” and “refused.” In the NPSAS:04 field test, the “don’t know” response was available only for key items and was only provided as a follow-up option when the screen was initially left blank (see section 4.4.2 for a more detailed description of this type of item conversion). There was no “refusal” option in the NPSAS:04 field test—only item nonresponse for all other items.

Nonresponses to interview questions were most common for items considered sensitive by respondents, while “don’t know” responses may have resulted from a number of potential circumstances. The most obvious reason a respondent will offer a “don’t know” response is that the answer is truly unknown or is in some way inappropriate for the respondent. “Don’t know” responses may also be evoked when question wording is not understood by the respondent (with no explanation by the interviewer), or when the respondent hesitates to provide a “best guess” response (with insufficient prompting from the interviewer). “Don’t know” responses and item nonresponse need to be reduced to the greatest extent possible. They introduce indeterminacies in the data, and must be resolved by imputation or dealt with during subsequent analysis.

4.4.1 Item-Level Nonresponse

The item-level nonresponse analysis for the NPSAS:04 field test focused only on the number of missing responses to instrument items (i.e., respondents proceeded with the interview without providing a response). Overall item-level nonresponse rates were low, with only 12 items of approximately 620 that contained more than 10 percent missing data. These items are

shown in table 47 and are grouped by interview section. Item nonresponse rates were calculated based on the number of sample members for whom the item was applicable and asked.

Table 47. NPSAS:04 field test interview overall item nonresponse, by section: 2003

Interview section and variable name	Label	Number administered to	Percent missing
Enrollment			
N4GPAEST	Estimate of major GPA	160	17.0
Financial aid			
N4TAXCRD	Use educational tax credit	490	20.8
N4RNTAMT	Amount rent/mortgage per month	150	55.3
N4UGLN	Amount borrowed for undergraduate loans	810	11.7
N4UGOWE	Amount owed for undergraduate education	810	12.4
Employment			
N4EARNT	Time frame for institution year earnings	560	12.4
N4EARN\$	Time frame for institution year earnings other than years	550	13.9
N4CONTRB	Amount parents expect student to contribute to expenses	120	25.0
N4INCS02	Spouse's earnings in 2002	220	16.3
Background			
N4DADOC	Father's current occupation	250	10.7
N4DADOC\$	Father's occupation code	250	16.2
N4MAIN	Main limiting condition	60	19.6

NOTE: Detail may not sum to totals because of rounding. GPA = grade point average.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Many respondents were reluctant to answer items that could be deemed sensitive, such as personal information and family finances. Seven of the items listed in table 47 focused on earnings, monthly expenses, and loan burden. Another sensitive item with a high amount of missing data concerned the main limiting disability of the respondent. Three items that were not sensitive in nature resulted in a nonresponse rate higher than 10 percent. For instance, the item concerning education tax credit usage also had a considerable amount of missing data. However, this result likely is attributable to respondents' unfamiliarity with tax laws. Finally, two items pertaining to the occupation of the respondent's father were problematic for respondents. Eleven percent of respondents to whom the item was administered did not provide this information, and 16 percent did not provide an occupational code.

It is important to understand which items, if any, are difficult for self-administered respondents to understand because they do not have the additional assistance of a trained interviewer while completing the interview. Therefore, in addition to the overall analysis, item-level nonresponse was determined on the basis of mode of interview completion, the results of which are presented in table 48.

Table 48. NPSAS:04 field test interview item-level nonresponse, by mode of interview completion and interview section: 2003

Interview section and variable name	Label	Number administered to	Percent missing
Self-administered respondents (n = 283)			
Enrollment			
N4GPAEST	Estimate of major GPA	20	14.3
Financial aid			
N4TAXCRD	Use educational tax credit	160	34.6
N4RNTAMT	Amount rent/mortgage	40	74.4
N4UGLN	Amount borrowed for undergraduate loans	280	10.1
N4UGOWE	Amount owed for undergraduate education	280	10.1
Employment			
N4EARN5	Time frame for institution year earnings other than years	190	11.2
N4INCS02	Spouse's earnings in 2002	80	11.3
N4CONTRB	Amount parents expect to contribute to expenses	30	11.8
Background			
N4SIBCOL	Number of siblings in college	130	23.1
N4CARE2	Child enrolled in private institution	40	14.3
N4DADOC	Father's occupation code	80	13.6
Interviewer-administered respondents (n = 541)			
Enrollment			
N4GPAEST	Estimate of major GPA	140	17.4
N4EXPNP	Highest level of education expected: NPSAS	490	10.6
Financial aid			
N4TAXCRD	Use educational tax credit	0	14.3
N4HOPE	Parents used Hope scholarship	170	10.8
N4RNTAMT	Amount rent/mortgage	110	48.6
N4UGLN	Amount borrowed for undergraduate loans	530	12.6
N4UGOWE	Amount owed for undergraduate education	540	13.6
Employment			
N4EARNT	Time frame for institution year earnings	370	14.1
N4EARN5	Time frame for institution year earnings other than years	370	15.3
N4INCS02	Spouse's earnings in 2002	140	19.2
N4CONTRB	Amount parents expect to contribute to expenses	90	29.4
Background			
N4DAGE02	Age of dependent child 2	110	12.8
N4CARE1	Child enrolled in daycare	150	21.5
N4CARE2	Child enrolled in private institution	110	28.6
N4DADOC	Father's current occupation	170	13.4
N4DADOC	Father's occupation code	170	17.4
N4MAIN	Main limiting condition	40	23.3

NOTE: Detail may not sum to totals because of rounding GPA = grade point average.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Only ten items had rates of nonresponse higher than 10 percent among self-administered respondents. Of these, only one was unique to those completing the survey online. This item asked respondents to indicate the number of siblings who were attending college and had 23 percent missing data. It could be possible that this item was confusing to web respondents and additional help text is necessary for the full-scale study.

Seventeen items had 10 percent or higher nonresponse rates from interviewer-administered respondents. As was the case with self-administered respondents, many of these items were the same ones indicated in the overall item-level nonresponse analysis. Six items

were unique to the CATI-respondent analysis, however. One was an additional enrollment item asking respondents to indicate the highest level of education they planned on completing at the NPSAS institution, while three items pertained to dependent children, and another to father’s occupation. Another item was an additional item related to tax deductions.

Based on these findings, items will be modified for the full-scale study. These modifications may include changes to question wording and the addition of help text to assist respondents. However, many of the items found to have high nonresponse rates are those that are sensitive in nature, and which have been problematic in past surveys.

4.4.2 Critical Item Conversion

As noted earlier, NPSAS:04 is the first cycle to provide the option for self-administration of the student instrument. To obtain the most complete data from all respondents, it was necessary to modify the student instrument to prompt self-administered respondents to answer items deemed critical to the study. These items focused on enrollment status and dates, the employment history of the respondent, and parent income. However, it should be noted that since a single instrument was used for both self-administration and CATI, the conversion text appeared regardless of mode of administration.

If a respondent did not answer one of the six items (i.e., left the item blank and hit the continue button), the item screen was reloaded with two additions: added text emphasizing the importance of the item and a “don’t know” option added to some items’ response options. The intent was to encourage respondents to provide an answer to the item and to discern the reason for leaving the item blank originally (e.g., refusal or did not know the answer).

The results of the use of critical item conversion text are presented in table 49. Overall, few respondents failed to provide responses for these key items. For five of the six items for which conversion text was used, presentation of conversion text ranged from only 6 to 14 respondents of the 820 respondents. The results indicated that the use of this text was successful in obtaining additional valid responses. Between 70 and 100 percent of respondents provided valid responses on all items.

Table 49. Conversion rates for critical items: 2003

Variable	Cases viewing conversion text	Cases subsequently providing a valid response ¹	Percent of conversion
Student status at NPSAS	10	10	100.0
NPSAS enrollment by month ²	10	10	100.0
Date first began NPSAS ²	10	10	70.0
Date first attended school	#	#	75.0
Number of jobs during NPSAS year	10	10	78.6
Parents’ income 2002 ²	150	140	91.0

Rounds to zero.

¹ A valid response was defined as choosing one of the original response options or “don’t know” (when provided).

² For these items, a “don’t know” response option was added when the screen reloaded, in addition to the text emphasizing the importance of the item.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

4.5 CATI Monitoring and Quality Assurance

4.5.1 Question Delivery and Data Entry Error Rates

Monitoring of telephone data collection leads to better interviewing and better quality survey data, as well as improvements in costs and efficiency in telephone facilities. Monitoring in the NPSAS:04 field test helped to meet these important quality objectives:

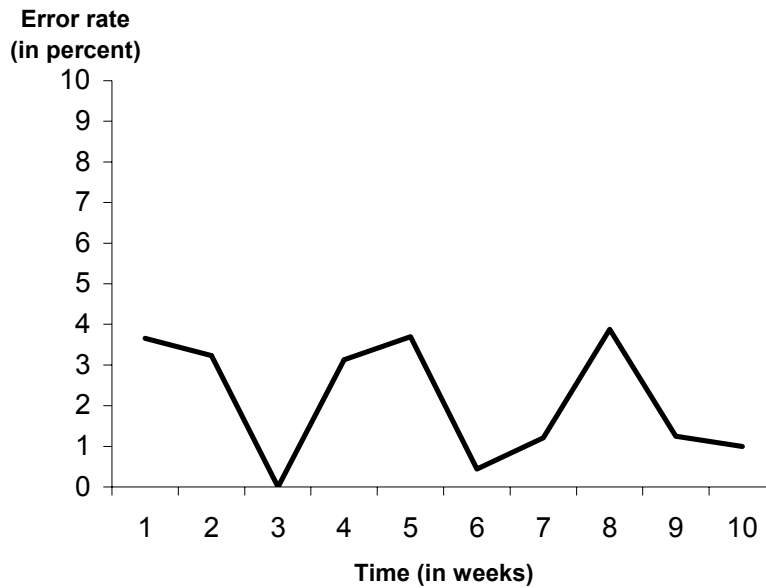
- identification of problem items;
- reduction in the number of interviewer errors;
- improvement in interviewer performance by reinforcing good interviewer behavior; and
- assessment of the quality of the data being collected.

Monitors listened to interviews as they were in progress. For each question they evaluated two aspects of the interviewer-respondent interchange: whether the interviewer delivered the question correctly and whether the interviewer keyed the appropriate response. Each of these measures was quantified, and daily, weekly, and cumulative reports were produced for the study's Integrated Management System (IMS). During the data collection period, 2,459 items were monitored. The majority of the monitoring was conducted during the first half of data collection. Toward the end of data collection, monitoring efforts were scaled back due to the lighter caseload being worked by telephone interviewers, the greater experience of the interviewers, and the satisfaction by project staff that the process was in appropriate control. Figure 7 shows error rates for question delivery; figure 8 shows error rates for data entry. During data collection, the error rates were monitored to ensure that they were within the upper and lower control limits for these measures.¹⁸

Throughout the monitoring period, error rates remained within acceptable limits. Among the 2,459 items observed, there were 54 total CATI question delivery errors and 28 total data entry errors. This outcome resulted in overall error rates of less than 2.5 percent for both question delivery (2.2 percent) and data entry (1.1 percent).

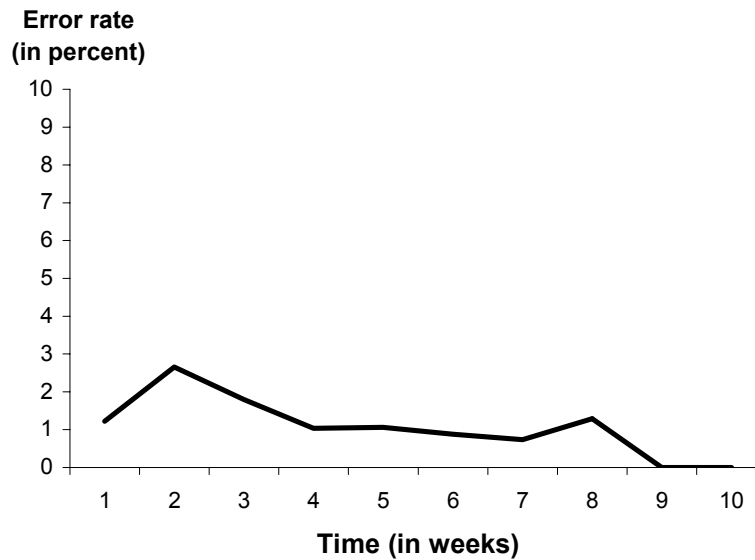
¹⁸ The upper and lower control limits were defined by three times the standard error (SE) of the cumulative proportion of errors to the number of questions observed for the period (+3 * SE for the upper limit; -3 * SE for the lower limit). These values represent the upper and lower boundaries of expected normal range of statistical variation for the data during the observation period.

Figure 7. Monitoring error rates for CATI question delivery: 2003



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Figure 8. Monitoring error rates for CATI data entry: 2003



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

4.5.2 Quality Circle Meetings

Quality circle meetings were vital to the field test. The purpose of the field test was to test all procedures and identify areas for improvement; therefore, regular and detailed feedback from those most familiar with the instrument—telephone interviewers—was crucial to the process. During these regularly scheduled meetings, interviewers, supervisors, and project technical staff met to discuss issues relevant to locating respondents and conducting CATI interviews in the most effective manner. These meetings proved to be a good tool for communication, as they provided a forum to discuss many elements of the CATI instrument. Telephone interviewers attended the quality circle meetings on a rotating basis to ensure representation of various experiences, opinions, and challenges faced. Summaries of discussions and decisions were distributed to all telephone interviewers and supervisors in a newsletter. An electronic copy of this newsletter was sent to project staff not in attendance, so those who did not attend the meeting could also benefit. Table 50 provides a summary of these meetings.

Table 50. Quality circle meeting summary: 2003

	Description of activities
Number of meetings	Six
Attendees	Project technical staff Telephone supervisors Telephone interviewers
Issues addressed	Clarification of item responses and interpretation of meanings Additions to and/or revisions of CATI items and response options Changes to help text and procedures Submission of problem sheets and notification of supervisors Reminders to focus on coding and accuracy Stressing the importance of providing detailed case comments General morale boosting and reinforcement of positive interviewing techniques

NOTE: CATI= computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Quality circle meetings addressed the concerns of project staff regarding the survey instrument and were critical in providing prompt solutions to problems encountered by interviewers. Throughout the duration of the survey, a variety of issues were addressed at the quality circle meetings. Some of the issues covered in quality circle meetings included the following:

- *Clarification of item responses and interpretation of meanings.* Misinterpretation of questions was addressed consistently.
- *Changes to the instrument.* Minor modifications to the instrument that were made after interviewer training were explained and demonstrated. This process ensured that interviewers were aware of the changes and could work with them effectively.

- *Help screens.* Interviewers were reminded of the help text feature. The help text screens provided additional explanation to allow interviewers to verify the intent of questions, as well as definitions of unfamiliar terms. Any changes to help text were also discussed.
- *Problem sheets.* Issues identified on problem sheets and proper documentation procedures were also discussed. Problem sheets were used to convey a variety of information regarding the interview, including data corrections, case anomalies, and areas of confusion.

Quality circle meetings helped to refine interviewer skills and gave project staff feedback that was influential in making the survey clear for respondents and interviewers alike. Interviewers were reminded to focus on coding and accuracy. Overall, the quality circle meetings were used to help project staff and programmers refine the instrument, to ensure that the most accurate information was obtained during data collection, and to provide reinforcement of positive interviewing techniques.

4.6 File Preparation

4.6.1 Overview of the NPSAS:04 Field Test Files

The field test data files for NPSAS:04 contain a number of component data files from a variety of sources. Included are student-level data collected from student interviews and government financial aid databases, as well as institution-level data collected from institutional records. The following files were produced at the end of the field test:

- *Student data file.* Contains student interview data collected from approximately 820 respondents. Topics include background, enrollment history, education, employment, and financial aid.
- *CADE data file.* Contains raw data collected from institutional records for the approximately 1,150 sample members whose institutions completed CADE.
- *CPS 2002–03 data file.* Contains data received from the Central Processing System (CPS)¹⁹ for the approximately 770 sample members who matched to the 2002–03 federal aid application files.
- *NSLDS file.* Contains raw loan-level data received from the National Student Loan Data System (NSLDS) for the nearly 660 sample members who received loans. This is a history file with separate records for each transaction in the loan files and, therefore, there can be multiple records per case spanning several academic years.
- *Pell data file.* Contains raw grant-level data received from the NSLDS for the approximately 480 sample members who received Pell Grants during the 2002–03

¹⁹ The Central Processing System is a database run by the U.S. Department of Education and contains FAFSA (Free Application for Federal Student Aid) data for all students who applied for federal aid. See chapter 2 for a more detailed summary.

year or prior years. This is a history file with separate records for each transaction in the Pell system, and therefore, there can be multiple records per case.

4.6.2 Online Coding and Editing

As noted in section 2.2.4, the NPSAS:04 field test study had a single student data collection system for both self-administered and CATI interviews: a web-based instrument. The web instrument included online coding systems used for the collection of industry, occupation, and major field of study data. The instrument also included a coding module used to obtain information for all postsecondary institutions that the student attended during the NPSAS year, in addition to the institution from which they were sampled (i.e., all institutions attended besides the NPSAS institution required coding). Below is a description of the coding systems included in the NPSAS:04 field test student web instrument.

NPSAS Student Interview Coding Systems

- Major field of study was entered as a text string. The interviewer or sample member was then asked to choose from a list where major fields of study were listed by general subject matter. Based on the general area of study selected, a more specific major subject area listing was displayed, thereby capturing both a general and specific category.
- Occupation was recorded as a text string for those students who were employed. Respondents were also asked to provide a general description of their job activities. Based on the respondent's occupational title and job description, the interviewer or sample member then selected a general occupational category. A list of job titles within each general occupational category was displayed onscreen to aid in the coding process. Once a general occupational category was selected, a more specific category was chosen. Examples were provided in order to assist in the coding process.
- Respondent's industry (if the student was employed) was entered as a text string. Based on the industry text string, a category was selected. For each industry, examples of different industries within that category were displayed onscreen to aid in the coding process.
- All postsecondary institutions other than the NPSAS institution in which the student had been enrolled during the 2002–03 institution year were selected from a list, based on the respondent's report or the interviewer's entry of the city and state in which the institution was located. Upon selection, the name of the institution, as well as selected IPEDS variables (institutional level, control) were inserted into the database.

Range and Consistency Checks

CADE and the web-based student instrument both included edit checks to ensure that data collected were within valid ranges. Examples of some of the general online edit checks include the following:

- Range checks were applied to all numerical entries such that only valid numeric responses could be entered.

- A consistency check was triggered when a respondent provided a valid answer and also checked a “none of the above” option. Respondents and interviewers were advised to uncheck other options before checking the “none of the above” option.
- Consistency checks were also used for cross-item comparisons. For example, if a respondent indicated that they were 23 years of age but graduated from high school in 1988, they were asked to verify this information.
- Enrollment dates were checked to verify they were within the field test study period (July 1, 2002 – June 30, 2003).
- Data collected from CPS were preloaded into CADE for data checking purposes, but were not shown to be filled on the screen. If a user entered something different from data received from CPS, a warning pop-up box would appear, allowing the user to keep what was entered or to accept what was loaded from the CPS. Examples of these items are date of birth and citizenship status.

4.6.3 Post-Data-Collection Editing

The NPSAS:04 field test data were edited using procedures developed and implemented for previous studies sponsored by the National Center for Education Statistics (NCES). These procedures were tested again during the field test in preparation for the full-scale study.

Following data collection, the information collected in both CADE and the student instrument was subjected to various QC checks and examinations. These checks were to confirm that the collected data reflected appropriate skip patterns. Another evaluation examined all variables with missing data and substituted specific values to indicate the reason for the missing data. A variety of explanations are possible for missing data. For example, an item may not have been applicable to certain students, a respondent may not have known the answer to the question, or a respondent may have just skipped the item entirely. Table 51 lists the set of consistency codes used to assist analysts in understanding the nature of missing data associated with NPSAS data elements.

Table 51. Description of missing data codes: 2003

Missing data code	Description
-3	Not applicable
-6	Out of range
-7	Item was not reached (partial interviews)
-8	Item was not reached due to an error
-9	Data missing, reason unknown

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) Field Test.

Skip-pattern relationships in the database were examined by methodically running cross-tabulations between gate items and their associated nested items. In many instances, gate-nest relationships had multiple levels within the instrument. That is, items nested within a gate question may themselves have been gate items for additional items. Therefore, validating the gate-nest relationships often required several iterations and many multiway cross-tabulations to ensure the proper data were captured.

The data cleaning and editing process for the NPSAS:04 field test data files involved a multistage process that consisted of the following steps:

Step 1. *Review of one-way frequencies for every variable to confirm no missing or blank values and no outlier data values.* Blank or missing data were replaced with -9 for all variables in the instrument database. A one-way frequency listing of every variable in the database was subsequently reviewed to confirm that no missing or blank values remained. These same one-way frequencies revealed any out-of-range or outlier data values, which were investigated and checked for reasonableness against other data values. Example: hourly wages of 0.10, rather than 10. Creating SAS formats from expected values and the associated value labels also revealed any categorical outliers.

Review univariates to reveal outlier values in continuous variables. Descriptive statistics were produced for all continuous variables using SAS PROC UNIVARIATE. The SAS program first temporarily recoded all values less than zero to missing. Minimums, medians, maximums, and means were examined to assess reasonableness of responses. Anomalous data patterns were investigated and corrected where necessary.

Step 2. *Insert consistency code to identify items that are not applicable. Review of two-way cross-tabulations between each gate-nest combination of variables to check data consistency.* Legitimate skips were identified by using the interview programming code for the specifications. Using SAS, all gate-nest relationships were defined so that missing values (that were blank because of legitimate skips) were replaced with -3. The format of the SAS statement was as follows:

```
IF gate variable EQUAL gate value THEN
```

```
IF nest variable EQUAL -9 THEN nest variable EQUAL -3
```

```
ELSE nest variable EQUAL -4.
```

This code replaced -9s with -3s (the not applicable code) where appropriate. It also replaced legitimate nested values with -4 to reveal places where the legitimate skip code was writing over valid data. This replacement occurs when users respond to a gate question in a way that leads to the nested item. Then they back up and change the gate value in such a way that leads them to then skip the nested item. The previously entered value in the nested item is not deleted and therefore will be caught by using the -4 code. All cases with -4 values are investigated to ensure the skip code was working correctly and to confirm that it was appropriate to overwrite the data with a -3. After careful examination, the SAS statement is then modified to always assign a -3 to legitimately skipped items:

```
IF gate variable EQUAL gate value THEN nest variable EQUAL -3
```

Similar code replaced -9s in the nested item with a -1 when the response to the gate was indeterminate (don't know). In addition, if a gate variable was missing (-9) then the -9

was carried through the nested items in such a way that the nested items in this case will never be -3.

Two-way cross-tabulations between each gate-nest combination revealed both numbers of nonreplaced -9 codes and the inserted -3 codes for legitimate skips. These cross-tabulations were investigated to ensure skip-pattern integrity and to verify that no skip logic was missed.

Step 3. *Apply general edits.*

Step 3a. Standardization. Standard variable recoding and formatting (e.g., formatting dates as YYYYMM) and standardizing units of time (where an item collected amount of time in a variety of units) were performed during this step.

Step 3b. Logical imputations. Logical imputations were implemented during this step if values were assigned to variables (i.e., “missing”) for which values could have been implicitly determined (in other words were appropriately skipped in the instrument). For instance, if respondents indicated that they were not disabled in any manner, they were not presented with detailed disability questions. Following data collection, the values for the detailed disability questions were imputed to “no” rather than remaining a -3.

Step 3c. Coding. During this stage previously uncodable values (e.g., text strings) collected in the various coding systems were upcoded, if possible. During the student interview if a user entered a postsecondary institution or occupation that was not found in the coding system, it was flagged as uncodable. On a flow basis throughout data collection, expert coders attempted to assign values. This type of coding occurred for all four coded items: postsecondary institutions, major field of study, industry, and occupation.

Step 3d. Merging to additional databases. Another step at this stage involved merging to external databases used as part of the online coding systems. During the interview, postsecondary institutions were coded for all respondents who had enrolled in formal degree programs during the NPSAS year using the IPEDS database. During the interview, the institution name, location, and identification code were coded. Subsequent to the interview, these files were merged by the institution code to pick up additional information, including level, control, and so forth, for delivery with the NPSAS:04 student data.

Step 4. *Identify and specially code items that were not administered due to a partial student interview.* This code replaced -9 and -3 values with -7 (item not administered) based on the section completion indicators. The -7 code allowed analysts to easily distinguish items not administered from items that were either skipped or simply left blank (i.e., implicit refusal or “don’t know”).

- Step 5.** *Identify out-of-range or outlier values.* One-way frequency distributions for all categorical variables and descriptive statistics for all continuous variables were examined. Out-of-range or outlier values were either replaced with a -6 (out of range) or recoded to a more reasonable value, and the data file indicated when such edits were implemented. For example, if a respondent gave an income of more than \$500,000, then that income variable was set to \$500,000, which was determined to be the most reasonable maximum amount allowed.
- Step 6.** *Final check of data.* One-way frequencies on all categorical variables were regenerated and examined. Variables with high counts of -9 were investigated. However, because self-administered web respondents could skip over most items without providing an answer, -9s did remain a valid value, especially for sensitive items, such as financial questions. At this stage, the logical imputations were also confirmed to ensure proper implementation.

Concurrent with the data cleaning process, detailed documentation was developed to describe question text, response options, logical imputations, recoding, and the “applies to” text for each delivered variable. The documentation information can be found in the student instrument facsimile in appendix C.

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Chapter 5

Planned Changes for the NPSAS:04 Full-Scale Study

The purpose of the 2004 National Postsecondary Student Aid Study (NPSAS:04) field test was to test the procedures and methods to be used for the implementation of the full-scale study. For this cycle of NPSAS, the field test was particularly important because of the changes from previous years, which are summarized in chapter 1 of this report. Overall, the changes to the NPSAS:04 field test resulted in greater efficiency, better data quality, and lower burden on both institutional and student respondents. Based on the field test findings discussed in chapters 3 and 4, some procedural and methodological modifications are planned for the full-scale study and are summarized below.

5.1 Full-Scale Student Sample

The full-scale sampling rates will be adjusted upwards to account for ineligibility and nonresponse. This adjustment will be based on the eligibility and response rates from NPSAS:96 and NPSAS:2000, rather than the eligibility and response rates from the NPSAS:04 field test. NPSAS:96 was the last cycle in which first-time beginning (FTB) students were oversampled, that is, the last time that a Beginning Postsecondary Students Longitudinal Study (BPS) cohort was generated from NPSAS data, and NPSAS:2000 eligibility and response rates serve as a useful reference because that was the most recently conducted study. The current field test eligibility and response rates will not be used, because they may not be representative of what will occur in the full-scale study.

It is also critical that the full-scale study achieve a sufficient yield of FTB students for the BPS in 2006 and 2009. As noted in chapter 4, institutions can have difficulty identifying FTB students, resulting in false identifications (e.g., false positives and false negatives). Therefore, the sampling rates for the FTB stratum within each institutional stratum will be increased in the full-scale study, while the sampling rates for the other undergraduate stratum within each institutional stratum will be decreased to account for these false identifications. The modification to the sampling rates will be based on FTB false positive and false negative rates of this field test, as well as on NPSAS:96, the most recent study that generated a BPS cohort.

5.2 Institutional Contacting, List Acquisition, and Student Record Abstraction

The National Study of Faculty and Students (NSoFaS) was the first study to combine institutional contacting efforts between two national postsecondary education studies, NPSAS and the National Study of Postsecondary Faculty (NSOPF). The use of a single Institutional Coordinator (IC) for both studies (for those institutions sampled in both) streamlined the process and eliminated the need to make multiple contacts at the same institution. As noted in chapter 3,

the fielding of both studies simultaneously did not appear to have a negative impact on the participation rates of institutions for the NPSAS:04 field test. Therefore, the field test approach of using a single IC for both components of NSoFaS will be adopted in the full-scale study.

Several changes will be implemented at the institutional level in the full-scale study to optimize the classification of student type on enrollment lists, and to clarify the understanding of student eligibility rules. These changes include the following:

- Enrollment list instructions and frequently asked questions (FAQs) will be modified. The eligibility criteria will be explained more clearly and additional questions will be added to the FAQs.
- The FTB student definition will also be added to the FAQs to help institutions understand which students qualify as FTB.
- The computer-assisted data entry (CADE) instrument will be modified to incorporate an additional eligibility check. When an institution labels a student ineligible, a secondary window will open requiring that specific reasons for ineligibility be indicated. This modification will allow project staff to followup with an institution if it appears that they have made an error in eligibility determination.

In addition to these changes, the quality control (QC) checks on enrollment lists will be modified for the full-scale study. In the past, the number of students obtained from the Integrated Postsecondary Educational Data System (IPEDS) on the institutional sample files used in QC checks of enrollment lists referred solely to fall enrollment. These IPEDS numbers were then compared to the enrollment list counts (number of records received on an enrollment list). However, the enrollment list counts are for the entire year and were not comparable to the fall enrollment counts. Since IPEDS now contains data on full-year enrollment, these counts will be used for the enrollment list QC checks, rather than the fall enrollment data.

5.3 Use of Incentives

Two experiments were conducted to assess the benefit of offering incentives on the overall response rate for the NPSAS:04 field test. The early response experiment described in chapter 3 compared response rates for three groups—those offered a \$10 incentive for completing the student interview via the Web during the first 3 weeks of data collection, those offered a \$20 incentive to do the same, and those not offered an incentive. The results indicated that the offering of incentives significantly increased response rates. The nonresponse incentive experiment, compared the response rates of nonrespondents offered a \$20 incentive to complete the survey and those offered no incentive. Again, those offered an incentive were more likely to complete the survey. Based on these findings, the use of a \$10 incentive is recommended for the full-scale study to encourage early response, and the use of a \$20 incentive is recommended for nonresponse conversion.

5.4 Instrumentation

Revisions will be made to the field test on the basis of the examination of the field test results presented in chapters 3 and 4. Modifications to the instrument include the elimination of

items, changes to question wording, and changing the administration of particular items to a different subset of respondents. Specific changes are described below.

Given the differences in interview time across modes, the goal will be to develop a full-scale interview that averages 25 minutes in length. The logical method for shortening an instrument is to eliminate items. Based on the results of the field test, 19 screens (some containing multiple items) will be recommended for deletion from the NPSAS:04 student interview for the full-scale study. These items were chosen for several reasons, including excessive time to complete a screen and poor data quality (e.g., little variability in responses, low reliability estimates, high level of indeterminate responses). Likewise, some screens were found to collect data of limited analytic value for the intended data users. Other changes include the modification of response options for clarity and the elimination of some items for certain subsets of respondents.

5.5 Tracing and Locating

Overall, the tracing and locating systems customized for the NPSAS:04 field test worked well, efficiently handling the locating information collected for each sample member. Two changes are suggested for the full-scale study to streamline these processes further. First, the initial mailing to sample members will be sent to both the local and permanent addresses provided on enrollment lists, rather than solely the local address (which was the case in the field test). This change should increase the likelihood that sample members will receive the information about the study quickly, thereby increasing the percentage of sample members responding via the web option, and decreasing the amount of time needed to locate sample members. Second, because intensive tracing can be a costly effort, a more stringent set of criteria will be employed when identifying cases to be sent to tracing operations. Cases in institutional sectors that were shown to be hard to locate in the field test will be given priority, as will potential FTB students.

5.6 Interviewer Training

Telephone data collection staff gave favorable reviews about project training. Among the strengths noted were the enthusiasm of the project training team, an increased emphasis on how to answer respondent questions, and a training schedule that allowed time for more individual practice. Some aspects of training will be modified for the full-scale study in response to interviewers' suggestions for improving the training process. These improvements include developing training examples from actual field test data when preparing the full-scale training materials and simplifying access to the "responses for frequently asked questions" utility available to the help desk and computer-assisted telephone interviewing (CATI) staff.

5.7 CATI Interviewing

Overall, CATI interviewers reported that the locating information for most sample members appeared reasonably complete. Once reached, sample members tended to be receptive to the request for an interview, according to interviewers. The primary difficulty was in initially reaching the "on the go" sample members. To expedite locating of respondents, the CATI front-end module, which directs the interviewer to the number to be dialed, will be modified to provide

both local and permanent telephone numbers for each sample member until the sample member is located. Interviewers will therefore be able to make calls to multiple telephone numbers more easily than was possible in the field test. Additionally, sample members in institutional sectors with low response rates will be immediately directed to special queues once their information has been loaded into the CATI system. These cases will be routed to the most experienced interviewers. This approach should increase the likelihood of gaining participation from these harder-to-interview sample members.

5.8 Conclusion

The purpose of the NPSAS:04 field test was to fully test all data collection procedures in preparation for the full-scale study. The NPSAS:04 field test introduced a single, web-based student instrument used for multimode data collection. It was important that this instrument function successfully across modes in order to realize data collection efficiencies in the full-scale study, which will involve over 120,000 sample members. The NPSAS:04 instrument was effective for both self-administration and telephone interviewing, and will require relatively few modifications for the full-scale study.

As described in this chapter, there will be minor changes to the student sample, list acquisition, the computer-assisted data entry (CADE) instrument, tracing and locating procedures, help desk operations, CATI interviewer training, and interviewing procedures. The use of incentives is planned to encourage both early response via the Web during the first 3 weeks of data collection and conversion of nonresponse at the end. The use of an incentive is particularly important in the attempt to increase web response rates, which were lower than anticipated in the field test, in order to minimize data collection costs in the full-scale study.

Additionally, it appears that the fielding of NPSAS with NSOPF did not have a negative impact on the successful completion of the study. Institutional contacting flowed smoothly and institutional participation rates were high. It was also a concern that the breaking of the CADE/CATI dependency would significantly impact the quality of data obtained, as well as the ability to locate respondents. In previous cycles of NPSAS, CADE was conducted prior to CATI, with CADE data being preloaded into the CATI system prior to contacting sample members. In NPSAS:04, due to a compressed project schedule, this sequential progression was not possible. Results from the field test indicate that conducting both data collections simultaneously did not have an impact on CATI locating, or on the data collected, as had been previously speculated.

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Appendix A

Technical Review Panel

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Appendix B

Data Collection Notification Materials

Institutional Contacting Letters

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Institutional Contacting Letters

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Student Financial Aid
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National Education
Association

**FIELD TEST LETTER TO CHIEF ADMINISTRATIVE OFFICER
IN BOTH NPSAS/NSOPF SAMPLE**

[DATE]

[CAO NAME], [TITLE]
[INSTITUTION'S NAME]
[INSTITUTION'S ADDRESS1]
[INSTITUTION'S ADDRESS2]
[CITY] [STATE] [ZIP]

Dear [CAO NAME]:

[INSTITUTION'S NAME] has been selected to participate in the field test of the 2004 National Study of Faculty and Students (NSoFaS:04), being conducted for the National Center for Education Statistics, part of the U.S. Department of Education, by the RTI International (RTI). NSoFaS is designed to collect data from nationally representative samples of students, faculty and instructional staff. This study provides vital information on changes over time in two pivotal areas of national concern:

- How do students and their families finance education after high school?
- Who teaches in our colleges and universities and how do they conduct their work?

To make realistic plans for the future of higher education, planners and policymakers at all levels—institutional, state and federal—need reliable and current national data on available resources, and on the constraints and demands being made on higher education. In response to the continuing need for the data provided by NSoFaS, Congress has authorized the National Center for Education Statistics (NCES) to collect the data periodically. Information on students and student financial aid was previously collected in 1987, 1990, 1993, 1996 and 2000 as part of the National Postsecondary Student Aid Study (NPSAS). Data on full- and part-time faculty and instructional staff were collected for the National Study of Postsecondary Faculty (NSOPF) in 1988, 1993 and 1999. These two studies are being conducted together to minimize the response burden to participating institutions. Additional information is provided in the enclosed materials, which include the NSoFaS brochure, as well as the brochures that will be mailed to student and faculty respondents.

