



A COMPARISON OF FEDERALLY FUNDED SAMPLE SURVEYS ON POSTSECONDARY EDUCATION: AREAS OF ALIGNMENT AND VARIATION

A Paper Commissioned by the National Postsecondary Education Cooperative

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Authors:
Amelia M. Topper
Melissa Howard
Coffey Consulting, LLC



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Content Contact: Sean Simone at (202) 245-7631 or Sean.Simone@ed.gov

TABLE OF CONTENTS

LIST OF TABLES	IV
LIST OF FIGURES.....	V
INTRODUCTION	1
RESEARCH QUESTIONS.....	2
METHODOLOGY.....	2
POSTSECONDARY EDUCATION SURVEY LANDSCAPE	4
FEDERALLY FUNDED POSTSECONDARY SURVEYS	7
FEDERALLY FUNDED SURVEYS WITH POSTSECONDARY COMPONENTS	9
SURVEY ALIGNMENT AND VARIATION	16
SAMPLE SURVEY GOALS AND THEMES.....	17
SAMPLE SURVEY CONTENT	18
<i>DEMOGRAPHICS</i>	18
<i>PRE-COLLEGE EXPERIENCES</i>	19
<i>COLLEGE ENROLLMENT</i>	20
<i>FINANCIAL AID</i>	21
<i>EMPLOYMENT</i>	21
<i>OTHER POST-GRADUATE COMPONENTS</i>	22
SAMPLE SURVEY STAKEHOLDERS.....	23
SUMMARY OF FINDINGS	23
PERIODICITY.....	24
POPULATION.....	25
BREADTH AND DEPTH OF DATA COLLECTED	27
POLICY AREAS ADDRESSED	27
SURVEY SOURCES.....	31
REFERENCES.....	35
APPENDIX A.....	37

LIST OF TABLES

Table 1. Overview of federally funded postsecondary sample surveys	8
Table 2. Key themes of federally funded postsecondary sample surveys.....	9
Table 3. Overview of federally funded postsecondary-related sample surveys	10
Table 4. Key themes of federally funded postsecondary-related sample surveys	11
Table A1. Demographic components of 16 federally funded postsecondary/postsecondary-related sample surveys.....	40
Table A2. Pre-college components of federally funded postsecondary/postsecondary-related sample surveys	43
Table A3. College enrollment components of federally funded postsecondary/postsecondary-related sample surveys.....	46
Table A4. College experience components of federally funded postsecondary/postsecondary-related sample surveys.....	51
Table A5. Financial aid components of federally funded postsecondary/postsecondary-related sample surveys	55
Table A6. Employment components of federally funded postsecondary/postsecondary-related sample surveys	59
Table A7. Other post-graduate components of federally funded postsecondary/postsecondary-related sample surveys.....	62
Table A8. Stakeholders of federally funded postsecondary/postsecondary-related sample surveys	65

LIST OF FIGURES

Figure 1. Federally funded postsecondary/postsecondary-related sample surveys	4
Figure 2. Implementation timeline of federally funded postsecondary/postsecondary-related sample surveys, by agency.....	6
Figure 3. Example survey items in federally funded sample surveys.....	15
Figure 4. Postsecondary-related policy areas addressed in federally funded postsecondary/postsecondary-related sample surveys.....	17
Figure 5. Periodicity of federally funded postsecondary/postsecondary-related sample surveys	25
Figure 6. Base population of federally funded postsecondary/postsecondary-related sample surveys	26
Figure 7. Examples of key policy questions and relevant federally funded sample survey resources.....	28
Figure A1. Overview of multiple-component surveys	38
Figure A2. Overview of federally funded postsecondary/postsecondary-related sample surveys	39

INTRODUCTION

Issues of postsecondary education access and attainment have a direct impact on individuals' social and economic mobility, the labor market, and the nation's ability to stay globally competitive. Sample surveys—cross-sectional or longitudinal surveys of a subpopulation of individuals—on precollege experiences and preparation, postsecondary enrollment and persistence, and workforce transitions are relevant to across federal agencies, many of which rely on these data to inform policy and planning decisions. The National Postsecondary Education Cooperative - Sample Surveys (NPEC-S) commissioned this paper to provide a holistic view of the policy questions guiding existing federally funded sample surveys on postsecondary activity, assess where their survey components align and vary, and determine whether they overlook some aspects and outcomes of the postsecondary education experience.

Although the research and policy literatures include a wide range of publications examining the breadth and depth of postsecondary data available at the federal and state levels, there is very little research specifically focusing on the purposes and uses of federal sample surveys, particularly those housed with agencies other than the U.S. Department of Education. For example, the National Academy of Education (NAEd) has released several papers on National Center of Education Statistics (NCES) longitudinal surveys that examine how student data can be obtained and how these existing surveys could be augmented to include additional subgroups and research goals (e.g., Dynarski 2014; Espelege 2014; Gamoran 2016).¹

In addition to NAEd's research, the White House Initiative on Asian Americans and Pacific Islanders Interagency Working Group (WHIAAPI) has examined best practices for conducting federal surveys, including surveys on educational attainment, but this research is not specific to federal sample survey practices (WHIAAPI 2016). Similarly, the Institute for Higher Education Policy's (IHEP) Postsecondary Data Collaborative has produced reports examining ways to use and improve the Integrated Postsecondary Education Data System (IPEDS) and Federal Student Aid collections (Rorison and Voight 2016; Soldner and Campbell 2016), as well as strengthening statewide student unit record systems (Armstrong and Zaback 2016; Miller 2016) and employment data (Zinn 2016). None of the existing literature has addressed how federal sample surveys outside of the U.S. Department of Education contribute to our understanding of the postsecondary landscape.

¹ As Dynarski (2014) points out, many of these studies were created due to federal reporting mandates and not as a means of assistance to researchers.

RESEARCH QUESTIONS

This report adds to the existing postsecondary data literature by examining efforts of existing federal sample surveys with education components, the policy questions they address or overlook, and in what ways they overlap or vary in purpose and data collected. The following four research questions guided this work:

1. What is the current landscape of postsecondary education sample survey components across federal agencies?
2. In what ways are the key policy concerns guiding these postsecondary education sample surveys reflected in the sample survey items?
3. In what ways do the postsecondary education sample surveys align with or vary from one another in terms of their goals, themes, content, and stakeholders?
4. Are there important gaps in federal sample survey data with regard to addressing the key policy areas?

METHODOLOGY

The authors began by identifying all of the federally funded sample surveys that target students enrolled at postsecondary institutions or included postsecondary education-related items, such as sample surveys that follow cohorts of secondary school students over time (e.g., the Education Longitudinal Survey of 2002 [ELS:2002] and High School and Beyond Longitudinal Study [HS&B]) or surveys of individuals living in the United States (e.g., the American Community Survey [ACS] and the American Time Use Survey [ATUS]). This selection process resulted in 18 sample surveys spanning four federal entities: the U.S. Department of Education's National Center for Education Statistics (NCES), the National Science Foundation (NSF), the U.S. Bureau of Labor Statistics (BLS), and the U.S. Census Bureau (Census).

Following a more detailed review of each survey, four sample surveys were excluded from further analysis because they were no longer in active collection: the National Longitudinal Study of the High School Class of 1972 (NLS-72),² the National Longitudinal Surveys of Mature and Young Women, the National Longitudinal Surveys of Older and Young Men, and NSF's National Survey of Recent College Graduates (NSRCG). NCES' Postsecondary Education Transcript Studies (PETS) collection was also excluded because it provides supplementary transcript data to five sample surveys (B&B, BPS, ELS:2002, HS&B, and the National Education Longitudinal Survey of 1988 [NELS:88]). Though not treated as a separate survey, information

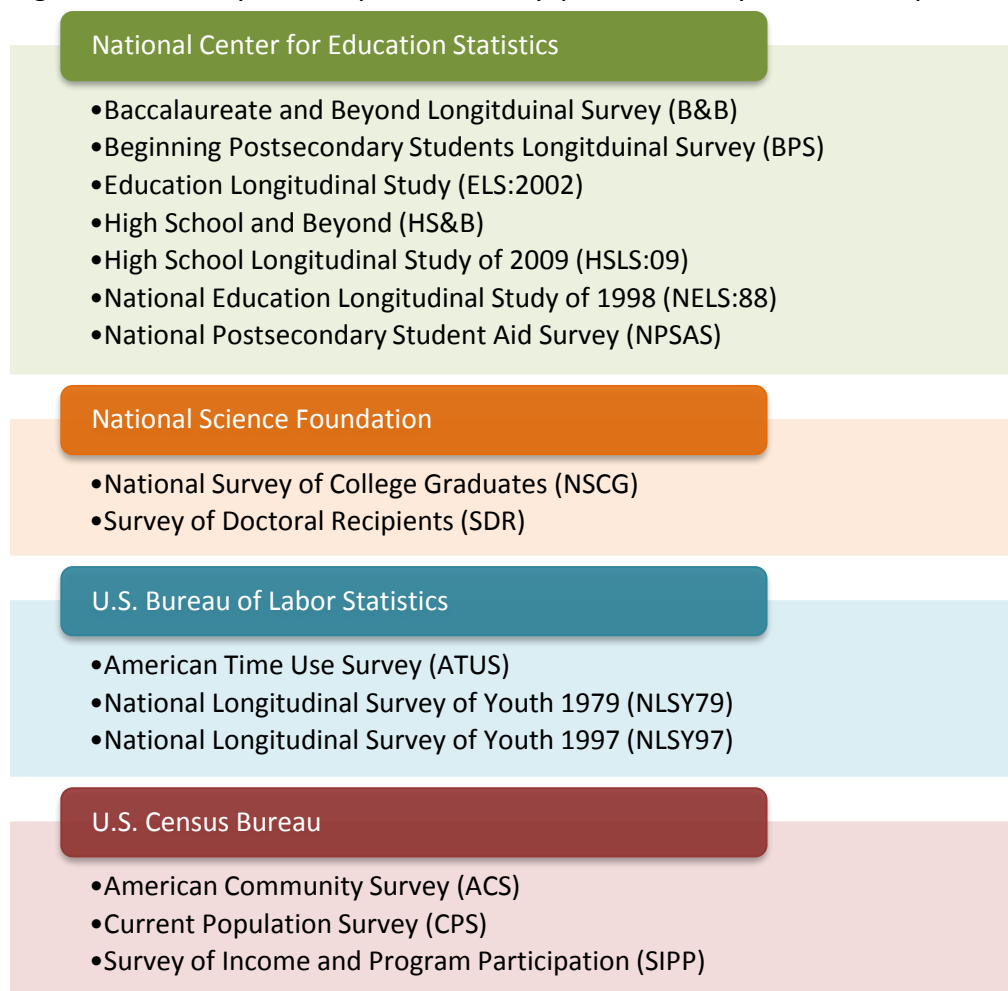
² NLS-72 is considered the "grandmother" of longitudinal sample surveys. It followed a sample of students who were high school seniors in 1973 until 1986 and provides archival data on academic and employment outcomes for individuals transitioning into adulthood during a time of great inflation and economic recession. NLS-72 was not included in this analysis because it is no longer an active sample survey and access to the necessary survey documentation was limited.

from the PETS collection are discussed throughout the report. However, sample surveys that follow several cohorts of students over time (e.g., the Baccalaureate & Beyond Longitudinal Survey [B&B] and Beginning Postsecondary Students Longitudinal Survey [BPS]) were included because they provide a rich source of comparison data, even if data were no longer being collected for one or more cohorts.³

The final set of 15 sample surveys were each reviewed for purpose, population, periodicity, and content (figure 1). For surveys that had multiple components (see appendix A, figure A1), the initial student questionnaire was reviewed and coded, as well as all subsequent follow-up student questionnaires (where applicable). As expected, half of these surveys are administered by NCES (n=7). Five surveys targeted individuals who had enrolled in, or had recently completed, undergraduate or graduate postsecondary education, while the remaining surveys focused primarily on elementary or secondary school students (n=6) or the general resident population of the United States (n=4), including postsecondary students or those who had participated in postsecondary education.