The purpose of the field test is to evaluate survey instruments and procedures so that the full-scale study is as effective as possible. Your institution's participation is crucial to the success of the field test. Institutions selected for the field test will not be asked to participate in the full-scale study. I am writing to request your assistance by appointing an NSoFaS coordinator who will oversee the preparation of lists of faculty and students at your institution, and who will complete a brief Internet questionnaire on institutional policies and procedures related to faculty at your institution. The lists prepared by your institution will be used to draw samples of faculty and students for participation in NSOPF and NPSAS, respectively. (Both faculty and student respondents will be asked to complete their interviews on the Internet.)

**Appendix B: Data Collection Notification Materials
Institutional Contacting Letters**

The individual designated as coordinator should be someone who is familiar with data and information sources at your institution (such as the Director of Institutional Research). Should you require any assistance in selecting an appropriate coordinator (for example, we might be able to identify someone who has worked on these studies at your institution previously), you may call the NSoFaS Help Desk at 1-866-NSOFAS4.

Federal law protects the confidentiality of all data that would identify individuals. Details on data collection procedures (including a full description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information and demographic data) are provided in the enclosed brochures.

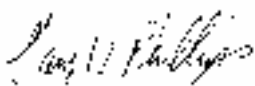
An RTI representative will contact your coordinator to discuss the study procedures for your institution. Additional information about NSoFaS, including reports based on data from previous NSOPF and NPSAS studies, is available on the NSoFaS Web Site: <https://surveys.nces.ed.gov/nsofas>. If you have any questions about the study or procedures involved, please contact Brian Kuhr, the Project Coordinator at RTI, by telephone, at 1-866-676-3274 or e-mail (nsofas@rti.org).

You may also direct questions to NCES by contacting James Griffith, at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov) or Linda Zimpler at 1-202-502-7481 (e-mail address: Linda.Zimpler@ed.gov).

The *Designation of Coordinator* form may be completed online at the NSoFaS Web Site, using the IPEDS UNITID and password printed below.

We look forward to [INSTITUTION'S NAME] participation in this important study. Thank you for your cooperation and prompt completion of the enclosed NSoFaS *Designation of Coordinator Form*.

Sincerely,



Gary W. Phillips, Ph.D.
Deputy Commissioner

Enclosures

The NSoFaS *Designation of Coordinator Form* may be completed online at:

<https://surveys.nces.ed.gov/nsofas>

IPEDS UNITID: <<ipeds number>>

Password: <<password>>

FIELD TEST LETTER TO CHIEF ADMINISTRATIVE OFFICER
IN NPSAS ONLY SAMPLE

[DATE]

**NSoFaS
Endorsed by**

American Association for Higher
Education

American Association of
Collegiate Registrars and
Admissions Officers

American Association of
Community Colleges

American Association of State
Colleges and Universities

American Association of
University Professors

American Council on Education

American Federation of
Teachers

Association for Institutional
Research

Association of American
Colleges and Universities

Association of Catholic Colleges
and Universities

Career College Association

College and University
Professional Association for
Human Resources

The College Board

The College Fund/UNCF

Council of Graduate Schools

The Council of Independent
Colleges

Hispanic Association of Colleges
and Universities

National Accrediting
Commission of Cosmetology
Arts and Sciences

National Association of College
and University Business Officers

National Association for Equal
Opportunity in Higher Education

National Association of
Independent Colleges and
Universities

National Association of State
Universities and
Land-Grant Colleges

National Association of Student
Financial Aid Administrators

National Education Association

[CAO NAME], [TITLE]
[INSTITUTION'S NAME]
[INSTITUTION'S ADDRESS1]
[INSTITUTION'S ADDRESS2]
[CITY] [STATE] [ZIP]

Dear [CAO NAME]:

[INSTITUTION'S NAME] has been selected to participate in the field test of the 2004 National Postsecondary Student Aid Study (NPSAS:04), a component study of the 2004 National Study of Faculty and Students (NSoFaS:04). NSoFaS is being conducted for the National Center for Education Statistics, part of the U.S. Department of Education, by RTI International (RTI). NSoFaS is designed to collect data from nationally representative samples of students, faculty, and instructional staff. NPSAS is a major nationwide study of how students and their families finance education after high school. We are writing to request that you appoint a NSoFaS coordinator to oversee preparation of a student enrollment data file. The data file will be used to draw a sample of students, who will be asked to complete an Internet questionnaire.

The purpose of the field test is to evaluate survey forms and procedures so that the full-scale study is as effective as possible. Your institution's participation is crucial to the success of the field test. Institutions selected for the field test will not be asked to participate in the full-scale study.

The individual designated as coordinator should be someone who is familiar with the relevant data and information sources at your institution (such as a Financial Aid Administrator or the Director of Institutional Research). Should you require any assistance in selecting an appropriate coordinator (such as identifying the previous NPSAS Coordinator at your institution), you may call the NSoFaS Help Desk at 1-866-NSOFAS4.

To make realistic plans for the future of higher education, planners and policymakers at all levels—institutional, state and federal—need reliable and current national data on available resources, as well as on the constraints and demands on higher education. In response to the continuing need for the data provided by NSoFaS, Congress has authorized the National Center for Education Statistics (NCES) to collect this data periodically. Information on student financial aid was previously collected in 1987, 1990, 1993, 1996 and 2000 as part of the National Postsecondary Student Aid Study (NPSAS).

Federal law protects the confidentiality of all data that would identify individuals. Details on data collection procedures (including a full description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information and demographic data) are provided in the materials enclosed.

Appendix B: Data Collection Notification Materials
Institutional Contacting Letters

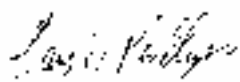
An RTI representative will contact your coordinator to discuss the study procedures for your institution. If you have any questions about the study or procedures involved please contact Brian Kuhr, the Project Coordinator at RTI, by telephone, at 1-800-676-3274 or e-mail (nsofas@rti.org). Additional information about NSoFaS, including reports based on data from previous NPSAS studies, is available on the NSoFaS Web Site:

<https://surveys.nces.ed.gov/nsofas>. You may also direct questions to NCES by contacting James Griffith, at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

The *Designation of Coordinator* form may be completed online at the NSoFaS Web Site. To do this, use your IPEDS UNITID and password printed below.

We look forward to [INSTITUTION'S NAME] participation in this important study. Thank you for your cooperation and prompt completion of the enclosed NSoFaS *Designation of Coordinator Form*.

Sincerely,



Gary W. Phillips, Ph.D.
Deputy Commissioner

Enclosures

The *Designation of Coordinator Form* may be completed online at:

<https://surveys.nces.ed.gov/nsofas>

IPEDS UNITID: <<ipeds number>>

FIELD TEST INSTITUTIONAL COORDINATOR LETTER
TO BOTH NPSAS/NSOPF SAMPLE

**NSoFaS
Endorsed by**

American Association of
Higher Education

American Association of
Collegiate Registrars and
Admissions Officers

American Association of
Community Colleges

American Association of
State Colleges and
Universities

American Association of
University Professors

American Council on
Education

American Federation of
Teachers

Association for Institutional
Research

Association of American
Colleges and Universities

Association of Catholic
Colleges and Universities

Career College Association

The Carnegie Foundation
for the Advancement of
Teaching

College and University
Professional Association for
Human Resources

The College Board

The College Fund/UNCF

Council of Graduate
Schools

The Council of Independent
Colleges

Hispanic Association of
Colleges and Universities

National Accrediting
Commission of
Cosmetology
Arts and Sciences

National Association of
College and University
Business Officers

National Association for
Equal Opportunity in Higher
Education

National Association of
Independent Colleges and
Universities

National Association of
State Universities and
Land-Grant Colleges

National Association of
Student Financial Aid
Administrators

National Education
Association

<<DATE>>

<<COORD NAME>>, <<TITLE>>

<<INST NAME>>

<<ADDR 1>>

<<ADDR2>>

<<CITY STATE ZIP>>

Dear <<NAME>>:

The Chief Administrative Officer of your institution has selected you as Institution Coordinator for the field test of the 2004 National Study of Faculty and Students (NSoFaS:04). NSoFaS:04 is being conducted for the National Center for Education Statistics, part of the U.S. Department of Education, by the Research Triangle Institute (RTI). NSoFaS is designed to collect data from nationally representative samples of students, faculty and instructional staff. This study provides vital information on changes over time in two pivotal areas of national concern:

- How do students and their families finance education after high school?
- Who teaches in our colleges and universities and how do they conduct their work?

In response to the continuing need for the data provided by NSoFaS, Congress has authorized the National Center for Education Statistics (NCES) to collect the data periodically. Data on full- and part-time faculty and instructional staff were collected for the National Study of Postsecondary Faculty (NSOPF) in 1988, 1993 and 1999. Information on students and student financial aid was previously collected in 1987, 1990, 1993, 1996 and 2000 as part of the National Postsecondary Student Aid Study (NPSAS).

The purpose of the field test is to evaluate survey instruments and procedures so that the full-scale study will be as effective as possible. Your institution's participation is crucial to the success of the field test. Institutions selected for the field test will not be asked to participate in the full-scale study. Forms, instructions and a complete data collection schedule for the two component studies are contained in this binder.

As the NSoFaS:04 Institution Coordinator for the faculty component (NSOPF), we are asking you to:

- Prepare and send a complete data file listing of all full- and part-time faculty, adjunct faculty and instructional staff (including available contact and all available demographic information) by December 6, 2002. The file should be current as of November 1, 2002 or the date at your institution when faculty rosters for the Fall Academic term are complete. Data files for NSoFaS may be uploaded on the secure NSoFaS Web Site, sent by e-mail, or mailed using the pre-addressed Federal Express air bill provided (see complete instructions in this binder).

Appendix B: Data Collection Notification Materials
Institutional Contacting Letters

- Complete the *Institution Questionnaire* online at the NSoFaS Web Site by December 6, 2002. To do this, use your IPEDS UNITID and password printed at the bottom of this letter. The questionnaire may be completed in multiple sittings; however, Question 1 (which asks for counts of full- and part-time faculty and instructional staff at your institution) should be answered at the time you send your list of faculty. A facsimile of the questionnaire is included in your binder.

As the NSoFaS:04 Institution Coordinator for the student component (NPSAS), we are asking you to:

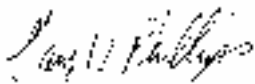
- Complete the *Coordinator Response Sheet* online at the NSoFaS Web Site, within the next two weeks, using your IPEDS UNITID and password printed at the bottom of this letter. We will schedule data collection for your institution based on the information you provide. A facsimile of the *Coordinator Response Sheet* is included in your binder.
- Coordinate collection of your institution's student enrollment list. Prepare and send a data file to include all students enrolled at any time between July 1, 2002 and April 30, 2003.
- Provide the information requested for each student who is sampled. This includes specific information on their enrollment status, financial assistance and demographic characteristics.

Additional information may be found in the materials enclosed; we have provided a copy of the brochures to be mailed to faculty and students, as well as an NSoFaS brochure. If you have further questions, please contact the NSoFaS Help Desk at 1-866-NSOFAS4 (1-866-676-3274).

Federal law authorizes this data collection and protects the confidentiality of all data that would identify individuals. Details on data collection procedures (including a full description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information and demographic data) are provided in the materials enclosed. Questions about the study or procedures should be directed to Brian Kuhr, the Project Coordinator at RTI, by telephone, at 1-866-676-3274 or e-mail (nsofas@rti.org). You may also direct questions to NCES by contacting James Griffith, at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov) or Linda Zimbler at 1-202-502-7481 (e-mail address: Linda.Zimbler@ed.gov).

An RTI representative will contact you to discuss the study procedures for your institution. Go to the NCES Web Site at <https://surveys.nces.ed.gov/nsofas> for survey forms and detailed information about NSoFaS, including reports based on data from previous NSOPF and NPSAS studies. We look forward to <<INSTITUTION NAME>>'s participation in this important study. Thank you for your cooperation.

Sincerely,



Gary W. Phillips, Ph.D.
Deputy Commissioner

Enclosures

Complete the *Coordinator Response Sheet* and *Institution Questionnaire* at:

<https://surveys.nces.ed.gov/nsofas>

IPEDS UNITID: <<ipded number>>

Password: <<password>>

FIELD TEST INSTITUTIONAL COORDINATOR LETTER
TO NPSAS ONLY SAMPLE

NSoFaS Endorsed by

American Association for
Higher Education

American Association of
Collegiate Registrars and
Admissions Officers

American Association of
Community Colleges

American Association of
State Colleges and
Universities

American Association of
University Professors

American Council on
Education

American Federation of
Teachers

Association for Institutional
Research

Association of American
Colleges and Universities

Association of Catholic
Colleges and Universities

Career College
Association

The Carnegie Foundation
for the Advancement of
Teaching

College and University
Professional Association
for Human Resources

The College Board

The College Fund/UNCF

Council of Graduate
Schools

The Council of
Independent Colleges

Hispanic Association of
Colleges and Universities

National Accrediting
Commission of
Cosmetology
Arts and Sciences

National Association of
College and University
Business Officers

National Association for
Equal Opportunity in
Higher Education

National Association of
Independent Colleges and
Universities

National Association of
State Universities and
Land-Grant Colleges

National Association of
Student Financial Aid
Administrators

National Education
Association

<<DATE>>

<<COORD NPSAS ONLY NAME>>, <<TITLE>>

<<INST NAME>>>

<<ADDR 1>>

<<ADDR2>>

<<CITY STATE ZIP>>

Dear <<NAME>>:

The Chief Administrative Officer of your institution has selected you as Institution Coordinator for the field test of the 2004 National Postsecondary Student Aid Study (NPSAS:04), a component study of the 2004 National Study of Faculty and Students (NSoFaS:04). NSoFaS:04 is being conducted for the National Center for Education Statistics, part of the U.S. Department of Education, by Research Triangle Institute (RTI). NSoFaS is designed to collect data from nationally representative samples of students, faculty, and instructional staff. This study provides vital information on changes over time in two pivotal areas of national concern:

- How do students and their families finance education after high school?
- Who teaches in our colleges and universities and how do they conduct their work?

In response to the continuing need for the data provided by NSoFaS, Congress has authorized the National Center for Education Statistics (NCES) to collect this data periodically. Information on student financial aid was previously collected in 1987, 1990, 1993, 1996 and 2000 as part of the National Postsecondary Student Aid Study (NPSAS).

The purpose of the field test is to evaluate survey forms and procedures so that the full-scale study is as effective as possible. Your institution's participation is crucial to the success of the field test. Institutions selected for the field test will not be asked to participate in the full-scale study. Forms, instructions and a complete data collection schedule for the study are enclosed.

As the Institution Coordinator for NPSAS, we are asking you to:

- Complete the *Coordinator Response Sheet* online at the NsoFaS Web Site within the next two weeks. To do this, use your IPEDS UNIID and password printed at the bottom of this letter. We will schedule data collection for your institution based on the information you provide. A facsimile of the *Coordinator Response Sheet* is included in your binder.
- Coordinate collection of your institution's student enrollment list. Prepare and send a data file to include all students enrolled at any time between July 1, 2002 and April 30, 2003.

Provide the information requested for each student that is sampled. This includes specific information on their enrollment status, financial assistance and demographic characteristics.

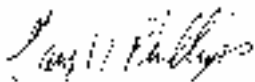
Appendix B: Data Collection Notification Materials
Institutional Contacting Letters

Additional information may be found in the materials enclosed; we have provided a copy of the brochure to be mailed to students as well as an NSoFaS brochure. If you have further questions, please contact the NSoFaS Help Desk at 1-866-NSOFAS4 (1-866-676-3274).

Federal law authorizes this data collection and protects the confidentiality of all data that would identify individuals. Details on data collection procedures (including a full description of the laws and procedures safeguarding the confidentiality of questionnaire responses, contact information and demographic data) are provided in the materials enclosed. Questions about the study or procedures should be directed to Brian Kuhr, the Project Coordinator at RTI, by telephone, at 1-866-676-3274 or e-mail (nsofas@rti.org). You may also direct questions to NCES by contacting James Griffith, at 1-202-502-7387 (e-mail address: James.Griffith@ed.gov).

An RTI representative will contact you to discuss the study procedures for your institution. Go to the NSoFaS Web Site at <https://surveys.nces.ed.gov/nsofas> for survey forms and detailed information about NSoFaS, including reports based on previous NPSAS studies. We look forward to <<INSTITUTION NAME>>'s participation in this important study. Thank you for your cooperation.

Sincerely,



Gary W. Phillips, Ph.D.
Deputy Commissioner

Enclosures

Complete the *Coordinator Response Sheet* online at:

<https://surveys.nces.ed.gov/nsofas>

IPEDS UNITID:

Password:

Student Contacting Letters

This page is intentionally blank.

NPSAS Lead Letter

Date

NPSAS:04

Endorsed by

American Association for
Higher Education

American Association of
Collegiate Registrars and
Admissions Officers

American Association of
Community Colleges

American Association of
State Colleges and
Universities

American Association of
University Professors

American Council on
Education

American Federation of
Teachers

Association for Institutional
Research

Association of American
Colleges and Universities

Association of Catholic
Colleges and Universities

Career College Association

The Carnegie Foundation for
the Advancement of
Teaching

College and University
Professional Association for
Human Resources

The College Board

The College Fund/UNCF

Council of Graduate Schools

The Council of Independent
Colleges

National Accrediting
Commission of Cosmetology
Arts and Sciences

Hispanic Association of
Colleges and Universities

National Association of
College and University
Business Officers

National Association for
Equal Opportunity in Higher
Education

National Association of
Independent Colleges and
Universities

National Association of State
Universities and
Land-Grant Colleges

National Association of
Student Financial Aid
Administrators

National Education
Association

Name
Address 1
Address 2
City, State Zip

Dear Name:

I am writing to ask you to participate in an important study of postsecondary education students in the United States and Puerto Rico. The purpose of the study is to determine how students and their families meet the cost of education beyond high school. As part of your participation, we are asking you to complete a questionnaire over the Internet about how you paid for your school expenses during the 2002–2003 school year, whether you received financial aid, and if you did receive financial aid, whether the amount of aid was enough to meet your school expenses. If you did not receive financial aid during the 2002–2003 school year, you will be asked about how you paid for your education. On average, the questionnaire takes about 25 minutes to finish.

Students from all types of postsecondary institutions and all financial situations have been randomly selected to participate in the field test for this study—the 2004 National Postsecondary Student Aid Study. RTI International (RTI) of North Carolina is conducting the study for the U.S. Department of Education.

To complete the questionnaire over the Internet:

- Go to: <https://surveys.nces.ed.gov/npsas>
- Type the study ID and password (provided below) on the Home/Login page, and
- Press “Enter” or click “Login” to begin the questionnaire.

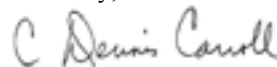
Participation in this study is voluntary and will not affect any aid or any other benefits you may receive. While you may decline to answer any question on the survey, your involvement in this study is critical to its success. We have enclosed a pamphlet that answers common questions about the field test and full-scale studies, and contains additional information on laws and procedures protecting your confidentiality.

If you do not complete the questionnaire over the Internet, an RTI interviewer will call you to complete the questionnaire by telephone.

If you have questions about the study, you can visit our web site at <https://surveys.nces.ed.gov/npsas>, you can call us toll free at 1-866-NPSAS04 (1-866-677-2704), or you can e-mail us at npsas@rti.org. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD).

We sincerely appreciate your participation and thank you in advance for helping us conduct this very important study.

Sincerely,



C. Dennis Carroll, Ph.D.
Associate Commissioner
Postsecondary Studies Division

Go to: <https://surveys.nces.ed.gov/npsas>

Your study ID: <<ID FILL>>

Your password: <<PASSWORD FILL>>

Enclosures

HOW TO COMPLETE THE NPSAS:04 FIELD TEST QUESTIONNAIRE

To complete the self-directed web questionnaire:

1. Go to: <https://surveys.nces.ed.gov/npsas>
2. At the login and password prompts, enter your study ID and password.
3. Press “Enter” or click “Login” to begin the questionnaire.

If you need assistance in completing the self-directed web questionnaire or if you would like to complete the questionnaire over the phone, please call our Help Desk at 1-866-NPSAS04 (1-866-677-2704) for assistance.

You may complete the NPSAS web questionnaire at any time during the data collection period. We will also begin making calls asking study participants to complete the questionnaire over the phone starting on March 17, 2003.

For more information about this study visit the web site at:

<https://surveys.nces.ed.gov/npsas>

NOTE: The study has been approved by the Office of Management and Budget (OMB). The valid OMB control number for this information collection is 1850-0666. The expiration date is 06/30/2004. Public reporting burden for this information request in its entirety is estimated at 25 minutes per response. You may send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0608, Washington, DC 20503.

NPSAS Nonresponse Letter

«npsasid»
«fname» «mname» «lname» «suffix»
«Addr1»
«Addr2»
«City», «State» «Zip»-«Zip4»

Dear «sPretty_name»:

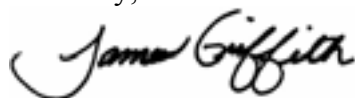
On behalf of the U.S. Department of Education, we would like to interview you for the National Postsecondary Student Aid Study (NPSAS). The purpose of the study is to determine how students and their families meet the cost of education beyond high school.

Your participation in this study is very important, regardless of whether you have received financial aid or not. Your opinions and experiences financing your education after high school will represent the thousands of students like you who also lead busy lives. Because the results from this study will help develop policy related to financing higher education, your experiences and opinions will help decide how our future tax dollars are spent. Be assured that your answers will be kept confidential and protected to the fullest extent allowable under law.

We have been unable to reach you by telephone to complete the interview; therefore, we urge you to contact us by calling toll free at 1-866-NPSAS04 (1-866-677-2704), or e-mailing us at npsas@rti.org. If you have questions about the study or would rather complete the interview on the internet, you can visit our web site at <https://surveys.nces.ed.gov/npsas>. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD). **{IF IN INCENTIVE GROUP:}** Upon completion of the interview, you will receive your choice of a **\$20 check or a gift certificate from Amazon.com**, as a token of our appreciation.

Thank you for your time and willingness to participate.

Sincerely,



James Griffith, Ph.D.
NCES Project Officer

Go to: https://surveys.nces.ed.gov/npsas Your study ID: <<ID FILL>> Your password: <<PASSWORD FILL>>
--

NPSAS Refusal Letter

Date

NPSAS ID:«npsasid»

«fname» «mname» «lname» «suffix»

«Addr1»

«Addr2»

«City», «State» «Zip»-«Zip4»

Dear «sPretty_name»:

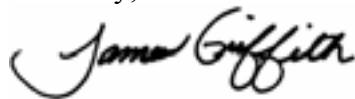
I understand that you recently spoke with a member of our project staff for the National Postsecondary Student Aid Study (NPSAS) that we are conducting for the U.S. Department of Education. The purpose of the study is to determine how students and their families meet the cost of education beyond high school.

Your participation in this study is very important, regardless of whether you have received financial aid or not. Your opinions and experiences financing your education after high school will represent the thousands of students like you who also lead busy lives. Because the results from this study will help develop policy related to financing higher education, your experiences and opinions will help decide how our future tax dollars are spent. Be assured that your answers will be kept confidential and protected to the fullest extent allowable under law.

If you have questions about the study or would like to complete the interview on the internet, you can visit our web site at <https://surveys.nces.ed.gov/npsas>. To contact us directly you can call us toll free at 1-866-NPSAS04 (1-866-677-2704), or you can e-mail us at npsas@rti.org. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD). **{IF IN INCENTIVE GROUP:}** Upon completion of the interview, we would like to send you **your choice of a \$20 check or a gift certificate from Amazon.com**, as a token of our appreciation.

Thank you for your time and willingness to participate.

Sincerely,



James Griffith, Ph.D.
NCES Project Officer

Go to: <https://surveys.nces.ed.gov/npsas>

Your study ID: <<ID FILL>>

Your password: <<PASSWORD FILL>>

Final Letter

Date

«address_name»
«addr1»
«addr2»
«city», «state» «zip»«zip4»

Dear «sPretty_name»:

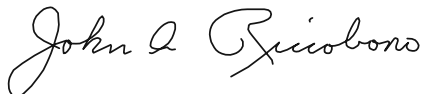
On behalf of the U.S. Department of Education, we would like to interview you for the National Postsecondary Student Aid Study (NPSAS). The purpose of the study is to determine how students and their families meet the cost of education beyond high school.

Your participation in this study is very important, regardless of whether you have received financial aid or not. By completing the study questionnaire, which asks about your experiences and opinions, you will help congress develop more effective policies related to how students and families finance higher education. Be assured that your responses will be kept confidential and protected to the fullest extent allowable under law.

Data collection for NPSAS is coming to a close, so we urge you to contact us this week, by calling toll free at 1-866-NPSAS04 (1-866-677-2704), or e-mailing us at npsas@rti.org. If you have questions about the study or would rather complete the interview on the internet, you can visit our web site at <https://surveys.nces.ed.gov/npsas>. Persons who are hearing or speech-impaired can call us at 1-877-212-7230 (TDD). Upon completion of the interview, you will receive your choice of a **\$20 check or a gift certificate from Amazon.com**, as a token of our appreciation.

Thank you for your time and willingness to participate.

Sincerely,



John Riccobono, Ph.D.
NPSAS Project Director

Go to: <https://surveys.nces.ed.gov/npsas>

Your study ID: «caseid»

Your password: «password»

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Brochures

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National Study of Faculty & Students

The 2004 National Study of Faculty and Students
NSoFaS04

For more information about NSoFaS04, please contact:
1-800-NSOFA04
1-866-676-3274

RTI International¹
Project Coordinator
Brian Kable
bkable@rti.org


Project Director NPSAS
Dr. John Hoxby
jeh99@rti.org

Associate Project Director NSOFP
Dr. Margaret Cobble
cobblem@rti.org

National Center for Education Statistics
NCES Project Officer NPSAS
Dr. James Gillies
(202) 502-7307
james.gillies@ed.gov

NCES Project Officer NSOFP
Linda Ziebler
(202) 502-7444
Linda.Ziebler@ed.gov

Sponsored by



U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics, Washington, DC
<http://nces.ed.gov>
September 2003

¹ RTI International is a member of Research Triangle Institute

2004

About the Study

The 2004 National Study of Faculty and Students NSoFaS:04

The National Center for Education Statistics (NCES), part of the U.S. Department of Education, is authorized by federal law to collect, analyze, and publish statistics and other data related to education in the United States and other nations. As part of its program NCES conducts large national surveys involving students enrolled in and faculty employed by postsecondary institutions. Two of these studies, the National Postsecondary Student Aid Study (NPSAS) and the National Study of Postsecondary Faculty (NSOPF), have been combined to realize efficiencies and reduce overall burden associated with institutional participation.

NSOPF is the major source of comprehensive information about faculty. It includes a nationally representative sample of full- and part-time faculty and instructional staff at public and private non-for-profit 2- and 4-year institutions in the United States. NSOPF is a widely recognized resource for researchers and policymakers in postsecondary education. It captures change over time in the background characteristics, workloads and career paths of postsecondary faculty and instructional staff. Policy issues addressed by NSOPF include: institutional reliance on part-time faculty; age composition of faculty; retirement incentives; representation of women and minorities in postsecondary institutions; and changes in workload caused by fiscal constraints and other factors.

NPSAS is the only comprehensive, nationally representative survey of student financial aid. No other single national database contains student-level records for students receiving aid from the numerous and disparate programs funded by the federal government, the states, postsecondary institutions, employers, and private organizations. The purpose of NPSAS is to compile a research data set with information about all of these programs, together with demographic and enrollment data. In addition, NPSAS provides vital information about the affordability of postsecondary education and the effectiveness of existing financial aid programs that will inform public policy at all levels. NPSAS includes students enrolled at public, private non-for-profit, private for-profit less-than-2-year, 2-year, and 4-year postsecondary institutions. NPSAS also provides comprehensive data on undergraduate, graduate, and first-professional students, both those who receive aid and those who do not.

The quality and affordability of postsecondary education are vital concerns for students and their families. That is why the information gathered by the 2004 National Study of Faculty and Students (NSoFaS:04) is so important. NSoFaS:04 explores how families with varying resources are able to pay for education after high school, and provides comprehensive data on the enrollment status, education goals, employment and demographic characteristics of postsecondary students. It also provides critical data on those individuals who are most pivotal to a quality education—faculty and instructional staff—including information on their training, experience, and duties, as well as the key policy issues affecting them and their work.

Basic Issues

National Study of Postsecondary Faculty (NSOPF)

NSOPF responds to the continuing need for data on postsecondary faculty. Research questions that can be studied using the data from NSOPF include:

- How many full- and part-time faculty are employed by distinct types of institutions?
- What are the background characteristics of full- and part-time faculty and instructional staff?
- What career paths do faculty pursue and what retirement plans are available to faculty and instructional staff?
- What are the workloads of faculty and instructional staff, and how much time is allocated to instruction?



National Postsecondary Student Aid Study (NPSAS)

NPSAS data provide information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and unaided students and their families. Research questions that can be studied using the data from NPSAS include:

- What is the "net price" of education to the student and family?
- How is student "need" for financial aid being met?
- How much are students borrowing?
- What are the characteristics of students beginning their postsecondary education in 2004 and how many of them persist in postsecondary education?



Data Analysis and Dissemination

To make the data as useful as possible, NCES will publish information in several ways:

- Descriptive reports on selected topics
- Special tabulations
- Data files
- Conferences on study findings

You may view publications from previous NSOPF and NPSAS studies at the NSoFas Web Site: <http://surveys.nces.ed.gov/nsopf>

How will the Study be Conducted?

The NSoFas-04 field test will sample about 200 institutions that will be asked to provide lists of enrolled students and current faculty/instructional staff. Over 1,200 postsecondary students and faculty/instructional staff will be randomly selected from these lists. Some institutions will have only students or faculty sampled while others will have both.

The study will include the following sequence of events:

1. The Chief Administrative Officer (CAO) at each institution is asked to designate an NSoFas-04 Institutional Coordinator(s) to work with RTI.
2. RTI contacts the Institutional Coordinator(s) to clarify the tasks, time-line and responsibilities.
3. The Institutional Coordinator supplies RTI with student and/or faculty lists (depending on whether the institution is sampled for one or both components—NSOPF or NPSAS). Lists will include contact and basic demographic information.
4. RTI selects a sample of students and/or faculty from those lists.
5. The Institutional Coordinator, or other designated staff, completes a Web-based questionnaire about institutional policies/practices related to faculty at their institution (NSOPF).
6. The Institutional Coordinator, or other designated staff, provides record information (e.g., enrollment status, major, aid package received) for only the students sampled for the study (NPSAS).
7. Sampled students and faculty complete Web-based or telephone interviews.

These activities may differ somewhat according to your type of institution and method of record keeping. Web-based data entry applications have been developed to facilitate faculty participation and to minimize the burden on institutional staff in gathering the data for selected students. The software is user-friendly and efficient. For NPSAS, RTI field staff will be available for assistance during the record abstraction phase.

Schedule

The field test will evaluate all procedures and systems to ensure that the main study, which begins one year later, is successful. Timeline for key activities during the field test include:

BEGINNING DATE	TYPE OF ACTIVITY
September 2002	RTI contacts Chief Administrative Officer
October 2002	RTI requests Faculty Lists from Institutional Coordinator (NSOPF)
November 2002	Web-based questionnaire completed by Institutional Coordinator (NSOPF)
December 2002	RTI samples faculty to be included in NSOPF
January 2003	Web-based faculty questionnaire begins (NSOPF)
January 2003	RTI requests Student Enrollment Lists from Institutional Coordinator (NPSAS)
February 2003	RTI samples students to be included in NPSAS
February 2003	Records on sampled students abstracted by Institutional Coordinator (NPSAS)
March 2003	Web-based student questionnaire begins (NPSAS)

Endorsements

American Association for Higher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of State Colleges and Universities
American Association of University Professors
American Council on Education
American Federation of Teachers
Association for Institutional Research
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Career College Association
The Carnegie Foundation for the Advancement of Teaching
College and University Professional Association for Human Resources
The College Board
The College Fund/UNCF
Council of Graduate Schools
The Council of Independent Colleges
Hispanic Association of Colleges and Universities
National Accrediting Commission of Cosmetology Arts & Sciences *NIPSAAS only*
National Association of College & University Business Officers
National Association for Equal Opportunity in Higher Education
National Association of Independent Colleges and Universities
National Association of State Universities & Land-Grant Colleges
National Association of Student Financial Aid Administrators
National Education Association

Confidentiality Issues

ED International, as the contractor for NCEA, has been given the authority to collect information from institutional records under the provisions of The National Education Statistics Act of 1994. The National Education Statistics Act (NESAs) of 1994, as amended by the USA PATRIOT Act of 2001, authorizes NCEA to collect and disseminate information about education in the United States. Collection is most often done through surveys. This Act, which incorporates and expands upon the Privacy Act of 1974, requires strict procedures to protect the **confidentiality of persons in the collection, reporting, and publication of data.** The Family Education Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g) allows for the release of institutional record information to the Secretary of Education or his agent without prior consent of survey members (20 U.S.C. 1232g(b)(1)).

All responses that refer to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

Protection of Electronic Files (e-files)

All e-files from institution records and students, parents, and faculty interviews will be carefully protected. Computer accounts used to access e-data will be password protected with multi-level access controls to ensure that only those individuals with a need to access confidential information are allowed access to it. For the Web-based data collection, proven methods of protection for online sessions and data security over the Internet will be used. Secure Socket Layer (SSL) protocol is used to encrypt the data over the internet. All the data entry modules on this site are password protected, when the user is required to login to the site before accessing confidential data. The system automatically logs the user out after 30 minutes of inactivity on the session. This prevents any unauthorized user from browsing through the site.

Protection of Paper Records

All paper records will be maintained in locked storage cabinets. A unique study identification variable (not the social security number or school ID) will be created and maintained for each survey participant to protect against disclosure of confidential data.

Preparation of Data for Public Release

All data released to the general public (for example, statistical tables) will be designed so that it will not be possible to identify specific individuals.

Violations

Anyone who violates the confidentiality provisions of this Act when using the data shall be found guilty of a **class E felony** and can be **imprisoned up to five years, and/or fined up to \$250,000.**

What is NPSAS?

The 2004 National Postsecondary Student Aid Study (NPSAS) is designed to describe how students and families meet the cost of education beyond high school. The study includes students from all types of postsecondary schools—less than 2-year institutions, community colleges, 4-year colleges, and major universities. NPSAS collects information on students who receive any type of financial assistance (grants, scholarships, loans, awards, stipends) as well as those who do not. Information collected includes

- Demographics
- Employment and family income
- Education and living expenses
- Financial aid
- Community service activities

Students who are beginning their postsecondary education—attending a postsecondary school for the first time—will be part of a special follow-up study in subsequent years. This will help us to learn more about the students who complete their postsecondary education and the factors that influence their success.

If you have additional questions or concerns about the study, please contact the NPSAS Project Director at RTI or the NCES Project Officer listed on the back of this leaflet.

Who?

Where can I get

more information about NPSAS?

If you have questions about *your rights* as a study participant, please call RTI's Office of Research Protection at 1-866-214-2043 (a toll-free number).

If you have *comments* or concerns about the study, contact:

Dr. John Riccobono
RTI NPSAS Project Director
1-866-NPSAS04 (1-866-677-2704)
NPSAS@rti.org

Dr. James Griffith
NCES Project Officer
1-202-502-7387
James.Griffith@ed.gov

You may complete your interview or simply learn more about NPSAS by visiting our Web Site.

<http://www.nces.nps.ed.gov/npsas>

For more information about NPSAS publications and other educational research, point your browser to the NCES Web Site.

<http://nces.ed.gov/NPSAS>

Sponsored by



National Center for Education Statistics
U.S. Department of Education
Washington, DC
September, 2003

2004

NATIONAL POSTSECONDARY STUDENT AID STUDY



Conducted under contract by
RTI International[®]
Research Triangle Park, NC

RTI International is a trade name of Research Triangle Institute.

Who is conducting the study?

NPSAS is sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES) and conducted under contract by RTI International (RTI). RTI is a not-for-profit research organization with headquarters in North Carolina.

Who is included in the study?

About 1,200 students have been randomly selected from enrollment lists at 150 postsecondary institutions in the United States and Puerto Rico.

When will the study be conducted?

Beginning in spring 2003, a field test of 200 institutions and 1,500 randomly sampled students will be conducted to refine the data collection procedures and questionnaires that will be used during the full scale study one year later with over 1,500 institutions and 120,000 students.

Why should I participate?

By participating, you have the opportunity to help policy makers, researchers, counselors, and others better understand and meet the financial needs of postsecondary students in the United States and Puerto Rico.

In addition to describing "who" is enrolling in postsecondary institutions, the data you and others provide will be used to decide future student financial aid policy.

Participation in this study is voluntary. Your participation, however, is essential to making this study a success.

How Long will this take?

On average, you should complete the Web-based questionnaire in about 25 minutes.

How can I Participate?

You may complete the study in one of two ways:

1. Log-in to the Web Site at:
<https://survey.nces.ed.gov/npsas>

Once at the site, select "complete student interview" from the main menu and follow the options. A user ID and password will be provided to you separately. For assistance with accessing the interview via the Web Site, please call the NPSAS Help Desk at 1-866-NPSAS04 (1-866-677-2704).

2. Complete the interview over the phone.

When our staff calls, you may choose to do the interview at that time or set an appointment. We will attempt to identify a convenient time to call. Students may e-mail staff with questions or call the Help Desk at 1-866-NPSAS04 (1-866-677-2704) with best times to do the interview.

Will my answers be kept Confidential?

All your answers will be completely confidential and will not be released in any form that could be identified with you and will be protected to the fullest extent allowable under law. The answers that you provide are put together with the responses from other students, and reported to the general public in statistical forms. (The graphs in this brochure are good examples of how data are reported.)

The following procedures have been implemented to ensure the confidentiality of your responses:

- Your answers are secured behind firewalls and are encrypted during Internet transmission.
- Any information that identifies you individually is maintained in a separate file, and never linked to the answers you provide.
- Project staff can be severely fined or imprisoned for disclosure of individual responses.
- Confidentiality procedures are reviewed and approved by RTI's Committee for Protection of Human Subjects.

How can I get a copy of the Results?

Publications from previous studies are currently available from the NCES Web Site:
<http://nces.ed.gov/NPSAS>

Reports can be downloaded or ordered at no charge. Once available, data from the current NPSAS will be posted at the above Web Site. Some current titles of interest are:

Profile of Undergraduates in U.S. Postsecondary Institutions

Student Financing of Undergraduate Education

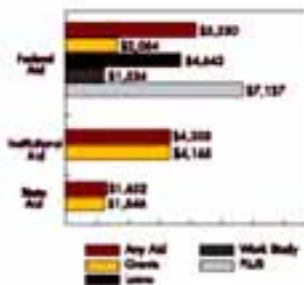
Student Financing of Graduate and First Professional Education

What have we learned from recent studies?

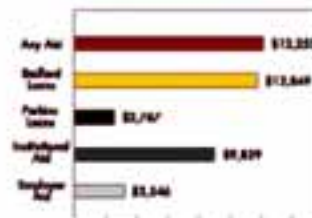
The following are estimates based on information from 50,000 undergraduates, 11,000 graduates, and 1,000 first-professional students enrolled at approximately 1,000 postsecondary institutions during the 1999-2000 academic year:

- Fifty-five percent of undergraduates (about 9.2 million) received some type of financial aid, averaging \$6,265.
- About two out of five undergraduates (39 percent) received some type of federal aid, averaging about \$5,230.

Average amounts of selected types of aid for undergraduates: 1999-2000



Average amounts of selected types of aid for graduate and first-professional students: 1999-2000



Endorsements

The following organizations recognize the study's contribution to the body of knowledge about faculty in higher education and have endorsed NSOFF-04.

- American Association for Higher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Community Colleges
- American Association of State Colleges and Universities
- American Association of University Professors
- American Council on Education
- American Federation of Teachers
- Association for Institutional Research
- Association of American Colleges and Universities
- Association of Catholic Colleges & Universities
- Career College Association
- The Carnegie Foundation for the Advancement of Teaching
- College and University Professional Association for Human Resources
- The College Board
- The College Fund/UNCF
- Council of Graduate Schools
- The Council of Independent Colleges
- Hispanic Association of Colleges and Universities
- National Association of College and University Business Officers
- National Association for Equal Opportunity in Higher Education
- National Association of Independent Colleges and Universities
- National Association of State Universities and Land-Grant Colleges
- National Association of Student Financial Aid Administrators
- National Education Association

Confidentiality

The 2004 *National Study of Postsecondary Faculty* (NSOFF-04) is being conducted by the National Center for Education Statistics (NCES) of the U.S. Department of Education in compliance with the National Education Statistics Act as amended by the USA PATRIOT Act of 2001, Public Law 107-307 (22 U.S.C. 9001) and E-Data Card Act, Public Law 106-58, and the Privacy Act of 1974 (5 U.S.C. 552a). Confidentiality of all information obtained from individuals surveyed in NSOFF is assured by current Federal laws and regulations and will be protected to the fullest extent allowable under law.

Any faculty data released to the general public (for example, statistical tables) are designed so that it is not possible to identify specific individuals.

If you have questions about your rights as a study participant, you can call RTI's Office of Research Protection at (919) 316-8100 in Durham, NC, or 1-866-314-2047 (toll free outside the U.S.).

For More Information Contact

Project Director
Dr. Margaret Genuso
mgenu@rti.org

1-866-NSOFF04
1-866-675-7264

You may consider more information or simply learn more about NSOFF by visiting our Web Site.

www.education.npsas.ed.gov/nsoff

If you have additional questions, please call

NCES Project Office
Lynita Lumbie
1-202-902-1433



National Center for Education Statistics
U.S. Department of Education
Washington, DC
September, 2002

Sponsored by the National Center for Education Statistics, United States Department of Education, Washington, DC

2004

NATIONAL STUDY OF POSTSECONDARY FACULTY



Conducted by
RTI International®
Research Triangle Park, NC

RTI International is a trade name of Research Triangle Institute.

Study Summary

Faculty members and instructional staff are those individuals in a postsecondary institution who are most pivotal to a quality education. They determine curriculum content, student performance standards, and the quality of students' preparation for careers. Faculty members perform research and development work upon which much of this nation's technological and economic advancement depend. Through their public service activities, they also contribute to the public good. For these reasons, it is essential to understand who they are, what they do, and if, how, and why they are changing.

The National Center for Education Statistics (NCES) is conducting the fourth cycle of the National Study of Postsecondary Faculty (NSOFF) to respond to the continuing need for data on higher education faculty and instructors—those who directly affect the quality of education in postsecondary institutions.

The studies conducted previously in 1988, 1993, and 1999 (called NSOFF-88, NSOFF-93, NSOFF-99, respectively) are the primary sources of comprehensive information on this key professional group. These previous studies generated immediate interest in the postsecondary community. They provided national profiles of faculty and instructional staff in postsecondary institutions in the United States, national benchmarks for faculty productivity and workload, and information on institutional policies and practices affecting faculty.

This fourth cycle of the study will expand the information about faculty and instructional staff in two important ways: (1) it will allow for comparison to be made over an extended period of time, and (2) it will examine critical issues concerning faculty that have developed since the last study.

Study Summary (continued)

The study is designed to address a variety of policy relevant issues for both faculty and institutions, including:

- How many full- and part-time faculty and instructional staff are there?
- What are the background characteristics of full- and part-time faculty and instructional staff?
- What are the workloads of faculty and instructional staff and how is their time allocated between classroom instruction and other activities?
- What are the compensation and fringe benefit packages provided to faculty and instructional staff by their institutions? How important are other sources of income?
- What are the faculty's and instructional staff's attitudes and perceptions about their professional status, student preparation for college-level work, student achievement, etc.?
- What are the career and retirement plans of faculty and instructional staff?
- What retirement plans are available to faculty and instructional staff?
- How institutions changed their policies on granting tenure to faculty members? Are changes anticipated in the future?



How NSOPF Will Be Conducted

The National Center for Education Statistics (NCES) has contracted with RTI International to collect the data for this study.

NSOPF:04 includes both a field test and a full-scale study. The field test of 150 institutions and 1,200 faculty will be conducted in the fall and spring of 2002-2003 to refine the data collection procedures and questionnaires. The full-scale study will be conducted in 2003-2004.

Data Analysis And Dissemination

Data collected from NSOPF are made available to the public in various ways:

- Descriptive reports are published by NCES on selected topics. NSOPF publications and data can also be accessed electronically through NCES's Web Site at: <http://survey.nces.ed.gov/nsopf>
- Special tabulations are provided on request.
- Data files (without identifying information) are available; and
- Presentations at conferences are made on study findings.

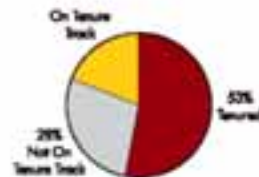
Findings From NSOPF:99

The following are examples of what we learned about faculty characteristics and compensation from NSOPF:99:

- There were about 1.1 million faculty and instructional staff in 4- and 2-year postsecondary institutions in the fall of 1998. Approximately, 58 percent were employed full-time and 42 percent were employed part-time by their postsecondary institutions.

- Across all institutions of higher education, Whites accounted for 85 percent of full-time instructional faculty and staff and 88 percent of part-time instructional faculty and staff. Asians comprised about 6 percent of the full-time instructional faculty and staff, African-Americans about 5 percent, Hispanic/Latino about 3 percent, and American Indian less than 1 percent. Minorities accounted for similar proportions of part-time instructional faculty and staff.
- Men made up 64 percent of full-time instructional faculty and staff and 52 percent of part-time instructional faculty and staff. Among full-time instructional faculty and staff, private-not-for-profit research universities employed a significantly higher percentage of men (74 percent), than women (26 percent); whereas public, two-year institutions employed similar percentages of men and women.
- Full-time instructional faculty and staff spent an average of 11 hours a week in the classroom in the fall of 1998.
- The average base salary for full-time instructional faculty and staff during the 1998 calendar year was \$36,851. The average total income—base salary, other institutional income, consulting, and other outside income—was \$68,697. For part-time instructional faculty and staff, the average base salary was \$11,614, and the average total income was \$46,124, including income from other (perhaps full-time) employment.

Figure 1: Status of Postsecondary Faculty, Fall 1998



Faculty Participation

To find out more about the 2004 NSOPF, visit the study Web Site at: <http://survey.nces.ed.gov/nsopf>

Faculty selected for the field test will be able to complete the interview on the Web beginning in January 2003, or they may wait until an interviewer calls to complete the interview over the telephone. An individual user ID and password will be provided to those faculty that are randomly sampled. Any faculty or instructional staff with questions may call the NSOPF Help Desk at 1-866-676-7204 (1-866-NSOPF04).



Appendix C

Student Instrument Facsimile

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Section A: Study Eligibility/Enrollment

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N4ELIG

Have you been enrolled at [NPSAS] at any time since July 1, 2002?

0 = Not enrolled since July 1

1 = Currently enrolled

2 = Yes, but not currently enrolled

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DRPMY

When did you last attend [NPSAS]?

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

CATI Code: N4ELIG=2

Sources: NPSAS:2004 Field Test student interview

N4DRPTM

[if N4DRPMY = -9 then]

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

[else]

Is that date [N4DRPMY] at the end of the term, or did you leave before the term ended?

1 = Left at the end of the term

2 = Left before the term ended

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

CATI Code: N4ELIG=2

Sources: NPSAS:2004 Field Test student interview

N4DRPRF

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

0 = No full tuition refund

1 = Received a full tuition refund

Applies to: Respondents who left the NPSAS school before the term ended.

CATI Code: NN4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4STAT

For all questions about your 2002-2003 enrollment at [NPSAS], please refer to your most recent term of enrollment at the school.

In your most recent term at [NPSAS], were you enrolled as an undergraduate, graduate, or professional student, or were you taking classes without being enrolled in a degree program?

1 = Undergraduate student

2 = Graduate student

3 = Professional student

4 = Taking classes-no degree program

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DGUG

What undergraduate degree or certificate were you working on at [NPSAS] during the 2002-2003 school year?

- 1 = Bachelor's degree
- 2 = Associate's degree
- 3 = Undergraduate certificate or diploma
- 4 = Undergraduate student-no degree program
- 8 = Post-baccalaureate certificate
- 11 = Professional degree

Applies to: Undergraduate respondents.

CATI Code: N4STAT=1

Sources: NPSAS:2004 Field Test student interview

N4DGGR

What graduate degree or certificate were you working on at [NPSAS] during the 2002-2003 school year?

- 6 = Master's degree
- 7 = Doctoral degree
- 8 = Post-baccalaureate certificate
- 9 = Graduate student, not in degree program
- 10 = Post-master's certificate
- 11 = Professional degree

Applies to: Graduate respondents.

CATI Code: N4STAT=2

Sources: NPSAS:2004 Field Test student interview

N4PRBA

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

- 1 = Not yet earned a bachelor's degree
- 2 = Already earned a bachelor's degree

Applies to: Respondents enrolled in a professional program.

CATI Code: N4STAT=3

Sources: NPSAS:2004 Field Test student interview

N4CLSLV

During the 2002-2003 school year, have you been taking mainly undergraduate or graduate classes at [NPSAS]?

- 1 = Mainly undergraduate classes
- 2 = Mainly graduate classes
- 3 = Equal mix of undergraduate and graduate

Applies to: Respondents who were not enrolled in a degree program.

CATI Code: N4STAT=4

Sources: NPSAS:2004 Field Test student interview

N4CKHOUR

Did your program of study require at least 3 months or 300 clock hours of instruction in order for a certificate to be awarded?

0 = 300 clockhours/3 months are not required

1 = 300 clockhours/3 months are required

Applies to: Respondents who were working on a diploma or certificate.

CATI Code: N4DGUG=3

Sources: NPSAS:2004 Field Test student interview

N4ASSOC

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

1 = AA, AS, general education program

2 = AAS, occupational or technical program

Applies to: Undergraduate respondents who were working on an associate's degree during the 2002-2003 school year.

CATI Code: N4DGUG=2

Sources: NPSAS:2004 Field Test student interview

N4DGD

What specific degree were you working toward in your last term in the 2002-2003 school year?

Doctoral degree

11 = Doctor of Philosophy (PhD)

12 = Doctor of Education (EdD)

13 = Doctor of Science/Engineering (DSc/DEng)

14 = Doctor of Psychology (PsyD)

15 = Doctor of Business/Public Admin(DBA/DPA)

16 = Doctor of Fine Arts (DFA)

17 = Doctor of Theology (ThD)

18 = Other doctoral degree not listed

Applies to: Doctoral degree respondents.

CATI Code: N4DGGR=7

Sources: NPSAS:2004 Field Test student interview

N4DGMS

What specific degree were you working toward in your last term in the 2002-2003 school year?

Master's degree

- 1 = Master of Science (MS)
- 2 = Master of Arts (MA)
- 3 = Master of Education/ Teaching (Med, MAT)
- 4 = Master of Business Administration (MBA)
- 5 = Public administration (MPA)
- 6 = Master of Social Work (MSW)
- 7 = Master of Fine Arts (MFA)
- 8 = Master of Public Health (MPH)
- 9 = Other master's degree program not listed
- 19 = Master of Divinity (MDiv)

Applies to: Master's degree respondents.

CATI Code: N4DGGR=6

Sources: NPSAS:2004 Field Test student interview

N4DGPR

What specific degree were you working toward in your last term in the 2002-2003 school year?

Professional degree

- 19 = Ministry/Divinity (MDiv/DMin/ordination)
- 20 = Law (JD/ LLB)
- 21 = Medicine/Osteopathic medicine (MD or DO)
- 22 = Dentistry (DDS/DMD)
- 23 = Chiropractic (DC/DCM)
- 24 = Pharmacy (PharmD)
- 25 = Optometry (OD)
- 26 = Podiatry (DPM/DP/PodD)
- 27 = Veterinary medicine (DVM)
- 28 = Other professional degree not listed

Applies to: Professional respondents.

CATI Code: N4STAT=3 or (N4STAT=1 and N4DGUG=11) or (N4STAT=2 and N4DGGR=11)

Sources: NPSAS:2004 Field Test student interview

N4DGPRX

What specific degree were you working toward in your last term in the 2002-2003 school year?

Other, please specify

Applies to: Respondents who reported an other type of professional degree during the 2002-2003 school year.

CATI Code: N4DGPR=28

Sources: NPSAS:2004 Field Test student interview

TSTAT

```
if N4STAT = 1 then  TSTAT = 1
end if
if N4STAT = 1 and N4DGUG = 8 then  TSTAT = 2
end if
if N4STAT = 2 then  T_STAT = 2
end if
if N4STAT = 3 and N4PRBA = 1 then  TSTAT = 1
end if
if N4PRBA = 2 then  TSTAT = 2
end if
if N4STAT = 4 and (N4CLSLV = 1 or N4CLSLV = 3) then  T_STAT = 1
end if
if N4CLSLV = 2 then  TSTAT = 2
end if
if TSTAT = -9 then  TSTAT = 1
```

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

TDEGREE

Internal variable: degree

```
If N4STAT=4 then TDEGREE="No degree"
If N4DGUG=
1 then TDEGREE="bachelor's degree"
2 then TDEGREE="associate's degree"
3 then TDEGREE="certificate/diploma"
4 then TDEGREE="No degree"
8 then TDEGREE="post-baccalaureate certificate"
11 then TDEGREE="professional degree"
If N4DGGR=
6 then TDEGREE="master's degree"
7 then TDEGREE="doctoral degree"
8 then TDEGREE="post-baccalaureate certificate"
9 then TDEGREE="no degree"
10 then TDEGREE="post-master's certificate"
11 then TDEGREE="professional degree"
[else] TDEGREE="No degree"
```

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

TDEGREN

Internal variable: degree

If TDEGREE="No degree" then TDEGREN=0

If TDEGREE="bachelor's degree" then TDEGREN=1

If TDEGREE="associate's degree" then TDEGREN=2

If TDEGREE="certificate/diploma" then TDEGREN=3

If TDEGREE="master's degree" then TDEGREN=6

If TDEGREE="doctoral degree" then TDEGREN=7

If TDEGREE="post-baccalaureate certificate" then TDEGREN=8

If TDEGREE="post-master's certificate" then TDEGREN=10

If TDEGREE="professional degree" then TDEGREN=11

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4ELCRD

For all questions about your 2002-2003 enrollment at [NPSAS], please refer to your most recent term of

enrollment at the school. In your most recent term at [NPSAS], were you enrolled in a course for credit that could be transferred to another school?

0 = Not enrolled for transferable credit

1 = Yes, enrolled for transferable credit

Applies to: All respondents.

Imputation Note: If TDEGREE ne "no degree" then N4ELCRD=1.

Sources: NPSAS:2004 Field Test student interview

N4EVREN

Have you ever attended [NPSAS]?

0 = Never attended NPSAS school

1 = Yes, attended NPSAS school

Applies to: Sample members with unknown study eligibility.

CATI Code: N4ELIG=0

Sources: NPSAS:2004 Field Test student interview

N4WHYSM

Our records seem to be in error. Do you know why you were listed as having attended [NPSAS] since July 1, 2002?

Applies to: Sample members with unknown study eligibility.

CATI Code: N4ELIG=0

Sources: NPSAS:2004 Field Test student interview

N4NPELG

Internal Variable: To determine study eligibility.

To be eligible, respondent must be

-Enrolled in either (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; or (c) an occupational or vocational program that required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award; and

-Not currently enrolled in high school; and

-Not enrolled solely in a GED or other high school completion program.

{(N4HSYR < begin date of last term enrolled or N4CMP ne 1) and

(N4ELIG=1 or N4DRPTM=1 or N4DRPRF=0)}

and

{(N4STAT = (1 2 3)) or

((N4STAT=4) OR (N4STAT=1 AND N4DGUG=(4, -9)) OR (N4STAT=2

AND N4DGGR=(9, -9)))and N4ELCRD=1)) or

((N4DGUG ne 3) or (N4DGUG=3 and iN4CKHOUR = 1))}

Eligibility will be determined for all based on what we know so far. If we find out later in this section that respondent is in high school, then the eligibility flag will be reset. Eligible sample members (N4NPELG=1) will continue. Ineligible sample members (N4NPELG=0) will be routed to N4BYE.

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4UGYR

What was your year or level during your last term at [NPSAS] in the 2002-2003 school year?

1 = First year or freshman

2 = Second year or sophomore

3 = Third year or junior

4 = Fourth year or senior

5 = Fifth year or higher undergraduate

6 = Unclassified undergraduate

7 = Grad student taking undergrad classes

Applies to: Undergraduates and undergraduate professionals who were working on a degree during the 2002-2003 school year.

CATI Code: TSTAT=1 and N4STAT ne 4

Sources: NPSAS:2004 Field Test student interview

N4GRYR

What year of your ([if N4STAT=2 then] graduate/ [if N4STAT=3 then]professional]) program were you in during your last term at [NPSAS] in the 2002-2003 school year?

- 8 = First year
- 9 = Second year
- 10 = Third year
- 11 = Fourth year
- 12 = Fifth year
- 13 = Sixth year or higher

Applies to: Graduate and graduate professional respondents who were working on a degree during the 2002-2003 school year.

CATI Code: TSTAT=2 and N4STAT ne 4

Sources: NPSAS:2004 Field Test student interview

N4BGMY

Beginning date at [NPSAS] during [NPSAS] year

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4EMY

Ending date at [NPSAS] during [NPSAS] year

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4NEN01

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]? If you plan to be enrolled for any portion of a month, please include that month.

July

- 0 = Not enrolled-July 2002
- 1 = Yes, enrolled-July 2002

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN02

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]? If you plan to be enrolled for any portion of a month, please include that month.

August

- 0 = Not enrolled-August 2002
- 1 = Yes, enrolled-August 2002

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN03

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]?
If you plan to be enrolled for any portion of a month, 3 please include that month.

September

0 = Not enrolled-September 2002

1 = Yes enrolled-September 2002

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN04

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]?
If you plan to be enrolled for any portion of a month, please include that month.

October

0 = Not enrolled-October 2002

1 = Yes, enrolled-October 2002

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN05

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]?
If you plan to be enrolled for any portion of a month, please include that month.

November

0 = Not enrolled-November 2002

1 = Yes enrolled-November 2002

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN06

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]?
If you plan to be enrolled for any portion of a month, please include that month.

December

0 = Not enrolled-December 2002

1 = Yes, enrolled-December 2002

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN07

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]?
If you plan to be enrolled for any portion of a month, please include that month.

January

0 = Not enrolled-January 2003

1 = Yes, enrolled-January 2003

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN08

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]?
If you plan to be enrolled for any portion of a month, please include that month.

February

0 = Not enrolled-February 2003

1 = Yes, enrolled-February 2003

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN09

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]?
If you plan to be enrolled for any portion of a month, please include that month.

March

0 = Not enrolled-March 2003

1 = Yes, enrolled-March 2003

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN10

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]?
If you plan to be enrolled for any portion of a month, please include that month.

April

0 = Not enrolled-April 2003

1 = Yes, enrolled-April 2003

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN11

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]?
If you plan to be enrolled for any portion of a month, please include that month.

May

0 = Not enrolled-May 2003

1 = Yes, enrolled-May 2003

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN12

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]?
If you plan to be enrolled for any portion of a month, please include that month.

June

0 = Not enrolled-June 2003

1 = Yes, enrolled-June 2003

Applies to: All respondents except those who did not know their dates of enrollment at NPSAS during the 2002-2003 school year.

CATI Code: N4NEN13 ne 1

Sources: NPSAS:2004 Field Test student interview

N4NEN13

Between July 2002 and June 2003, in which months will you have been enrolled at [NPSAS]?
If you plan to be enrolled for any portion of a month, please include that month.

0 = Months indicated

1 = No months indicated

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4NEMX

Monthly enrollment indicators-[NPSAS] school

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4STST

During the 2002-2003 school year, have you been enrolled at [NPSAS] mainly as a full-time student or part-time student?

1 = Mainly a full-time student

2 = Mainly a part-time student

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

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DBLMAJ

Have you declared a major yet?

1 = Declared major

2 = Declared double major

3 = Not yet declared

Applies to: Respondents who were working on a degree during the 2002-2003 school year.

CATI Code: TDEGREE ne “no degree”

Imputation Note: If TSTAT=2 and TDEGREE ne “no degree” then
N4DBLMAJ=1

Sources: NPSAS:2004 Field Test student interview

N4MAJPV

[if N4DBLMAJ =2 then]

What was your primary major or field of study at [NPSAS] during your last term of the 2002-2003 school year?

[if N4DBLMAJ = 1 then]

What was your major or field of study at [NPSAS] during your last term of the 2002-2003 school year?

Applies to: Respondents who were working on a degree during the 2002-2003 school year and have declared a major.

CATI Code: TDEGREE ne “no degree” and N4DBLMAJ ne 3

Sources: NPSAS:2004 Field Test student interview

N4MAJSV

[if N4DBLMAJ = 2 then]

What was your secondary major or field of study at [NPSAS] during your last term of the 2002-2003 school year?

[if N4DBLMAJ = 1 then]

What was your major or field of study at [NPSAS] during your last term of the 2002-2003 school year?

(Please do not include a minor.)

Applies to: Respondents who declared a double major.

CATI Code: TDEGREE ne “no degree” and N4DBLMAJ=2

Sources: NPSAS:2004 Field Test student interview

N4MJPC1

[if N4MJPC1 = -9 then]

Please help us categorize your major using the drop-down list boxes below.

[else]

Please help us categorize [N4MAJPV] using the drop-down list boxes below.

(Select a general area and a specific discipline within the area.)

100 = Agriculture and related sciences	1900 = Library science
200 = Architecture and related services	2000 = Mathematics and statistics
300 = Area, ethnic, cultural, and gender	2100 = Military technologies
400 = Business and related support services	2200 = Transportation and materials moving
500 = Communication and related programs	2300 = Parks, leisure, and fitness studies
600 = Construction trades	2400 = Philosophy, religious studies, theology
700 = Computer and information sciences	2500 = Psychology
800 = Personal services	2600 = Social sciences and history
900 = Education	2700 = Public administration, social services
1000 = Engineering and related sciences	2800 = Security and protective services
1100 = Mechanic technologies/technicians	2900 = Biological and biomedical sciences
1200 = Foreign languages and related programs	3000 = Physical sciences
1300 = English language and literature/letters	3100 = Science technologies/technicians
1400 = Interdisciplinary studies	3200 = Health professions and clinical sciences
1500 = Legal professions and studies	3300 = Family/consumer sciences, human sciences
1600 = Liberal arts, general study, humanities	9900 = Undeclared
1700 = Arts-visual and performing	9999 = All others
1800 = Precision production	

Applies to: Respondents who were working on a degree.

CATI Code: TDEGREE ne “no degree” and N4DBLMAJ ne 3

Imputation Note: If N4DBLMAJ=3 then N4MJPC1=9900.

Sources: NPSAS:2004 Field Test student interview

N4MJPC2

[if N4MJPC1 = -9 then]

Please help us categorize your major using the drop-down list boxes below.

[else]

Please help us categorize [N4MAJPV] using the drop-down list boxes below. (Select a general area and a specific discipline within the area.)

- | | |
|---|--|
| 101 = Agriculture and related sciences | 916 = Higher education/higher education admin |
| 102 = Natural resources and conservation | 999 = Communications: other |
| 199 = Agriculture: other | 1001 = Biomedical/medical engineering |
| 201 = Architecture | 1002 = Chemical engineering |
| 202 = City/urban, community, regional planning | 1003 = Civil engineering |
| 203 = Drafting/design engineer technologies | 1004 = Computer engineering |
| 299 = Architecture: other | 1005 = Electrical, electronics, comm engineering |
| 301 = Area, ethnic, cultural, gender studies | 1006 = Engineering technologies/technicians |
| 400 = Business and related support services | 1007 = Environmental/envirom health engineering |
| 401 = Business admin, management, operations | 1008 = Mechanical engineering |
| 402 = Accounting and related services | 1099 = Computer sciences: other |
| 403 = Business operations support | 1100 = Mechanic technologies/technicians |
| 404 = Finance/financial management services | 1101 = Electrical/electronics and repair tech |
| 405 = Human resources management and services | 1102 = Heating and cooling/ventilation/refrig |
| 406 = Management info systems and services | 1103 = Vehicle maintenance/repair technologies |
| 407 = Marketing | 1199 = Construction trades: other |
| 408 = Real estate | 1201 = Romance languages, lit, and linguistics |
| 499 = Area studies: other | 1202 = Spanish language and literature |
| 500 = Communication and related programs | 1299 = Personal services: other |
| 501 = Communication and media studies | 1300 = English language and literature/letters |
| 502 = Communication technologies | 1301 = Creative writing |
| 503 = Journalism | 1302 = American literature |
| 599 = Arts: other | 1303 = English literature |
| 601 = Construction trades | 1399 = Education: other |
| 700 = Computer and information sciences | 1401 = Biological and physical sciences |
| 701 = Computer and information sciences | 1402 = Systems science and theory |
| 702 = Computer programming | 1403 = Biopsychology |
| 703 = Computer systems analysis | 1499 = Engineering: other |
| 704 = Data processing | 1500 = Legal professions and studies |
| 799 = Biological sciences: other | 1501 = Law |
| 801 = Cosmetology/related grooming services | 1502 = Undergraduate legal studies/pre-law |
| 802 = Funeral service and mortuary science | 1503 = Legal support services |
| 803 = Culinary and related services | 1599 = Literature: other |
| 899 = Business: other | 1600 = Liberal arts, general study, humanities |
| 900 = Education | 1601 = Liberal arts and sciences, humanities |
| 901 = Elementary education and teaching | 1701 = Crafts/craft design, folk art/artisanry |
| 902 = Secondary education and teaching | 1702 = Dance |
| 903 = Early childhood education and teaching | 1703 = Design and applied arts |
| 904 = Childcare provider/assistant | 1704 = Commercial and advertising art |
| 905 = Physical education teaching and coaching | 1705 = Drama/theatre arts and stagecraft |
| 906 = Special education and teaching | 1706 = Film/video and photographic arts |
| 907 = Teacher education, specific subject area | 1707 = Fine and studio art |
| 908 = Teaching assistant/aide | 1708 = Art history, criticism and conservation |
| 909 = Bilingual, multilingual, multicultural ed | 1709 = Music |
| 910 = Curriculum and instruction | 1710 = Music history, literature, and theory |
| 911 = Educational administration, supervision | 1799 = Human sciences: other |
| 912 = Educational/instructional media design | 1801 = Precision metal working |
| 913 = Student counseling, personnel services | 1802 = Woodworking |
| 914 = Educational assessment, eval, research | 1899 = Foreign languages: other |
| 915 = Adult, continuing education, teaching | 1900 = Library science |

1901 = Library science	3001 = Chemistry
2001 = Mathematics	3002 = Geological, earth sciences/geosciences
2002 = Statistics	3003 = Physics
2099 = Health professions: other	3004 = Biological and physical sciences
2100 = Military technologies	3005 = Systems science and theory
2201 = Air transportation	3099 = Philosophy, Theology: other
2299 = Interdisciplinary studies: other	3100 = Science technologies/technicians
2300 = Parks, leisure, and fitness studies	3101 = Biology tech/biotechnology tech
2301 = Parks, recreation and leisure studies	3102 = Nuclear/industrial radiologic tech
2302 = Health and physical education/fitness	3103 = Physical science technologies
2399 = Legal professions: other	3199 = Physical sciences: other
2401 = Philosophy	3200 = Health professions and clinical sciences
2402 = Religion/religious studies	3201 = Health services/allied/health sciences
2403 = Theology and religious vocations	3202 = Chiropractic (DC)
2499 = Liberal arts: other	3203 = Audiology/audiologist & hearing sciences
2500 = Psychology	3204 = Dentistry (DDS, DMD)
2501 = Clinical psychology	3205 = Dental support services/allied pro
2502 = Education/school psychology	3206 = Health, medical administrative services
2503 = Behavioral psychology	3207 = Allied health/medical assisting services
2504 = Biopsychology	3208 = Allied health diagnostic/intervention
2599 = Library science: other	3209 = Clinical/medical lab science/allied pro
2601 = Anthropology	3210 = Health/medical preparatory programs
2602 = Archeology	3211 = Medicine (MD), including psychiatry
2603 = Economics	3212 = Mental, social health/allied pro
2604 = Geography and cartography	3213 = Clinical pastoral/patient counsel
2605 = History	3214 = Nursing/registered (RN, ASN, BSN, MSN)
2606 = International relations and affairs	3215 = Nursing science (MS, PhD)
2607 = Political science and government	3216 = Licensed practical/vocational nurse
2608 = Sociology	3217 = Nurse and nursing assistant or aide
2699 = Mathematics: other	3218 = Optometry (OD)
2701 = Public administration	3219 = Osteopathic medicine/osteopathy (DO)
2702 = Social work	3220 = Pharmacy, pharmaceutical sciences
2799 = Mechanic technologies: other	3221 = Podiatric medicine/podiatry (DPM)
2801 = Corrections	3222 = Public health
2802 = Criminal justice	3223 = Rehabilitation and therapeutic prof
2803 = Police science	3224 = Veterinary medicine (DVM)
2804 = Fire protection	3225 = Health aides/attendants/orderlies
2899 = Military technologies: other	3226 = Dietetics/clinical nutrition services
2901 = General biology	3227 = Alternative/complementary medicine
2902 = Biochemistry/biophys/molecular biology	3299 = Precision Production: other
2903 = Botany/plant biology	3301 = Family, consumer sciences/human sciences
2904 = Zoology/animal biology	3302 = Child care, support services management
2905 = Biological and biomedical sciences	3303 = Child care provider/assistant
2906 = Biological and physical sciences	3304 = Apparel and textiles
2907 = Systems science and theory	3399 = Family human sciences, other
2908 = Biopsychology	9900 = Undeclared
2999 = Leisure studies: other	9999 = All others

Applies to: Respondents who were working on a degree.

CATI Code: TDEGREE ne “no degree” and N4DBLMAJ ne 3

Imputation Note: If N4DBLMAJ=3 then N4MJPC1=9900.

Sources: NPSAS:2004 Field Test student interview

Appendix C
Section A: Study Eligibility/Enrollment

N4MJSC1

[if N4MJSC1 = -9 then]

Please help us categorize your major using the drop-down list boxes below.

[else]

Please help us categorize [N4MAJSV] using the drop-down list boxes below.

(Select a general area and a specific discipline within the area.)

100	=	Agriculture and related sciences	1900	=	Library science
200	=	Architecture and related services	2000	=	Mathematics and statistics
300	=	Area, ethnic, cultural, and gender	2100	=	Military technologies
400	=	Business and related support services	2200	=	Transportation and materials moving
500	=	Communication and related programs	2300	=	Parks, leisure, and fitness studies
600	=	Construction trades	2400	=	Philosophy, religious studies, theology
700	=	Computer and information sciences	2500	=	Psychology
800	=	Personal services	2600	=	Social sciences and history
900	=	Education	2700	=	Public administration, social services
1000	=	Engineering and related sciences	2800	=	Security and protective services
1100	=	Mechanic technologies/technicians	2900	=	Biological and biomedical sciences
1200	=	Foreign languages and related programs	3000	=	Physical sciences
1300	=	English language and literature/letters	3100	=	Science technologies/technicians
1400	=	Interdisciplinary studies	3200	=	Health professions and clinical sciences
1500	=	Legal professions and studies	3300	=	Family/consumer sciences, human sciences
1600	=	Liberal arts, general study, humanities	9900	=	Undeclared
1700	=	Arts-visual and performing	9999	=	All others
1800	=	Precision production			

Applies to: Respondents who declared a double major.