³ The current cohorts for BPS and B&B are ongoing; the next data collection for B&B is in 2018, and 2017 for BPS.

Figure 1. Federally funded postsecondary/postsecondary-related sample surveys



Given that this study focused specifically on sample surveys, federal postsecondary surveys that collect data on a universe of students, such as the student enrollment and completion data collected at the institution-level as part of IPEDS⁴ and the NSF’s Survey of Earned Doctorates (SED), were excluded from this analysis. Likewise, this study did not include non-federal postsecondary sample or Census surveys, such as the Community College Survey of Student Engagement, the National Survey of Student Engagement, the College Board’s Admitted Student Questionnaire (ASQ) and ASQ PLUS, and the University of California, Los Angeles’ Cooperative Institutional Research Program Freshman Survey, among others—many of which are fee-for-service.

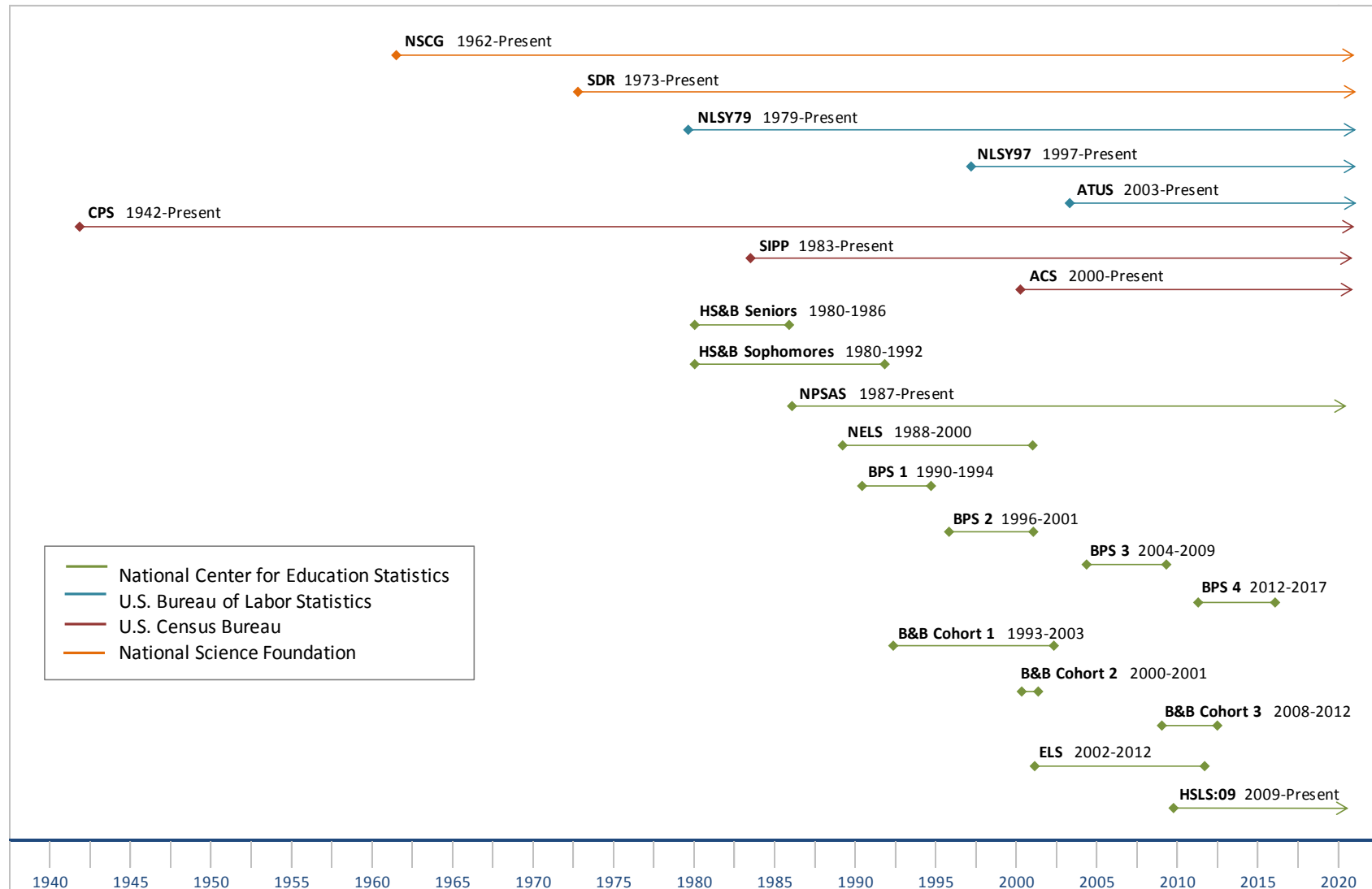
POSTSECONDARY EDUCATION SURVEY LANDSCAPE

⁴ IPEDS is a series of interrelated repeating cross-sectional surveys that collect data on student enrollment, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid from all postsecondary institutions that participate in Title IV federal financial aid programs, as required by the Higher Education Act of 1965. It is the nation’s primary source of postsecondary education institutional-level data.

Research Question #1—What is the current landscape of postsecondary education sample survey components across federal agencies?

The 15 sample surveys identified in this report span 74 years, from Census' Current Population Survey (CPS) that began collecting data in 1942 to NCES' most recent sample survey effort, High School Longitudinal Study of 2009 (HSL:09). The HSL:09 collections began in 2009, with the most recent follow-up starting in 2016, and a final collection point scheduled for 2021 (figure 2). Many of these surveys, particularly those administered by NCES, are interconnected (see appendix A, figure A2). An overview of the postsecondary and postsecondary-related sample surveys is provided below, along with a summary of the themes addressed in each survey.

Figure 2. Implementation timeline of federally funded postsecondary/postsecondary-related sample surveys, by agency



NOTE: PETS is not represented in this figure because it is collected as part of multiple NCES survey efforts.

SOURCE: Survey implementation timeframes were identified through a review of survey websites and documentation. Complete citations listed in “Survey Sources” section.

FEDERALLY FUNDED POSTSECONDARY SURVEYS

Five of the 15 sample surveys reviewed focus specifically on the enrollment and academic experiences, and subsequent outcomes, of current or recent undergraduate and graduate students enrolled at postsecondary institutions in the United States—B&B, BPS, National Postsecondary Student Aid Survey (NPSAS), National Survey of College Graduates (NSCG), and Survey of Doctoral Recipients (SDR). Two of the surveys follow multiple cohorts of students over time (B&B and BPS), two collect cross-sectional data at multiple time points (NPSAS and NSCG), and one uses a fixed-sample panel design repeated on a regular basis (SDR). Table 1 summarizes the purpose, periodicity, and target population(s), as reported on the survey websites and in survey documentation.

All of these postsecondary sample surveys collect data on student demographics, and all of the NCES sample surveys include items capturing data on college enrollment and students' higher education experience (table 2). All of the remaining postsecondary sample surveys collect information on financial aid and previous/current employment. Two of the surveys are limited to special student populations; that is, BPS, which is a subsample of NPSAS, samples first-time beginning undergraduate students and SDR targets science, engineering, and health (SEH) doctoral degree recipients. B&B, which is also sampled from NPSAS, includes a nationally representative sample of baccalaureate recipients in all majors and includes additional items for students interested in securing employment as a teacher or who are currently working as teachers.

Table 1. Overview of federally funded postsecondary sample surveys by agency

Survey	Purpose	Periodicity	Target Population
National Center for Education Statistics			
Baccalaureate and Beyond Longitudinal Survey (B&B)*	To collect data on baccalaureate degree recipients as they enter the work force and/or persist through graduate-level education. Studies include a special emphasis on the career paths of new teachers.	B&B:93 -1993, 1994, 1997, 2003 B&B:00 - 2000, 2001 B&B:08 - 2008, 2009, 2012	Cohort-based sample of baccalaureate recipients drawn from NPSAS.
Beginning Postsecondary Students Longitudinal Survey(BPS)	To collect data on the educational progress, persistence, attainment, and early workforce outcomes of undergraduate students.	BPS:90 - 1990, 1992, 1994 BPS:96 - 1996, 1998, 2001 BPS:04 - 2004, 2006, 2009 BPS:12 -2012, 2014, 2017	Cohort-based sample of first-time beginning postsecondary students, whether they entered postsecondary education immediately following high school graduation or several years later, drawn from NPSAS.
National Postsecondary Student Aid Survey (NPSAS)	To collect data on financial aid for postsecondary students, the role of financial aid in financing postsecondary education, and the extent to which the financial aid system is meeting the needs of students and families.	Triennial: 1986–87 to 1995–96 Quadrennial: 1999–2000	Nationally-representative sample of students at Title IV institutions.
National Science Foundation			
National Survey of College Graduates (NSCG)	To collect education and employment data on college-educated individuals to understand the relationship between college education and employment opportunities.	Roughly decennial (1993, 2003, 2010); also, conducted biennially/triennially between 1990-99 and 2000-09	Noninstitutionalized individuals under the age of 76 who received a bachelor’s degree or higher prior to the survey date.
Survey of Doctorate Recipients (SDR)	To collect data on the career experiences of individuals who earned a research doctoral degree in a science, engineering, or health (SEH) field.	Biennial	Noninstitutionalized individuals under the age of 76 who received an SEH research doctorate from a U.S. academic institution.

*The B&B and BPS baseline cohorts is drawn from NPSAS.

SOURCE: Survey purpose, periodicity, and base population were identified through a review of survey websites and documentation. Complete citations listed in “Survey Sources” section.

Table 2. Key themes of federally funded postsecondary sample surveys by agency

Survey	Demographics	Precollege experiences	College enrollment	College experience	Financial aid	Employment	Special population
National Center for Education Statistics							
B&B	✓		✓	✓	✓	✓	Limited to bachelor's degree holders. Additional questions for students interested in/employed as teachers.
BPS	✓	✓	✓	✓	✓	✓	Limited to first-time beginning undergraduate students.
NPSAS	✓	✓	✓	✓	✓	✓	
National Science Foundation							
NSCG	✓		✓		✓	✓	
SDR	✓				✓	✓	Limited to SEH doctoral recipients.

NOTE: Surveys referenced are Baccaulaureate and Beyond (B&B), Beginning Postsecondary Survey (BPS), National Postsecondary Student Aid Survey (NPSAS); National Survey of College Graduates (NSCG), and Survey of Doctoral Recipients (SDR); SEH = science, engineering, and health.