CATI Code: TDEGREE ne “no degree” and N4DBLMAJ=2

Sources: NPSAS:2004 Field Test student interview

N4MJSC2

[if N4MJSC1 = -9 then]

Please help us categorize your major using the drop-down list boxes below.

[else]

Please help us categorize [N4MAJSV] using the drop-down list boxes below.

(Select a general area and a specific discipline within the area.)

- | | |
|--|--|
| 101 = Agriculture and related sciences | 916 = Higher education/higher education admin |
| 102 = Natural resources and conservation | 999 = Communications: other |
| 199 = Agriculture: other | 1001 = Biomedical/medical engineering |
| 201 = Architecture | 1002 = Chemical engineering |
| 202 = City/urban, community, regional planning | 1003 = Civil engineering |
| 203 = Drafting/design engineer technologies | 1004 = Computer engineering |
| 299 = Architecture: other | 1005 = Electrical,electronics,comm engineering |
| 301 = Area,ethnic,cultural,gender studies | 1006 = Engineering technologies/technicians |
| 400 = Business and related support services | 1007 = Environmental/enviro health engineering |
| 401 = Business admin,management,operations | 1008 = Mechanical engineering |
| 402 = Accounting and related services | 1099 = Computer sciences: other |
| 403 = Business operations support | 1100 = Mechanic technologies/technicians |
| 404 = Finance/financial management services | 1101 = Electrical/electronics and repair tech |
| 405 = Human resources management and services | 1102 = Heating and cooling/ventilation/refrig |
| 406 = Management info systems and services | 1103 = Vehicle maintenance/repair technologies |
| 407 = Marketing | 1199 = Construction trades: other |
| 408 = Real estate | 1201 = Romance languages, lit, and linguistics |
| 499 = Area studies: other | 1202 = Spanish language and literature |
| 500 = Communication and related programs | 1299 = Personal services: other |
| 501 = Communication and media studies | 1300 = English language and literature/letters |
| 502 = Communication technologies | 1301 = Creative writing |
| 503 = Journalism | 1302 = American literature |
| 599 = Arts: other | 1303 = English literature |
| 601 = Construction trades | 1399 = Education: other |
| 700 = Computer and information sciences | 1401 = Biological and physical sciences |
| 701 = Computer and information sciences | 1402 = Systems science and theory |
| 702 = Computer programming | 1403 = Biopsychology |
| 703 = Computer systems analysis | 1499 = Engineering: other |
| 704 = Data processing | 1500 = Legal professions and studies |
| 799 = Biological sciences: other | 1501 = Law |
| 801 = Cosmetology/related grooming services | 1502 = Undergraduate legal studies/pre-law |
| 802 = Funeral service and mortuary science | 1503 = Legal support services |
| 803 = Culinary and related services | 1599 = Literature: other |
| 899 = Business: other | 1600 = Liberal arts, general study, humanities |
| 900 = Education | 1601 = Liberal arts and sciences, humanities |
| 901 = Elementary education and teaching | 1701 = Crafts/craft design, folk art/artisanry |
| 902 = Secondary education and teaching | 1702 = Dance |
| 903 = Early childhood education and teaching | 1703 = Design and applied arts |
| 904 = Childcare provider/assistant | 1704 = Commercial and advertising art |
| 905 = Physical education teaching and coaching | 1705 = Drama/theatre arts and stagecraft |
| 906 = Special education and teaching | 1706 = Film/video and photographic arts |
| 907 = Teacher education, specific subject area | 1707 = Fine and studio art |
| 908 = Teaching assistant/aide | 1708 = Art history, criticism and conservation |
| 909 = Bilingual,multilingual,multicultural ed | 1709 = Music |
| 910 = Curriculum and instruction | 1710 = Music history, literature, and theory |
| 911 = Educational administration, supervision | 1799 = Human sciences: other |
| 912 = Educational/instructional media design | 1801 = Precision metal working |
| 913 = Student counseling, personnel services | 1802 = Woodworking |
| 914 = Educational assessment, eval, research | 1899 = Foreign languages: other |
| 915 = Adult, continuing education, teaching | 1900 = Library science |

Appendix C
Section A: Study Eligibility/Enrollment

1901 = Library science	3001 = Chemistry
2001 = Mathematics	3002 = Geological, earth sciences/geosciences
2002 = Statistics	3003 = Physics
2099 = Health professions: other	3004 = Biological and physical sciences
2100 = Military technologies	3005 = Systems science and theory
2201 = Air transportation	3099 = Philosophy, Theology: other
2299 = Interdisciplinary studies: other	3100 = Science technologies/technicians
2300 = Parks, leisure, and fitness studies	3101 = Biology tech/biotechnology tech
2301 = Parks, recreation and leisure studies	3102 = Nuclear/industrial radiologic tech
2302 = Health and physical education/fitness	3103 = Physical science technologies
2399 = Legal professions: other	3199 = Physical sciences: other
2401 = Philosophy	3200 = Health professions and clinical sciences
2402 = Religion/religious studies	3201 = Health services/allied/health sciences
2403 = Theology and religious vocations	3202 = Chiropractic (DC)
2499 = Liberal arts: other	3203 = Audiology/audiologist & hearing sciences
2500 = Psychology	3204 = Dentistry (DDS, DMD)
2501 = Clinical psychology	3205 = Dental support services/allied pro
2502 = Education/school psychology	3206 = Health, medical administrative services
2503 = Behavioral psychology	3207 = Allied health/medical assisting services
2504 = Biopsychology	3208 = Allied health diagnostic/intervention
2599 = Library science: other	3209 = Clinical/medical lab science/allied pro
2601 = Anthropology	3210 = Health/medical preparatory programs
2602 = Archeology	3211 = Medicine (MD), including psychiatry
2603 = Economics	3212 = Mental, social health/allied pro
2604 = Geography and cartography	3213 = Clinical pastoral/patient counsel
2605 = History	3214 = Nursing/registered (RN, ASN, BSN, MSN)
2606 = International relations and affairs	3215 = Nursing science (MS, PhD)
2607 = Political science and government	3216 = Licensed practical/vocational nurse
2608 = Sociology	3217 = Nurse and nursing assistant or aide
2699 = Mathematics: other	3218 = Optometry (OD)
2701 = Public administration	3219 = Osteopathic medicine/osteopathy (DO)
2702 = Social work	3220 = Pharmacy, pharmaceutical sciences
2799 = Mechanic technologies: other	3221 = Podiatric medicine/podiatry (DPM)
2801 = Corrections	3222 = Public health
2802 = Criminal justice	3223 = Rehabilitation and therapeutic prof
2803 = Police science	3224 = Veterinary medicine (DVM)
2804 = Fire protection	3225 = Health aides/attendants/orderlies
2899 = Military technologies: other	3226 = Dietetics/clinical nutrition services
2901 = General biology	3227 = Alternative/complementary medicine
2902 = Biochemistry/biophys/molecular biology	3299 = Precision Production: other
2903 = Botany/plant biology	3301 = Family, consumer sciences/human sciences
2904 = Zoology/animal biology	3302 = Child care, support services management
2905 = Biological and biomedical sciences	3303 = Child care provider/assistant
2906 = Biological and physical sciences	3304 = Apparel and textiles
2907 = Systems science and theory	3399 = Family human sciences, other
2908 = Biopsychology	9900 = Undeclared
2999 = Leisure studies: other	9999 = All others

Applies to: Respondents who declared a double major.

CATI Code: TDEGREE ne “no degree” and N4DBLMAJ=2

Sources: NPSAS:2004 Field Test student interview

N4PCCIP

CIP code- Primary major

Applies to: Respondents who were working on a degree.

CATI Code: TDEGREE ne “no degree” and N4DBLMAJ ne 3

Sources: NPSAS:2004 Field Test student interview

N4SCCIP

CIP code: secondary major

Applies to: Respondents who declared a double major.

CATI Code: TDEGREE ne “no degree” and N4DBLMAJ=2

Sources: NPSAS:2004 Field Test student interview

N4CLTYA

What types of classes have you been taking?

(Please check all that apply.)

Liberal arts

0 = Not taking liberal arts classes

1 = Yes, taking liberal arts classes

Applies to: Respondents who were not enrolled in a degree program during the 2002-2003 school year.

CATI Code: TDEGREE = “no degree”

Sources: NPSAS:2004 Field Test student interview

N4CLTYB

What types of classes have you been taking?

(Please check all that apply.)

Fine arts

0 = Not taking fine arts classes

1 = Yes, taking fine arts classes

Applies to: Respondents who were not enrolled in a degree program during the 2002-2003 school year.

CATI Code: TDEGREE = “no degree”

Sources: NPSAS:2004 Field Test student interview

N4CLTYC

What types of classes have you been taking?

(Please check all that apply.)

Sciences

0 = Not taking science classes

1 = Yes, taking science classes

Applies to: Respondents who were not enrolled in a degree program during the 2002-2003 school year.

CATI Code: TDEGREE = “no degree”

Sources: NPSAS:2004 Field Test student interview

N4CLTYD

What types of classes have you been taking?
(Please check all that apply.)

Business

0 = Not taking business classes

1 = Yes, taking business classes

Applies to: Respondents who were not enrolled in a degree program during the 2002-2003 school year.

CATI Code: TDEGREE = “no degree”

Sources: NPSAS:2004 Field Test student interview

N4CLTYE

What types of classes have you been taking?
(Please check all that apply.)

Computer Sciences

0 = Not taking computer science classes

1 = Yes, taking computer science classes

Applies to: Respondents who were not enrolled in a degree program during the 2002-2003 school year.

CATI Code: TDEGREE = “no degree”

Sources: NPSAS:2004 Field Test student interview

N4CLTYF

What types of classes have you been taking?
(Please check all that apply.)

Health

0 = Not taking health classes

1 = Yes, taking health classes

Applies to: Respondents who were not enrolled in a degree program during the 2002-2003 school year.

CATI Code: TDEGREE = “no degree”

Sources: NPSAS:2004 Field Test student interview

N4CLTYG

What types of classes have you been taking?
(Please check all that apply.)

Public Services

0 = Not taking public service classes

1 = Yes, taking public service classes

Applies to: Respondents who were not enrolled in a degree program during the 2002-2003 school year.

CATI Code: TDEGREE = “no degree”

Sources: NPSAS:2004 Field Test student interview

N4CLTYH

What types of classes have you been taking?

(Please check all that apply.)

Vocational/technical

0 = Not taking vocational/technical classes

1 = Yes, taking vocational/technical classes

Applies to: Respondents who were not enrolled in a degree program during the 2002-2003 school year.

CATI Code: TDEGREE = “no degree”

Sources: NPSAS:2004 Field Test student interview

N4CLTYI

What types of classes have you been taking?

(Please check all that apply.)

University transfer

0 = No, not taking university/transfer

1 = Yes, taking university/transfer

Applies to: Respondents who were not enrolled in a degree program during the 2002-2003 school year.

CATI Code: TDEGREE = “no degree”

Sources: NPSAS:2004 Field Test student interview

N4CLTYX

What types of classes have you been taking?

(Please check all that apply.)

Other, please specify

0 = No other type of courses

1 = Yes, taking other type of courses

Applies to: Respondents who were not enrolled in a degree program during the 2002-2003 school year.

CATI Code: TDEGREE = “no degree”

Sources: NPSAS:2004 Field Test student interview

N4CLTYS

What types of classes have you been taking?

(Please check all that apply.)

Applies to: Respondents who were not enrolled in a degree program who reported another type of class.

CATI Code: N4CLTYX=1

Sources: NPSAS:2004 Field Test student interview

N4GPA1

Is your GPA measured on a 4.00 scale?

- 1 = Yes, GPA measured on 4.00 scale
- 2 = No, it is measured on a 5 point scale
- 3 = No, all grades are pass/fail
- 4 = No, the school does not award grades
- 5 = Other grading scale

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4GPA

What was your cumulative GPA at [NPSAS] through the end of your last term in the 2002-2003 school year?

Applies to: Respondents who were on a 4 point GPA scale.

CATI Code: N4GPA1=1

Imputation Note: If N4GPA1=1 and N4GPAEST gt 0 then N4GPA=midpoint of N4GPAEST ranges.

Sources: NPSAS:2004 Field Test student interview

N4GPAEST

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

- 1 = Mostly A's
- 2 = A's and B's
- 3 = Mostly B's
- 4 = B's and C's
- 5 = Mostly C's
- 6 = C's and D's
- 7 = Mostly D's or below
- 8 = Don't know

Applies to: Respondents who were on a 4 point scale who did not know their numeric GPA, or who were on a grading scale other than a 4 point scale.

CATI Code: (N4GPA1=1 and N4GPA= -9.00) or (N4GPA = (2,5))

Sources: NPSAS:2004 Field Test student interview

N4DGBMY

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

Applies to: Undergraduate respondents.

CATI Code: TSTAT=1

Sources: NPSAS:2004 Field Test student interview

N4CMPDGN

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

0 = No, did not complete degree requirements

1 = Yes, completed degree requirements

Applies to: Respondents who were working on a degree or certificate program.

CATI Code: TDEGREE ne “no degree” and N4ELIG=2

Imputation Note: If N4ELIG=1 then N4CMPDGN=0.

Sources: NPSAS:2004 Field Test student interview

N4GRLEV

Are you...

1 = Still taking classes

2 = Working on dissertation

3 = Internship, residency, or practicum

Applies to: Doctoral and professional respondents who were enrolled during the 2002-2003 school year.

CATI Code: TDEGREE ne “no degree” and TSTAT=2 and N4ELIG=1 and (N4DGGR = (7,11) or N4DGPR gt 0)

Sources: NPSAS:2004 Field Test student interview

N4GRMY

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

Applies to: Graduate and graduate professional respondents who were working on a degree.

CATI Code: TDEGREE ne “no degree” and TSAT=2

Sources: NPSAS:2004 Field Test student interview

N4GRST

Since you started working on your [T_DEGREE], have you been enrolled mainly as a full-time student or part-time student?

Applies to: Graduate and graduate professional respondents who were working on a degree.

CATI Code: TDEGREE ne “no degree” and TSTAT=2

Sources: NPSAS:2004 Field Test student interview

N4EXNMY

When do you expect to complete the requirements for your [TDEGREE]?

Will not finish the [TDEGREE] at NPSAS

0=No

1=Yes

Applies to: Respondents who were working toward a degree at NPSAS who expect to complete it.

CATI Code: TDEGREE ne “no degree” and N4CMPDGN ne 1 and N4EXPN ne 1

Sources: NPSAS:2004 Field Test student interview

N4EXPN

When do you expect to complete the requirements for your [TDEGREE]?

Will not finish the [TDEGREE] at [NPSAS]

0 = No, will not complete

1 = Yes, will complete

Applies to: Respondents who were working toward a degree at NPSAS, have not completed the degree and did not provide an expected completion date.

CATI Code: TDEGREE ne “no degree” and N4CMPDGN ne 1 and N4EXNMY lt 0

Sources: NPSAS:2004 Field Test student interview

N4DGNMY

When did you complete your [TDEGREE]?

Applies to: Respondents who completed a degree at NPSAS.

CATI Code: N4CMPDGN=1

Sources: NPSAS:2004 Field Test student interview

N4EXPD

Do you plan to complete a degree at [NPSAS]?

0 = No, do not plan to complete degree

1 = Yes, plan to complete degree

2 = Don’t know

Applies to: Respondents who were not working on a degree at NPSAS.

CATI Code: TDEGREE= “no degree”

Sources: NPSAS:2004 Field Test student interview

N4EXPNP

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

1 = Bachelor’s degree

2 = Associate’s degree

3 = Undergraduate certificate or diploma

6 = Master’s degree

7 = Doctoral degree

8 = Post-baccalaureate certificate

10 = Post-master’s certificate

12 = Professional degree

Applies to: All respondents except those who did not plan to complete a degree at NPSAS and respondents working on a doctoral degree.

CATI Code: (N4EXPD = (1,2) and N4EXPN ne 1) and N4DGGR ne 7

Sources: NPSAS:2004 Field Test student interview

N4NEW1

Have you attended any other schools, besides [NPSAS], since July 1, 2002?

0 = No, have not attended any other schools

1 = Yes, have attended other schools

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

TMULTPL

Indicator of multiple enrollment during [NPSAS] year.

If N4NUMSCH gt 1 then TMULTPL = 1.

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4IPED1

What other school have you attended since July 1, 2002?

IPEDS

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: IPEDS-IC

N4SCH1

What other school have you attended since July 1, 2002?

School name

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: IPEDS-IC

N4CT1

What other school have you attended since July 1, 2002?

City

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

Appendix C
Section A: Study Eligibility/Enrollment

N4ST1

What other school have you attended since July 1, 2002?

State

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

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: IPEDS-IC

N4LEVL1

What other school have you attended since July 1, 2002?

Level

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

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: IPEDS-IC

N4CTRL1

What other school have you attended since July 1, 2002?

Control

1 = Public

2 = Private not-for-profit

3 = Private for-profit

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: IPEDS-IC

N41EN01

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

July

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EN02

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

August

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EN03

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

September

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EN04

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

October

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EN05

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

November

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EN06

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

December

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EN07

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

January

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EN08

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

February

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EN09

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

March

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EN10

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

April

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EN11

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

May

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EN12

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 1]?

If you plan to be enrolled for any portion of a month, please include that month.

June

0 = Not enrolled

1 = Enrolled

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N41EMX

Monthly enrollment indicators-school 1

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N4STS1

During the 2002-2003 school year, have you been enrolled at [New school 1] mainly as a full-time student or part-time student?

1 = Mainly a full-time student

2 = Mainly a part-time student

3 = Equal mix of full- and part-time

Applies to: Respondents who have attended other school 1 in study year.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N4NEW2

Have you attended any other schools since July 1, 2002? The schools you have identified so far are:

[List schools]

0 = No other schools during NPSAS year

1 = Yes, attended others during NPSAS year

Applies to: Respondents who have attended at least one additional school.

CATI Code: N4NEW1=1

Sources: NPSAS:2004 Field Test student interview

N4IPED2

What other school have you attended since July 1, 2002?

IPEDS

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: IPEDS-IC

N4SCH2

What other school have you attended since July 1, 2002?

School Name

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: IPEDS-IC

N4CT2

What other school have you attended since July 1, 2002?

City

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: IPEDS-IC

N4ST2

What other school have you attended since July 1, 2002?

State

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: IPEDS-IC

N4LEVL2

What other school have you attended since July 1, 2002?

Level

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: IPEDS-IC

N4CTRL2

What other school have you attended since July 1, 2002?

Control

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: IPEDS-IC

N42EN01

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

July

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EN02

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

August

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EN03

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

September

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EN04

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

October

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EN05

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

November

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EN06

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

December

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EN07

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

January

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EN08

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

February

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EN09

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

March

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EN10

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

April

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EN11

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

May

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EN12

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 2]?

If you plan to be enrolled for any portion of a month, please include that month.

June

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N42EMX

Monthly enrollment indicators-school 2

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N4STS2

During the 2002-2003 school year, have you been enrolled at [New school 2] mainly as a full-time student or part-time student?

Applies to: Respondents who have attended other school 2 in study year.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N4NEW3

Have you attended any other schools since July 1, 2002? The schools you have identified so far are:

[List schools]

Applies to: Respondents who have attended at least two additional schools.

CATI Code: N4NEW2=1

Sources: NPSAS:2004 Field Test student interview

N4IPED3

What other school have you attended since July 1, 2002?

IPEDS

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: IPEDS-IC

N4SCH3

What other school have you attended since July 1, 2002?

School Name

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: IPEDS-IC

N4CT3

What other school have you attended since July 1, 2002?

City

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: IPEDS-IC

N4ST3

What other school have you attended since July 1, 2002?

State

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: IPEDS-IC

N4LEVL3

What other school have you attended since July 1, 2002?

Level

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: IPEDS-IC

N4CTRL3

What other school have you attended since July 1, 2002?

Control

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: IPEDS-IC

N43EN01

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

July

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EN02

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

August

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EN03

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

September

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EN04

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

October

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EN05

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

November

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EN06

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

December

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EN07

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

January

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EN08

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

February

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EN09

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

March

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EN10

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

April

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EN11

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

May

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EN12

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 3]?

If you plan to be enrolled for any portion of a month, please include that month.

June

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N43EMX

Monthly enrollment indicators-school 3

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N4STS3

During the 2002-2003 school year, have you been enrolled at [New school 3] mainly as a full-time student or part-time student?

Applies to: Respondents who have attended other school 3 in study year.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N4NEW4

Have you attended any other schools since July 1, 2002? The schools you have identified so far are:
[List schools]

Applies to: Respondents who have attended at least three additional schools.

CATI Code: N4NEW3=1

Sources: NPSAS:2004 Field Test student interview

N4IPED4

What other school have you attended since July 1, 2002?

IPEDS

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: IPEDS-IC

N4SCH4

What other school have you attended since July 1, 2002?

School Name

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: IPEDS-IC

N4CT4

What other school have you attended since July 1, 2002?

City

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: IPEDS-IC

N4ST4

What other school have you attended since July 1, 2002?

State

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: IPEDS-IC

N4LEVL4

What other school have you attended since July 1, 2002?

Level

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: IPEDS-IC

N4CTRL4

What other school have you attended since July 1, 2002?

Control

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: IPEDS-IC

N44EN01

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

July

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EN02

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

August

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EN03

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

September

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EN04

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

October

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EN05

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

November

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EN06

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

December

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EN07

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

January

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EN08

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

February

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EN09

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

March

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EN10

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

April

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EN11

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

May

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EN12

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 4]?

If you plan to be enrolled for any portion of a month, please include that month.

June

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N44EMX

Monthly enrollment indicators-school 4

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N4STS4

During the 2002-2003 school year, have you been enrolled at [New school 4] mainly as a full-time student or part-time student?

Applies to: Respondents who have attended other school 4 in study year.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N4NEW5

Have you attended any other schools since July 1, 2002? The schools you have identified so far are:
[List schools]

Applies to: Respondents who have attended at least four additional schools.

CATI Code: N4NEW4=1

Sources: NPSAS:2004 Field Test student interview

N4IPED5

What other school have you attended since July 1, 2002?

IPEDS

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: IPEDS-IC

N4SCH5

What other school have you attended since July 1, 2002?

School Name

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: IPEDS-IC

N4CT5

What other school have you attended since July 1, 2002?

City

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: IPEDS-IC

N4ST5

What other school have you attended since July 1, 2002?

State

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: IPEDS-IC

N4LEVL5

What other school have you attended since July 1, 2002?

Level

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: IPEDS-IC

N4CTRL5

What other school have you attended since July 1, 2002?

Control

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: IPEDS-IC

N45EN01

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

July

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EN02

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

August

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EN03

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

September

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EN04

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

October

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EN05

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

November

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EN06

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

December

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EN07

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

January

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EN08

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

February

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EN09

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

March

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EN10

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

April

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EN11

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

May

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EN12

Between July 2002 and June 2003, in which months will you have been enrolled at [New school 5]?

If you plan to be enrolled for any portion of a month, please include that month.

June

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N45EMX

Monthly enrollment indicators-school 5

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: NPSAS:2004 Field Test student interview

N4STS5

During the 2002-2003 school year, have you been enrolled at [New school 5] mainly as a full-time student or part-time student?

Applies to: Respondents who have attended other school 5 in study year.

CATI Code: N4NEW5=1

Sources: IPEDS-IC

N4EMX

Monthly enrollment indicators-all schools

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4NUMSCH

Internal Variable:

If N4NEW2=1 then loop through the school collection items (NEW*-STS*)

[else] go to N4NUMSCH

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4NFST

Was [NPSAS] the first school you ever enrolled in after completing high school requirements?

0 = No, NPSAS was not first school ever attended

1 = Yes, NPSAS was first school ever attended

Applies to: Undergraduate and undergraduate professional respondents.

CATI Code: TSTAT=1

Sources: NPSAS:2004 Field Test student interview

N4FXIPED

What was the first college or trade school you ever enrolled in after high school?

IPEDS

Applies to: Respondents for whom NPSAS was not the first school after high school.

CATI Code: N4NFST=0

Sources: IPEDS-IC

N4FXSCH

What was the first college or trade school you ever enrolled in after high school?

School Name

Applies to: Respondents for whom NPSAS was not the first school after high school.

CATI Code: N4NFST=0

Sources: IPEDS-IC

N4FXCT

What was the first college or trade school you ever enrolled in after high school?

City

Applies to: Respondents for whom NPSAS was not the first school after high school.

CATI Code: N4NFST=0

Sources: IPEDS-IC

N4FXST

What was the first college or trade school you ever enrolled in after high school?

State

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

Applies to: Respondents for whom NPSAS was not the first school after high school.

CATI Code: N4NFST=0

Sources: IPEDS-IC

N4FXLEVL

What was the first college or trade school you ever enrolled in after high school?

Level

Applies to: Respondents for whom NPSAS was not the first school after high school.

CATI Code: N4NFST=0

Sources: IPEDS-IC

N4FXCTRL

What was the first college or trade school you ever enrolled in after high school?

Control

Applies to: Respondents for whom NPSAS was not the first school after high school.

CATI Code: N4NFST=0

Sources: IPEDS-IC

N4FSTMY

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

Applies to: Respondents for whom NPSAS was not the first school after high school.

CATI Code: N4NFST=0

Sources: NPSAS:2004 Field Test student interview

N4TRNSFR

Did you transfer to [NPSAS] from another school at any time during 2002-2003?

0 = No, did not transfer to NPSAS

1 = Yes, transferred to NPSAS

Applies to: Undergraduates and undergraduate professionals who attended multiple schools during the 2002-2003 school year.

CATI Code: TSTAT=1 and TMULTPL=1

Sources: NPSAS:2004 Field Test student interview

N4TRNCRD

Did [NPSAS] accept all, some, or none of the credits you wanted to transfer?

0 = None

1 = All

2 = Some

Applies to: Undergraduates and undergraduate professionals who transferred to NPSAS from another school during the 2002-2003 school year.

CATI Code: TSTAT=1 and TMULTPL=1 and N4TRNSFR=1

Sources: NPSAS:2004 Field Test student interview

N4TRNAWY

Did you transfer from [NPSAS] to another school at any point during, 2002-2003?

0 = No, did not transfer from NPSAS

1 = Yes, transferred from NPSAS

Applies to: Undergraduates and undergraduate professionals who attended multiple schools during the 2002-2003 school year.

CATI Code: TSTAT=1 and TMULTPL=1

Sources: NPSAS:2004 Field Test student interview

N4TRNPLN

Do you plan to transfer from [NPSAS] to another school?

0 = Do not plan to transfer from NPSAS

1 = Yes, plan to transfer from NPSAS

Applies to: Undergraduates and undergraduate professionals who have not transferred from the NPSAS school to another school.

CATI Code: TSTAT=1 and N4TRNAWY ne (1,-9)

Sources: NPSAS:2004 Field Test student interview

N4PRDG

[if TDEGREE = 0 then]

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

[else]

Other than the [TDEGREE] that you [are working on/earned] at [NPSAS], have you earned any other degrees or certificates since you left high school?

0 = Did not earn prior degree/certificates

1 = Yes, earned prior degree/certificates

Applies to: All respondents except those whose first school after high school was not NPSAS.

CATI Code: N4NFST ne 1

Sources: NPSAS:2004 Field Test student interview

N4PRCHKA

Have you earned a bachelor's degree?

0 = Have not earned bachelor's degree

1 = Yes, earned bachelor's degree

Applies to: Respondents working on a degree higher than a bachelor's degree who reported no prior degrees.

CATI Code: N4NFST ne 1 and N4PRDG ne 1 and TDEGREE = (MS, post-MS certificate, Doctoral)

Sources: NPSAS:2004 Field Test student interview

N4PRCHKB

Have you earned a master's degree?

0 = Have not earned master's degree

1 = Yes, earned master's degree

Applies to: Respondents working on a degree higher than a bachelor's degree who reported no prior degrees.

CATI Code: N4NFST ne 1 and N4PRDG ne 1 and TDEGREE="Doctoral"

Sources: NPSAS:2004 Field Test student interview

N4OTDGA

What degrees or certificates have you already earned?

(Please check all that apply.)

Bachelor's degree

0 = Have not earned bachelor's degree

1 = Yes, earned backelor's degree

Applies to: Respondents who have earned other degrees or certificates.

CATI Code: N4PRDG=1

Sources: NPSAS:2004 Field Test student interview

N4OTDGB

What degrees or certificates have you already earned?

(Please check all that apply.)

Associate's degree

0 = Have not earned associate's degree

1 = Yes, earned associate's degree

Applies to: Respondents who have earned other degrees or certificates.

CATI Code: N4PRDG=1

Sources: NPSAS:2004 Field Test student interview

N4OTDGC

What degrees or certificates have you already earned?

(Please check all that apply.)

Undergraduate certificate/diploma

0 = Have not earned undergrad certificate

1 = Yes, earned undergraduate certificate

Applies to: Respondents who have earned other degrees or certificates.

CATI Code: N4PRDG=1

Sources: NPSAS:2004 Field Test student interview

N4OTDGD

What degrees or certificates have you already earned?

(Please check all that apply.)

Post-baccalaureate certificate

0 = Have not earned post-BA certificate

1 = Yes, earned post-BA certificate

Applies to: Respondents who have earned other degrees or certificates.

CATI Code: N4PRDG=1

Sources: NPSAS:2004 Field Test student interview

N4OTDGE

What degrees or certificates have you already earned?

(Please check all that apply.)

Master's degree

0 = Have not earned master's degree

1 = Yes, earned master's degree

Applies to: Respondents who have earned other degrees or certificates.

CATI Code: N4PRDG=1

Sources: NPSAS:2004 Field Test student interview

N4OTDGF

What degrees or certificates have you already earned?

(Please check all that apply.)

Post-master's certificate

0 = Have not earned post-MA certificate

1 = Yes, earned post-MA certificate

Applies to: Respondents who have earned other degrees or certificates.

CATI Code: N4PRDG=1

Sources: NPSAS:2004 Field Test student interview

N4OTDGG

What degrees or certificates have you already earned?

(Please check all that apply.)

Professional degree

0 = Have not earned professional degree

1 = Yes, earned professional degree

Applies to: Respondents who have earned other degrees or certificates.

CATI Code: N4PRDG=1

Sources: NPSAS:2004 Field Test student interview

N4OTDGH

What degrees or certificates have you already earned?

(Please check all that apply.)

Doctoral degree

0 = Have not earned doctoral degree

1 = Yes, earned doctoral degree

Applies to: Respondents who have earned other degrees or certificates.

CATI Code: N4PRDG=1

Sources: NPSAS:2004 Field Test student interview

N4PRDGMY

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

Applies to: Respondents who have earned a bachelor's degree.

CATI Code: N4OTDGA=1

Sources: NPSAS:2004 Field Test student interview

N4BAIPED

Where did you earn your bachelor's degree?

IPEDS

Applies to: Respondents who have earned a bachelor's degree.

CATI Code: N4OTDGA=1

Sources: IPEDS-IC

N4BASCH

Where did you earn your bachelor's degree?

School Name

Applies to: Respondents who have earned a bachelor's degree.

CATI Code: N4OTDGA=1

Sources: IPEDS-IC

N4BACT

Where did you earn your bachelor's degree?

City

Applies to: Respondents who have earned a bachelor's degree.

CATI Code: N4OTDGA=1

Sources: NPSAS:2004 Field Test student interview

N4BAST

Where did you earn your bachelor's degree?

State

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

Applies to: Respondents who have earned a bachelor's degree.**CATI Code:** N4OTDGA=1**Sources:** IPEDS-IC**N4BALEVL**

Where did you earn your bachelor's degree?

Level

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

Applies to: Respondents who have earned a bachelor's degree.**CATI Code:** N4OTDGA=1**Sources:** IPEDS-IC**N4BACTRL**

Where did you earn your bachelor's degree?

Control

- 1 = Public
- 2 = Private not-for-profit
- 3 = Private for-profit
- 4 = Other type of school

Applies to: Respondents who have earned a bachelor's degree.**CATI Code:** N4OTDGA=1**Sources:** IPEDS-IC

N4EXPEVR

What is the highest level of education you ever expect to complete?

- 0 = No degree/certificate
- 1 = Bachelor's degree
- 2 = Associate's degree
- 3 = Undergraduate certificate or diploma
- 6 = Master's degree
- 7 = Doctoral degree
- 8 = Post-baccalaureate certificate
- 10 = Post-master's certificate
- 12 = Professional degree

Applies to: All respondents.

Imputation Note: If N4DGGR = 7 then N4EXPEVR=7.

Sources: NPSAS:2004 Field Test student interview

N4EVRCC

Have you ever taken classes at a community college?

- 0 = Never attended a community college
- 1 = Yes, have attended a community college

Applies to: All respondents.

Imputation Note: If Y_NPLEVL gt 1 or N4FXLEVL gt 1 or (N4LEVL1-N4LEVL5 gt 1) then N4EVRCC=1. If N4FXLEVL gt 1 or Y_NPLEVL gt 1 or (N4LEVL1-N4LEVL5 gt 1) then N4EVRCC=1.

Sources: NPSAS:2004 Field Test student interview

N4RSNA

What was your main reason for enrolling at [less-than-4-year-school]?

Learn job skills/prepare for job

- 0 = Not to learn job skills
- 1 = Yes, to learn job skills

Applies to: Respondents who have been enrolled in a less-than-4-year school during the 2002-2003 school year.

CATI Code: Y_NPLEVL gt 1 and N4FXLEVL gt 1 and N4LEVL1-N4LEVL5 gt 1

Sources: NPSAS:2004 Field Test student interview

N4RSNB

What was your main reason for enrolling at [less-than-4-year-school]?

Transfer to a 2-year school

- 0 = Not to transfer to a 2-year school
- 1 = Yes, to transfer to a 2-year school

Applies to: Respondents who have been enrolled in a less-than-4-year school during the 2002-2003 school year.

CATI Code: Y_NPLEVL gt 1 and N4FXLEVL gt 1 and N4LEVL1-N4LEVL5 gt 1

Sources: NPSAS:2004 Field Test student interview

N4RSNC

What was your main reason for enrolling at
[less-than-4-year-school]?

Transfer to a 4-year school

0 = Not to transfer to 4 year school

1 = Yes, to transfer to 4 year school

Applies to: Respondents who have been enrolled in a less-than-4-year school during the 2002-2003 school year.

CATI Code: Y_NPLEVL gt 1 and N4FXLEVL gt 1 and N4LEVL1-N4LEVL5 gt 1

Sources: NPSAS:2004 Field Test student interview

N4RSND

What was your main reason for enrolling at
[less-than-4-year-school]?

Transfer to another school, but do not know where

0 = Not to transfer to another school

1 = Yes, to transfer to another school

Applies to: Respondents who have been enrolled in a less-than-4-year school during the 2002-2003 school year.

CATI Code: Y_NPLEVL gt 1 and N4FXLEVL gt 1 and N4LEVL1-N4LEVL5 gt 1

Sources: NPSAS:2004 Field Test student interview

N4RSNE

What was your main reason for enrolling at [less-than-4-year-school]?

Personal interest or enrichment

0 = Not for personal interest or enrichment

1 = Yes, for personal interest or enrichment

Applies to: Respondents who have been enrolled in a less-than-4-year school during the 2002-2003 school year.

CATI Code: Y_NPLEVL gt 1 and N4FXLEVL gt 1 and N4LEVL1-N4LEVL5 gt 1

Sources: NPSAS:2004 Field Test student interview

N4RSNF

What was your main reason for enrolling at [less-than-4-year-school]?

Complete a certificate

0 = Not to complete certificate

1 = Yes, to complete certificate

Applies to: Respondents who have been enrolled in a less-than-4-year school during the 2002-2003 school year.

CATI Code: Y_NPLEVL gt 1 and N4FXLEVL gt 1 and N4LEVL1-N4LEVL5 gt 1

Sources: NPSAS:2004 Field Test student interview

N4RSNG

What was your main reason for enrolling at [less-than-4-year-school]?