SOURCE: Survey themes were identified through a review of survey websites and documentation. Complete citations listed in "Survey Sources" section.

FEDERALLY FUNDED SURVEYS WITH POSTSECONDARY COMPONENTS

Ten of the 15 sample surveys reviewed target secondary school students or the general U.S. population, but contain postsecondary components that are relevant to this study (ACS, CPS, ELS:2002, HS&B, HSLs:09, NELS:88, ATUS, the National Longitudinal Survey of Youth 1979 [NLSY79], the National Longitudinal Survey of Youth 1997 [NLSY97], Survey of Income and Program Participation [SIPP]). Six of the surveys develop representative samples of the general population starting with addressed-based sampling (ELS:2002, HS&B, HSLs:09, NELS:88, NLSY79, NLSY97), and four surveys represent household samples (ACS, ATUS, CPS, SIPP; table 3).⁵

⁵ SIPP is both longitudinal and collects data based on a sample of households (not specific individuals).

Table 3. Overview of federally funded postsecondary-related sample surveys by agency

Survey	Purpose	Periodicity	Target Population
National Center for Education Statistics			
Education Longitudinal Study of 2002 (ELS:2002)	To collect data on students' pathways through high school, into college, and into the workforce, with a special focus on patterns of college access and persistence.	2002, 2004, 2006, and 2012	A nationally representative longitudinal sample of students who were 10 th graders in the spring term of the 2001-02 academic year and 12 th graders in 2004.
High School and Beyond (HS&B)	To collect data on students' educational experiences and development and the factors that may affect that development.	1980, 1982, 1984, 1986, and 1992	A nationally representative longitudinal sample of 10 th and 12 th graders in spring 1980.
High School Longitudinal Study of 2009 (HSL:09)	To collect data on students' pathways through high school, into college, and into the workforce, with a special focus on exploring math and science education, the changing nature of high school, and student/family postsecondary enrollment decisions.	2009, 2012, 2013, 2016, and 2021	A nationally representative longitudinal sample of 9 th grade students in fall 2009.
National Education Longitudinal Study of 1988 (NELS:88)	To collect data on student learning and critical transitions in a student's life, such as high school to college and college to workforce.	1988, 1990, 1992, 1994, and 2000	A nationally representative longitudinal sample of 8 th graders in spring 1988.
Bureau of Labor Statistics			
American Time Use Survey (ATUS)*	To develop a nationally representative sample estimate of how individuals spend and divide their time.	Annual	A nationally representative sample drawn from Census' CPS, civilians 15 years of age and older who live in occupied households in the United States.
National Longitudinal Survey of Youth 1979 (NLSY79)	To collect data on labor market activities and other significant life events of several groups of men and women.	Biennial	Individuals born between 1957 and 1964 (aged 14 to 22 at time of first administration).
National Longitudinal Survey of Youth 1997 (NLSY97)	To collect data on labor market activities and other significant life events of several groups of men and women.	Biennial	Individuals born between 1980 and 1984 (aged 12 to 17 at time of first administration).
Census			
American Community Survey (ACS)	To collect data about communities, households, and individuals in the United States, which are used to help determine the annual distribution of federal and state funds.	Collected monthly; reported annually	Random selection of addresses; individuals who have lived at the address for at least 2 months and are 15 years of age or older are eligible to participate, although data are collected on individuals of all ages.
Current Population Survey (CPS)**	To collect data on demographic, social, and economic characteristics of individuals in the United States, as well as supplemental data on many topics including school enrollment, health insurance, and volunteerism.	Monthly; supplemental surveys collected annually/biannually	Noninstitutionalized civilians 15 years of age and older who live in occupied households in the United States, although data are collected on individuals of all ages.
Survey of Income and Program Participation (SIPP)	To collect data on various types of income, labor force participation, social program participation and eligibility, and general demographic characteristics to measure the effectiveness of existing federal, state, and local programs.	Annual; panels range from 2.5 to 4 years	Noninstitutionalized civilians 15 years of age and older who live in occupied households in the United States, although data are collected on individuals of all ages.

*ATUS is sponsored by the U.S. Bureau of Labor Statistics and administered by the U.S. Census Bureau.

**The U.S. Census Bureau administers CPS and Bureau of Labor Statistics analyzes the data. CPS collects educational attainment data every month: long-running supplements that are collected annually include recent postsecondary enrollment of high school graduates (October); those collected biennially include fertility (June).

SOURCE: Survey purpose, periodicity, and base population were identified through a review of survey websites and documentation. Complete citations listed in "Survey Sources" section.

All of the postsecondary-related sample surveys include items on demographics, college enrollment, and employment (table 4).⁶ Moreover, almost all of these surveys include items on precollege experiences, college experiences, and financial aid, although some are more extensive than others. This finding is not unexpected, as the NCES postsecondary-related sample surveys follow students as they move into and through higher education institutions, as do BLS' NLSY surveys.

Table 4. Key themes of federally funded postsecondary-related sample surveys by agency

Survey	Demographics	Precollege experiences	College enrollment	College experience	Financial aid	Employment
National Center for Education Statistics						
ELS:2002	✓	✓	✓	✓	✓	✓
HS&B	✓	✓	✓	✓	✓	✓
HSLs:09	✓	✓	✓	✓	✓	✓
NELS:88	✓	✓	✓	✓	✓	✓
Bureau of Labor Statistics						
ATUS	✓		✓			✓
NLSY79	✓	✓	✓		✓	✓
NLSY97	✓	✓	✓	✓	✓	✓
Census						
ACS	✓		✓			✓
CPS	✓	✓	✓	✓		✓
SIPP	✓		✓		✓	✓

NOTE: Surveys referenced are Education Longitudinal Study of 2002 (ELS:2002), High School and Beyond (HS&B), High School Longitudinal Study of 2009 (HSLs:09), National Education Longitudinal Study of 1988 (NELs:88), American Time Use Survey (ATUS), National Longitudinal Survey of Youth of 1979 (NLSY79) and 1997 (NLSY97), American Community Survey (ACS), Current Population Survey (CPS), Survey of Income and Program Participation (SIPP).

SOURCE: Survey themes were identified through a review of survey websites and documentation. Complete citations listed in "Survey Sources" section.

Research Question #2—In what ways are the key policy concerns guiding these postsecondary education sample surveys reflected in the sample survey items?

From a historical perspective, the key policy questions guiding these sample surveys reflect the political realities of their times. However, these realities often are not explicitly stated and must be inferred from their articulated purposes and with consideration to their historical contexts.

In the post-World War II years, concerns about the U.S. contribution to scientific advancement led to the passage of the National Science Foundation Act of 1950, which created the NSF as the federal agency dedicated to support research and education in all science-related disciplines. To fulfill this mandate, the NSF began administering a census of all individuals receiving research doctoral degrees in 1957 from postsecondary institutions in the United States (the SED). Five years after the first SED administration, and at the height of Cold War

⁶ HSLs:09 is collecting data through 2021. While the current (2016) and future survey instruments are not yet available to the public, it is assumed that college enrollment and financial aid items will continue to be included.

tensions over technological and military power, the NSF implemented its longitudinal biennial sample survey of the nation’s college graduates, with a special focus on science and engineering degree holders (the NSCG).⁷ The NSCG targets individuals who have at least a bachelor’s degree and tracks their educational and employment outcomes until they age out at 76 years old. With scientific and technological advancement still a pressing concern throughout the 1960s and 1970s, the NSF began administering a second longitudinal biennial sample survey of individuals with research doctoral degrees in an SEH-related field in 1973 (the SDR).⁸

The four postsecondary NCES sample surveys also reflect the concerns and values of their times. NPSAS, the first of NCES’ postsecondary sample surveys, was first administered in 1986 as a way to understand the rapid expansion of student financial aid and college costs. Between the 1980–81 and 1985–86 academic years, college costs increased 26 percent at public 4- and 2-year colleges and 30 percent at private, not-for-profit institutions (The College Board 2015). NPSAS’ nationally representative cross-sectional sample of all students enrolled at Title IV institutions was designed to inform public policy on federal financial aid programs and understand how students and families were financing higher education. The BPS and B&B sample surveys, which both began in the early 1990s, reflect a rising interest in postsecondary persistence and completion (BPS) over access alone, and a shift toward documenting the “value” of a college education by examining the relationship between degree completion and employment outcomes (B&B). The PETS collection, while not a sample survey in itself, has augmented the analytical capacity of NCES’ sample surveys since 1984 and has allowed researchers to understand the relationship between students’ coursetaking patterns and, depending on the survey, choice of major, persistence, completion, occupation, and income.

Like the postsecondary sample surveys, the postsecondary-related sample surveys were each developed with a specific purpose in mind. The sample surveys administered by BLS and Census speak to the ongoing need to document the social, educational, and occupational well-being of United States residents and communities primarily for policymaking purposes. CPS is the oldest survey on the characteristics of households in the United States. Developed by Census toward the end of the Great Depression, when unemployment was at an all-time high, CPS is the nation’s primary source of labor force statistics and is used by local, state, and federal policymakers and planners, as well as researchers.⁹ SIPP was developed in the early 1980s to complement CPS and collect more focused, longitudinal data on income, benefits, and federal

⁷ The NSCG is a component of NSF’s Scientists and Engineers Statistical Data System; its panel component is partial and a recent addition.

⁸ To better understand the characteristics and employment outcomes of recent SEH bachelor’s and master’s degree recipients, the NSF began administering a third biennial sample survey in 1973 (NSRCG) until its discontinuation in 2010. The NSRCG was discontinued because the NSCG now provides estimates of recent college graduates. For more information, see <https://www.nsf.gov/statistics/sestat/redesign.cfm>.

⁹ Labor force data are provided on a monthly basis, and supplemental data are collected annually or biannually on other topics of interest, such as educational attainment.

program participation. ACS, the annual sample survey “long form” version of the decennial Census and now the largest household survey, has provided data on communities, households, and individuals since 2000 based on collections that start with sampling households and then collecting information about all household members. These data are used by policymakers to allocate and distribute federal funding, as well as by researchers, nongovernmental organizations, businesses, and journalists, among others.

Similarly, the NLSY sample surveys, first developed by BLS in the late 1970s, also document labor market and life activities. Like SIPP, each NSLY survey follows a continuous panel of participants over time. While SIPP participants can be any individual 15 years of age or older, the NLSY:79 survey consists of a cohort of individuals aged 14 to 22 at the start of the survey in order to capture the generational and social changes occurring across the United States during the 1960s, 1970s, and 1980s, as well as changes in individuals’ educational and employment activities over time.