Complete an associate's degree

0 = Not to complete associates degree

1 = Yes, to complete associates degree

Applies to: Respondents who have been enrolled in a less-than-4-year school during the 2002-2003 school year.

CATI Code: Y_NPLEVL gt 1 and N4FXLEVL gt 1 and N4LEVL1-N4LEVL5 gt 1

Sources: NPSAS:2004 Field Test student interview

N4EVR4YR

Have you ever attended a 4-year school?

0 = Never attended 4-year school

1 = Yes, have attended 4-year school

Applies to: All respondents.

Imputation Note: If (Y_NPLEVL=1 or N4FXLEVL=1 or N4LEVL1-N4LEVL5=1) then N4EVR4YR=1.

Sources: NPSAS:2004 Field Test student interview

N4GENDR

So that the rest of this interview may be customized for you, please answer the following questions. What is your gender?

1 = Male

2 = Female

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DOBMY

So that the rest of this interview can be customized for you, please answer the following questions. In what month and year were you born?

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

TAGE

Internal Variable: To determine age

Calculate age as of January 1, 2003 based on N4DOB.

TAGE = 2003 - N4DOBY - 1

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4MARR

What is your current marital status?

- 1 = Single, never married
- 2 = Married
- 3 = Separated
- 4 = Divorced
- 5 = Widowed

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DIPL

Which of the following best describes your high school completion?

- 1 = Received a high school diploma
- 2 = Passed a GED test
- 3 = Received completion certificate
- 4 = Attended a foreign high school
- 5 = Did not complete high school/equivalency
- 6 = Was home schooled

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4HSYR

When did you complete high school?

[if N4DIPL = 4 then]

When did you last attend high school?

[if N4DIPL = 1 then]

When did you receive your high school diploma?

[if N4DIPL = 3 then]

When did you receive your high school certificate?

[if N4DIPL = 2 then]

When did you receive your GED?

Year

Applies to: All respondents.

Imputation Note: If N4DIPL=5 then N4HSYR=0.

Sources: NPSAS:2004 Field Test student interview

N4CMP

Were you completing high school requirements for the entire time you were enrolled at [NPSAS] between July 1, 2002 and June 30, 2003?

- 0 = Not completing high school requirements
- 1 = Completing high school requirements

Applies to: Respondents who completed high school in the current year or who have not completed HS.

CATI Code: N4HSYR = (2003,-9,0) or N4DIPL=5

Sources: NPSAS:2004 Field Test student interview

Appendix C
Section A: Study Eligibility/Enrollment

N4HSST

In what state did you attend high school?

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

Applies to: Respondents under 30 who were not enrolled in a foreign high school.

CATI Code: N4DIPL ne 4 and TAGE lt 30.

Sources: NPSAS:2004 Field Test student interview

N4HSTYP

Was your high school public or private?

- 1 = Public
- 2 = Private
- 3 = Attended a foreign high school

Applies to: All respondents except those who were home schooled.

CATI Code: N4DIPL ne 6

Imputation Note: If N4DIPL=4 then N4HSTYP=3.

Sources: NPSAS:2004 Field Test student interview

TDELAY

Internal Variable: To determine if there was at least a one year delay between high school and postsecondary enrollment. Calculate the amount of time between high school completion and first enrollment in postsecondary education. If that is > 1 yr then TDELAY=1.

if N4NFST=1 then if [N4SCHSTR- N4HSYR] >1 then TDELAY=1

[else] if N4NFST =1 then if [N4FSTYY-N4HSYR] >1 Then TDELAY=1

[else] if TDELAY=0.

0 = Did not delay

1 = Delayed

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4BPSELG

Internal Variable: To determine eligibility for inclusion in the BPS cohort.

Undergraduate freshmen or first-year students between July 1, 2002 and June 30, 2003 and had no transfer credits from another postsecondary institution are BPS eligible.

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

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Section B: Financial Aid

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N4TASST

For the 2002-2003 school year, which of the following did you have?

(Please check all that apply.)

A teaching assistantship

0 = No graduate teaching assistantship

1 = Yes, graduate teaching assistantship

Applies to: All respondents.

Imputation Note: If TSTAT=1 then N4TASST=0.

Sources: NPSAS:2004 Field Test student interview

N4TASSM

For the 2002-2003 school year, which of the following did you have?

(Please check all that apply.)

Teaching assistantship amount

Applies to: All respondents.

Imputation Note: If N4TASST=0 then N4TASSM=0.

Sources: NPSAS:2004 Field Test student interview

N4RASST

For the 2002-2003 school year, which of the following did you have?

(Please check all that apply.)

Research assistantship

0 = No research assistantship

1 = Yes, research assistantship

Applies to: All respondents.

Imputation Note: If TSTAT=1 then N4RASST=0.

Sources: NPSAS:2004 Field Test student interview

N4RASSM

For the 2002-2003 school year, which of the following did you have?

(Please check all that apply.)

Research assistantship amount

Applies to: All respondents.

Imputation Note: If N4RASST=0 then N4RASSM=0.

Sources: NPSAS:2004 Field Test student interview

N4GFEL

For the 2002-2003 school year, which of the following did you have?

(Please check all that apply.)

Graduate fellowship

0 = No graduate fellowship

1 = Yes, graduate fellowship

Applies to: All respondents.

Imputation Note: If TSTAT=1 then N4GFEL=0.

Sources: NPSAS:2004 Field Test student interview

N4GFELM

For the 2002-2003 school year, which of the following did you have?
(Please check all that apply.)

Fellowship amount

Applies to: All respondents.

Imputation Note: If N4GFEL=0 then N4GFELM=0.

Sources: NPSAS:2004 Field Test student interview

N4TRNSHP

For the 2002-2003 school year, which of the following did you have?
(Please check all that apply.)

Traineeship

0 = No traineeship

1 = Yes, traineeship

Applies to: All respondents.

Imputation Note: If TSTAT=1 then N4TRNSHP=0.

Sources: NPSAS:2004 Field Test student interview

N4TRNSM

For the 2002-2003 school year, which of the following did you have?
(Please check all that apply.)

Traineeship amount

Applies to: All respondents.

Imputation Note: If N4TRNSHP=0 then N4TRNSM=0.

Sources: NPSAS:2004 Field Test student interview

N4GASST

For the 2002-2003 school year, which of the following did you have?
(Please check all that apply.)

Graduate assistantship

0 = No other graduate assistantship

1 = Yes, other graduate assistantship

Applies to: All respondents.

Imputation Note: If TSTAT=1 then N4GASST=0.

Sources: NPSAS:2004 Field Test student interview

N4GASSM

For the 2002-2003 school year, which of the following did you have?
(Please check all that apply.)

Other graduate assistantship amount

Applies to: All respondents.

Imputation Note: If N4GASST=0 then N4GASSM=0.

Sources: NPSAS:2004 Field Test student interview

N4NONE

For the 2002-2003 school year, which of the following did you have?

(Please check all that apply.)

No graduate assistantship

(Choose none and then hit continue if you did not receive any of the following.)

0 = Had a graduate assistantship

1 = No graduate assistantship

Applies to: All respondents.

Imputation Note: If N4TASST=1 or N4RASST=1 or N4GFEL=1 or N4TRNSHP=1 or N4GASST=1 then N4NONE=0. If TSTAT=1 then N4NONE=1.

Sources: NPSAS:2004 Field Test student interview

N4TUITN

As part of your [assistantship/fellowship/traineeship], did you receive a tuition waiver?

0 = Tuition not paid by assistantship

1 = Tuition paid by assistantship

Applies to: All respondents.

Imputation Note: If N4TASST ne 1 and N4RASST ne 1 then N4TUITN=0.

Sources: NPSAS:2004 Field Test student interview

N4HINS

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

0 = No health insurance with assistantship

1 = Yes, health insurance with assistantship

Applies to: All respondents.

Imputation Note: If N4TASST ne 1 and N4RASST ne 1 then N4HINS=0.

Sources: NPSAS:2004 Field Test student interview

N4CLSHRS

Earlier you indicated that you had a teaching assistantship from [NPSAS].

Please indicate the number of hours you spent per week doing each of the following for your teaching assistantship:

Full teaching responsibility for one or more courses

Applies to: All respondents.

Imputation Note: If N4TASST ne 1 then N4CLSHRS=0.

Sources: NPSAS:2004 Field Test student interview

N4DISHRS

Earlier you indicated that you had a teaching assistantship from [NPSAS].
Please indicate the number of hours you spent per week doing each of the following for your teaching assistantship:

Leading discussion sections for faculty-taught courses

Applies to: All respondents.

Imputation Note: If N4TASST ne 1 then N4DISHRS=0.

Sources: NPSAS:2004 Field Test student interview

N4LABHRS

Earlier you indicated that you had a teaching assistantship from [NPSAS].
Please indicate the number of hours you spent per week doing each of the following for your teaching assistantship:

Supervising lab sections for faculty-taught courses

Applies to: All respondents.

Imputation Note: If N4TASST ne 1 then N4LABHRS=0.

Sources: NPSAS:2004 Field Test student interview

N4GRAHRS

Earlier you indicated that you had a teaching assistantship from [NPSAS].
Please indicate the number of hours you spent per week doing each of the following for your teaching assistantship:

Assisting faculty with grading or other instruction-related activities

Applies to: All respondents.

Imputation Note: If N4TASST ne 1 then N4GRAHRS=0.

Sources: NPSAS:2004 Field Test student interview

N4MSGHRS

Earlier you indicated that you had a teaching assistantship from [NPSAS].
Please indicate the number of hours you spent per week doing each of the following for your teaching assistantship:

Assisting faculty with answering student e-mail messages

Applies to: All respondents.

Imputation Note: If N4TASST ne 1 then N4MSGHRS=0.

Sources: NPSAS:2004 Field Test student interview

N4OFFHRS

Earlier you indicated that you had a teaching assistantship from [NPSAS].
Please indicate the number of hours you spent per week doing each of the following for your teaching assistantship:

Holding office hours

Applies to: All respondents.

Imputation Note: If N4TASST ne 1 then N4OFFHRS=0.

Sources: NPSAS:2004 Field Test student interview

N4OTHR

Earlier you indicated that you had a teaching assistantship from [NPSAS]. Please indicate the number of hours you spent per week doing each of the following for your teaching assistantship:

Other

Applies to: Graduate/professional respondents who have a graduate teaching assistantship.

CATI Code: TSTAT=2 and N4TASST=1

Sources: NPSAS:2004 Field Test student interview

N4OTHR2

Earlier you indicated that you had a teaching assistantship from [NPSAS]. Please indicate the number of hours you spent per week doing each of the following for your teaching assistantship:

Other, please specify

Applies to: All respondents.

Imputation Note: If N4TASST ne 1 then N4OTHR2=0.

Sources: NPSAS:2004 Field Test student interview

N4WKST

During the 2002-2003 school year, did you participate in either work study or an assistantship? (Please check all that apply.)

Work Study

0 = Did not have a work study

1 = Yes, had a work study

Applies to: All respondents.

Imputation Note: If TSTAT=2 then N4WKST=0.

Sources: NPSAS:2004 Field Test student interview

N4ASST

During the 2002-2003 school year, did you participate in either work study or an assistantship? (Please check all that apply.)

Assistantship

0 = Did not have an assistantship

1 = Yes, had an assistantship

Applies to: All respondents.

Imputation Note: If TSTAT=2 then N4ASST=0.

Sources: NPSAS:2004 Field Test student interview

N4JOBNON

During the 2002-2003 school year, did you participate in either work study or an assistantship?
(Please check all that apply.)

None of the above

0 = Did not have a school job

1 = Yes, had a school job

Applies to: All respondents.

Imputation Note: If TSTAT=2 then N4JOBNON=1.

Sources: NPSAS:2004 Field Test student interview

TTITLE

[if N4TASST = 1 or N4RASST = 1 or N4GASST = 1 then] TTITLE = "assistantship"

[if N4GFEL = 1 then] TTITLE = "fellowship"

[if N4TRNSHP = 1 then] TTITLE = "traineeship" TTITLE = "assistantship"

[if N4WKST = 1 then] TTITLE = "work study job"

[if N4ASST = 1 then] TTITLE = "assistantship"

[else] TTITLE = "no school related job"

1 = {Alpha}

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4WSMAJR

Would you say your [work study job/assistantship] was related to your major at [NPSAS]?

0 = Work study is not related to major

1 = Work study is related to major

Applies to: Undergraduates who had a work study job or assistantship and have declared a major.

CATI Code: TSTAT=1 and (N4WKST=1 or N4ASST=1) and N4DBLMAJ= (1,2)

Sources: NPSAS:2004 Field Test student interview

N4WSONOF

Was your [work study job/assistantship] located primarily on or off campus?

1 = On campus

2 = Off campus

3 = Both on and off campus

Applies to: Undergraduates who had a work study job or an assistantship.

CATI Code: TSTAT=1 and (N4WKST=1 or N4ASST=1)

Sources: NPSAS:2004 Field Test student interview

N4WSEMP

Was your work study job for [NPSAS] or for some other institution or organization?

1 = NPSAS

2 = Someone else

Applies to: Undergraduates who had a work study job or an assistantship.

CATI Code: N4NONE ne 1 and TSTAT=1 and (N4WKST=1 or N4ASST=1)

Sources: NPSAS:2004 Field Test student interview

N4WAAMT

How much did you earn from your [assistantship/fellowship/traineeship/work study job] during the 2002-2003 school year?

Applies to: All respondents.

Imputation Note: If TSTAT=2 and N4TASSM greater than 0 then N4WAAMT=N4TASSM. If TSTAT=2 and N4RASSM gt 0 then N4WAAMT=N4RASSM. If TSTAT=2 and N4GFELM gt 0 then N4WAAMT=N4GFELM. If TSTAT=2 and N4TRNSM gt 0 then N4WAAMT=N4TRNSM. If TSTAT=2 and N4GASSM gt 0 then N4WAAMT=N4GASSM. If N4NONE=1 and N4JOBNON=1 then N4WAAMT=0.

Sources: NPSAS:2004 Field Test student interview

N4WAERNT

How much did you earn from your [assistantship/fellowship/traineeship/work study job] during the 2002-2003 school year?

Per

1 = Year

2 = Term/semester

3 = Month

4 = Week

Applies to: Undergraduates who had a work study or an assistantship and graduates who had an assistantship, fellowship or traineeship.

CATI Code: (N4WKST=1 or N4ASST=1) or (N4TASST or N4RASST or N4GFEL or N4TRNSHP or N4GASST=1)

Imputation Note: If TSTAT=2 and (N4TASSM gt 0 or N4RASSM gt 0 or N4GFELM gt 0 or N4TRNSM gt 0 or N4GASSM gt 0) then N4WAERNT=1.

Sources: NPSAS:2004 Field Test student interview

N4WAERNS

How many [terms/months/weeks] did you work in your [assistantship/fellowship/traineeship/work study job] during the 2002-2003 school year?

Applies to: Respondents who had an assistantship or work study job.

CATI Code: N4WKST=1 or N4ASST=1 or (N4TASST=1 or N4RASST=1 or N4GFEL=1 or N4TRNSHP=1 or N4GASST=1)

Sources: NPSAS:2004 Field Test student interview

N4WAHRS

During the 2002-2003 school year, how many hours did you work per week in your [assistantship/fellowship/traineeship/work study job]?

Please exclude summer hours if not enrolled during the summer.

Applies to: All respondents.

Imputation Note: If N4NONE=1 and N4JOBNON=1 then N4WAHRS=0.

Sources: NPSAS:2004 Field Test student interview

N4WAWEEK

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

1 = All

2 = Most

3 = Half

4 = Less than half

Applies to: Undergraduates who had a work study or an assistantship and graduates who had an assistantship, fellowship, or traineeship who reported earnings in a unit of time other than weekly.

CATI Code: (N4WKST=1 or N4ASST=1) or (N4TASST or N4RASST or N4GFEL or N4TRNSHP or N4GASST=1) and N4WAERNT ne 4

Sources: NPSAS:2004 Field Test student interview

N4WTOTEN

Total work study earnings

Applies to: Undergraduates who had a work study or an assistantship and graduates who had an assistantship, fellowship or traineeship.

CATI Code: (N4WKST=1 or N4ASST=1) or (N4TASST or N4RASST or N4GFEL or N4TRNSHP or N4GASST=1)

Sources: NPSAS:2004 Field Test student interview

N4RCVAID

[if respondent has work study/assistantship]

Besides your [work study/assistantship] did you receive any other financial aid - such as grants, loans, or scholarships to attend [NPSAS] during the 2002-2003 school year?

[else]

Did you receive financial aid - such as grants, loans, or scholarships to attend [NPSAS] during the 2002-2003 school year?

0 = Did not receive financial aid

1 = Received financial aid

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4APPAID

Did you apply for financial aid for the 2002-2003 school year?

0 = Did not apply for financial aid

1 = Applied for financial aid

Applies to: All respondents.

Imputation Note: If N4RCVAID=1 then N4APPAID=1.

Sources: NPSAS:2004 Field Test student interview

N4FEDLN

Did you receive a federal Stafford student loan {[if N4NUMSCH gt 1] to help pay for your educational expenses at [NPSAS]} for the 2002-2003 school year?

0 = Did not receive federal loans at NPSAS

1 = Yes, received federal loans at NPSAS

Applies to: Respondents who received financial aid.

CATI Code: N4RCVAID=1

Sources: NPSAS:2004 Field Test student interview

N4PELL

Did you receive a Pell grant to help cover your educational expenses {(if N4NUMSCH > 1) at [NPSAS]} for the 2002-2003 school year?

0 = Did not receive Pell grant

1 = Yes, received Pell grant

Applies to: Undergraduate respondents who received financial aid.

CATI Code: N4RCVAID=1 and TSTAT=1

Sources: NPSAS:2004 Field Test student interview

N4ADNEMP

Did you receive any financial aid during the 2002-2003 school year {[if N4NUMSCH gt 1 then] to help pay for your enrollment at [NPSAS] that did not come from the financial aid office?}

Examples include tuition paid by your employer, private grants or scholarships, or veteran's benefits. Please exclude any money that came from your family.

Did you receive... ?

Please check the type of aid received in the first box and then enter the amount received in the second box.

Employer assistance

0 = Did not receive employer aid

1 = Received employer aid

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4AMNEMP

Did you receive any financial aid during the 2002-2003 school year {[if N4NUMSCH gt 1 then] to help pay for your enrollment at [NPSAS] that did not come from the financial aid office?} Examples include tuition paid by your employer, private grants or scholarships, or veteran's benefits. Please exclude any money that came from your family.

Did you receive... ?

Please check the type of aid received in the first box and then enter the amount received in the second box.

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4ADNPRV

Did you receive any financial aid during the 2002-2003 school year {[if N4NUMSCH gt 1 then] to help pay for your enrollment at [NPSAS] that did not come from the financial aid office?} Examples include tuition paid by your employer, private grants or scholarships, or veteran's benefits. Please exclude any money that came from your family.

Did you receive... ?

Please check the type of aid received in the first box and then enter the amount received in the second box.

Grants or scholarships from a private organization

0 = Did not receive aid from private org

1 = Received aid from private organization

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4AMNPRV

Did you receive any financial aid during the 2002-2003 school year {[if N4NUMSCH gt 1 then] to help pay for your enrollment at [NPSAS] that did not come from the financial aid office?} Examples include tuition paid by your employer, private grants or scholarships, or veteran's benefits. Please exclude any money that came from your family.

Did you receive... ?

Please check the type of aid received in the first box and then enter the amount received in the second box.

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4ADNVET

Did you receive any financial aid during the 2002-2003 school year {[if N4NUMSCH gt 1 then] to help pay for your enrollment at [NPSAS] that did not come from the financial aid office?} Examples include tuition paid by your employer, private grants or scholarships, or veteran's benefits. Please exclude any money that came from your family.

Did you receive... ?

Please check the type of aid received in the first box and then enter the amount received in the second box.

Veteran's or DoD (Department of Defense) benefits

0 = Did not receive veteran's benefits

1 = Received veteran's benefits

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4AMNVET

Did you receive any financial aid during the 2002-2003 school year {[if N4NUMSCH gt 1 then] to help pay for your enrollment at [NPSAS] that did not come from the financial aid office?} Examples include tuition paid by your employer, private grants or scholarships, or veteran's benefits. Please exclude any money that came from your family.

Did you receive... ?

Please check the type of aid received in the first box and then enter the amount received in the second box.

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4PRVLN

Did you receive any type of alternative loan (such as TERI, Excel, or Access loans) from a bank or private organization for your enrollment {[if N4NUMSCH >1] at [NPSAS]} during the 2002-2003 school year?

0 = Did not receive alternative loan

1 = Yes, received alternative loan

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4PRVAMT

How much did you borrow in alternative loans for your enrollment at [NPSAS] during the 2002-2003 school year?

Applies to: All respondents.

Imputation Note: N4PRVLN=0 then N4PRVAMT=0.

Sources: NPSAS:2004 Field Test student interview

N4SCHRES

While you were enrolled during the 2002-2003 school year, did you live on campus, with your parents or guardians, or some place else? If you lived in more than one residence, choose the place you lived in the longest.

1 = On-campus

2 = With parents or guardians

3 = Some place else (off campus)

Applies to: Undergraduate respondents.

CATI Code: TSTAT=1

Sources: NPSAS:2004 Field Test student interview

N4RNTPAR

Did your parents/guardians pay your rent or housing expenses while you were enrolled during the 2002-2003 school year?

0 = No, they did not pay housing expenses

1 = Yes, they paid part

2 = Yes, they paid all

8 = No support from parents/guardians

9 = No support-parents/guardians deceased

Applies to: Respondents under 30 who did not live with their parents/guardians during the 2002-2003 school year.

CATI Code: TAGE lt 30 and N4SCHRES ne 2

Sources: NPSAS:2004 Field Test student interview

N4RNTPAA

[if N4RNTPAR = 1 then]

You said that your parents paid part of your housing expenses.

How did you pay the rest?

[else]

How did you pay your rent or housing expenses?

Financial aid (federal or state student loans/grants/scholarships, etc.)

0 = Source is not financial aid

1 = Source is financial aid

Applies to: Respondents under 30 who did not live with their parents/guardians during the 2002-2003 school year who pay their own rent.

CATI Code: TAGE lt 30 and N4SCHRES ne 2 and N4RNTPAR ne (2,8,9)

Sources: NPSAS:2004 Field Test student interview

N4RNTPAB

[if N4RNTPAR = 1 then]

You said that your parents paid part of your housing expenses.

How did you pay the rest?

[else]

How did you pay your rent or housing expenses?

Your own money

0 = Source is not own money

1 = Source is own money

Applies to: Respondents under 30 who did not live with their parents/guardians during the 2002-2003 school year who pay their own rent.

CATI Code: TAGE It 30 and N4SCHRES ne 2 and N4RNTPAR ne (2,8,9)

Sources: NPSAS:2004 Field Test student interview

N4RNTPAX

[if N4RNTPAR = 1 then]

You said that your parents paid part of your housing expenses.

How did you pay the rest?

[else]

How did you pay your rent or housing expenses?

Other, please specify

0 = Source is not other than mentioned

1 = Source is other than mentioned

Applies to: Respondents under 30 who did not live with their parents/guardians during the 2002-2003 school year who pay their own rent.

CATI Code: TAGE It 30 and N4SCHRES ne 2 and N4RNTPAR ne (2,8,9)

Sources: NPSAS:2004 Field Test student interview

N4RNTPAS

[if N4RNTPAR = 1 then]

You said that your parents paid part of your housing expenses.

How did you pay the rest?

[else]

How did you pay your rent or housing expenses?

Other, please specify

Applies to: Respondents under 30 who did not live with their parents/guardians during the 2002-2003 school year who pay their own rent who had another source for housing expenses.

CATI Code: TAGE It 30 and N4SCHRES ne 2 and N4RNTPAR ne (2,8,9) and N4RNTPAX=1

Sources: NPSAS:2004 Field Test student interview

N4RNTAMT

How much is your monthly rent or mortgage payment?

Applies to: Respondents under 30 who did not live with their parents/guardians during the 2002-2003 school year who pay their own rent.

CATI Code: TAGE It 30 and N4SCHRES ne 2 and N4RNTPAR ne (2,8,9)

Sources: NPSAS:2004 Field Test student interview

N4OTHRES

Did you live with your [parents/guardians] when you were not in school during the 2002-2003 school year?

0 = Not live with parents while not enrolled

1 = Lived with parents while not enrolled

Applies to: Respondents under 30 except those who indicated parents are deceased.

CATI Code: TAGE It 30 and N4RNTPAR ne 9

Sources: NPSAS:2004 Field Test student interview

N4OUTST

At [NPSAS], did you pay out-of-state or out-of-district tuition or fees?

0 = Did not pay out-of-state tuition/fees

1 = Yes, paid out-of-state tuition/fees

Applies to: Respondents whose school is a public institution.

CATI Code: Y_NPCTRL=1

Sources: NPSAS:2004 Field Test student interview

N4TUIPA

How did you pay your tuition for the 2002-2003 school year?

(Please check all that apply.)

Parents, guardians, or other family members

0 = Tuition not paid by parents

1 = Tuition paid by parents

Applies to: Respondents under 30.

CATI Code: TAGE It 30

Sources: NPSAS:2004 Field Test student interview

N4TUIPB

How did you pay your tuition for the 2002-2003 school year?

(Please check all that apply.)

Your own money

0 = Tuition not paid by own money

1 = Tuition paid by own money

Applies to: Respondents under 30.

CATI Code: TAGE It 30

Sources: NPSAS:2004 Field Test student interview

N4TUIPC

How did you pay your tuition for the 2002-2003 school year?

(Please check all that apply.)

Financial aid (federal or state student loans/grants/scholarships)

0 = Tuition not paid by financial aid

1 = Tuition paid by financial aid

Applies to: Respondents under 30.

CATI Code: TAGE It 30

Sources: NPSAS:2004 Field Test student interview

N4TUIPX

How did you pay your tuition for the 2002-2003 school year?

(Please check all that apply.)

Other

0 = Tuition not paid by other

1 = Tuition paid by other

Applies to: Respondents under 30.

CATI Code: TAGE It 30

Sources: NPSAS:2004 Field Test student interview

N4TUIPS

How did you pay your tuition for the 2002-2003 school year?

(Please check all that apply.)

Other, please specify

Applies to: Respondents under 30 who reported having another way to pay their tuition.

CATI Code: TAGE It 30 and N4TUIPX=1

Sources: NPSAS:2004 Field Test student interview

N4OTED

While you were enrolled at [NPSAS] during the 2002-2003 school year, did your parents/guardians help you pay for living expenses (such as room, board, transportation)?

0 = Parents did not help pay living expenses

1 = Parents helped pay living expenses

Applies to: Respondents under 30 except those who did not receive parental support.

CATI Code: TAGE It 30 and N4RNTPAR ne (8,9)

Sources: NPSAS:2004 Field Test student interview

N4OTSUP

During the 2002-2003 school year, did your parents/guardians help you pay for college expenses other than room and board (such as books and supplies)?

0 = Parents did not help pay non-room/board

1 = Parents helped pay non-room/board

Applies to: Respondents under 30 except those who did not receive parental support.

CATI Code: TAGE It 30 and N4RNTPAR ne (8,9)

Sources: NPSAS:2004 Field Test student interview

N4ALWNC

Did you receive a regular allowance from your parents/guardians while you were enrolled at [NPSAS] during the 2002-2003 school year?

0 = Did not receive an allowance

1 = Received an allowance

Applies to: Respondents under 30 except those who did not receive parental support.

CATI Code: TAGE lt 30 and N4RNTPAR ne (8,9)

Sources: NPSAS:2004 Field Test student interview

N4ALWN2

How much was your allowance?

Applies to: Respondents under 30 except those who did not receive parental support.

CATI Code: TAGE lt 30 and N4RNTPAR ne (8,9)

Imputation Note: If N4ALWNC=0 then N4ALWN2=0.

Sources: NPSAS:2004 Field Test student interview

N4ALWN3

How much was your allowance?

Per

1 = Week

2 = Month

3 = Semester/term

4 = Year

Applies to: Respondents under 30 except those who did not receive parental support who received an allowance.

CATI Code: TAGE lt 30 and N4RNTPAR ne (8,9) and N4ALWN2 gt 0

Sources: NPSAS:2004 Field Test student interview

N4DEP02

Did anyone claim you as a dependent on their 2002 taxes?

0 = Not claimed as a dependent

1 = Claimed as a dependent

2 = Yes, another individual

3 = Don't know

Applies to: Respondents under 30.

CATI Code: TAGE lt 30

Sources: NPSAS:2004 Field Test student interview

N4TAXCRD

When you filed your taxes in 2002, did you claim either the federal Hope scholarship or the Lifetime Learning tax credit?

- 1 = Yes, Hope scholarship tax credit
- 2 = Yes, Lifetime Learning tax credit
- 3 = Did not use educational tax credit

Applies to: Respondents 30 and over, and respondents under 30 who were not claimed as a dependent in 2002.

CATI Code: (TAGE lt 30 and N4DEP02=0) or TAGE ge 30

Sources: NPSAS:2004 Field Test student interview

N4HOPE

Did your parents/guardians claim the federal Hope Scholarship tax credit when they filed their taxes in 2002?

- 0 = No, they did not claim the tax credit
- 1 = Yes, they claimed the tax credit
- 2 = Don't know

Applies to: First and second year undergraduates who were claimed as a dependent.

CATI Code: N4UGYR = (1,2) and N4DEP02=1

Sources: NPSAS:2004 Field Test student interview

N4DEDUCT

Did you claim the federal tuition tax deduction when you filed your taxes in 2002?

- 0 = Did not claim tuition tax deduction
- 1 = Claimed tuition tax deduction

Applies to: Respondents 30 and over who were not claimed as dependents who did not claim Lifetime Learning tax credit.

CATI Code: TAGE ge 30 and N4TAXCRD ne 2 and N4DEP02 ne 1

Sources: NPSAS:2004 Field Test student interview

N4UGLN

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

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4UGOWE

How much of that amount do you still owe?

Applies to: All respondents.

Imputation Note: If N4UGLN=0 then N4UGOWE=0. If N4UGOWE= -5 then N4UGOWE=N4UGLN.

Sources: NPSAS:2004 Field Test student interview

N4GRLN

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

Applies to: Graduate/professional respondents.

CATI Code: TSTAT=2

Sources: NPSAS:2004 Field Test student interview

N4GROWE

How much of that amount do you still owe?

Applies to: Graduate/Professional respondents.

CATI Code: TSTAT=2

Imputation Note: If N4GRLN=0 then N4GROWE=0.

Sources: NPSAS:2004 Field Test student interview

N4REPAY

Are you currently repaying any student loans?

0 = Not currently repaying student loans

1 = Currently repaying student loans

Applies to: All respondents who owe for education loans.

CATI Code: N4UGOWE gt 0 or N4GROWE gt 0

Sources: NPSAS:2004 Field Test student interview

N4RPYAMT

How much do you pay each month on your student loans?

Applies to: All respondents.

CATI Code: N4REPAY in (0,-3)

Imputation Note: If N4REPAY=0 then N4RPYAMT=0.

Sources: NPSAS:2004 Field Test student interview

N4RPYPAR

Are your parents/guardians or other family members helping you to repay your student loans?

0 = Parents do not help repay student loans

1 = Parents help repay student loans

Applies to: Respondents in loan repayment who were under 30 except those who did not receive parental support.

CATI Code: N4REPAY=1 and TAGE lt 30 and N4RNTPAR ne (8,9)

Sources: NPSAS:2004 Field Test student interview

Section C: Employment

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N4NUMJOB

[if TSTAT ne ("work study"/"assistantship") then]

The next questions have to do with jobs you've held while you were enrolled at [NPSAS] during the 2002-2003 school year.

How many jobs for pay did you have while you were enrolled during the 2002-2003 school year? Please count only unique jobs.

[else]

Earlier you told us about your [TTITLE] at [NPSAS].

The next set of questions is about any other jobs you had while you were enrolled during the 2002-2003 school year.

How many jobs for pay did you have while you were enrolled at [NPSAS] during the 2002-2003 school year? Please count only unique jobs.

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4CURTTL

[if R does not have work study/assistantship]

What is the job title for the job you held while you were enrolled during the 2002-2003 school year?

If you had more than one job, please refer to the one at which you worked the most hours.

[else]

What is the job title for the other job you held while you were enrolled during the 2002-2003 school year? Please do not refer to your [TTITLE].

If you had more than one job, please refer to the one at which you worked the most hours.

Applies to: Respondents who worked while enrolled.

CATI Code: N4NUMJOB gt 0

Sources: NPSAS:2004 Field Test student interview

N4CURDSC

What did you do in your job as [N4CURTTL]?

Applies to: Respondents who worked while enrolled.

CATI Code: N4NUMJOB gt 0

Sources: NPSAS:2004 Field Test student interview

Appendix C
Section C: Employment

N4OCCCD

Please find the best occupational category to describe your job as a/an [N4CURTTL].
If you had an assistantship or work study job, please refer to your other job. (Please select a general area first then select a specific occupational area within the general area, if applicable.)

- | | |
|--|--|
| 1 = Secretary/receptionist | 27 = Eng, architects, software/sys engineers |
| 2 = Cashiers, tellers, sales clerks | 28 = Scientist, statistician professionals |
| 3 = Clerks-data entry | 29 = Research assistant/lab technicians |
| 4 = Clerical-other | 30 = Technical/professional workers |
| 5 = Farmers, foresters, farm laborers | 31 = Computer systems/related prof/tech |
| 6 = Personal services | 32 = Computer programmers |
| 7 = Cooks, chefs, bakers, cake decorators | 33 = Computer & computer equipment operators |
| 8 = Laborers (other than farm) | 34 = Editors, Writers, Other Communications |
| 9 = Mechanics, repairers, service techs | 35 = Performers/artists |
| 10 = Craftsmen | 36 = Executive manager |
| 11 = Skilled operatives | 37 = Midlevel manager |
| 12 = Transport operatives (other than pilot) | 38 = Supervisory, office, and other admin |
| 13 = Protective services | 39 = Health/recreation services |
| 14 = Military | 40 = Other employed-not coded elsewhere |
| 15 = Business/financial support services | 43 = Business-other |
| 16 = Financial services professionals | 44 = Computer-other |
| 17 = Sales/purchasing | 45 = Craftsmen/Laborers-other |
| 18 = Customer service | 46 = Education-other |
| 19 = Legal professionals | 47 = Law-other |
| 20 = Legal support | 48 = Managers-other |
| 21 = Medical practice professional | 49 = Medical-other |
| 22 = Medical licensed professional | 50 = Operatives-other |
| 23 = Medical services | 51 = Professional-other |
| 24 = K-12 teachers | 999 = Other |
| 25 = Instructors other than K-12 | |
| 26 = Human services | |

Applies to: Respondents who worked while enrolled.

CATI Code: N4NUMJOB gt 0

Sources: NPSAS:2004 Field Test student interview

N4ONOFF

Was your job located primarily on or off campus?

- 1 = On campus
- 2 = Off campus
- 3 = Both on and off campus

Applies to: Respondents who worked while enrolled.

CATI Code: N4NUMJOB gt 0

Sources: NPSAS:2004 Field Test student interview

N4SCHEMP

In your job were you working for
[NPSAS] or for someone else?

- 1 = NPSAS
- 2 = Someone else
- 3 = Self-employed

Applies to: Respondents who worked while enrolled.

CATI Code: N4NUMJOB gt 0

Sources: NPSAS:2004 Field Test student interview

N4EMPTYP

In your job were you working for...

- 1 = A for-profit company
- 2 = A nonprofit or not-for-profit company
- 3 = Local government
- 4 = State government
- 5 = The federal government
- 6 = The military (including National Guard)

Applies to: Respondents who worked while enrolled who were not self-employed or employed by the NPSAS school.