The four remaining postsecondary-related sample surveys are part of the Secondary Longitudinal Studies Program (SLSP) administered by NCES that target nationally representative samples of secondary school students. HS&B collected longitudinal data on two cohorts of students (10th and 12th graders) between 1980 and 1992. The survey, which focused on understanding how students’ social capital (e.g., social relationships and networks, reflected in HS&B items asking about cognitive and noncognitive learning, student and peer aspirations, family support) developed into human capital (e.g., skills and knowledge, reflected in HS&B items as educational attainment, employment, income), was unique in that it captured the experiences of the first post-Civil Rights generation during a time when there were dramatic economic changes and occupational instability. NELS:88 was administered to a nationally representative sample of 8th grade students during a climate of growing concern over school quality brought to the forefront by the release of *A Nation at Risk* (1983). This survey also collected data on student learning and educational/occupational aspirations, as well as predictors of dropping out. In the years leading up to the passage of the No Child Left Behind Act of 2001, concern over school quality had expanded to address achievement gaps through increased accountability and school choice. Consistent with this focus on outcomes, the ELS data collection, which began in 2002 with a nationally representative sample of 10th graders, sought to understand students’ pathways through high school, into and through higher education, and into the labor market. HSLs:09, the most recent NELS sample survey, collects data about a nationally representative sample of 9th graders about their educational pathways on high school students’ pathways and persistence, and their math and science participation and experiences, which reflects the current political emphasis on math and science education to support the STEM/SEH occupational pipeline.

As expected, survey items reflect the purpose of each survey (figure 3). For example, HS&B, which was developed specifically to explore students' social capital, includes items on volunteer activities, parents' highest level of education and occupation, and social networks and peer group perceptions.

Figure 3. Example survey items in federally funded sample surveys by agency

<p>NCES: Baccalaureate and Beyond (B&B)</p> <ul style="list-style-type: none">• Post-graduate Education Entrance: What graduate or professional entrance exam(s) have you taken since completing your bachelor's degree from [NPSAS]?• Employment: Do you consider your job [post-graduation] to be part of a career you are pursuing in your occupation or industry?• Aspirations of Current/Prospective Teachers: Have you done anything to prepare for a teaching career at the K-12 level? Please include only formal preparations, such as taking courses to complete an education degree, taking a certification exam, or completing a student teaching assignment.
<p>NCES: Beginning Postsecondary Students (BPS)</p> <ul style="list-style-type: none">• Influence of Financial Aid on Persistence and Completion: How important was this service [advising/counseling about financial aid] in your decision to stay at (primary school)?• Return on Educational Investment: If you had not attended college at all in 2013-2014, how much do you think you would have earned per year?
<p>NCES: Education Longitudinal Study of 2002 (ELS:2002)</p> <ul style="list-style-type: none">• High School to College Transition: Do you plan to continue your education right after high school or at some time in the future?• College Access and Persistence: Talent Search, Upward Bound, and Gear Up are programs that help economically disadvantaged high school students to prepare for entering and succeeding in college. At any time during high school, have you participated in these programs or a similar program?
<p>NCES: High School and Beyond (HS&B)</p> <ul style="list-style-type: none">• Social Capital: How do other seniors in your school see you? (As Popular, Athletic, Socially Active, A Good Student, Important, Troublemaker, Part of Leading Crowd)• Career Aspirations: Write in here the name of the job or occupation that you expect or plan to have when you are 30 years old.
<p>NCES: High School Longitudinal Study of 2009 (HSL:09)</p> <ul style="list-style-type: none">• STEM Education and Experiences: How much do you agree or disagree with the following statements? You see yourself as a math person. Others see you as a math person. Most people can learn to be good at math. You have to be born with the ability to be good at math.• Financing Postsecondary Education: If cost were not a consideration, what school or college would be your first choice?
<p>NCES: National Education Longitudinal Study of 1988 (NELS:88)</p> <ul style="list-style-type: none">• Education Aspirations: As things stand now, how far in school do you think you will get?• Career Aspirations: Do you feel that you have enough skills right now for the job or career that you see yourself holding in 5 years?
<p>National Postsecondary Student Aid Survey (NPSAS)</p> <ul style="list-style-type: none">• Financial Aid: Through the end of the 2011–2012 school year, how much will you have borrowed in student loans for your entire college or vocational education?• College Costs: Please indicate whether the following were reasons why you did not apply for financial aid. Was it because you did not want debt?

Figure 3. Example survey items in federally funded sample surveys by agency—Continued

BLS: American Time Use Survey (ATUS)

- **How Individuals Spend Time:** Are you enrolled in a high school, college, or university?
- **How Individuals Spend Time:** Are you enrolled in school as a full-time or part-time student?

BLS: National Longitudinal Survey of Youth 1979 (NLSY79)

- **Labor Market Participation:** What were you doing most of last week—working, going to school, or something else?
- **Government Program Participation:** Some government-sponsored programs provide students with part-time jobs during the school year. Other programs provide jobs for youths for about 10 weeks during the summer. Other programs provide on the job training for pay. Since (date of last interview), have you had a job for pay that was sponsored by the kinds of government programs listed here?

BLS: National Longitudinal Survey of Youth 1997 (NLSY97)

- **Workforce Transition:** Have you ever participated in a "career major" program, which is defined as a sequence of courses based upon an occupational goal?
- **Government Program Participation:** How much did you receive in College Work Study while attending this school/institution?

Census: Community Survey (ACS)

- **Educational Attainment:** What is the highest degree or level of school this person has completed?
- **Educational Attainment:** Please print below the specific major(s) of any Bachelor's Degrees this person has received.

Census: Current Population Survey (CPS)

- **Population Characteristics:** Since completing your Bachelor's degree have you ever taken any graduate or professional school courses for credit?
- **Population Characteristics:** What is the highest level of school you have completed or the highest degree you have received?

Census: Survey of Income and Program Participation (SIPP)

- **Government Program Participation:** Since (Month) 1st, were any of your educational expenses paid for by any type of educational assistance or financial aid?
- **Government Program Participation:** What kind of educational assistance did you receive? Anything else?

NSF: National Survey of College Graduates (NSCG)

- **Workforce Transition:** Thinking back to the time(s) you attended community college, for which of the following reasons did you take community college courses?
- **Occupation and Income:** Did your duties on this job require the technical expertise of a bachelor's degree or higher in... engineering, computer science, math, or the natural sciences; the social sciences; some other field (e.g., health, business, or education)?

NSF: Survey of Doctoral Recipients (SDR)

- **Occupation and Income:** During the week of February 1, 2013, what type of academic position(s) did you hold at this institution?
- **Occupation and Income:** To what extent was your work on your principal job related to your first U.S. doctoral degree?

SOURCE: Example survey items were identified through a review of survey websites and documentation. Complete citations listed in "Survey Sources" section.

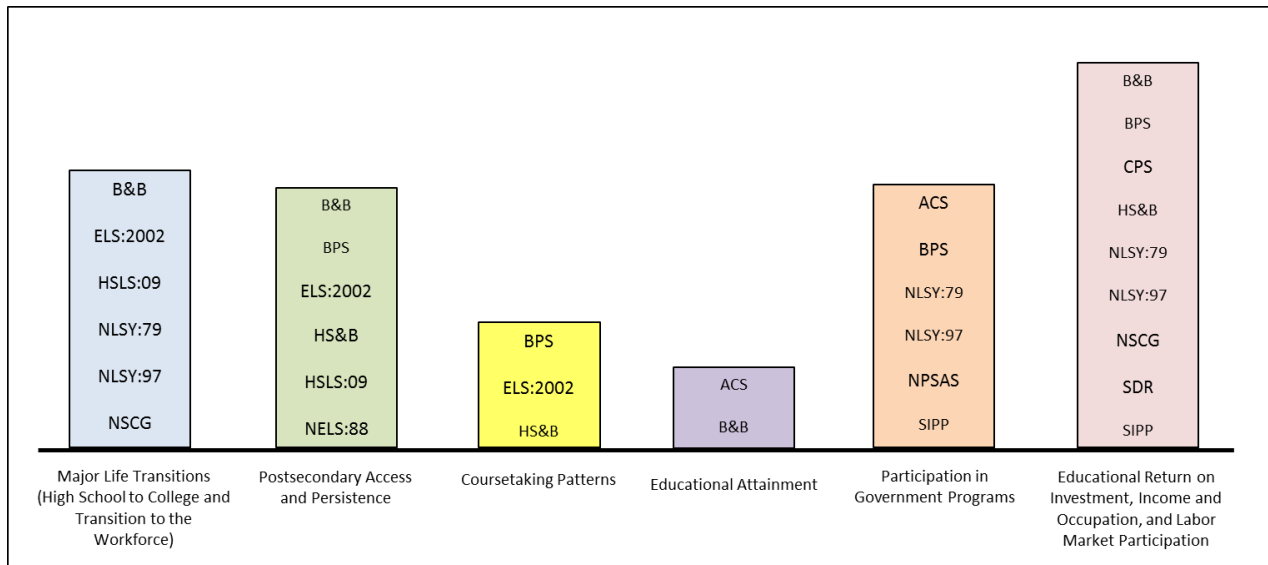
SURVEY ALIGNMENT AND VARIATION

Research Question #3—In what ways do the postsecondary education sample surveys align with or vary from one another in terms of their goals, themes, content, and stakeholders?

SAMPLE SURVEY GOALS AND THEMES

The sample survey websites and student questionnaires were reviewed to understand their policy goals and major themes (figure 4). Survey items were grouped into six major themes: major life transitions (high school to college and college to the workforce); postsecondary access and persistence; coursetaking patterns; educational attainment; participation in government programs; and, educational return on investment, occupation, and labor market participation. As expected, the Census and BLS surveys are more likely to focus on issues of employment and income, while the NCES surveys focus on issues of access, persistence, and outcomes. The majority of surveys address issues of educational return on investment, employment, and income. The second most common policy areas are major life transitions—from high school to college and/or college into the workforce—and postsecondary access and attainment. Five surveys focus on documenting participation in government programs, such as NPSAS (financial aid programs) and SIPP (social programs). Three surveys, all sponsored by NCES, identify documenting coursetaking patterns as a key area of concentration using transcript data collected by PETS.

Figure 4. Major postsecondary-related themes addressed in federally funded postsecondary/postsecondary-related sample surveys



NOTE: Surveys referenced are American Community Survey (ACS), American Time Use Survey (ATUS), Current Population Survey (CPS), Baccalaureate and Beyond (B&B), Beginning Postsecondary Students (BPS), Education Longitudinal Study of 2002 (ELS:2002), High School and Beyond (HS&B), High School Longitudinal Study of 2009 (HSLS:09), National Education Longitudinal Study of 1988 (NELS:88), National Longitudinal Survey of Youth of 1979 (NLSY79) and 1997 (NLSY97), National Postsecondary Student Aid Study (NPSAS), National Survey of College Graduates (NSCG), Survey of Doctoral Recipients (SDR), Survey of Income and Program Participation (SIPP). SOURCE: Postsecondary policy-related areas were identified through a review of survey websites and documentation. Complete citations listed in “Survey Sources” section.

SAMPLE SURVEY CONTENT

The sample survey questionnaires and documentation were reviewed for their components, or types of survey items included. As discussed above, the survey items were organized into the following thematic categories: Demographics, Pre-college Experiences, College Enrollment, College Experiences, Financial Aid, Employment, and Other Post-Graduate Experiences. These categories served as the basis for analyzing the survey components and identifying areas of alignment and variation. It should be noted that B&B and BPS both draw their cohorts from NPSAS, and as such some survey components are not included in the B&B and BPS survey documentation but are included in the B&B and BPS datasets. For example, the B&B survey instrument does not collect age, gender, or race/ethnicity; these items are pulled from the NPSAS dataset. The analysis below accounts for the components collected by the surveys themselves as well as components available through NPSAS and available in the final survey dataset (as reported on the NCES DataLab website).

DEMOGRAPHICS

The demographic information collected across the surveys provides data on the characteristics of individuals, their spouses, and their parents and families. In terms of individual demographic characteristics, all of the sample surveys collected some form of demographic data (appendix A, table A1). Interestingly, the most common individual demographics item asked by all of the sample surveys was age and number of dependents. As expected, other common individual demographic items include gender, marital status, military status, and race/ethnicity. Twelve surveys also collect name and address from survey respondents, and 11 collect information on language spoken at home (other than English). In addition to these more standard demographic items, eight surveys ask about receipt of public assistance (ELS:2002, HS&B, HSLS:09, NELS:88, NLSY79, NLSY97, ACS, SIPP), four ask about (self-reported) voter participation/registration (B&B, ELS:2002, HS&B, NELS:88, NLSY:97), and two ask for a self-rating on physical and mental health (BPS, NPSAS).

Almost all of the sample surveys include items about the demographic characteristics of spouses and parents/families, such as spouse's income, parent's occupation, and spouse's and parents' highest level of education. Of the seven surveys that ask about spouse's income, almost all are NCES surveys (B&B, BPS, ELS:2002, HS&B, HSLS:09, NPSAS, NLSY:97). All of the NCES surveys ask about parents' highest level of education, with NPSAS collecting the most information about parent demographics.

In terms of the breadth of demographic data collected, the NCES sample surveys collected the most demographic items, followed by NLSY79 and NLSY97 surveys, and Census surveys. Given that many of the NCES surveys were developed to understand students' pathways into and through higher education, with several designed specifically to unpack the connections between students' schooling and family experiences on outcomes (e.g., ELS:2002, HS&B,

NELS:88, NPSAS), and that the BLS and Census surveys are designed to provide insight into employment and life conditions, it is not surprising that these surveys ask the widest range of demographic questions.

PRE-COLLEGE EXPERIENCES

Pre-college components fell into two groups – items about high school experiences (e.g., coursework, use of resources, attitude) and items about college entrance (e.g., ACT/SAT participation, college enrollment plans). In terms of high school experiences, almost all of the sample surveys collected information on high school diploma type and date earned (appendix A, table A2). The next most common components, collected by less than one-third of the surveys, were high school grade point average, high school course of study (e.g., Advanced Placement, International Baccalaureate, highest math class taken), and attitudes towards school.

College entrance items were collected by more than half of the sample surveys, with the most common item being self-reported college test scores (ACT, SAT, placement exams). Almost all of the NCES sample surveys collected these items (B&B, BPS, ELS:2002, HSLs:09, NELS:88, NPSAS), as well as the NLSY79 and NLSY97 surveys. PETS, a transcript supplement to B&B, BPS, ELS:2002, HS&B, HSLs:09, and NELS:88, provides information on high school course credit received for Advanced Placement (AP) exams, College-Level Examination Program (CLEP) and International Baccalaureate (IB) courses, military training, and work experiences.

Of all the sample surveys reviewed – ELS:2002, NELS:88, and NCES' newest sample survey HSLs:09 – collect the widest selection of precollege components. NELS:88, for example, asks students about their plans for the first year after high school and the likelihood of attending college after high school. ELS:2002's pre-college items include questions about academic recognition, the importance of grades, and students' use of high school computer and library resources, while HSLs:09 asks students about their math and science self-image and experience while in high school, anticipated college entry requirements and costs, and whether they sought information about college options. These items reflect these surveys' focus on understanding students' high school-to-college and college-to-career transitions, and the high school students' math and science experiences and outcomes.

COLLEGE ENROLLMENT

Again, as expected, the majority of college enrollment survey components are collected by NCES sample surveys (appendix A, table A3). These components fell into four different categories: college planning activities, college enrollment activities, degree information, and vocational/technical/business/trade education.

College planning activities were primarily collected in NCES' high school longitudinal studies, with ELS:2002, HS&B, HSL:09, and NELS:88 collecting the most college planning items. The most common item across the surveys, collected by all NCES surveys and half of all sample surveys included in this review, is highest level of education expected to complete. NLSY was the only BLS survey to include pre-enrollment items (ever attended college, number of schools accepted, and number of schools applied to). The Census surveys included no pre-enrollment items.

In terms of college enrollment experiences, all of the sample surveys collect information on current enrollment status (enrolled/not enrolled), and almost all collect information on enrollment intensity (full-/part-time), followed by field of study, type of degree sought, and institution information. Unlike college planning activities, almost all of the surveys collected at least several items on enrollment experiences (except B&B). Again, the NCES surveys collected the most items in this area, augmented by the PETS collection of student transcript data.

Degree completion information was also widely collected by almost all of the surveys, except ATUS, with the NCES sample surveys acquiring most of their data through the PETS collection. The NSCG survey also collected a number of degree components, such as institution from which the degree was received and number of degrees received, as well as the SDR. Like college enrollment activities, the NLSY79 and NLSY97 surveys included a several survey items on degree completion, degree type, highest degree received, and date of receipt. This is perhaps expected given their focus on tracking the relationship between higher educational attainment and the labor market.

COLLEGE EXPERIENCES

Students' college experiences were again addressed primarily in the NCES sample surveys, with some components collected by NLSY97 (although these items are self-reported; appendix A, table A4). College experience components grouped into two categories: items on students' college coursework and items on their general college experience. The majority of coursework items were collected by the NCES surveys and provide information on number of courses taken (remedial and college-level, subject area), number of repeated courses, number of withdrawn courses, and average number of credits earned per year, among others.

Survey items asking about general college experiences were fairly diverse, with little redundancy across sample surveys. That said, the most commonly collected items were related

to GPA and stopout periods. Five surveys (BPS, ELS:2002, HSLs:09, NELS:88, and NPSAS) also ask whether the student receives family support for postsecondary education. NPSAS collects the broadest range of college experience data, such as use and importance of college services, social and academic integration, the importance of nonmonetary benefits of education, and commute time. In terms of unique items collected, B&B is the only survey that asks about satisfaction with undergraduate major and quality of education received, and ELS:2002 asked about the value of undergraduate education in preparation for the future.

FINANCIAL AID

Given concerns over higher education affordability and student debt, it is perhaps not surprising that almost all of the sample surveys collect some data on student financial aid (appendix A, table A5). Financial aid items were grouped into the following categories: college cost and financial aid application, paying for college, and educational debt. Most of the items focused on understanding how students pay for college. Again, almost all of the college cost components were collected by the NCES surveys, with several components also collected by the NLSY surveys. The most common component were items on tuition, fees, and cost of attendance, whether students applied for and received financial aid, and if they were paying in-state or out-of-state tuition.

The majority of financial aid items sought to understand how students were paying for college, including federal loans/amount, scholarships/grants, and work study. The rest of the items in this category were focused on documenting the aid applied for and received from various sources, and aid amounts. In terms of the breadth of financial aid data collected, HS&B, BPS, NLSY97, ELS:2002, and NSCG collect the most items in this category. Interestingly, NSCG and SIPP collect a substantial amount of information on student loans, financial aid award, work study, employer aid, and other sources of financial support.

As with college cost data, fewer surveys collected data on educational debt. The most common component asked about was total amount borrowed. NPSAS was the only survey to collect data on debt aversion (ways to avoid taking out additional loans), which is also available on the B&B and BPS surveys, and B&B was the only survey to again collect data on students' level of stress due to education-related debt and private student loan details.

EMPLOYMENT

Employment components were organized into items on current employment, items on expected employment, and items for current and prospective teachers (appendix A, table A6). All of the sample surveys collect data on employment, with one survey (B&B) including additional items on the employment aspirations and experiences of teachers. The most common employment data collected are students' employment status and current earnings, followed by hours worked per week, occupation, sector of employment, job responsibilities,

and employment history and industry. Except for benefits, a minority of the surveys collected data on the remaining employment components, with several items collected only by SDR or NSCG, such as whether the position was federally funded, reason not employed, if the job includes participation in conferences and other professional meetings, and whether the position is a postdoctoral fellowship..

Of the NCES surveys, B&B, BPS, NELS:88, and ELS:2002 collected the most employment-related items overall. The B&B and BPS surveys include items such as employment decision-making, hours worked per week while in college, and reasons for working and not working while in college. The ELS:2002 and NELS:88 collections, which were designed to follow students over time and document their postsecondary and workforce transitions, collect information on students' industry of employment, hours worked per week, and job alignment with college major, among others, are consistent with the purpose of these surveys. Likewise, the NSF surveys were designed to collect occupational data on college graduates and SEH doctoral degree recipients, and it makes sense that they would include a substantial number of employment items.

As mentioned above, B&B includes supplementary items targeting students who are current or prospective teachers. Understanding school and teacher quality has been a concern of policymakers, researchers, and the public since the 1980s, and these items provide data on the number of prospective and current teachers, certification attainment, their satisfaction with the profession, TEACH grant and other teaching-related loan forgiveness, and, where applicable, their reasons for leaving teaching. While B&B collects the vast majority of teacher-related items, both NSCG and SDR ask respondents whether they are current/prospective teachers.

OTHER POST-GRADUATE COMPONENTS

Six surveys (B&B, BPS, CPS, HS&B, NPSAS, and NSCG) include items related to post-graduate education—that is, subsequent postsecondary education activities, such as preparing for and matriculating into a graduate degree program and financing graduate education (appendix A, table A7). The post-graduate data have been organized into three categories: post-graduate enrollment, post-graduate financial aid, and employment.

As expected, the survey with the greatest number of post-graduate components is B&B, as the sample includes baccalaureate recipients only and their post-degree activities. HS&B also collects significantly more data than the remaining surveys, but much of this data is specific to Master of Business Administration (MBA) programs.

Five of the six surveys collect some type of data on post-baccalaureate enrollment. The most common data collected are graduate school enrollment information (status, intensity, degree type, etc.), completion of graduate-level courses after completing a Bachelor's degree, application for post-graduate education, and completion of graduate entrance exams such as

the GRE and MCAT. Four of the six surveys that collect post-graduate information collect graduate education financial aid data. The most common data collected include total amount borrowed, amount of graduate loans still owed, assistantships and fellowships awarded, and tuition waiver receipt.. Three surveys (B&B, BPS, and NPSAS) collect data on employment and the hours worked per week while in graduate school.

SAMPLE SURVEY STAKEHOLDERS

A review of the sample survey websites and documentation indicates that the primary stakeholders for these surveys, as articulated in these materials, are researchers, governmental agencies, and federal and state policymakers. All of the surveys were designed to collect data that can be used to describe students' and individuals' life experiences, and inform public policy and decision-making (appendix A, table A8). Some sample surveys explicitly referenced their use by educators (B&B, ELS:2002, HS&B, NELS:88, and ACS), and others mention their use by the general public (ELS:2002, NLSY79, NLSY97, ACS, and CPS). The Census surveys—ACS, CPS, and to a lesser extent SIPP—are intended to serve a wider audience including journalists, businesses, and emergency planners. This is reflected in the breadth of non-postsecondary data they collect, such as information on home ownership, labor force status and related occupational items (e.g., income, commute), utilities, and taxes.