CATI Code: N4NUMJOB gt 0 and N4SCHEMP=2

Sources: NPSAS:2004 Field Test student interview

N4INDUST

In what type of industry were you working when you were enrolled during the 2002-2003 school year?

Applies to: Respondents who worked while enrolled.

CATI Code: N4NUMJOB gt 0

Sources: NPSAS:2004 Field Test student interview

N4XINDCD

Please find the best category to describe the industry in which you worked during the 2002-2003 school year. You should refer to the occupation you listed previously.

- | | |
|--|--|
| 1 = Agriculture, forestry, and fisheries | 12 = Entertainment and recreation services |
| 2 = Mining, petroleum, drilling | 13 = Professional and related services |
| 3 = Construction and allied | 14 = Public administration |
| 4 = Manufacturing-durable goods | 15 = Public safety |
| 5 = Manufacturing-non-durable goods | 16 = Health care |
| 6 = Utilities | 17 = Communications |
| 7 = Wholesale distribution and recycling | 18 = Transportation |
| 8 = Retail trade-sales and rental | 19 = Hospitality |
| 9 = Finance, insurance, and real estate | 20 = Education |
| 10 = Business services | 21 = Military/department of defense |
| 11 = Personal services | 99 = Other |

Applies to: Respondents who worked while enrolled who were not self-employed or employed by the NPSAS school.

CATI Code: N4NUMJOB gt 0 and N4SCHEMP=2

Imputation Note: If N4EMPTYYP = (3,4,5) then N4XINDCD=14.

If N4EMPTYYP=6 then N4XINDCD=21.

Sources: NPSAS:2004 Field Test student interview

N4RELMAJ

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

0 = Job is not related to major

1 = Job is related to major

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

CATI Code: N4NUMJOB gt 0 and N4STAT ne 4

Sources: NPSAS:2004 Field Test student interview

N4RELCRS

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

0 = Job is not related to course work

1 = Job is related to course work

Applies to: Respondents who worked while enrolled in classes but were not working towards a degree.

CATI Code: N4NUMJOB gt 0 and N4STAT=4

Sources: NPSAS:2004 Field Test student interview

N4PREMP

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

0 = Did not have job before enrollment

1 = Yes, had job before enrollment

Applies to: Respondents who worked while enrolled.

CATI Code: N4NUMJOB gt 0

Sources: NPSAS:2004 Field Test student interview

N4STLEMP

Do you still have this job?

0 = Not still working

1 = Yes, still working

2 = Same job, different employer

3 = Different job, same employer

Applies to: Respondents who worked while enrolled.

CATI Code: N4NUMJOB gt 0

Sources: NPSAS:2004 Field Test student interview

N4ERNAMT

{Not including your [work study job/assistantship/fellowship/traineeship], how/How} much did you earn from the [jobs/all jobs] you held while you were enrolled during the 2002-2003 school year?

Please exclude summer earnings if not enrolled during the summer.

Applies to: All respondents.

Imputation Note: If N4NUMJOB=0 then N4ERNAMT=0.

Sources: NPSAS:2004 Field Test student interview

N4EARNT

{Not including your [work study job/assistantship/fellowship/traineeship], how/How} much did you earn from the [jobs/all jobs] you held while you were enrolled during the 2002-2003 school year?

Please exclude summer earnings if not enrolled during the summer.

- 1 = For the entire year
- 2 = Per term/semester
- 3 = Per month
- 4 = Per week

Applies to: Respondents who worked while enrolled.

CATI Code: N4NUMJOB gt 0

Sources: NPSAS:2004 Field Test student interview

N4EARNNS

Not including your {[work study/assistantship/fellowship/traineeship], how/How} many [terms/months/weeks] did you work during the 2002-2003 school year in your job [N4OCCCD]?

Applies to: All respondents except those who reported annual earnings.

CATI Code: (N4NUMJOB gt 0 and N4EARNT gt 1) or (N4NUMJOB=0 and N4EARNT=-3)

Imputation Note: If N4NUMJOB=0 then N4EARNNS=0.

Sources: NPSAS:2004 Field Test student interview

N4HOURS

During the 2002-2003 school year, how many hours did you work per week while you were enrolled?

Please exclude summer hours if not enrolled during the summer.

Applies to: All respondents.

Imputation Note: If N4NUMJOB=0 then N4HOURS=0.

Sources: NPSAS:2004 Field Test student interview

N4WKSWK

Would you say you worked during all the weeks you were enrolled, most of them, half of them, or less than half?

- 1 = All
- 2 = Most
- 3 = Half
- 4 = Less than half

Applies to: Respondents who worked while enrolled who did not provide weekly or annual earnings.

CATI Code: N4NUMJOB gt 0 and (N4EARNT ne 4 or N4EARNNS lt 0)

Sources: NPSAS:2004 Field Test student interview

N4TOTERN

Total amount earned during the school year

Applies to: Respondents who worked while enrolled.

CATI Code: N4NUMJOB gt 0

Note: This is an internally derived variable of total amount earned during the school year. This variable was calculated based on earnings from other employment and the time frame associated with these reported earnings.

Sources: NPSAS:2004 Field Test student interview

N4ENRWRK

While you were enrolled at [NPSAS] and working, would you say you were primarily...

1 = A student working to meet expenses

2 = An employee enrolled in school

Applies to: Respondents who worked while enrolled.

CATI Code: N4NUMJOB gt 0

Sources: NPSAS:2004 Field Test student interview

N4WRKRSN

What was your main reason for working while you were enrolled? Was it to...

1 = Earn spending money

2 = Pay tuition, fees, or living expenses or

3 = Gain job experience

4 = Other, please specify

Applies to: Respondents who were primarily respondents who worked.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1,-9)

Sources: NPSAS:2004 Field Test student interview

N4WKRSNS

What was your main reason for working while you were enrolled? Was it to...

Applies to: Respondents who worked while enrolled and were primarily respondents who Worked and indicated other reasons for doing so.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1, -9) and N4WRKRSN=4

Sources: NPSAS:2004 Field Test student interview

N4EXPWRK

Did your parents/guardians expect you to have a job for pay during the 2002-2003 school year?

0 = Not expected to have a job

1 = Yes, expected to have a job

Applies to: Undergraduate respondents under 30 who were primarily respondents who work and have parents/guardians.

CATI Code: TSTAT=1 and N4NUMJOB gt 0 and N4ENRWRK in (1,-9) and TAGE

lt 30 and N4RNTPAR ne 9

Sources: NPSAS:2004 Field Test student interview

N4CONTRB

In dollars, how much did your parents expect you to contribute to your educational expenses for the 2002-2003 school year?

Applies to: Undergraduate respondents under 30 who were primarily respondents who work and whose parents expected them to work while enrolled but not to contribute all earnings.

CATI Code: TSTAT=1 and N4NUMJOB gt 0 and N4ENRWRK in (1,-9) and TAGE lt 30 and N4RNTPAR ne 9 and N4EXPWRK=1 and N4CNTRAL=0

TSTAT=1 and TAGE lt 30 and N4EXPWRK=1 and N4CNTRAL=1

Sources: NPSAS:2004 Field Test student interview

N4CNTRAL

In dollars, how much did your parents expect you to contribute to your educational expenses for the 2002-2003 school year?

All of it.

0 = Not expected to contribute all earnings

1 = Yes, expected to contribute all earnings

Applies to: Undergraduate respondents under 30 who were primarily respondents who work and whose parents expected them to work while enrolled.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1, -9) and N4RNTPAR ne 9 and TSTAT=1 and TAGE lt 30 and N4EXPWRK=1 and N4CONTRB lt 0

Sources: NPSAS:2004 Field Test student interview

N4AFFORD

Could you have afforded to attend school if you had not worked?

0 = Cannot afford school without working

1 = Can afford school without working

Applies to: Respondents who were primarily respondents who worked.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1, -9)

Sources: NPSAS:2004 Field Test student interview

N4HLPCLS

Did having a job while you were going to school...

(Please check all that apply.)

Help you with class work

0 = Did not help with coursework

1 = Yes, helped with course work

Applies to: Respondents who were primarily respondents who worked.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1, -9)

Sources: NPSAS:2004 Field Test student interview

N4HLPCAR

Did having a job while you were going to school...

(Please check all that apply.)

Help with career preparation

0 = Did not help with career preparation

1 = Yes, helped with career preparation

Applies to: Respondents who were primarily respondents who worked.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1, -9)

Sources: NPSAS:2004 Field Test student interview

N4RSTRCT

Did having a job while you were going to school...

(Please check all that apply.)

Restrict your choice of classes

0 = Did not restrict class choice

1 = Yes, restricted class choice

Applies to: Respondents who were primarily respondents who worked.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1, -9)

Sources: NPSAS:2004 Field Test student interview

N4LIMCLS

Did having a job while you were going to school...

(Please check all that apply.)

Limit the number of classes you could take

0 = Did not limit number of classes

1 = Yes, limited number of classes

Applies to: Respondents who were primarily respondents who worked.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1, -9)

Sources: NPSAS:2004 Field Test student interview

N4LIMSCH

Did having a job while you were going to school...

(Please check all that apply.)

Limit the class schedule you could have

0 = Did not limit class schedule

1 = Yes, limited class schedule

Applies to: Respondents who were primarily respondents who worked.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1, -9)

Sources: NPSAS:2004 Field Test student interview

N4LIMLIB

Did having a job while you were going to school...

(Please check all that apply.)

Limit your access to campus facilities or services

0 = Did not limit facility access

1 = Yes, limited facility access

Applies to: Respondents who were primarily respondents who worked.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1, -9)

Sources: NPSAS:2004 Field Test student interview

N4JOBSCX

Did having a job while you were going to school...

(Please check all that apply.)

None of the above

0 = Includes one/some of the above

1 = None of the above

Applies to: Respondents who were primarily respondents who worked.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1, -9)

Sources: NPSAS:2004 Field Test student interview

N4EFFGRD

Would you say that working while you were going to school had a positive effect, a negative effect, or no effect on the grades you earned?

1 = Positive effect

2 = Negative effect

3 = No effect

Applies to: Respondents who were primarily respondents who worked.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK in (1, -9)

Sources: NPSAS:2004 Field Test student interview

N4ENRICH

Were the following factors important in your decision to go to school while you were working?

(Please check all that apply.)

Personal enrichment or interest in the subject

0 = Did not attend for enrichment

1 = Yes, attended for enrichment

Applies to: Employees who decided to enroll in school.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK=2

Sources: NPSAS:2004 Field Test student interview

N4ADDED

Were the following factors important in your decision to go to school while you were working?
(Please check all that apply.)

Obtaining additional education that is required by your job

0 = Did not attend for a requirement

1 = Yes, attended for a requirement

Applies to: Employees who decided to enroll in school.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK=2

Sources: NPSAS:2004 Field Test student interview

N4CAREER

Were the following factors important in your decision to go to school while you were working?
(Please check all that apply.)

Gaining skills to advance in your current job or for a new career

0 = Did not attend for an advancement

1 = Yes, attended for an advancement

Applies to: Employees who decided to enroll in school.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK=2

Sources: NPSAS:2004 Field Test student interview

N4DEGREE

Were the following factors important in your decision to go to school while you were working?
(Please check all that apply.)

Completing a degree or certificate program

0 = Did not attend for a degree

1 = Yes, attended for a degree

Applies to: Employees who decided to enroll in school.

CATI Code: N4NUMJOB gt 0 and N4ENRWRK=2

Sources: NPSAS:2004 Field Test student interview

N4SUMMR

Did you work for pay during the summer of 2002?

0 = Did not work during Summer 2002

1 = Worked during Summer 2002

Applies to: Undergraduate respondents under 30 who were not primarily employees who decided to enroll in school.

CATI Code: TAGE lt 30 and TSTAT=1 and N4ENRWRK ne 2

Sources: NPSAS:2004 Field Test student interview

N4SMRSAV

In dollars, about how much of your summer earnings would you estimate you saved to pay for educational expenses during the 2002-2003 school year?

Applies to: Undergraduate respondents under 30 who worked during the summer of 2002.

CATI Code: TAGE lt 30 and TSTAT=1 and N4ENRWRK ne 2 and N4SUMMR=1

Sources: NPSAS:2004 Field Test student interview

N4INC02

Earlier, you told us about the money you earned while you were enrolled. Now we need to find out about your income for the calendar year.

What was your income from all sources (including income from work, investment income, alimony, etc.) prior to taxes and deductions in 2002?

- 1 = Less than \$5,000
- 2 = \$5,000-\$9,999
- 3 = \$10,000-\$14,999
- 4 = \$15,000-\$19,999
- 5 = \$20,000-\$29,999
- 6 = \$30,000-\$49,999
- 7 = \$50,000 and above

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4INCS02

How much would you estimate your spouse earned from all sources prior to taxes and deductions in 2002?

- 1 = Up to \$5,000
- 2 = \$5,000-\$9,999
- 3 = \$10,000-\$14,999
- 4 = \$15,000-\$19,999
- 5 = \$20,000-\$29,999
- 6 = \$30,000-\$49,999
- 7 = \$50,000 and above

Applies to: Married respondents.

CATI Code: N4MARR=2

Sources: NPSAS:2004 Field Test student interview

N4UNTAX

Since July 1, 2002, did you or your spouse receive any untaxed income or benefits, such as TANF (AFDC), Social Security, worker's compensation, disability payments, or child support?

- 0 = Did not receive untaxed benefits in 2002
- 1 = Yes, received untaxed benefits in 2002

Applies to: Respondents whose income is under \$20,000.

CATI Code: N4INC02 le 4

Sources: NPSAS:2004 Field Test student interview

N4TANF

Since July 2002, which of the following did you receive?

(Please check all that apply.)

TANF (AFDC)

0 = Did not receive TANF

1 = Received TANF

Applies to: Respondents who received untaxed benefits.

CATI Code: N4UNTAX=1

Sources: NPSAS:2004 Field Test student interview

N4SOCSEC

Since July 2002, which of the following did you receive?

(Please check all that apply.)

Social Security benefits

0 = Did not receive social security

1 = Received social security

Applies to: Respondents who received untaxed benefits.

CATI Code: N4UNTAX=1

Sources: NPSAS:2004 Field Test student interview

N4WRKCMP

Since July 2002, which of the following did you receive?

(Please check all that apply.)

Worker's compensation

0 = Did not receive worker's compensation

1 = Received worker's compensation

Applies to: Respondents who received untaxed benefits.

CATI Code: N4INC02 le 4 and N4UNTAX=1

Sources: NPSAS:2004 Field Test student interview

N4DISAB

Since July 2002, which of the following did you receive?

(Please check all that apply.)

Disability payments

0 = Did not receive disability payments

1 = Received disability payments

Applies to: Respondents who received untaxed benefits.

CATI Code: N4UNTAX=1

Sources: NPSAS:2004 Field Test student interview

N4STMPS

Since July 2002, which of the following did you receive?
(Please check all that apply.)

Food stamps

0 = Did not receive food stamps

1 = Received food stamps

Applies to: Respondents who received untaxed benefits.

CATI Code: N4UNTAX=1

Sources: NPSAS:2004 Field Test student interview

N4CHILD

Since July 2002, which of the following did you receive?
(Please check all that apply.)

Child support

0 = Did not receive child support

1 = Received child support

Applies to: Respondents who received untaxed benefits.

CATI Code: N4UNTAX=1

Sources: NPSAS:2004 Field Test student interview

N4TAXTYX

Since July 2002, which of the following did you receive?
(Please check all that apply.)

None of the above

0 = Received some of the benefits stated

1 = Do not receive any of the benefits

Applies to: Respondents who received untaxed benefits.

CATI Code: N4UNTAX=1

Sources: NPSAS:2004 Field Test student interview

N4HOME

Do you own your home or pay a mortgage on a home?

0 = Do not own home

1 = Yes, own home

Applies to: Respondents age 24 and over who did not live in school-owned housing or with parents/guardians.

CATI Code: TAGE ge 24 and N4SCHRES ne 1,2

Sources: NPSAS:2004 Field Test student interview

N4INVT1

Do you own a business, farm, or have other investments worth more than \$10,000 combined?

0 = Do not own investments, business or farm

1 = Own investments, business or farm

Applies to: Respondents 24 or older.

CATI Code: TAGE gt 24

Sources: NPSAS:2004 Field Test student interview

N4PARNC

What was your parents'/guardians' income in 2002?

- 1 = Under \$30,000
- 2 = \$30,000 to \$59,999
- 3 = \$60,000 to \$89,999
- 4 = \$90,000 and above
- 5 = Don't know

Applies to: Respondents who were under 30 and have parents/guardians.

CATI Code: TAGE lt 30 and N4RNTPAR ne 9

Sources: NPSAS:2004 Field Test student interview

N4PARBUS

Do your parents/guardians own their home or pay a mortgage on a home?

- 0 = Parents do not own home
- 1 = Parents own home

Applies to: Respondents who were under 30 and have parents/guardians.

CATI Code: TAGE lt 30 and N4RNTPAR ne 9

Sources: NPSAS:2004 Field Test student interview

N4PARNV

Do your parents/guardians own a business, farm, or other investments worth more than \$10,000 combined?

- 0 = Parents do not own other real estate
- 1 = Parents own other real estate

Applies to: Respondents who were under 30 and have parents/guardians.

CATI Code: TAGE lt 30 and N4RNTPAR ne 9

Sources: NPSAS:2004 Field Test student interview

N4NUMCRD

How many credit cards do you have in your own name that are billed to you?

Applies to: Respondents who were under 30 who have parents/guardians.

CATI Code: TAGE lt 30 and N4RNTPAR ne 9

Sources: NPSAS:2004 Field Test student interview

N4CRDTUI

Did you use your credit card(s) to pay any portion of your 2002-2003 tuition?

- 0 = Do not use credit to pay for tuition
- 1 = Use credit to pay for tuition

Applies to: Respondents under 30 with credit cards.

CATI Code: TAGE lt 30 and N4NUMCRD gt 0

Sources: NPSAS:2004 Field Test student interview

N4PAYOFF

Do you usually pay off your credit card balances each month, or carry balances over from month to month?

1 = Payoff balances

2 = Carry balances

Applies to: Respondents under 30 with credit cards.

CATI Code: TAGE lt 30 and N4NUMCRD gt 0

Sources: NPSAS:2004 Field Test student interview

N4CRDBAL

What was the balance due on all your credit cards according to your last statement?

Applies to: All respondents under 30 except those who pay off their credit cards each month.

CATI Code: TAGE lt 30 and N4PAYOFF in (2,-9)

Imputation Note: If N4NUMCRD=0 then N4CRDBAL=0.

Sources: NPSAS:2004 Field Test student interview

N4CRDPAR

Do your parents/guardians help you pay your credit card bills?

0 = Parents do not help pay credit bills

1 = Parents help pay credit bills

Applies to: Respondents under 30 with credit cards who have parents/guardians.

CATI Code: TAGE lt 30 and TRNTPAR ne 9 and N4NUMCRD gt 0

Sources: NPSAS:2004 Field Test student interview

Section D: Education Experience

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N4REMEVR

Since you've been in college, have you ever taken remedial or developmental courses to improve your basic skills, such as in mathematics, reading, or writing?

0 = Never taken remedial courses

1 = Yes, took remedial courses

Applies to: Undergraduate respondents.

CATI Code: TSTAT=1

Sources: NPSAS:2004 Field Test student interview

N4REMSY

Did you take any remedial or developmental courses during the 2002-2003 school year?

0 = No remedial courses this year

1 = Took remedial courses this year

Applies to: All undergraduates in their first or second year who have taken remedial classes at some point.

CATI Code: TSTAT=1 and N4REMEVR=1 and N4UGYR= (1,2)

Sources: NPSAS:2004 Field Test student interview

N4READ

In what area(s) did you take remedial or developmental courses?

(Please check all that apply)

Reading

0 = Did not take remedial course: reading

1 = Took remedial course: reading

Applies to: All undergraduates in their first or second year who have taken remedial classes in the 2002-2003 school year.

CATI Code: TSTAT=1 and N4REMEVR=1 and N4UGYR= (1,2) and N4REMSY=1

Sources: NPSAS:2004 Field Test student interview

N4WRITE

In what area(s) did you take remedial or developmental courses?

(Please check all that apply)

Writing

0 = Did not take remedial course: writing

1 = Took remedial course: writing

Applies to: All undergraduates in their first or second year who have taken remedial classes in the 2002-2003 school year.

CATI Code: TSTAT=1 and N4REMEVR=1 and N4UGYR= (1,2) and N4REMSY=1

Sources: NPSAS:2004 Field Test student interview

N4MATH

In what area(s) did you take remedial or developmental courses?

(Please check all that apply)

Mathematics

0 = Did not take remedial course: math

1 = Took remedial course: math

Applies to: All undergraduates in their first or second year who have taken remedial classes in the 2002-2003 school year.

CATI Code: TSTAT=1 and N4REMEVR=1 and N4UGYR= (1,2) and N4REMSY=1

Sources: NPSAS:2004 Field Test student interview

N4STUDY

In what area(s) did you take remedial or developmental courses?

(Please check all that apply)

Study skills

0 = Did not take remedial course: study

1 = Took remedial course: study

Applies to: All undergraduates in their first or second year who have taken remedial classes in the 2002-2003 school year.

CATI Code: TSTAT=1 and N4REMEVR=1 and N4UGYR= (1,2) and N4REMSY=1

Sources: NPSAS:2004 Field Test student interview

N4ENGLIS

In what area(s) did you take remedial or developmental courses?

(Please check all that apply)

English

0 = Did not take remedial course: English

1 = Took remedial course: English

Applies to: All undergraduates in their first or second year who have taken remedial classes in the 2002-2003 school year.

CATI Code: TSTAT=1 and N4REMEVR=1 and N4UGYR= (1,2) and N4REMSY=1

Sources: NPSAS:2004 Field Test student interview

N4ACTSAT

Did you take the SAT or ACT college entrance exams?

0 = Did not take SAT or ACT

1 = Yes, SAT

2 = Yes, ACT

3 = Yes, both the SAT and ACT

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4FRQGRA

During the 2002-2003 school year at [NPSAS], how often did you do each of the following? Never, sometimes or often?

Attend classes taught by graduate students

1 = Never

2 = Sometimes

3 = Often

Applies to: BPS eligible respondents who were enrolled in a 4-year institution.

CATI Code: N4BPSELG=1 and Y_NPLEVL=1

Sources: NPSAS:2004 Field Test student interview

N4FRQLEC

During the 2002-2003 school year at [NPSAS], how often did you do each of the following? Never, sometimes or often?

Attend large lecture classes

1 = Never

2 = Sometimes

3 = Often

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4FRQESS

During the 2002-2003 school year at [NPSAS], how often did you do each of the following? Never, sometimes or often?

Write essay answers as part of exams

1 = Never

2 = Sometimes

3 = Often

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4FRQWRI

During the 2002-2003 school year at [NPSAS], how often did you do each of the following? Never, sometimes or often?

Write papers for courses

1 = Never

2 = Sometimes

3 = Often

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4ADVSR

During the 2002-2003 school year at [NPSAS], please indicate whether you did each of the following never, sometimes or often.

Talk with faculty about academic matters, outside of class time (including e-mail)

1 = Never

2 = Sometimes

3 = Often

Applies to: BPS eligible respondents who went to a 2, 2 or more, or a 4-year NPSAS school.

CATI Code: N4BPSELG=1 and Y_NPLEVL ne 3

Sources: NPSAS:2004 Field Test student interview

N4ACDMTG

During the 2002-2003 school year at [NPSAS], please indicate whether you did each of the following never, sometimes or often.

Meet with advisor concerning academic plans

1 = Never

2 = Sometimes

3 = Often

Applies to: BPS eligible respondents who went to a 2, 2 or more, or a 4-year NPSAS school.

CATI Code: N4BPSELG=1 and Y_NPLEVL ne 3

Sources: NPSAS:2004 Field Test student interview

N4SOCIAL

During the 2002-2003 school year at [NPSAS], please indicate whether you did each of the following never, sometimes or often.

Have informal or social contacts with faculty members outside of classrooms and offices

1 = Never

2 = Sometimes

3 = Often

Applies to: BPS eligible respondents who went to a 2, 2 or more, or a 4-year NPSAS school.

CATI Code: N4BPSELG=1 and Y_NPLEVL ne 3

Sources: NPSAS:2004 Field Test student interview

N4STDYGP

During the 2002-2003 school year at [NPSAS], please indicate whether you did each of the following never, sometimes or often.

Attend study groups outside of the classroom

1 = Never

2 = Sometimes

3 = Often

Applies to: BPS eligible respondents who went to a 2, 2 or more, or a 4-year NPSAS school.

CATI Code: N4BPSELG=1 and Y_NPLEVL ne 3

Sources: NPSAS:2004 Field Test student interview

N4CLUBS

During the 2002-2003 school year at [NPSAS], please indicate whether you did each of the following never, sometimes or often.

Participate in school clubs

1 = Never

2 = Sometimes

3 = Often

Applies to: BPS eligible respondents who went to a 2, 2 or more, or a 4-year NPSAS school.

CATI Code: N4BPSELG=1 and Y_NPLEVL ne 3

Sources: NPSAS:2004 Field Test student interview

N4ARTS

During the 2002-2003 school year at [NPSAS], please indicate whether you did each of the following never, sometimes or often.

Attend music, choir, drama, or other fine arts activities

1 = Never

2 = Sometimes

3 = Often

Applies to: BPS eligible respondents who went to a 2, 2 or more, or a 4-year NPSAS school.

CATI Code: N4BPSELG=1 and Y_NPLEVL ne 3

Sources: NPSAS:2004 Field Test student interview

N4VARSPT

During the 2002-2003 school year at [NPSAS], please indicate whether you did each of the following never, sometimes or often.

Participate in intramural or varsity sports

1 = Never

2 = Sometimes

3 = Often

Applies to: BPS eligible respondents who went to a 2, 2 or more, or a 4-year NPSAS school.

CATI Code: N4BPSELG=1 and Y_NPLEVL ne 3

Sources: NPSAS:2004 Field Test student interview

N4DSTED

During the 2002-2003 school year, did you take any courses for credit that were distance education courses?

(Distance education courses are delivered off campus using live, interactive TV or audio, pre-recorded TV or video, CD-ROM, or a computer-based system such as the Internet.

Distance education does not include correspondence courses.)

0 = Did not take distance education courses

1 = Yes, took distance education courses

Applies to: All respondents

Sources: NPSAS:2004 Field Test student interview

N4ENTPGM

Is your entire program taught through distance education?

0 = Entire program is not distance education

1 = Entire program is distance education

Applies to: Respondents who took distance education course(s) in the 2002-2003 school year.

CATI Code: N4DSTED=1

Sources: NPSAS:2004 Field Test student interview

N4NMDSSED

How many distance education courses did you take?

Applies to: All respondents except those whose entire program is through distance education.

CATI Code: N4ENTPGM ne 1

Imputation Note: If N4DTSED ne 1 then N4NMDSSED=0.

Sources: NPSAS:2004 Field Test student interview

N4DSLOC

Was this course/Were these courses offered through [NPSAS], somewhere else, or both?

1 = NPSAS

2 = Somewhere else

3 = Both

Applies to: Respondents who took distance education course(s) in the 2002-2003 school year.

CATI Code: N4DSTED=1

Sources: NPSAS:2004 Field Test student interview

N4LIVE

Did your distance education classes use any of the following?

(Please check all that apply)

Live, interactive TV or audio

0 = No live distance education courses

1 = Yes, live distance education courses

Applies to: Respondents who took distance education course(s) in the 2002-2003 school year.

CATI Code: N4DSTED=1

Sources: NPSAS:2004 Field Test student interview

N4RECORD

Did your distance education classes use any of the following?

(Please check all that apply)

Pre-recorded TV or audio

0 = No pre-recorded distance education

1 = Yes, pre-recorded distance education

Applies to: Respondents who took distance education course(s) in the 2002-2003 school year.

CATI Code: N4DSTED=1

Sources: NPSAS:2004 Field Test student interview

N4NET

Did your distance education classes use any of the following?

(Please check all that apply)

The Internet

0 = No internet distance education courses

1 = Yes, internet distance education courses

Applies to: Respondents who took distance education course(s) in the 2002-2003 school year.

CATI Code: N4DSTED=1

Sources: NPSAS:2004 Field Test student interview

N4CMPSAT

Compared to other courses you've taken, how satisfied are you with the quality of instruction you've received in your distance education courses?

1 = More satisfied

2 = Liked both the same

3 = Less satisfied

4 = All courses were distance education

Applies to: Respondents who have taken distance education course(s) during the 2002-2003 school year, but whose entire program is not through distance education.

CATI Code: N4DSTED=1 and N4ENTPGM=0

Sources: NPSAS:2004 Field Test student interview

N4TEST

Did you take any admission tests as part of your application to graduate school?

0 = Did not take a graduate admissions exam

1 = Took a graduate admissions exam

Applies to: Graduate/professional respondents.

CATI Code: TSTAT=2

Sources: NPSAS:2004 Field Test student interview

N4TESTA

What test(s) have you taken?

(Please check all that apply)

GRE (Graduate Record Exam)

0 = No graduate record exam

1 = Yes, graduate record exam

Applies to: Graduate and professional respondents who have taken a graduate admission exam.

CATI Code: TSTAT=2 and N4TEST=1

Sources: NPSAS:2004 Field Test student interview

N4TESTB

What test(s) have you taken?

(Please check all that apply)

GMAT (Graduate Management Admission Test)

0 = No graduate management admission test

1 = Yes, graduate management admission test

Applies to: Graduate and professional respondents who have taken a graduate admission exam.

CATI Code: TSTAT=2 and N4TEST=1

Sources: NPSAS:2004 Field Test student interview

N4TESTC

What test(s) have you taken?

(Please check all that apply)

LSAT (Law School Admission Test)

0 = No law school admission test

1 = Yes, law school admission test

Applies to: Graduate and professional respondents who have taken a graduate admission exam.

CATI Code: TSTAT=2 and N4TEST=1

Sources: NPSAS:2004 Field Test student interview

N4TESTD

What test(s) have you taken?

(Please check all that apply)

MCAT (Medical College Admission Test)

0 = No medical college admission test

1 = Yes, medical college admission test

Applies to: Graduate and professional respondents who have taken a graduate admission exam.

CATI Code: TSTAT=2 and N4TEST=1

Sources: NPSAS:2004 Field Test student interview

N4TESTE

What test(s) have you taken?

(Please check all that apply)

MAT (Miller Analogies Test)

0 = No Miller Analogies Test

1 = Yes, Miller Analogies Test

Applies to: Graduate and professional respondents who have taken a graduate admission exam.

CATI Code: TSTAT=2 and N4TEST=1

Sources: NPSAS:2004 Field Test student interview

N4TESTX

What test(s) have you taken?

(Please check all that apply)

Other, please specify

0 = No other admission tests

1 = Yes, other admission tests

Applies to: Graduate and professional respondents who have taken a graduate admission exam.

CATI Code: TSTAT=2 and N4TEST=1

Sources: NPSAS:2004 Field Test student interview

N4TESTS

What test(s) have you taken?

(Please check all that apply)

Applies to: Graduate and professional respondents who reported taking a type of graduate admission exam that was not listed.

CATI Code: TSTAT=2 and N4TEST=1 and N4TESTX=1

Sources: NPSAS:2004 Field Test student interview

N4GREV

What was your score on each of the following sections of the GRE?

Verbal

Applies to: Respondents who took the GRE.

CATI Code: TSTAT=2 and N4TEST=1 and N4TESTA=1

Sources: NPSAS:2004 Field Test student interview

N4GREM

What was your score on each of the following sections of the GRE?

Quantitative

Applies to: Respondents who took the GRE.

CATI Code: TSTAT=2 and N4TEST=1 and N4TESTA=1

Sources: NPSAS:2004 Field Test student interview

N4GREA

What was your score on each of the following sections of the GRE?

Analytical writing

Applies to: Respondents who took the GRE.

CATI Code: TSTAT=2 and N4TEST=1 and N4TESTA=1

Sources: NPSAS:2004 Field Test student interview

N4GRDRAT

Before choosing [NPSAS], did you get information about any of the following?
(Please check all that apply.)

The graduation rate

0 = Did not consider graduation rate

1 = Yes, considered graduation rate

Applies to: Undergraduate respondents.

CATI Code: TSTAT=1

Sources: NPSAS:2004 Field Test student interview

N4SAFETY

Before choosing [NPSAS], did you get information about any of the following?
(Please check all that apply.)

Campus safety

0 = Did not consider campus safety

1 = Yes, considered campus safety

Applies to: Undergraduate respondents.

CATI Code: TSTAT=1

Sources: NPSAS:2004 Field Test student interview

N4JOBRA

Before choosing [NPSAS], did you get information about any of the following?
(Please check all that apply.)

The job rate

0 = Did not consider job rate

1 = Yes, considered job rate

Applies to: Undergraduates who were in less-than-2-year schools during the 2002-2003 school year.

CATI Code: TSTAT=1 and Y_NPLEVL=3

Sources: NPSAS:2004 Field Test student interview

N4CONSN

Before choosing [NPSAS], did you get information about any of the following?
(Please check all that apply.)

None of the above

0 = Did not consider anything mentioned

1 = Yes, considered mentioned items

Applies to: Undergraduate respondents.

CATI Code: TSTAT=1

Sources: NPSAS:2004 Field Test student interview

N4NUMAPP

[if Y_NPLEVL ne 1 then]

How many four-year colleges and universities did you apply to?

[else]

How many four-year colleges and universities did you apply to, including [NPSAS]?

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4NUMACC

How many of those schools accepted you?

Applies to: BPS eligible respondents who applied to more than one institution.

CATI Code: N4BPSELG=1 and N4NUMAPP gt 1

Sources: NPSAS:2004 Field Test student interview

N4PUB

Before applying to college, did you consult a published list of college rankings?

0 = Did not choose from a published list

1 = Chose from a published list

Applies to: BPS eligible respondents who applied to one or more institutions.

CATI Code: N4BPSELG=1 and N4NUMAPP ge 1

Sources: NPSAS:2004 Field Test student interview

N4FIRST

Was [NPSAS] your first choice?

0 = Not first choice

1 = Yes, first choice

Applies to: All BPS eligible respondents except those who applied to only one institution.

CATI Code: N4BPSELG=1 and N4NUMAPP ne 1

Sources: NPSAS:2004 Field Test student interview

N4NOFIRS

Were you accepted at your first choice of schools?

0 = Not accepted at first choice

1 = Yes, accepted at first choice

Applies to: Respondents who were admitted to fewer schools than they applied and indicated that the NPSAS school was not their first choice.

CATI Code: N4BPSELG=1 and N4NUMAPP ne 1 and N4FIRST=0 and (N4NUMACC lt N4NUMAPP)

Sources: NPSAS:2004 Field Test student interview

N4NOWHB

Why did you not attend the school that was your first choice?

(Please check all that apply)

Too expensive

0 = Not too expensive

1 = Yes, too expensive

Applies to: Respondents for whom NPSAS was not their first choice, but were accepted at their first choice school and did not go there.

CATI Code: N4BPSELG=1 and N4NUMAPP ne 1 and N4FIRST=0 and (N4NOFIRS=1 or (N4NUMACC=N4NUMAPP))

Sources: NPSAS:2004 Field Test student interview

N4NOWHC

Why did you not attend the school that was your first choice?

(Please check all that apply)

Did not receive enough financial aid

0 = Have enough aid

1 = Yes, not enough aid

Applies to: Respondents for whom NPSAS was not their first choice, but were accepted at their first choice school and did not go there.

CATI Code: N4BPSELG=1 and N4NUMAPP ne 1 and N4FIRST=0 and (N4NOFIRS=1 or (N4NUMACC=N4NUMAPP))

Sources: NPSAS:2004 Field Test student interview

N4NOWHD

Why did you not attend the school that was your first choice?

(Please check all that apply)

Location

0 = Not location

1 = Yes, location

Applies to: Respondents for whom NPSAS was not their first choice, but were accepted at their first choice school and did not go there.

CATI Code: N4BPSELG=1 and N4NUMAPP ne 1 and N4FIRST=0 and (N4NOFIRS=1 or (N4NUMACC=N4NUMAPP))

Sources: NPSAS:2004 Field Test student interview

N4NOWHE

Why did you not attend the school that was your first choice?

(Please check all that apply)

Personal reasons

0 = No personal reasons

1 = Yes, personal reasons

Applies to: Respondents for whom NPSAS was not their first choice, but were accepted at their first choice school and did not go there.

CATI Code: N4BPSELG=1 and N4NUMAPP ne 1 and N4FIRST=0 and (N4NOFIRS=1 or (N4NUMACC=N4NUMAPP))

Sources: NPSAS:2004 Field Test student interview

N4NOWHX

Why did you not attend the school that was your first choice?

(Please check all that apply)

Other

0 = No other reasons

1 = Yes, other

Applies to: Respondents for whom NPSAS was not their first choice, but were accepted at their first choice school and did not go there.

CATI Code: N4BPSELG=1 and N4NUMAPP ne 1 and N4FIRST=0 and (N4NOFIRS=1 or (N4NUMACC=N4NUMAPP))

Sources: NPSAS:2004 Field Test student interview

N4NOWHS

Why did you not attend the school that was your first choice?

(Please check all that apply)

Other, please specify

Applies to: Respondents for whom NPSAS was not their first choice, but were accepted at their first choice school and reported not going there for other reasons.

CATI Code: N4BPSELG=1 and N4NUMAPP ne 1 and N4FIRST=0 and (N4NOFIRS=1 or (N4NUMACC=N4NUMAPP)) and N4NOWHX ne (0,9)

Sources: NPSAS:2004 Field Test student interview

N4ATTDA

Why did you decide to attend [NPSAS]?

(Please check all that apply.)

Offered desired program/coursework

0 = Not desired program

1 = Yes, desired program

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4ATTDB

Why did you decide to attend [NPSAS]?

(Please check all that apply.)

Reputation of program/faculty/school

0 = Not reputation

1 = Yes, reputation

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4ATTDC

Why did you decide to attend [NPSAS]?

(Please check all that apply.)

Affordable/other financial reasons

0 = Not financial reasons

1 = Yes, financial reason

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4ATTDD

Why did you decide to attend [NPSAS]?

(Please check all that apply.)

Preferred location

0 = Not location

1 = Yes, location

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4ATTDE

Why did you decide to attend [NPSAS]?

(Please check all that apply.)

Personal/family reasons

0 = Not personal reasons

1 = Yes, personal reasons

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4ATTDX

Why did you decide to attend [NPSAS]?

(Please check all that apply.)

Other, please specify

0 = No other reasons

1 = Yes, other reasons

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4ATTDS

Why did you decide to attend [NPSAS]?

(Please check all that apply.)

Applies to: BPS eligible respondents who reported other reasons for attending NPSAS.

CATI Code: N4BPSELG=1 and N4ATTDX = (0,-9)

Sources: NPSAS:2004 Field Test student interview

N4COLLCR

While you were in high school, did you take any courses at a college or university for which you earned college credit?

0 = Did not earn college credit

1 = Earned college credit in high school

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4AP

When you first enrolled in college, did you have any advanced placement (AP) credits that were accepted by [NPSAS]?

0 = Did not have advanced placement credit

1 = Had advanced placement credit

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4ENSOPH

Did you earn enough credits to enter college as a sophomore?

0 = No credit to enter as sophomore

1 = Yes, had credit to enter as sophomore

Applies to: Respondents who earned college credit before enrolling in NPSAS school or who earned credit through AP classes.

CATI Code: N4BPSELG=1 and (N4AP=1 or N4COLLCR=1)

Sources: NPSAS:2004 Field Test student interview

N4HIMATH

While you were in high school, did you complete any advanced math courses beyond geometry?

0 = No courses beyond geometry

1 = Yes, courses beyond geometry

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4MATHA

Which of the following math courses did you complete while in high school?

(Please check all that apply)

Pre-Algebra

0 = Not pre-algebra

1 = Yes, pre-algebra

Applies to: BPS eligible respondents who completed advanced math courses.

CATI Code: N4BPSELG=1 and N4HIMATH=1

Sources: NPSAS:2004 Field Test student interview

N4MATHB

Which of the following math courses did you complete while in high school?

(Please check all that apply)

Algebra I

0 = Not algebra I

1 = Yes, algebra I

Applies to: BPS eligible respondents who completed advanced math courses.

CATI Code: N4BPSELG=1 and N4HIMATH=1

Sources: NPSAS:2004 Field Test student interview

N4MATHC

Which of the following math courses did you complete while in high school?

(Please check all that apply)

Geometry

0 = Not geometry

1 = Yes, geometry

Applies to: BPS eligible respondents who completed advanced math courses.

CATI Code: N4BPSELG=1 and N4HIMATH=1

Sources: NPSAS:2004 Field Test student interview

N4MATHD

Which of the following math courses did you complete while in high school?
(Please check all that apply)

Algebra II

0 = Not algebra II

1 = Yes, algebra II

Applies to: BPS eligible respondents who completed advanced math courses.

CATI Code: N4BPSELG=1 and N4HIMATH=1

Sources: NPSAS:2004 Field Test student interview

N4MATHE

Which of the following math courses did you complete while in high school?
(Please check all that apply)

Algebra III/Trigonometry

0 = Not algebra III

1 = Yes, algebra III

Applies to: BPS eligible respondents who completed advanced math courses.

CATI Code: N4BPSELG=1 and N4HIMATH=1

Sources: NPSAS:2004 Field Test student interview

N4MATHF

Which of the following math courses did you complete while in high school?
(Please check all that apply)

Pre-Calculus/Analytic Geometry

0 = Not pre-calculus

1 = Yes, pre-calculus

Applies to: BPS eligible respondents who completed advanced math courses.

CATI Code: N4BPSELG=1 and N4HIMATH=1

Sources: NPSAS:2004 Field Test student interview

N4MATHG

Which of the following math courses did you complete while in high school?
(Please check all that apply)

Calculus

0 = Not calculus

1 = Yes, calculus

Applies to: BPS eligible respondents who completed advanced math courses.

CATI Code: N4BPSELG=1 and N4HIMATH=1

Sources: NPSAS:2004 Field Test student interview

N4MATHH

Which of the following math courses did you complete while in high school?

(Please check all that apply)

Business Math/Statistics

0 = Not statistics

1 = Yes, statistics

Applies to: BPS eligible respondents who completed advanced math courses.

CATI Code: N4BPSELG=1 and N4HIMATH=1

Sources: NPSAS:2004 Field Test student interview

N4MATHX

Which of the following math courses did you complete while in high school?

(Please check all that apply)

Other

0 = No other math courses

1 = Yes, other math courses

Applies to: BPS eligible respondents who completed advanced math courses.

CATI Code: N4BPSELG=1 and N4HIMATH=1

Sources: NPSAS:2004 Field Test student interview

N4MATHS

Which of the following math courses did you complete while in high school?

(Please check all that apply)

Other, please specify

Applies to: BPS eligible respondents who reported completing other advanced math courses.

CATI Code: N4BPSELG=1 and N4HIMATH=1 and N4MATHX=1

Sources: NPSAS:2004 Field Test student interview

N4POSTA

What kinds of things did you do before you started your postsecondary education (after high school)?

(Please check all that apply)

Worked

0 = Did not work

1 = Yes, worked

Applies to: BPS eligible respondents who had at least a one year delay after high school and before enrolling at their NPSAS institution.

CATI Code: N4BPSELG=1 and TDELAY=1

Sources: NPSAS:2004 Field Test student interview

N4POSTB

What kinds of things did you do before you started your postsecondary education (after high school)?

(Please check all that apply)

Served in the military

0 = No military

1 = Yes, military

Applies to: BPS eligible respondents who had at least a one year delay after high school and before enrolling at their NPSAS institution.

CATI Code: N4BPSELG=1 and TDELAY=1

Sources: NPSAS:2004 Field Test student interview

N4POSTC

What kinds of things did you do before you started your postsecondary education (after high school)?

(Please check all that apply)

Volunteered (Peace Corps, Americorps, etc.)

0 = Did not volunteer

1 = Yes, volunteered

Applies to: BPS eligible respondents who had at least a one year delay after high school and before enrolling at their NPSAS institution.

CATI Code: N4BPSELG=1 and TDELAY=1

Sources: NPSAS:2004 Field Test student interview

N4POSTD

What kinds of things did you do before you started your postsecondary education (after high school)?

(Please check all that apply)

Got married/raised a family

0 = Did not get married

1 = Yes, got married

Applies to: BPS eligible respondents who had at least a one year delay after high school and before enrolling at their NPSAS institution.

CATI Code: N4BPSELG=1 and TDELAY=1

Sources: NPSAS:2004 Field Test student interview

N4POSTE

What kinds of things did you do before you started your postsecondary education (after high school)?

(Please check all that apply)

Cared for a dependent parent or other individual (not children)

0 = Did not care for a dependent

1 = Yes, cared for a dependent

Applies to: BPS eligible respondents who had at least a one year delay after high school and before enrolling at their NPSAS institution.

CATI Code: N4BPSELG=1 and TDELAY=1

Sources: NPSAS:2004 Field Test student interview

N4POSTF

What kinds of things did you do before you started your postsecondary education (after high school)?

(Please check all that apply)

Dealt with health/other personal issues

0 = Did not have health problems

1 = Yes, dealt with health problems

Applies to: BPS eligible respondents who had at least a one year delay after high school and before enrolling at their NPSAS institution.

CATI Code: N4BPSELG=1 and TDELAY=1

Sources: NPSAS:2004 Field Test student interview

N4POSTG

What kinds of things did you do before you started your postsecondary education (after high school)?

(Please check all that apply)

Traveled

0 = Did not travel

1 = Yes, traveled

Applies to: BPS eligible respondents who had at least a one year delay after high school and before enrolling at their NPSAS institution.

CATI Code: N4BPSELG=1 and TDELAY=1

Sources: NPSAS:2004 Field Test student interview

N4POSTH

What kinds of things did you do before you started your postsecondary education (after high school)?

(Please check all that apply)

Pursued a hobby or other interest

0 = Did not work on a hobby

1 = Yes, worked on a hobby

Applies to: BPS eligible respondents who had at least a one year delay after high school and before enrolling at their NPSAS institution.

CATI Code: N4BPSELG=1 and TDELAY=1

Sources: NPSAS:2004 Field Test student interview

N4POSTX

What kinds of things did you do before you started your postsecondary education (after high school)?

(Please check all that apply)

Other

0 = No other reasons

1 = Yes, other reasons

Applies to: BPS eligible respondents who had at least a one year delay after high school and before enrolling at their NPSAS institution.

CATI Code: N4BPSELG=1 and TDELAY=1

Sources: NPSAS:2004 Field Test student interview

N4POSTS

What kinds of things did you do before you started your postsecondary education (after high school)?

(Please check all that apply)

Other, please specify

Applies to: BPS eligible respondents who had at least a one year delay after high school and before enrolling at their NPSAS institution who reported other activities.

CATI Code: N4BPSELG=1 and TDELAY=1 and N4POSTX=1

Sources: NPSAS:2004 Field Test student interview

N4DROPA

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Academic problems

0 = Not because of academic problems

1 = Yes, academic problems

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPB

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Classes not available/scheduling not convenient

0 = Not because of scheduling problems

1 = Yes, scheduling problems

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPC

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Not satisfied with program/school/campus/faculty

0 = Not because unsatisfied

1 = Not satisfied

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPD

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

School or program closed

0 = Not because school/program closed

1 = School/program closed

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPE

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Program lost accreditation

0 = Not because program lost accreditation

1 = Program lost accreditation

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPF

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Finished taking desired classes

0 = Not because finished desired classes

1 = Finished desired classes

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPG

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Decided on a different program of study

0 = Not because different program of study

1 = Yes, different program of study

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPH

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Decided to take time off from studies

0 = Not because needed to take time off

1 = Yes, to take time off

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPI

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Enrollment doesn't suit current lifestyle

0 = Not because doesn't suit lifestyle

1 = Yes, doesn't suit lifestyle

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPJ

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Conflicts with job/military

0 = Not because of conflicts with job

1 = Yes, conflicts with job

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPK

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Needed to work

0 = Not because needed to work

1 = Yes, needed to work

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPL

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Financial reasons

0 = Not because of financial reasons

1 = Yes, financial reasons

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPM

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Change in family status (e.g. marriage, baby, death in family)

0 = Not because of a change in family status

1 = Yes, change in family status

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPN

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Conflicted with demands at home/personal problems

0 = Not because demands at home

1 = Yes, conflicts with demands at home

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPO

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Wanted to pursue other interests

0 = Not because pursued other interests

1 = Yes, pursue other interests

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4DROPX

You indicated earlier that you are no longer enrolled at [NPSAS]. Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Other, please specify

0 = Not because of another reason

1 = Yes, other reason not mentioned

Applies to: BPS eligible respondents who left NPSAS before the term ended.

CATI Code: N4BPSELG=1 and N4DRPTM=2

Sources: NPSAS:2004 Field Test student interview

N4TRNRA

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

Experience academic problems

0 = Not because of academic problems

1 = Yes, academic problems

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRB

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

Inconvenient schedule/class unavailability

0 = Not because of scheduling problems

1 = Yes, scheduling problems

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRC

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

Dissatisfaction with program/school/campus/faculty

0 = Not because unsatisfied

1 = Not satisfied

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRD

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

Changed degree program/major field of study

0 = Not because changed program/major

1 = Yes, changed program/major

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRE

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

Transferred to less difficult school

0 = Not because it is less competitive

1 = Yes, less competitive

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRF

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

School/program closed or lost accreditation

0 = Not because School/program closed

1 = School/program closed

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRG

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

Finished taking desired classes (personal interest)

0 = Not because done with classes

1 = Yes, done with classes

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRH

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

School conflicted with demands at job or with military

0 = Not because conflicts with job/military

1 = Yes, conflicts with job/military

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRI

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

Experienced financial difficulties

0 = Not because of financial reasons

1 = Yes, financial reasons

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRJ

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

Moved away from area

0 = Not because moved from area

1 = Yes, moved from area

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRK

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

Changed family status, e.g., married, had baby, had death in family

0 = Not because change in family status

1 = Yes, change in family status

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRL

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

School conflicted with demands at home/personal problems

0 = Not because of a home/personal conflict

1 = Yes, conflict home/personal

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRX

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

Other

0 = No other reasons

1 = Yes, other reasons

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1)

Sources: NPSAS:2004 Field Test student interview

N4TRNRS

[if N4TRNPLN = 1 then]

Earlier you indicated that you plan to transfer out of [NPSAS].

What are your reasons for deciding to leave?

[else]

[if N4TRNAWY = 1 then]

Earlier you indicated that you transferred out of [NPSAS].

What were your reasons for deciding to leave?

Other, please specify

Applies to: BPS eligible respondents who planned to transfer or did transfer out of NPSAS school and reported other reasons for the transfer.

CATI Code: N4BPSELG=1 and (N4TRNPLN=1 or N4TRNAWY=1) and N4TRNRX=(0,-9)

Sources: NPSAS:2004 Field Test student interview

N4ATHTY

Please indicate which of the following personal goals are very important to you. (Please check all that apply)

Becoming an authority in your field

0 = Not becoming authority in field

1 = Yes, becoming authority in field

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4PLINF

Please indicate which of the following personal goals are very important to you. (Please check all that apply)

Influencing the political structure

0 = Not to influence political structure

1 = Yes, to influence political structure

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4WLOFF

Please indicate which of the following personal goals are very important to you. (Please check all that apply)

Being financially well off

0 = Not being financially well-off

1 = Yes, being financially well-off

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4WKSCS

Please indicate which of the following personal goals are very important to you. (Please check all that apply)

Being successful in your line of work

0 = Not being successful in work

1 = Yes, being successful in work

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4STEADY

Please indicate which of the following personal goals are very important to you. (Please check all that apply)

Being able to find steady work

0 = Not because of steady work

1 = Yes, steady work

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4LEADR

Please indicate which of the following personal goals are very important to you.

(Please check all that apply)

Being a leader in the community

0 = Not being a community leader

1 = Yes, to be community leader

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4CLSFAM

Please indicate which of the following personal goals are very important to you.

(Please check all that apply)

Living close to parents and relatives

0 = Not living close to relatives

1 = Yes, living close to relatives

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4AREA

Please indicate which of the following personal goals are very important to you.

(Please check all that apply)

Moving away from hometown

0 = Not moving away hometown

1 = Yes, moving away hometown

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4LEISUR

Please indicate which of the following personal goals are very important to you.

(Please check all that apply)

Having leisure time to enjoy interests

0 = Not leisure time

1 = Yes, leisure time

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4KIDS

Please indicate which of the following personal goals are very important to you. (Please check all that apply)

Having children

0 = Not having children

1 = Yes, having children

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4BTROPP

Please indicate which of the following personal goals are very important to you. (Please check all that apply)

Being able to give your children better opportunities than you had

0 = Not kids more opportunity

1 = Yes, kids more opportunity

Applies to: BPS eligible respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

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Section E: Background

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N4STATE

What is your state of legal residence?

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

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DISTNC

How far (in miles) is [NPSAS] from your permanent home?

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4HISP

Are you of Hispanic or Latino origin?

0 = Not of Hispanic/Latino origin

1 = Yes, of Hispanic/Latino origin

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4HISA

Are you of...

Check all that apply.

Cuban descent

0 = Not of Cuban descent

1 = Yes, of Cuban descent

Applies to: Respondents of Hispanic or Latino origin.

CATI Code: N4HISP=1

Sources: NPSAS:2004 Field Test student interview

N4HISB

Are you of...

Check all that apply.

Mexican, Mexican-American, or Chicano descent

0 = Not of Mexican or Chicano descent

1 = Yes, of Mexican or Chicano descent

Applies to: Respondents of Hispanic or Latino origin.

CATI Code: N4HISP=1

Sources: NPSAS:2004 Field Test student interview

N4HISC

Are you of...

Check all that apply.

Puerto Rican descent

0 = Not Puerto Rican

1 = Yes, Puerto Rican

Applies to: Respondents of Hispanic or Latino origin.

CATI Code: N4HISP=1

Sources: NPSAS:2004 Field Test student interview

N4HISD

Are you of...

Check all that apply.

Another Spanish, Hispanic or Latino origin

0 = Not of other Spanish/Hispanic origin

1 = Yes, of other Spanish/Hispanic origin

Applies to: Respondents of Hispanic or Latino origin.

CATI Code: N4HISP=1

Sources: NPSAS:2004 Field Test student interview

N4RACEA

What is your race?

Check all that apply.

White

0 = Not White

1 = Yes, White

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4RACEB

What is your race?

Check all that apply.

Black or African American

0 = Not Black or African American

1 = Yes, Black or African American

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4RACEC

What is your race?

Check all that apply.

Asian

0 = Not Asian

1 = Yes, Asian

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4RACED

What is your race?

Check all that apply.

American Indian or Alaska Native

0 = Not American Indian or Alaska Native

1 = Yes, American Indian or Alaska Native

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4RACEE

What is your race?

Check all that apply.

Native Hawaiian or Other Pacific Islander

0 = Not Native Hawaiian or Pacific Islander

1 = Yes, Native Hawaiian or Pacific Islander

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4RACEX

What is your race?

Check all that apply.

Other

0 = Not other race

1 = Yes, other race

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4RACES

What is your race?

Check all that apply.

Other, please specify

Applies to: Respondents who reported another race than what was mentioned in the instrument.

CATI Code: N4RACEX=1

Sources: NPSAS:2004 Field Test student interview

N4TRIBE

Are you enrolled in a state- or federally-recognized tribe?

0 = Not enrolled in recognized tribe

1 = Yes, enrolled in recognized tribe

Applies to: Respondents who were American Indian or Alaska Native.

CATI Code: N4RACED=1

Sources: NPSAS:2004 Field Test student interview

N4LANG

When you were growing up, was English the language you spoke most often at home?

0 = English is not primary language

1 = Yes, English is primary language

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DEPS

When you were enrolled in the 2002-2003 school year, did you or your spouse have any children that you

supported financially?

0 = No dependent children

1 = Yes dependent children

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DEP2

How many?

Applies to: All respondents.

Imputation Note: If N4DEPS=0 then N4DEP2=0.

Sources: NPSAS:2004 Field Test student interview

N4DAGE01

What are the ages of your children?

Age of child 1

Applies to: Respondents with at least one dependent child.

CATI Code: N4DEP2 ge 1

Sources: NPSAS:2004 Field Test student interview

N4DAGE02

What are the ages of your children?

Age of child 2

Applies to: Respondents with at least 2 dependent children.

CATI Code: N4DEP2 ge 2

Sources: NPSAS:2004 Field Test student interview

N4DAGE03

What are the ages of your children?

Age of child 3

Applies to: Respondents with at least 3 dependent children.

CATI Code: N4DEP2 ge 3

Sources: NPSAS:2004 Field Test student interview

N4DAGE04

What are the ages of your children?

Age of child 4

Applies to: Respondents with at least 4 dependent children.

CATI Code: N4DEP2 ge 4

Sources: NPSAS:2004 Field Test student interview

N4DAGE05

What are the ages of your children?

Age of child 5

Applies to: Respondents with at least 5 dependent children.

CATI Code: N4DEP2 ge 5

Sources: NPSAS:2004 Field Test student interview

N4DAGE06

What are the ages of your children?

Age of child 6

Applies to: Respondents with at least 6 dependent children.

CATI Code: N4DEP2 ge 6

Sources: NPSAS:2004 Field Test student interview

N4DAGE07

What are the ages of your children?

Age of child 7

Applies to: Respondents with at least 7 dependent children.

CATI Code: N4DEP2 ge 7

Sources: NPSAS:2004 Field Test student interview

N4DAGE08

What are the ages of your children?

Age of child 8

Applies to: Respondents with at least 8 dependent children.

CATI Code: N4DEP2 ge 8

Sources: NPSAS:2004 Field Test student interview

N4DAGE09

What are the ages of your children?

Age of child 9

Applies to: Respondents with at least 9 dependent children.

CATI Code: N4DEP2 ge 9

Sources: NPSAS:2004 Field Test student interview

N4DAGE10

What are the ages of your children?

Age of child 10

Applies to: Respondents with 10 dependent children.

CATI Code: N4DEP2=10

Sources: NPSAS:2004 Field Test student interview

N4OTDEPS

(Other than your spouse and your child/children), were you supporting anyone else when you were enrolled in the 2002-2003 school year?

0 = Not supporting anyone else

1 = Yes, supporting someone else

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4CARE1

How many of your children are in...

Daycare

Applies to: Respondents with dependents under 12.

CATI Code: N4DEPS gt 0 and N4DAGE01-N4DAGE10 lt 12

Sources: NPSAS:2004 Field Test student interview

N4CARE2

How many of your children are in...

Private school

Applies to: Respondents with dependents between 5 and 18.

CATI Code: N4DEPS gt 0 and N4DAGE01 range 5-18

Sources: NPSAS:2004 Field Test student interview

N4CARE3

How many of your other dependents are in a dependent care facility

Applies to: All respondents.

Imputation Note: If N4OTDEPS=0 then N4CARE3=0.

Sources: NPSAS:2004 Field Test student interview

N4DAYCST

On average, how much did you pay each month for childcare during the last term you were enrolled in the 2002-2003 school year?

Applies to: Respondents who had dependents enrolled in daycare during the 2002-2003 school year.

CATI Code: N4CARE1 gt 0

Sources: NPSAS:2004 Field Test student interview

N4PARST

Are your parents married to each other?

0 = Parents not married

1 = Yes, parents married

Applies to: Respondents under 30.

CATI Code: TAGE lt 30

Sources: NPSAS:2004 Field Test student interview

N4PRHSD

How many people, including yourself, did your parents/guardians support financially during the 2002-2003 school year?

Applies to: Respondents under age 30 with parents/guardians.

CATI Code: TAGE lt 30 and N4RNTPAR ne 9

Sources: NPSAS:2004 Field Test student interview

N4DPCOL

Not including yourself, was that person/were any of those people in college or trade school during the 2002-2003 school year?

0 = Parents not supporting anyone in college

1 = Yes-parents supporting others in college

Applies to: Respondents under age 30 whose parents/guardians had other dependents during the 2002-2003 school year.

CATI Code: TAGE lt 30 and N4RNTPAR ne 9 and N4PRHSD gt 1

Sources: NPSAS:2004 Field Test student interview

N4DPNUM

How many of those people were enrolled in college or trade school during 2002-2003 school year?

Applies to: Respondents under age 30 whose parents/guardians had other dependents in college during the 2002-2003 school year.

CATI Code: N4DPCOL=1

Sources: NPSAS:2004 Field Test student interview

N4SIBCOL

How many of your brothers and sisters, if you have any, ever attended college?

Applies to: Respondents under age 30.

CATI Code: TAGE lt 30

Imputation Note: If N4SIBCL=2, 3, or 4 then N4SIBCOL=0.

Sources: NPSAS:2004 Field Test student interview

N4SIBCL

How many of your brothers and sisters, if you have any, ever attended college?

1 = Has siblings

2 = None-no siblings ever attended college

3 = None-siblings too young to attend

4 = None-has no siblings

Applies to: Respondents under age 30.

CATI Code: TAGE lt 30

Sources: NPSAS:2004 Field Test student interview

N4PRCOL

Were your parents/guardians taking any college courses during the 2002-2003 school year?

0 = Parents not taking college courses

1 = Yes, Parents taking college courses

Applies to: Respondents under age 30 with parents/guardians.

CATI Code: TAGE lt 30 and N4RNTPAR ne 9

Sources: NPSAS:2004 Field Test student interview

N4DADED

What was the highest level of education your father ever completed?

- 1 = Did not complete high school
- 2 = High school diploma or equivalent
- 3 = Vocational/technical training
- 4 = Less than 2 years of college
- 5 = Associate's degree
- 6 = 2 or more years of college but no degree
- 7 = Bachelor's degree
- 8 = Master's degree or equivalent
- 9 = MD, LLB, JD or other advanced degree
- 10 = PHD or equivalent
- 11 = Don't know

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DADOC

What is your father's current occupation?

Applies to: BPS eligible respondents under age 30 except for whose fathers did not work.

CATI Code: TAGE lt 30 and N4BPSELG=1 and N4DNOWK ne (1,2,3)

Sources: NPSAS:2004 Field Test student interview

N4DNOWK

What is your father's current occupation?

- 1 = Retired
- 2 = Homemaker
- 3 = Not employed (including disabled)

Applies to: BPS eligible respondents under age 30 whose fathers did not work.

CATI Code: TAGE lt 30 and N4BPSELG=1 and N4DADOC=-3

Sources: NPSAS:2004 Field Test student interview

N4DAD OCD

Please find the best occupational category to describe your father's job. If he has more than one job, please refer to the one at which he works the most hours.

(Please select a general area first, then select a specific occupational area within the general area, if applicable.)

- | | | | | | |
|----|---|---|-----|---|---|
| 1 | = | Secretary/receptionist | 27 | = | Eng, architects, software/sys engineers |
| 2 | = | Cashiers, tellers, sales clerks | 28 | = | Scientist, statistician professionals |
| 4 | = | Clerical-other | 30 | = | Technical/professional workers |
| 5 | = | Farmers, foresters, farm laborers | 31 | = | Computer systems/related prof/tech |
| 6 | = | Personal services | 32 | = | Computer programmers |
| 7 | = | Cooks, chefs, bakers, cake decorators | 34 | = | Communication specialists |
| 8 | = | Laborers (other than farm) | 35 | = | Performers/artists |
| 9 | = | Mechanics, repairers, service techs | 36 | = | Executive manager |
| 10 | = | Craftsmen | 37 | = | Midlevel manager |
| 11 | = | Skilled operatives | 38 | = | Supervisory, office, and other admin |
| 12 | = | Transport operatives (other than pilot) | 39 | = | Health/recreation services |
| 13 | = | Protective services | 43 | = | Business-other |
| 14 | = | Military | 44 | = | Computer-other |
| 15 | = | Business/financial support services | 45 | = | Craftsmen/Laborers-other |
| 16 | = | Financial services professionals | 46 | = | Education-other |
| 17 | = | Sales/purchasing | 47 | = | Law-other |
| 18 | = | Customer service | 48 | = | Managers-other |
| 19 | = | Legal professionals | 49 | = | Medical-other |
| 21 | = | Medical practice professional | 50 | = | Operatives-other |
| 22 | = | Medical licensed professional | 51 | = | Professional/Technical/Sciences-other |
| 24 | = | K-12 teachers | 999 | = | Other |
| 26 | = | Human services | | | |

Applies to: BPS eligible respondents under age 30 except for whose fathers did not work.

CATI Code: TAGE It 30 and N4BPSELG=1 and N4DNOWK ne (-9,-3)

Sources: NPSAS:2004 Field Test student interview

N4MOMED

What was the highest level of education your mother ever completed?

- 1 = Did not complete high school
- 2 = High school diploma or equivalent
- 3 = Vocational/technical training
- 4 = Less than 2 years of college
- 5 = Associate's degree
- 6 = 2 or more years of college but no degree
- 7 = Bachelor's degree
- 8 = Master's degree or equivalent
- 9 = MD, LLB, JD or other advanced degree
- 10 = PHD or equivalent
- 11 = Don't know

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4MOMOC

What is your mother's current occupation?

Applies to: BPS eligible respondents under age 30 except for those whose mothers did not work.

CATI Code: TAGE lt 30 and N4BPSELG=1 and N4MNOWK ne (1,2,3)

Sources: NPSAS:2004 Field Test student interview

N4MNOWK

What is your mother's current occupation?

1 = Retired

2 = Homemaker

3 = Not employed (including disabled)

Applies to: BPS eligible respondents under age 30 whose mothers did not work.

CATI Code: TAGE lt 30 and N4BPSELG=1 and N4MOMOC=-3

Sources: NPSAS:2004 Field Test student interview

N4MOMOCD

Please find the best occupational category to describe your mother's job. If she has more than one job, please refer to the one at which she works the most hours.

(Please select a general area first, then select a specific occupational area within the general area, if applicable.)

1 = Secretary/receptionist	25 = Instructors other than K-12
2 = Cashiers, tellers, sales clerks	26 = Human services
3 = Clerks-data entry	31 = Computer systems/related prof/tech
4 = Clerical-other	32 = Computer programmers
5 = Farmers, foresters, farm laborers	33 = Computer & computer equipment operators
6 = Personal services	34 = Communication specialists
7 = Cooks, chefs, bakers, cake decorators	35 = Performers/artists
8 = Laborers (other than farm)	36 = Executive manager
13 = Protective services	38 = Supervisory, office, and other admin
15 = Business/financial support services	43 = Business-other
17 = Sales/purchasing	45 = Craftsmen/Laborers-other
18 = Customer service	46 = Education-other
19 = Legal professionals	47 = Law-other
20 = Legal support	48 = Managers-other
21 = Medical practice professional	49 = Medical-other
22 = Medical licensed professional	51 = Professional/Technical/Sciences-other
23 = Medical services	999 = Other
24 = K-12 teachers	

Applies to: BPS eligible respondents under age 30 except for those whose mothers did not work.

CATI Code: TAGE lt 30 and N4BPSELG=1 and N4MOMOC ne (-9, -3)

Sources: NPSAS:2004 Field Test student interview

N4USBORN

Were you born in the United States?

0 = Not born in the United States

1 = Yes, born in the United States

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4PARUS

Were your parents born in the United States?

0 = Parents not born in the United States

1 = Yes, one parent

2 = Yes, both parents

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4CITZN

Are you a United States citizen?

1 = Yes, I am a citizen

2 = No, resident alien, permanent resident

3 = No, student visa

Applies to: All respondents.

Imputation Note: If N4USBORN=1 then N4CITZN=1

Sources: NPSAS:2004 Field Test student interview

N4SCHUS

Have you ever attended any school outside the United States?

0 = Never attended a school outside the U.S.

1 = Yes, attended a school outside the U.S.

Applies to: All respondents.

Imputation Note: If N4DIPL=4 or N4HYSTP=3 then N4SCHUS=1.

Sources: NPSAS:2004 Field Test student interview

N4VOTE

Are you registered to vote in United States elections?

0 = Not registered to vote

1 = Yes, registered to vote

Applies to: US citizens.

CATI Code: N4CITZN=1

Sources: NPSAS:2004 Field Test student interview

N4EVRVT

Have you ever voted in any national, state, or local election?

0 = Never voted

1 = Yes, have voted

Applies to: US citizens.

CATI Code: N4CITZN=1

Sources: NPSAS:2004 Field Test student interview

N4MILITA

Are you a veteran of the US Armed Forces, or are you currently serving in the Armed Forces, either on active duty or in the reserves?

(Please check all that apply.)

Veteran

0 = Not a veteran

1 = Yes, veteran

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4MILITB

Are you a veteran of the US Armed Forces, or are you currently serving in the Armed Forces, either on active duty or in the reserves?

(Please check all that apply.)

Active duty

0 = Not in active duty

1 = Yes, in active duty

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4MILITC

Are you a veteran of the US Armed Forces, or are you currently serving in the Armed Forces, either on active duty or in the reserves?

(Please check all that apply.)

Reserves

0 = Not in reserves

1 = Yes, reserves

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4MILITN

Are you a veteran of the US Armed Forces, or are you currently serving in the Armed Forces, either on active duty or in the reserves?

(Please check all that apply.)

None of the above

0 = In some of the mentioned items

1 = None of the above

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4COMSRV

Did you perform any community service or volunteer work during the past year, other than court-ordered service?

0 = No community service/volunteer

1 = Yes, community service/volunteer

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4VLTA

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Tutoring, other education-related work with kids

0 = Not tutoring/education-related

1 = Yes, tutoring/education-related

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VLTB

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Other work with kids (coaching, sports, Big Brother/Big Sister etc.)

0 = No other work with kids

1 = Yes, other work with kids

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VLTC

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Fundraising (not political)

0 = No fundraising (not political)

1 = Yes, fundraising (not political)

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VLTD

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Fundraising (political)

0 = No fundraising (political)

1 = Yes, fundraising (political)

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VLTE

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Homeless shelter/Soup kitchen

0 = Not at a homeless shelter

1 = Yes, homeless shelter

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VLTF

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Telephone crisis center/rape crisis/intervention

0 = Not at a telephone crises center

1 = Yes, telephone crises center

Applies to: Respondents who volunteered in the past year.

Sources: NPSAS:2004 Field Test student interview

N4VLTG

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Neighborhood improvement/clean-up/Habitat for Humanity

0 = Not neighborhood improvement

1 = Yes, neighborhood improvement

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VLTH

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Health services/hospital, nursing home, group home

0 = Not health services/hospital

1 = Yes, health services/hospital

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VLTI

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Adult literacy project

0 = Not an adult literacy project

1 = Yes, adult literacy project

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VL TJ

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Service to the church

0 = Not service to the church

1 = Yes, service to the church

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VLTK

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Volunteer fire/EMT

0 = Not a volunteer fire/EMT

1 = Yes, a volunteer fire/EMT

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VLTX

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Other

0 = No others

1 = Yes, other

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VLTS

What type of community service or volunteer work did you perform?

Please do not include donations that you may make (such as blood, food, clothing, money, etc.).

Check all that apply.

Other, please specify

Applies to: Respondents who reported another volunteer activity in the past year.

CATI Code: N4COMSRV=1 and N4VLTX=1

Sources: NPSAS:2004 Field Test student interview

N4VLHRS

On average, how many hours per month did you volunteer in the last 12 months?

Applies to: Respondents who volunteered in the past year more than one time.

CATI Code: N4COMSRV=1 and N4VLONE ne 1

Sources: NPSAS:2004 Field Test student interview

N4VLONE

On average, how many hours per month did you volunteer in the last 12 months?