Beyond the stakeholders cited in the survey documentation and on the survey websites, many of these surveys are likely intended to be used by most – if not all – of the stakeholders listed below. For instance, NCES developed on-line tools to help the public, journalists, and other groups directly access and use the data, and NCES staff regularly field questions from a wide variety of stakeholders for information.

SUMMARY OF FINDINGS

The final section of this report summarizes and reflects on key findings in order to identify possible gaps in federal sample survey data collections, and offers suggestions on how these surveys can be better used by federal agencies and researchers.

Research Question #4—Are there important gaps in federal sample survey data with regard to addressing the key policy areas?
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NCES' suite of sample surveys offers the most comprehensive data on postsecondary access, enrollment, financial aid, persistence, and attainment. Sample surveys funded by other federal agencies were developed to primarily provide broader statistics on overall well-being in a variety of areas, with the BLS and Census surveys mostly concerned with workforce development, and the NSF surveys focused with individuals in SEH occupations.

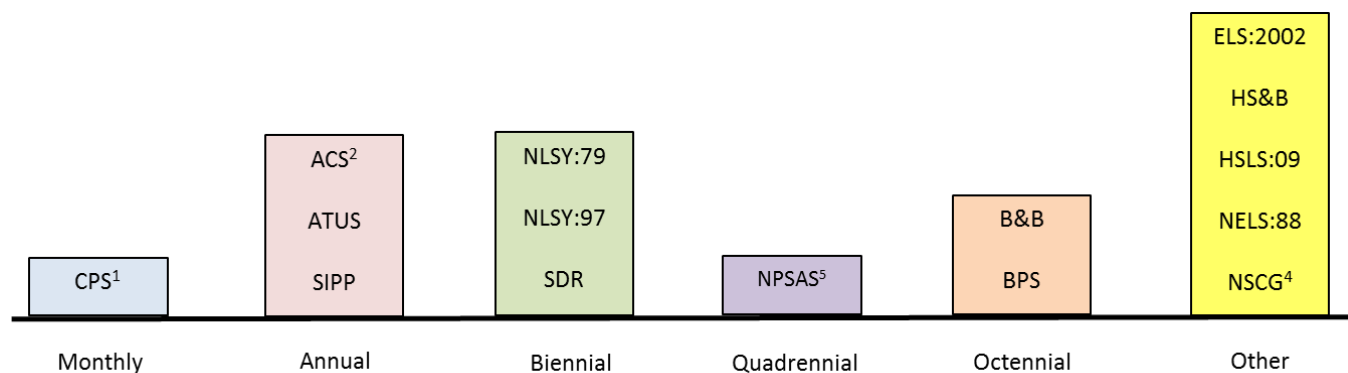
That said, taken together, the federally funded sample surveys reviewed in this report cover most aspects of individuals' schooling and occupational experiences—but not in one survey

alone. The following sections explore to what extent there are gaps in periodicity, base populations, the breadth and depth of the data collected, and key policy areas addressed.

PERIODICITY

In terms of frequency of data collection, the majority of the sample surveys are collected on an annual or biennial basis (figure 5). The sample surveys administered by BLS, Census, and the NSF are collected more frequently—often on a monthly, annual, or biennial basis. Given the primary purpose of the BLS and Census surveys, to provide statistics that policymakers and businesses can readily act on, it makes sense that they would be conducted at relatively short, regular intervals. Almost all of the NCES surveys, on the other hand, are administered at variable intervals, likely because they are examining educational processes and transitions. The one exception to this is NPSAS, which collects data every four years, and, by implication, B&B and BPS, as the populations for these surveys are derived from alternating NPSAS collections. Annual or biennial collections of educational outcomes are perhaps less crucial than documenting changes in unemployment or shifts in demographics, especially considering that the Census and BPS surveys are consulted before annual distributions of federal funds. Policymakers and researchers who are looking for interim, repeating cross-sectional data on whether individuals are enrolled at a college can use existing surveys, such as IPEDS, or the ATUS and SIPP surveys. However, IPEDS, which offers the most comprehensive enrollment information, only provides institution-level aggregate student information, while ATUS and SIPP report only general enrollment information (i.e., currently enrolled at a college – yes/no). The sample surveys with the richest postsecondary data, however, are those that are cohort-based and collected over multiple years.

Figure 5. Periodicity of federally funded postsecondary/postsecondary-related sample surveys



¹ CPS is conducted monthly, but supplemental surveys are conducted annually or biennially.

² ACS is collected monthly but reported annually

³ NSCG has been collected roughly decennially (1993, 2003, 2010), as well as biennially/triennially between 1990-99 and 2000-09.

⁴ NPSAS was collected triennially until 1995–96 and quadrennially since 1999–2000.

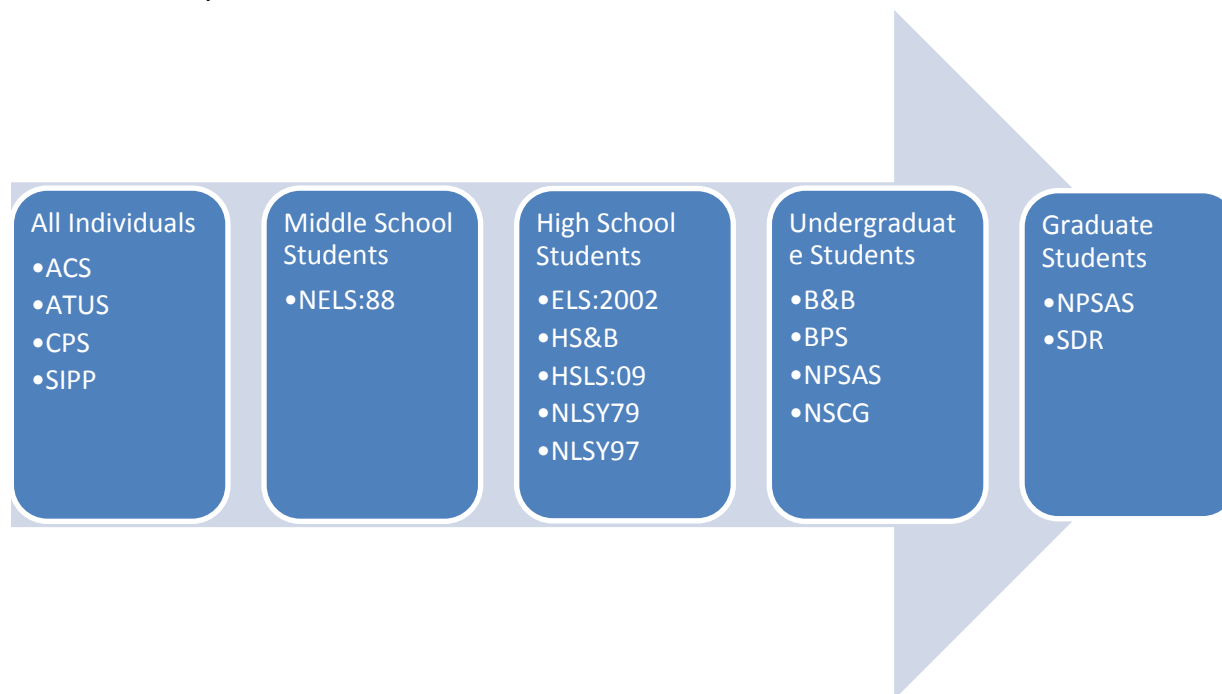
SOURCE: Periodicity was identified through a review of survey websites and documentation. Complete citations listed in “Survey Sources” section.

POPULATION

The sample survey’s base populations clearly reflect the aims and missions of their sponsoring agencies (figure 6). Almost all of the Census and BLS surveys sample individuals 15 years or older,¹⁰ and the NCEES surveys sample middle, high, undergraduate, and graduate school students. The two NLSY surveys are the only exceptions, as their samples specifically target youth who are between 14 and 22 (NLSY:79) and 12 to 17 (NLSY:97) years of age. The NSF surveys are focused on college graduates and students who have recently completed an SEH doctoral degree. In terms of gaps, NELS:88 and the NLSY collections are the only longitudinal collections that include data about students prior to high school, limiting our ability to study how earlier educational experiences relate to postsecondary access and outcomes. The ACS and CPS collections also include data about younger populations, but because they are cross-sectional, early education experiences they collect cannot readily be associated with postsecondary experiences.

¹⁰ The Census and BLS surveys collect information about all individuals from birth to over 100 years of age, but only collect data from individuals 15 and older.

Figure 6. Base population of federally funded postsecondary/postsecondary-related sample surveys



NOTE: PETS is collected as part of seven different NCES cohort-based surveys.

SOURCE: Base populations were identified through a review of survey websites and documentation. Complete citations listed in “Survey Sources” section.

All of the sample surveys have historically presented gender as a binary measure (female/male), which forced students with nonbinary gender identities to choose a gender category or not include a response. The surveys also do not collect information on students’ sexual orientation or undocumented status—two student characteristics that, while comprising a small percentage of college-going students, are understudied.

Likewise, many of the sample surveys collect disability status (yes/no) and four sample surveys—B&B, BPS, HSLs:09, and NPSAS—include items that ask students to identify type of disability and other disability-related details. The challenge with collecting information on these special student populations is that the samples tend not to be sufficiently large enough to allow for disaggregated analysis of the data. While small adjustments to existing sample surveys could be made to collect additional items pertaining to these populations, conducting special supplementary collections would improve the sample power and allow policymakers and researchers to understand the college-going experiences and outcomes of students with these characteristics. That said, these populations are quite small relative to all postsecondary students and identifying participants will likely pose a significant challenge.

BREADTH AND DEPTH OF DATA COLLECTED

The number of federally funded sample surveys that collect postsecondary data has increased over time (see figure 2). CPS, as the longest running sample survey, is a good resource for documenting general changes in postsecondary attainment over time, although the breadth and depth of the data available is limited to basic statistics on enrollment status, intensity, and major. NSCG, the second longest running sample survey, offers a wider range of data on college graduates, such as information on financial aid receipt and student loans, and has the advantage of periodically tracking a subset of respondents and their educational attainment and occupational status over time.

Consistent with its mission, NCES has developed the richest source of sample survey data on postsecondary access and attainment over the past three decades. While these surveys offer insight into high school coursework and enrollment, college access and enrollment, financial aid receipt and student loans, they do not unpack students' occupational choices and decision-making processes, job responsibilities and satisfaction, civic engagement, and other elements that contribute to an individual's overall well-being. The NLSY79 and NLSY97 collections, which are designed to collect statistical information on significant life events over time, do collect these kinds of data, such as perceptions of autonomy and parental authority, physical and mental health, and community and political participation. They also collect data on postsecondary enrollment and attainment, but have limited financial aid data. The SDR, which is limited to SEH doctoral recipients, also collects some occupational measures for NSF—measures that are not currently collected by NCES surveys (e.g., employment satisfaction) or other federally funded sample surveys.

POLICY AREAS ADDRESSED

The sample surveys reviewed in this report were each designed to respond to the needs of their sponsoring agency and were developed to collect information relevant to the policy contexts that inspired their first administration. The postsecondary sample surveys focus primarily on understanding college access, outcomes, and transition to the workforce, while the postsecondary-related sample surveys emphasize high school experiences and outcomes or broader demographic, social, and economic trends. Key policy areas that are still relevant to our current postsecondary context are concerns over equitable access to higher education, rising college costs and student borrowing, the value of a college education in the labor market, and STEM education. All of the surveys, to varying extents, collect data that documents students as they move through undergraduate education and into graduate education or employment. Figure 7 illustrates which federally funded sample surveys may be most useful to respond to these key policy questions.