One time event

0 = Did not volunteer as a one time event

1 = Volunteered as a one time event

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1 and N4VLHRS=-3

Sources: NPSAS:2004 Field Test student interview

N4WSTDY

Was your volunteer work part of a federal work-study program?

0 = Not part of federal work-study program

1 = Yes, part of federal work-study program

Applies to: Respondents who volunteered in the past year.

CATI Code: N4COMSRV=1

Sources: NPSAS:2004 Field Test student interview

N4VLGRAD

Was your volunteer work part of your undergraduate program or required for graduation?

0 = Neither

1 = Part of undergraduate program

2 = Required for graduation

3 = Both

Applies to: Undergraduates who volunteered in the past year.

CATI Code: N4COMSRV=1 and TSTAT=1

Sources: NPSAS:2004 Field Test student interview

N4DISSEN

The next few questions will help us better understand the educational services available for people with disabilities.

Do you have a long-lasting condition such as blindness, deafness, or a severe vision or hearing impairment?

0 = No long-lasting condition

1 = Yes, have a long-lasting condition

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DISMOB

Do you have a long-lasting condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?

0 = Does not limit physical activities

1 = Yes, limits physical activities

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DISOTH

Excluding any conditions already mentioned, do you have any other physical, mental, emotional, or learning condition that has lasted six months or more?

0 = No other condition

1 = Yes, another condition

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4DIFLRN

Because of that long-lasting condition, do you have any difficulty doing any of the following:
Check all that apply.

Learning, remembering, or concentrating

0 = No difficulty learning, remembering

1 = Yes, difficulty learning, remembering

Applies to: All respondents.

Imputation Note: If N4DISOTH ne 1 and N4DISSEN ne 1 and N4DISMOB ne 1 then N4DIFLRN=0.

Sources: NPSAS:2004 Field Test student interview

N4DIFDRS

Because of that long-lasting condition, do you have any difficulty doing any of the following:
Check all that apply.

Dressing, bathing, or getting around inside your home or dormitory

0 = No difficulty dressing, bathing, etc.

1 = Yes, difficulty dressing, bathing, etc.

Applies to: All respondents.

Imputation Note: If N4DISOTH ne 1 and N4DISSEN ne 1 and N4DISMOB ne 1 then N4DIFDRS=0.

Sources: NPSAS:2004 Field Test student interview

N4DIFSCH

Because of that long-lasting condition, do you have any difficulty doing any of the following:
Check all that apply.

Getting to school to attend class

0 = No difficulty getting to school

1 = Yes, difficulty getting to school

Applies to: All respondents.

Imputation Note: If N4DISOTH ne 1 and N4DISSEN ne 1 and N4DISMOB ne 1 then N4DIFSCH=0.

Sources: NPSAS:2004 Field Test student interview

N4DIFCAM

Because of that long-lasting condition, do you have any difficulty doing any of the following:
Check all that apply.

Getting around on campus

0 = No difficulty getting around on campus

1 = Yes, difficulty getting around on campus

Applies to: All respondents.

Imputation Note: If N4DISOTH ne 1 and N4DISSEN ne to 1 and N4DISMOB ne 1 then N4DIFCAM=0.

Sources: NPSAS:2004 Field Test student interview

N4DIFWRK

Because of that long-lasting condition, do you have any difficulty doing any of the following:
Check all that apply.

Working at a job

0 = No difficulty working at a job

1 = Yes, difficulty working at a job

Applies to: All respondents.

Imputation Note: If N4DISOTH ne 1 and N4DISSEN ne to 1 and N4DISMOB ne 1 then N4DIFWRK=0.

Sources: NPSAS:2004 Field Test student interview

N4DIFNON

Because of that long-lasting condition, do you have any difficulty doing any of the following:
Check all that apply.

None of the above

0 = No difficulty with any of the above

1 = Yes, difficulty with some of the above

Applies to: All respondents.

Imputation Note: If N4DISOTH ne 1 and N4DISSEN ne to 1 and N4DISMOB ne 1 then N4DIFNON=1.

Sources: NPSAS:2004 Field Test student interview

TDISABL

Internal variable: to determine disability status.

T_DISABL=1 if N4DISSEN=1 or N4DISMOB=1 or

(N4DISOTH=1 and (N4DIFLRN=1 or N4DIFDRS=1 OR N4DIFCAM=1 or N4DIFWRK=1))

[else] T_DISABL=0

Disability flag

0 = Disability flag-no

1 = Disability flag-yes

Applies to: All respondents.

Sources: NPSAS:2004 Field Test student interview

N4MAIN

What is the main type of condition or impairment you have?

Please choose only one.

- 1 = Hearing impairment
- 2 = Blind or visual impairment
- 3 = Speech or language impairment
- 4 = Orthopedic or mobility impairment
- 5 = Specific learning disability/Dyslexia
- 6 = Attention deficit disorder (ADD)
- 7 = Health impairment/problem
- 8 = Emotional or psychiatric condition
- 9 = Depression
- 10= Developmental disability
- 11= Brain injury
- 12= Other, please specify

Applies to: Respondents who reported some type of disability.

CATI Code: TDISABL=1

Sources: NPSAS:2004 Field Test student interview

N4MAINS

What is the main type of condition or impairment you have?

Please choose only one.

Applies to: Respondents who reported another type of disability.

CATI Code: N4MAIN=12

Sources: NPSAS:2004 Field Test student interview

N4SERCA

What disability-related services or accommodations have you received to assist you with your schooling in the last 12 months?

(Please check all that apply.)

Alternative exam formats or additional time

0 = No alternative exam formats/time

1 = Yes, alternative exam formats/time

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4SERCA=0.

Sources: NPSAS:2004 Field Test student interview

N4SERCB

What disability-related services or accommodations have you received to assist you with your schooling in the last 12 months?

(Please check all that apply.)

Tutors to assist with ongoing homework

0 = No tutors to assist with homework

1 = Yes, tutors to assist with homework

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4SERCB=0.

Sources: NPSAS:2004 Field Test student interview

N4SERCC

What disability-related services or accommodations have you received to assist you with your schooling in the last 12 months?

(Please check all that apply.)

Readers, classroom note takers, or scribes

0 = No readers, note takers, or scribes

1 = Yes, readers, note takers, or scribes

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4SERCC=0.

Sources: NPSAS:2004 Field Test student interview

N4SERCD

What disability-related services or accommodations have you received to assist you with your schooling in the last 12 months?

(Please check all that apply.)

Registration assistance or priority class registration

0 = No registration priority or assistance

1 = Yes, registration priority or assistance

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4SERCD=0.

Sources: NPSAS:2004 Field Test student interview

N4SERCE

What disability-related services or accommodations have you received to assist you with your schooling in the last 12 months?

(Please check all that apply.)

Sign language or oral interpreters

0 = No sign language or oral interpreters

1 = Yes, sign language or oral interpreters

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4SERCE=0.

Sources: NPSAS:2004 Field Test student interview

N4SERCF

What disability-related services or accommodations have you received to assist you with your schooling in the last 12 months?

(Please check all that apply.)

Adaptive equipment and technology (e.g., assistive listening devices talking computers)

0 = No adaptive equipment and technology

1 = Yes, adaptive equipment and technology

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4SERCF=0.

Sources: NPSAS:2004 Field Test student interview

N4SERCG

What disability-related services or accommodations have you received to assist you with your schooling in the last 12 months?

(Please check all that apply.)

Course substitution or waiver

0 = No course substitution or waiver

1 = Yes, course substitution or waiver

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4SERCG=0.

Sources: NPSAS:2004 Field Test student interview

N4SERCX

What disability-related services or accommodations have you received to assist you with your schooling in the last 12 months?

(Please check all that apply.)

0 = No others

1 = Yes, others

Applies to: All respondents.

Imputation Note: If TDISABL=0 N4SERCX=0.

Sources: NPSAS:2004 Field Test student interview

N4SERCS

What disability-related services or accommodations have you received to assist you with your schooling in the last 12 months?

(Please check all that apply.)

What disability-related services or accommodations have you received to assist you with your schooling in the last 12 months?

Other, please specify.

Applies to: Respondents who reported another type of disability.

CATI Code: N4SERCX=1

Sources: NPSAS:2004 Field Test student interview

N4SERCN

What disability-related services or accommodations have you received to assist you with your schooling in the last 12 months?

(Please check all that apply.)

None of the above

0 = Received some services

1 = Have not received any of these services

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4SERCN=1.

Sources: NPSAS:2004 Field Test student interview

N4NEEDA

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

(Please check all that apply.)

Alternative exam formats or additional time

0 = No alternative exam formats/time

1 = Yes, alternative exam formats/time

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4NEEDA=0.

Sources: NPSAS:2004 Field Test student interview

N4NEEDB

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

(Please check all that apply.)

Tutors to assist with ongoing homework

0 = No tutors to assist with homework

1 = Yes, tutors to assist with homework

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4NEEDB=0.

Sources: NPSAS:2004 Field Test student interview

N4NEEDC

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

(Please check all that apply.)

Readers, classroom note takers, or scribes

0 = No readers, note takers, or scribes

1 = Yes, readers, note takers, or scribes

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4NEEDC=0.

Sources: NPSAS:2004 Field Test student interview

N4NEEDD

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

(Please check all that apply.)

Registration assistance or priority class registration

0 = No registration priority or assistance

1 = Yes, registration priority or assistance

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4NEEDD=0.

Sources: NPSAS:2004 Field Test student interview

N4NEEDE

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

(Please check all that apply.)

Sign language or oral interpreters

0 = No sign language or oral interpreters

1 = Yes, sign language or oral interpreters

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4NEEDE=0.

Sources: NPSAS:2004 Field Test student interview

N4NEEDF

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

(Please check all that apply.)

Adaptive equipment and technology (e.g., assistive listening devices, talking computers)

0 = No adaptive equipment and technology

1 = Yes, adaptive equipment and technology

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4NEEDF=0.

Sources: NPSAS:2004 Field Test student interview

N4NEEDG

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

(Please check all that apply.)

Course substitution or waiver

0 = No course substitution or waiver

1 = Yes, course substitution or waiver

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4NEEDG=0.

Sources: NPSAS:2004 Field Test student interview

N4NEEDX

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

(Please check all that apply.)

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

Other

0 = No others

1 = Yes, others

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4NEEDX=0.

Sources: NPSAS:2004 Field Test student interview

N4NEEDS

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

(Please check all that apply.)

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

Other, please specify.

Applies to: Respondents who reported another type of disability.

CATI Code: N4NEEDX=1

Sources: NPSAS:2004 Field Test student interview

N4NEEDN

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

(Please check all that apply.)

What disability-related services or accommodations do you need to assist you with your schooling that you have not received?

None of the above

0 = Received some services

1 = Have not received any of these services

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4NEEDN=1.

Sources: NPSAS:2004 Field Test student interview

N4VOCREC

Have you ever received Vocational Rehabilitation services?

0 = Never received vocational rehab services

1 = Yes, received vocational rehab services

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4VOCREC=0.

Sources: NPSAS:2004 Field Test student interview

N4VOCAPP

Have you ever applied for Vocational Rehabilitation services?

0 = Never applied for voc rehab services

1 = Yes, applied for voc rehab services

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4VOCAPP=0.

Sources: NPSAS:2004 Field Test student interview

N4SSI

Are you currently receiving Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI)?

0 = Not receiving SSI/SSDI

1 = Yes, SSI

3 = Yes, SSDI

4 = Yes, both SSI and SSDI

Applies to: All respondents.

Imputation Note: If TDISABL=0 then N4SSI=0.

Sources: NPSAS:2004 Field Test student interview

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Section F: Locating

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N4LINTRO

You've been selected for another U.S. Department of Education study to determine what happens to students after their first year of college. We want to talk to you again in two years to find out what you are doing and what has changed in your life. Your information will be kept confidential in a secured data file. The answers you provide will not be linked to any other information.

Applies to: All BPS respondents.

Sources: NPSAS:2004 Field Test student interview

N4P1AD1

[If parent info is available] Please update the parent contact information shown below.

[If no parent info is available] Please provide your parent's/guardian's name, address, and telephone number.

* Last Name:

* First Name:

* Address:

* City:

* State:

* Zip code:

* Telephone number:

* Parent deceased

0 = No

1 = Yes

* Parent information is correct:

0 = No

1 = Yes

Applies to: BPS respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4P1VER

According to our database, the city that you entered does not match the zipcode that you provided. Please choose a city from the list of cities provided below.

* City

1 = None of the cities listed are correct

* Zip code:

* Zip code was entered incorrectly

0 = No

1 = Yes

Applies to: BPS respondents whose city does not match zip code according to database lookup.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4P1REL

What is this person's relationship to you?

1 = Mother/female guardian

2 = Father/male guardian

Applies to: BPS respondents who confirmed parent address information.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4P2SAME

Is your other parent's address and phone number the same as the information you just confirmed/provided?

0 = No

1 = Yes

9 = Other parent deceased

Applies to: BPS respondents who did not indicate both parents are deceased in the background section.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4P2AD

Please provide your other parent's name, address, telephone number, and relationship to you.

* Last Name:

* First Name:

* Address:

* City:

* State:

* Zip code:

* Telephone number:

1 = Mother/Female guardian

2 = Father/Male guardian

Applies to: BPS respondents who indicated that their other parent's address and phone number are different than the one they provided or confirmed.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4P2VER

According to our database, the city that you entered does not match the zip code that you provided. Please choose a city from the list of cities provided below.

* Last Name:

* Zip code:

* Zip code was entered incorrectly

0 = No

1 = Yes

Applies to: BPS respondents whose city does not match zip code according to database lookup.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4OTAGR

Is there someone else for whom you could provide their name, address, telephone number, and relationship to you? An example would be a relative other than your parents or guardians who live at an address different from yours and will always know how to get in touch with you.

0 = No

1 = Yes

Applies to: BPS respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4OTINFO

Please provide the name, address, telephone number and relationship to you for someone who will always know how to contact you.

* Last Name:

* First Name:

* Address:

* City:

* State:

* Zip code:

* Telephone number:

* Relationship:

1 = Sister/brother

2 = Spouse

3 = Friend

4 = Grandmother/Grandfather

5 = Mother-in-law/Father-in-law

6 = Aunt/Uncle

7 = Other

Applies to: BPS respondents who indicated they would provide information for a different contact.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview.

N4OTVER

According to our database the city that you entered does not match the zip code that you provided. Please choose a city from the list of cities provided below.

* City

1 = None of the cities listed are correct

* Zip code:

* Zip code was entered incorrectly

0 = No

1 = Yes

Applies to: BPS respondents whose city does not match zip code according to database lookup.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4SPS

What is your spouse's full name (including maiden name)?

1 = Mr.

2 = Mrs.

3 = Ms.

4 = Miss

* First Name:

* Last Name:

* Maiden name:

* Suffix:

Applies to: All married BPS respondents.

Sources: NPSAS:2004 Field Test student interview

N4VERPRM

Please verify which of the following addresses is your permanent address.

1 = [fill permanent address]

2 = [fill local address]

3 = [fill parent's address]

4 = [other parent's address]

5 = Permanent address is different from address listed above

Applies to: BPS respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4PRMADR

Please provide your permanent address.

* Address:

* City:

* State:

* Zip code:

* Telephone number:

* If no U.S. phone number is available, enter an international telephone number beginning with the country code followed by the complete number.

International Phone: 011-_____

Applies to: BPS respondents who have updated permanent address information.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4VERLOC

Can you please verify which of the following addresses is your local address?

1 = [fill permanent address]

2 = [fill local address]

3 = [fill parent's address]

4 = [fill other parent's address]

5 = Local address is different from addresses listed above

Applies to: BPS respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4LOCADR

Please provide your local address.

* Address:

* City:

* State:

* Zip code:

* Telephone number:

* If no U.S. phone number is available, enter an international telephone number beginning with the country code followed by the complete number.

International Phone: 011-_____

Applies to: BPS respondents with an updated local address.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4EMAIL

What is your e-mail address?

Applies to: BPS respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

N4SSNINF

We are authorized to ask you about your Social Security number by Section 406 of the General Education Provisions Act (20 USC 233e-1). Your Social Security number will be used solely to confirm information abstracted from institutional records. Giving us your Social Security number is completely voluntary and there is no penalty for not disclosing it. What is your social security number?

(Please enter the number without any dashes.)

Applies to: BPS respondents.

CATI Code: N4BPSELG=1

Sources: NPSAS:2004 Field Test student interview

Appendix D

Computer-Assisted Data Entry (CADE) Facsimile

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For each eligible student, please provide the following data.

I. REGISTRATION/ADMISSIONS

A. Locating Information Subsection

Question Number	Description
Question 1.	Student's PERMANENT phone number [area code+prefix +number] Student's PERMANENT address Student's PERMANENT city Student's PERMANENT state Student's PERMANENT zip code Student's PERMANENT country (if not USA)
Question 2.	Is there a local address for the student that is DIFFERENT from the permanent address? [y/n]
Question 3.	Student's LOCAL phone number [area code +prefix + number] Student's LOCAL address Student's LOCAL city Student's LOCAL state Student's LOCAL zip code
Question 4.	FIRST NAME, MIDDLE initial, LAST NAME, and SUFFIX of parent for whom locating information is available.
Question 5.	Is address/phone information available for parents of the student? [y/n]
Question 6.	For parent named in Question 5. <i>(You will get the option of choosing student's address for the parent's address.)</i> PARENT'S phone number [area code + number] PARENT'S address PARENT'S city PARENT'S state PARENT'S zip code PARENT'S country (if not USA)
Question 7.	Is other phone/address information (DIFFERENT from what was previously entered) available for another parent, a relative or friend of the student? [y/n]
Question 8.	FIRST NAME, MIDDLE Initial, LAST NAME, and SUFFIX of <i>parent or relative/friend</i> for whom locating information is available.
Question 9.	Relationship of <i>parent or relative/friend</i> to STUDENT. 1. FATHER 7. AUNT 2. MOTHER 8. GRANDFATHER 3. SPOUSE 9. GRANDMOTHER 4. BROTHER 10. FRIEND 5. SISTER 11. CO-WORKER 6. UNCLE 12. OTHER (SPECIFY)
Question 10.	For <i>parent or relative/friend</i> , please provide: Last Name, First Name, Middle Initial Phone number [area code + number] Address City State Zip Code Country

B. Student Characteristics Subsection

Question Number	Description
Question 1.	Student's LAST name Student's FIRST name Student's MIDDLE initial Student's suffix (e.g., Jr., III)
Question 2.	Students social security number
Question 3.	Student's date of birth
Question 4.	Student's gender (Use key below) 1. Male 2. Female
Question 5.	Student's driver's license number and state.
Question 6.	Student's marital status (Use key below) 1. Not married (single, widowed, divorced) 2. Married 3. Separated If married and female, please also provide: Student's maiden name If married, please also provide: Spouse's name (Last, First, Middle)
Question 7.	Student's high school degree (Use key below) 1. High school diploma 2. GED or other equivalency 3. Certificate of high school completion 4. Foreign high school 5. No high school degree or certificate
Question 7a.	Year Student Received High School Diploma/GED/Certificate
Question 8.	What is the student's ethnicity? (Use key below) 1=Hispanic or Latino 2=Not Hispanic or Latino
Question 9.	What is the student's race (Choose one or more) 1. White 2. Black or African American 3. Asian 4. American Indian or Alaska Native 5. Native Hawaiian or Other Pacific Islander
Question 10.	What is the student's citizenship status? (Use key below) 1. U.S. citizen or U.S. National 2. Resident alien 3. Foreign/International student or non-resident alien
Question 11.	Is the student a veteran of the U.S. Armed Forces? [y/n]

C. Admissions Information Subsection*For Undergraduates (including B&B cohort):*

Question Number	Description
Question 1.	Is an SAT score available? [y/n] If yes: Student's SAT verbal score Student's SAT math score Year SAT taken
Question 2.	Is an ACT score available? [y/n] If yes: Student's composite ACT score Year ACT taken
Question 3.	Did the student take any admissions tests other than the SAT or ACT; such as ASSET, TABE, CPAT, CPT? [y/n]

For Graduate, Doctoral, and First Professional Students:

Question 1.	Are scores from the Graduate Record Exam (GRE) available for this student? [y/n] If yes: Student's GRE verbal score Student's GRE quantitative score Student's GRE analytic score Year GRE taken
Question 2.	Is other admissions test score available? [y/n]
Question 3.	Select the test from the list below. 1. DAT 2. GMAT 3. LSAT 4. MCAT 5. Miller's Analogies 6. Other test (specify)
Question 4.	<i>(If test chosen is GMAT, MCAT, or LSAT:)</i> Enter the test scores.

II. ENROLLMENT/TUITION SECTION

A. Enrollment Term Subsection

<i>[MUST BE COMPLETED BEFORE TUITION SUBSECTION]</i>	
	<p>If student was enrolled in a course for credit at any time during the study period (July 1, 1999, and June 30, 2000) list all terms for which the student was enrolled and provide the following information for each term:</p> <p style="margin-left: 40px;">Name of term or payment period [EX: Fall, 1999] Start date of that term/period [mm/yr] End date of that term/period [mm/yr] Attendance status (use key below): 1 = Full-time (12 or more credits) 2 = Half-time (6 to 11 credits) 3 = Less than Half-time (5 or less credits) <i>(If school is not a clock-hour school:)</i> Credit hours [number]</p>
Question Number	Description
Question 1.	<p>During [LAST TERM ENROLLED], in what type of degree program was the student enrolled (Use key below):</p> <p style="margin-left: 40px;">1 = Associate's degree program 2 = Bachelor's degree program 3 = Undergraduate Certificate or other formal award 4 = Undergraduate, non-degree program 5 = Graduate/Post-Baccalaureate certification program (including Teacher certification) 6 = Master's degree program 7 = Doctoral or First Professional degree program 8 = Graduate, Other (including non-degree programs)</p>
Question 2.	<p><i>(Only applicable to students in Master's Degree program)</i> Which of the following Masters degrees was the student working toward during [LAST TERM ENROLLED]? (Use key below)</p> <ol style="list-style-type: none"> 1. Masters of Business Administration (MBA) 2. Masters of Science (MS) 3. Masters of Arts (MA) 4. Masters of Education (M.Ed) 5. Masters of Public Administration (MPA) 6. Masters of Arts in Library Sciences (MLS) 7. Masters of Public Health (MPH) 8. Masters of Fine Arts (MFA) 9. Masters of Applied Arts (MAA) 10. Masters of Arts in Teaching (MAT) 11. Masters of Divinity (M.Div) 12. Masters of Social Work (MSW) 13. Masters of Landscape Architecture (MLA) 14. Masters of Professional Management MPM) <p>Other Masters Degree; not listed above</p>

Question Number	Description
Question 2.	<p><i>(Only applicable to students in Doctoral or FP program)</i></p> <p>Which of the following doctoral or First Professional degrees was the student working toward during [LAST TERM ENROLLED]? (Use key below);</p> <p>DOCTORAL DEGREES</p> <ol style="list-style-type: none"> 1. Doctor of Philosophy (PhD) 2. Doctor of Education (Ed.D) 3. Doctor of Theology (ThD) 4. Doctor of Business Administration (DBA) 5. Doctor of engineering (D.Eng) 6. Doctor of Fine Arts (DFA) 7. Doctor of Public Administration (DPA) 8. Doctor of Science (Dsc/ScD) 9. Other Doctoral Degree <p>SPECIFY: _____</p> <p>FIRST PROFESSIONAL DEGREES</p> <ol style="list-style-type: none"> 10. Chiropractic (DC or DCM) 11. Dentistry (DDS or DMD) 12. Medicine (MD) 13. Optometry (OD) 14. Osteopathic Medicine (DO) 15. Pharmacy (Pharm. D) 16. Podiatry (DPM or Pod. D) 17. Veterinary medicine (DUM) 18. Law (LLB or JD) 19. Theology (M.Div., MHL, BD)
Question 3.	<p>During [LAST TERM ENROLLED], what was this student's class level? (Use key below)</p> <ol style="list-style-type: none"> 1 = 1st Year/Freshman 2 = 2nd Year/Sophomore 3 = 3rd Year/Junior 4 = 4th Year/Senior 5 = 5th Year or Higher Undergraduate 6 = Undergraduate (unclassified) 7 = Student with advanced degree taking undergraduate courses 8 = 1st year Graduate/professional 9 = 2nd year Graduate/professional 10 = 3rd year Graduate/professional 11 = Beyond 3rd year Graduate/professional
Question 3a.	<p>(For students who were listed as undergraduates on the institution enrollment list but then are identified as being in a graduate or first professional program in CADE:)</p> <p>Has this student received a baccalaureate degree from this institution since July 1, 1999 prior to enrolling in the graduate or first professional program? (y/n)</p>
Question 4	Cumulative GPA
Question 5.	What is the student's current or most recent major or field of study? (In some cases, this will be filled automatically filled based on type of Masters, Doctoral, or First Professional degree program)
Question 6.	When did this student FIRST enroll at [YOUR INSTITUTION]? (mm/yr)
Question 7.	Has this student completed the requirements for the [DEGREE]? [y/n] (applicable if student is in a degree program)
Question 8.	If the requirements have been completed, will the [DEGREE] be awarded on or before August 31, 2000? [y/n]
<i>For CLOCK HOUR Institutions ONLY.</i>	
Question 9.	What is the total length of the program in clock/contact hours? [Specify hours]
Question 10.	How many hours (lab and classroom) are required per week? [Specify hours]

B. Tuition Charges

Question Number	Description
Question 1.	For each term attended by the student (those terms identified in the Enrollment/Term Sub-section above), specify amounts of tuition and fees charged. Please provide separate amounts for each term, if available.
Question 2.	Total tuition and fees charged for all terms.
Question 3.	<i>(If the institution is public:)</i> For tuition purposes, this student was classified as: (Use key below) 1. In jurisdiction (e.g., in-state, in-district, etc.) 2. Out-of-jurisdiction (e.g., out-of-state, out-of-district, etc.)

III. FINANCIAL AID INFORMATION

A. Financial Aid Awards

Question 1.	Did the student receive any financial aid, such as: → Assistantships → tuition waivers → grants → tuition discounts → scholarships → veterans benefits → loans → other financial aid → fellowships → work study
	for terms or courses in which they were enrolled between July 1, 1999 and June 30, 2000? [y/n] (Some portion of the term must occur between these dates but may start prior to July 1 or end after June 30.

IF NO, YOU HAVE COMPLETED THIS SUBSECTION

Question 2.	Did the student receive any federal aid, such as: [y/n]
Question 3.	Please enter the amounts of federal financial aid received by the student within each program. <u>Federal Aid Programs</u> 1. Pell Grant program 2. Stafford Loan – subsidized (FFEL or Direct) 3. Stafford Loan – unsubsidized (FFEL or Direct) 4. PLUS parent loan (FFEL or Direct) 5. Perkins loan 6. Federal SEOG grant 7. Federal work-study (FWS) 8. Robert Byrd honors scholarship 9. Federal health professions loans (Nursing, HPSL, Primary Care, Disadvantaged) 10. Federal health professions Disadvantage Student Scholarships (SDS)
Question 4.	Did the student receive any state aid, such as: (customized list for each state) [y/n]

Question Number	Description
Question 5.	<p><i>(If yes, enter amounts.)</i> State Aid Programs (List up to 10 awards)</p> <ul style="list-style-type: none"> A. Customized for each state B. Customized for each state C. Customized for each state D. Customized for each state E. Customized for each state F. Customized for each state G. Customized for each state H. Customized for each state I. Customized for each state J. Customized for each state <p><i>NOTE: State Aid Programs vary by state. Please refer to CADE for the specific items which should be included here for your institution.</i></p>
Question 6. Question 7.	<p>Did the student receive any institutional aid, such as: [y,n] <i>(If yes, enter amounts.)</i></p> <p>Institutional Financial Aid</p> <ul style="list-style-type: none"> A. Customized for each institution B. Customized for each institution C. Customized for each institution D. Other grants and scholarships: need-based E. Other grants and scholarships: merit-based only F. Other grants and scholarships: both need and merit G. Athletic scholarship H. UG Tuition waivers for faculty/staff, family I. Tuition waivers and discounts for other undergraduates J. Undergraduate institutional loan K. Undergraduate institutional work-study L. Undergraduate resident assistants, tutors, or advisor stipends <p><i>NOTE: Undergraduate institutional aid – Items A, B, and C, vary by institution and will be blank if aid was not preloaded for this institution.</i></p>
Question 8. Question 9.	<p>Did the student receive any graduate institutional aid, such as: [y,n] <i>(If yes, enter amounts.)</i></p> <p>Graduate Institutional Financial Aid</p> <ul style="list-style-type: none"> A. Graduate fellowship or scholarship B. Federal fellowship (NSF, NASA, NIH, USDA, etc.) C. Federal traineeship D. Teaching assistantships/stipends E. Research assistantships/stipends F. Other graduate assistants, tutors, or readers stipends G. Tuition waivers for graduate students (including assistants) H. Tuition waivers for faculty/staff, spouse or children I. Institutional work-study J. Institutional loan

Appendix D: CADE Facsimile

Question Number	Description
Question 10.	Did the student receive any other aid, such as: [y/n]
Question 11.	<p><i>(If yes, enter amounts.)</i></p> <p>A. Scholarships/grants from private organizations, foundations, unions</p> <p>B. Employer paid tuition</p> <p>C. Veteran benefits</p> <p>D. ROTC and grants for Armed Forces personnel</p> <p>E. JTPA, other job training, vocational rehabilitation</p> <p>F. Bureau of Indian Affairs grants</p> <p>G. Scholarships/grants from state agencies in other states</p> <p>H. Private or commercial loans (including Law, Medical, TERI, Nellie Mae)</p>
Question 12.	List of Other Financial Aid
	<p>Please also report any other financial aid awarded to the student, provide:</p> <ol style="list-style-type: none"> 1. the <i>name</i> of the award 2. the <i>type</i> of award (Use key below) <ol style="list-style-type: none"> 1. Grant/scholarship: need-based 2. Grant/scholarship: merit-based 3. Grant/scholarship: both need and merit 4. Tuition waiver 5. Loan 6. Work-study or assistantship 7. Other 3. the <i>source</i> of the award (Use key below) <ol style="list-style-type: none"> 1. Institution 2. State 3. Federal 4. Other 4. the <i>amount</i> of the award
B. Need Analysis	
Question 1.	Is there financial aid budget information or a Federal Expected Family Contribution (EFC) value available for the student? [y/n]
IF NO, YOU HAVE COMPLETED THIS SUB-SECTION	
Question 2.	<p>What was the student's dependency status during the study year for federal financial aid purposes? (Use key below)</p> <ol style="list-style-type: none"> 1. Dependent 2. Independent
Question 3.	<p>For purposes of determining the student's financial aid budget, was the student's local residence ...? (Use key below)</p> <ol style="list-style-type: none"> 1. On-campus or school-owned housing 2. Off-Campus without parents 3. Off-Campus with parents
Question 4.	Please provide the Federal Expected Family Contribution (EFC) amount for the student.

Question Number	Description
Question 5.	Is there a Cost of Attendance or Student Expense Budget available for this student? [y/n]
Question 6	<p>Please provide line-item budget amounts (if only a total budget amount is available, please provide the total amount; line-item amounts are preferred over a total amount).</p> <ol style="list-style-type: none"> 1. Tuition and fees 2. Books and supplies 3. Room and board 4. Transportation 5. Computer technology fees 6. All other expenses <p><u>OR</u></p> <p>Total Cost of Attendance</p>
Question 7	<p>For what period does this budget apply? (Use key below)</p> <ol style="list-style-type: none"> 1. Full time, full year 2. Full time, one term 3. Part time, full year 4. Part time, one term 5. Other - Specify
C. Institution Student Information Record	
1.	Is there an Institution Student Information Record (ISIR) or computerized ISIR data available for this student (y/n)?
2.	Student's social security number from the ISIR
3.	Student's last name from ISIR.

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Appendix E
Computer-Assisted Telephone Interviewing
(CATI) Training

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**NPSAS 2004 Field Test
Telephone Interviewer Training Agenda
March 25-27, 2003**

<i>Tuesday, March 25, 2003</i>		<i>6:00 p.m.–10:00 p.m.</i>
6:00p –6:10p	Welcome and Introduction (10 min)	
6:10p – 6:15p	Comments from Project Director (5 min)	
6:15p – 6:25p	Comments from NCES Project Officer (10 min)	
6:25p –6:40p	Background/purpose of study, Sample, Review manual	
6:40p –6:50p	Comments from MPR (10 min)	
6:50p – 7:00p	Confidentiality (10 min) -Sign/notarize confidentiality agreements	
7:00p –7:25p	Demonstration Mock (25 min) -Audio-taped with dataview projection of screens	
7:25p –7:40p	Small group discussion of survey/FAQs (15 min)	
7:40p-7:55p	<i>Break (15 min)</i>	
7:55p-9:25p	Q x Q Review (90 min) -Review sections and important questions	
9:25p-10:00p	Round Robin Mock #1 (35 min)	
<i>Wednesday, March 26, 2003</i>		<i>6:00 p.m.–10:00 p.m.</i>
6:00p	Welcome trainees & begin training session	
6:00p-6:15p	FAQ Review (Oral Quiz) (15 min)	
6:15p-7:00p	Open-Ended Coding Practice (45 min) -trainer lecture, practice	
7:00p-7:45p	Refusals (45 min)	
7:45p-8:00p	<i>Break (15 min)</i>	
8:00p-9:00p	Front-End Practice (60 min) -locating/multi-roster front-end practice	
9:00p-10:00p	Paired Mock A (60 min)	
<i>Thursday, March 27, 2003</i>		<i>6:00 p.m.–10:00 p.m.</i>

Appendix E: CATI Training

6:00p	Welcome trainees & begin training session
6:00p-6:15p	FAQ Review (Oral Quiz) (15 min)
6:15p-6:45p	Additional Front End Practice (30 min)
6:45p-7:45p	Paired Mock B
7:45p-8:00p	<i>Break</i>
8:00p-8:15p	FAQ Review (Oral Quiz) (15 min)
8:15p-9:30p	Certification Interviews/FAQ Certification (75 min)
9:30p-9:45	Wrap-up, questions, etc. (15 min)

Additional Training (3/31 or first shift after training) – 2 hrs
--

- Individual Mock Interview
- Paired Mock Interview
- Coding Exercise
- Written Exercise

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Appendix F

CADE Verification Form

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Summer 2003

NPSAS:2004 webCADE (web-based Computer Assisted Data Entry) Verification Form

INSTITUTION'S NAME – IPEDS UNITID

(1) Student	(2) <i>Enrollment Status During Term: Fall</i>	(3) Citizenship Status	(4) <i>Total Tuition Cost (July 1,2002-June 30, 2003)</i>	(5) <i>Expected Family Contribution</i>	(6) Total Aid Received
Lastname, Student1	Enrolled	U.S. Citizen or U.S. National	\$21,350.00	\$1,519	\$18,500.00
	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____
Lastname, Student2	Enrolled	U.S. Citizen or U.S. National	\$ 6,150.00	\$.00	\$ 1,305.00
	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____
Lastname, Student3	Enrolled	U.S. Citizen or U.S. National	\$ 9,430.00	\$10,023.00	\$14,000.00
	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____
Lastname, Student4	Enrolled	U.S. Citizen or U.S. National	\$ 4,920.00	\$.00	\$ 1,044.00
	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____
Lastname, Student5	Not Enrolled	U.S. Citizen or U.S. National	\$ 1,588.00	\$.00	\$.00
	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Corrected Amount: _____

Instructions: Please examine the information in columns (2) through (6), and indicate by checking (✓) the appropriate box whether information in **BOLD** print is “correct” or “incorrect” according to your records. If the value appearing in columns (4), (5), or (6) is incorrect, please provide the corrected amount. Remember that the data on this sheet is for the 2002-2003 academic year. The number above the student’s name is the student’s ID at your institution. The number below the student’s name is an RTI identifier. If a column has no value, this means there was no data entered for that field, and we are asking you to either verify that the information is not available from this student’s records or enter the correct amount.

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