Figure 7. Examples of key policy questions and relevant federally funded sample survey resources

<p>In what ways are escalating college costs affecting students and families?</p>	<ul style="list-style-type: none"> • NCES surveys: BPS, ELS:2002, HSLs:09, NSCG, NPSAS • Other surveys: NSLY97, SIPP
<p>What is the occupational value of a college education and of different majors?</p>	<ul style="list-style-type: none"> • NCES surveys: B&B, ELS:2002, HS&B, NELS:88, NPSAS • Other surveys: ACS, CPS, NSLY:79, NCSG, NSLY97, SDR, SIPP
<p>To what extent are students prepared for, and anticipating pursuing, careers in STEM/SEH occupations?</p>	<ul style="list-style-type: none"> • NCES surveys: ELS:2002 • Other surveys: NSCG, SDR

SOURCE: Policy questions were included on websites and in the NCES Handbook of Survey Methods. Complete citations listed in “Survey Sources” section.

While many of the key postsecondary policy questions can be addressed using the postsecondary and postsecondary-related sample surveys reviewed in this report, there are several other key policy areas that are underexplored:

- **COLLEGE CHOICE AND SATISFACTION:** Being able to exercise educational choice is an increasingly valued part of the schooling experience. Four of the surveys reviewed ask students to identify their reason for postsecondary enrollment. Although ELS:2002 and NELS:88 ask students about their college decision-making factors, only NCEs’ newest sample survey effort—HSLs:09—examines how students make decisions about which college to attend and who among their support networks helps them through the decision-making process (e.g., school counselor, peers, family). Likewise, only one survey, B&B, asks students about their satisfaction with their undergraduate major/program of study. Additional items that address course, program, and college satisfaction could be used to better understand the college student experience.
- **ALTERNATIVE CREDENTIALS AND CREDENTIAL PATHWAYS:** The number of individuals receiving a higher education certificate of completion has increased dramatically over the past several decades (Carnevale, Rose, and Hanson 2012; Miller, Erwin, Richardson and Arntz, 2016). With the pressure to increase college attainment rates, national reports have increasingly called on U.S. institutions to focus on certificates as a way to quickly accomplish this goal while also meeting workforce demands for job-specific skill sets (Complete College America 2010, Lumina Foundation 2016). To better understand the

attainment of work-related educational certificates and training, six federal offices have collaborated to form the Interagency Working Group on Expanded Measures of Enrollment and Attainment (GEMEnA), which works to develop and validate national measures of education and training participation, certification, and licensure related to employment to be used in federal data collections.¹¹ Since its first meeting in 2009, GEMEnA has validated four survey items addressing whether the individual has attained a certification or license, the organization or institution that provided it, the certification/license subject area, and whether it is related to the individual's current employment. These items have been integrated into the B&B, BPS, CPS, ELS:2002, and HSLS:09, among several others. While these items expand what is known about certification and licensing, additional data could be collected on more non-traditional, but increasingly popular, alternative credential pathways, such as competency-based education, microdegrees, and badges.

- **COLLEGE AND CAREER READINESS:** Students at all educational levels are increasingly expected to be able to successfully transition into higher learning and the workforce in order to have the skills needed to complete in the global marketplace. While there is no set definition for “college and career readiness,” states and the federal government have invested in preparing students of all races, ethnicities, genders, disabilities, and socioeconomic statuses for postsecondary education and gainful employment through the development and improvement of state standards (EdTrust, 2014; National Forum on Education Statistics, 2015; U.S. Department of Education, n.d.). While many of the postsecondary sample surveys reviewed collect information on dual enrollment, college entrance exams (e.g., ACT, SAT), developmental education referral and/or coursetaking, few collect data on industry-recognized credentials or certifications, career pathway program participation, professional mentorship, or the “soft skills” that are also important to college and career success (e.g., social and emotional disposition, employment attendance, disciplinary actions). In addition to adding survey items that capture students’ workplace experiences, current survey collections could be supplemented with data from the Federal Employment Data Exchange System (FEDES), the Wage Record Interchange System (WRIS), and/or the Internal Revenue Service, which would offer a more complete and reliable look at earnings over time, occupational details (e.g., number of jobs, industry), and employment mobility.¹² While some of these data sources may already be available and linked to educational records

¹¹ Staff from the U.S. Department of Commerce, U.S. Department of Education, U.S. Department of Labor, National Science Foundation, Office of Management and Budget, and Council of Economic Advisors are GEMEnA participants, along with a panel of experts and federal and non-federal stakeholders. See <https://nces.ed.gov/surveys/gemena/>

¹² Some existing laws, however, may prevent immediate access to these data sources.

through state longitudinal data systems, ensuring student privacy and data quality make accessing these data a challenge.

- **EMPLOYMENT CHOICE AND SATISFACTION:** Gainful employment and steady income are important post-college outcomes, but few studies collect data documenting employment choice and decision-making processes, and employment satisfaction. Seven surveys, including both NLSY and NSF surveys, collect data on employment satisfaction, and four surveys collect data on employment decision-making. Given the importance of college completion, policymakers and researchers would benefit from understanding whether the degrees received are providing individuals with both gainful and *meaningful* employment.
- **CIVIC EDUCATION AND ENGAGEMENT:** While a number of the surveys collect information on volunteer activities/community service (ATUS, B&B, ELS:2002, HS&B, NELS:88, NLSY97) and voting record (ELS:2002, HS&B, NELS:88, NLSY97), additional data on civic education and participation—both at the college and post-college levels—could enhance our understanding of how education contributes to the on-going development of a strong democratic society.

The bipartisan Commission on Evidence-Based Policymaking, authorized under the Evidence-Based Policymaking Commission Act of 2016 through the sponsorship of House Speaker Paul Ryan (R-WI) and Senator Patty Murray (D-WA),¹³ is charged with examining the breadth, depth, and strength of current federal data collections, infrastructure, and privacy in order to improve federal programs and tax expenditures. The Commission’s report, to be released at the end of 2017, will make recommendations regarding whether federal program and survey data should be housed under a shared clearinghouse and who should access the data. With this in mind, the federally-funded sample surveys examined in this paper could be made more immediately useful to policymakers, researchers, and other postsecondary stakeholders if they were housed under a common website. Much like the NCES DataLab website,¹⁴ which allows users to locate relevant surveys by filtering for topic, a cross-agency tool that allowed users to sort through all federal surveys based on key attributes, such as population, design (e.g., longitudinal, cross-sectional, cohort), and topics addressed, would improve the transparency of which postsecondary data are available at the federal level. This kind of shared resource would involve interagency cooperation that may lead to more integrated survey efforts in the future.

¹³ <https://www.congress.gov/114/bills/hr1831/BILLS-114hr1831eas.pdf>

¹⁴ <https://nces.ed.gov/datalab>

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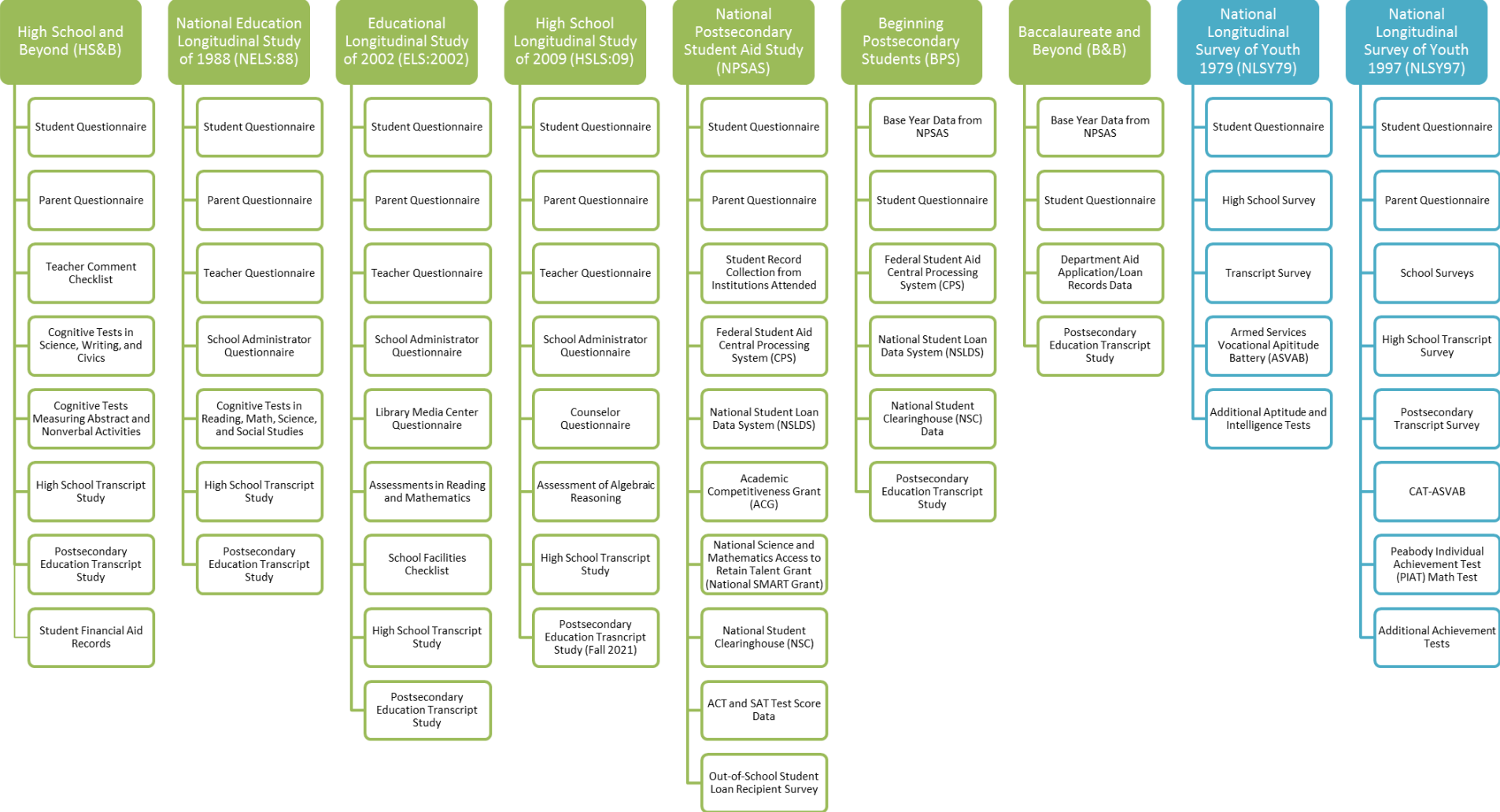
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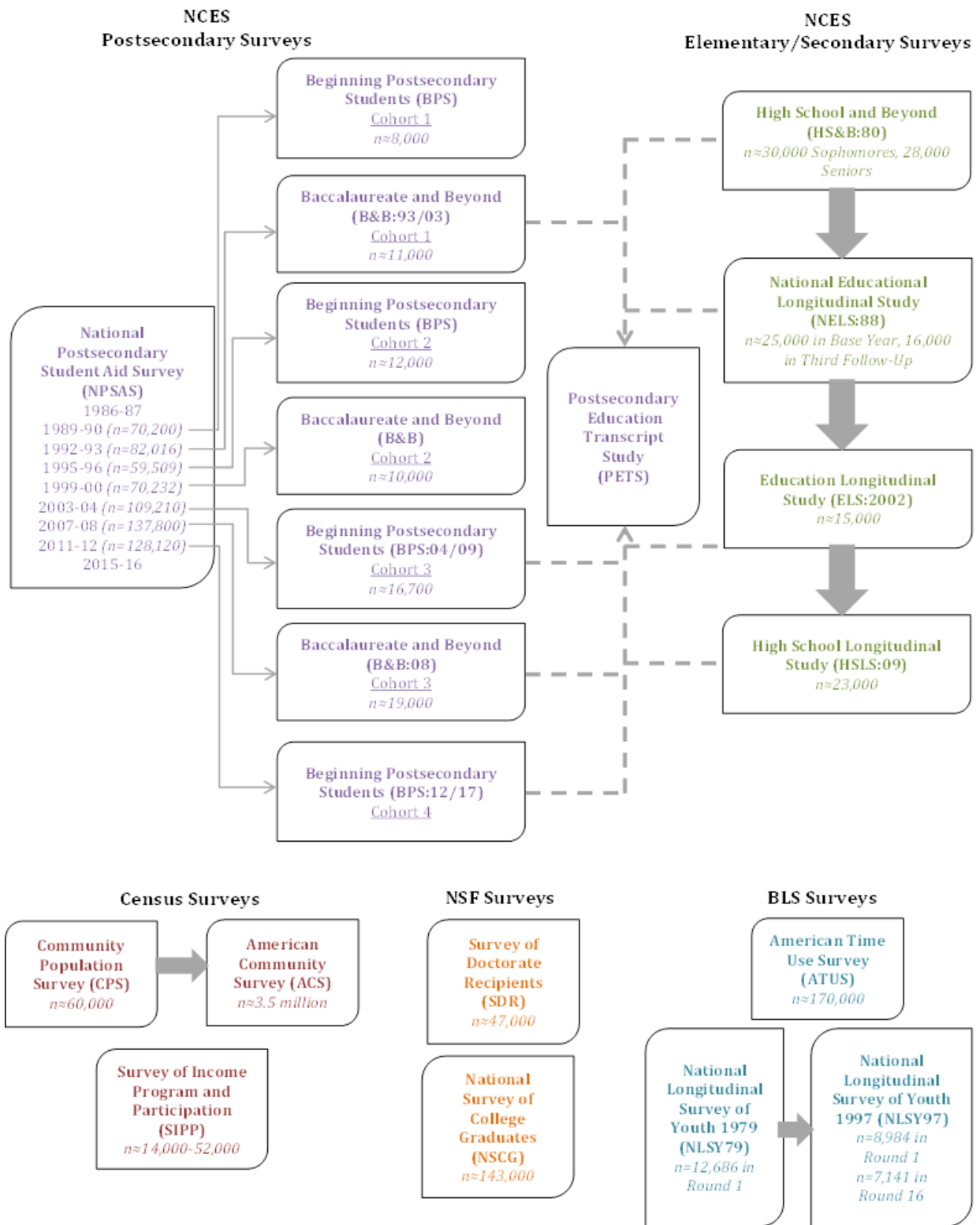
APPENDIX A

Figure A1. Overview of multiple-component surveys



SOURCE: Survey information was identified through a review of survey websites and documentation. Complete citations listed in “Survey Sources” section.

Figure A2. Overview of federally funded postsecondary/postsecondary-related sample surveys



SOURCE: Survey information was identified through a review of survey websites and documentation. Complete citations listed in “Survey Sources” section.

Table A1. Demographic components of 15 federally funded postsecondary/postsecondary-related sample surveys by agency

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSLs:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Individual																
Age	15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dependents	15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Gender	14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Marital status	13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Military service	13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Race/ethnicity	13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Address	12	✓*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Name	12	✓*	✓*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language other than English spoken at home	11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Personal income	10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Citizenship	10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Household composition	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Disability/impairment	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Public assistance	8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Born in the United States	7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Impact of impairment	6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Volunteer activities/community service	6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Type of impairment	6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Type of citizenship or visa for non-U.S. citizens	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Native language	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English fluency	4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Voter participation/registration	4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Religious background	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Age when moved to the U.S.	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-rating of physical/mental health	2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Missed school/work due to health	2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table A1. Demographic components of 16 federally funded postsecondary/postsecondary-related sample surveys by agency—Continued

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSL:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Spouse																
Spouse's income	7	✓	✓	✓	✓	✓		✓			✓					
Spouses's employment	5	✓			✓				✓						✓	✓
Spouse's highest level of education	4	✓	✓	✓	✓											
Spouse's occupation	4				✓					✓					✓	✓
Spouse in college in current year	4	✓	✓		✓			✓								
Parents/Family																
Parents' highest level of education	9	✓	✓	✓	✓	✓	✓	✓		✓					✓	
Parents' occupations	6			✓	✓	✓	✓	✓		✓						
Parents' income	4	✓	✓					✓			✓					
Parents born in the United States	4	✓	✓					✓								✓
Siblings' college attendance	2		✓					✓								
Family income	1											✓				
Siblings' highest level of education	1									✓						

*Collected through PETS.

NOTE: Surveys referenced are American Community Survey (ACS), American Time Use Survey (ATUS), Current Population Survey (CPS), Baccalaureate and Beyond (B&B), Beginning Postsecondary Students (BPS), Education Longitudinal Study of 2002 (ELS:2002), High School and Beyond (HS&B), High School Longitudinal Study of 2009 (HSL:09), National Education Longitudinal Study of 1988 (NELS:88), National Longitudinal Survey of Youth of 1979 (NLSY79) and 1997 (NLSY97), National Postsecondary Student Aid Study (NPSAS), National Survey of College Graduates (NSCG), Survey of Doctoral Recipients (SDR), Survey of Income and Program Participation (SIPP).

¹ B&B and BPS both draw their cohorts from NPSAS. Some survey components are not included in the B&B and BPS surveys but are included in the B&B and BPS datasets. For example, the B&B survey instrument does not collect age, gender, or race/ethnicity; these items are pulled from the NPSAS dataset.

² Some survey components are only applicable in either early or late years of the longitudinal surveys. The elements included in this table reflect the overall longitudinal survey and not one questionnaire alone. SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, American Time Use Survey, "American Time Use Survey Questionnaire 2011-15," 2016; National Longitudinal Survey of Youth 1979, "National Longitudinal Survey of Youth 1979 Topical Guide to the Data"; National Longitudinal Survey of Youth 1997, "National Longitudinal Survey of Youth 1997 Topical Guide to the Data". U.S. Department of Commerce, United States Census Bureau, The American Community Survey, "The American Community Survey Questionnaire," 2016; Current Population Survey, "Current Population Survey Demographic Items," "Current Population Survey Labor Force Items"; Survey of Income and Program Participation, "SIPP 2008 Panel Wave 1 – Core Questionnaire," 2008. U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study, "2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12) Data File Documentation," 2015; Beginning Postsecondary Students Longitudinal Study, "2012/14 Beginning Postsecondary Students Longitudinal Study (BPS: 12/14) Data File Documentation," 2016; Educational Longitudinal Study of 2002, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up," "Third follow-up," 2002, 2004, 2006, and 2012; High School and Beyond, "First Follow-up, 1980 Senior Cohort," "Third Follow-up," 1982 and 1986; High School Longitudinal Study of 2009, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "2013 Update, Student/Parent Questionnaire," 2009, 2012, and 2013; National Education Longitudinal Study of 1988, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up, Student

Questionnaire," "Third Follow-up, Student/Dropout Questionnaire," "Fourth Follow-up, Student/Dropout Questionnaire," 1988, 1990, 1992, 1994, and 2000; National Postsecondary Student Aid Study, "2011-12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation," 2014. National Science Foundation, National Survey of College Graduates, "National Survey of College Graduates 2013 Questionnaire." National Science Foundation and the National Institutes for Health, Survey of Doctorate Recipients, "Survey of Doctorate Recipients 2013 Questionnaire."

Table A2. Pre-college components of federally funded postsecondary/postsecondary-related sample surveys by agency

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSL:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
High School																
Diploma type/receipt/date	12	✓*	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	
High school course of study (college prep, vocational, etc.)	5			✓	✓			✓		✓	✓					
Attitudes toward school	5			✓			✓	✓		✓	✓					
Type of high school attended (public, private, etc.)	5	✓	✓					✓	✓		✓					
High school GPA	5	✓	✓					✓	✓							
Math coursework	4			✓			✓	✓								
Science coursework	4			✓			✓	✓								
Highest math courses taken	4	✓	✓				✓									
Extracurricular activities	3			✓			✓	✓								
Bilingual/ELL education program	3			✓	✓			✓								
Work-based learning experiences	3			✓			✓									
High school courses (AP, remedial, etc.)	3			✓	✓			✓								
Use of computers outside of school	3			✓						✓	✓					
Amount of time spent on homework	3			✓			✓	✓								
Peer perception of student	2				✓			✓								
Reason for leaving high school	2			✓			✓									
Self-assessment of math skills	2			✓			✓									
Attitudes toward math	2			✓			✓									
Time spent reading outside of school	2			✓				✓								
Highest grade completed before GED	1												✓			
Time spent on extracurricular activities	1							✓								
Self-assessment of science skills	1						✓									
Self-assessment of English skills	1			✓												
Student definition of a good teacher	1				✓											
Attitudes toward science	1						✓									
Academic recognition	1			✓												
Use of computers in classes	1			✓												
Importance of grades	1			✓												
Use of school library/media center	1			✓												

Table A2. Pre-college components of federally funded postsecondary/postsecondary-related sample surveys by agency—Continued

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSL:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
College Entrance																
College entrance exams (ACT, SAT)	8	✓	✓	✓		✓	✓	✓		✓	✓					
Received course credit for AP exams	6	✓*	✓*	✓*	✓*	✓*	✓*									
Received course credit for CLEP courses	6	✓*	✓*	✓*	✓*	✓*	✓*									
Received course credit for IB courses	6	✓*	✓*	✓*	✓*	✓*	✓*									
Received course credit for military training/experience	6	✓*	✓*	✓*	✓*	✓*	✓*									
Received course credit for other non-course avenues	6	✓*	✓*	✓*	✓*	✓*	✓*									
Received course credit for work experience	6	✓*	✓*	✓*	✓*	✓*	✓*									
Received course credit by other exam	6	✓*	✓*	✓*	✓*	✓*	✓*									
Took AP, IB, college level courses in school	5	✓	✓													✓
Pre-college support program participation	4			✓	✓	✓	✓									
College entrance exam preparation	3			✓		✓	✓									
College decision-making factors	3			✓		✓	✓									
Plans for first year after high school	3			✓		✓	✓									
Likelihood of attending college after high school	2					✓	✓									
Self-assessment of ability to complete college	2				✓	✓										
Importance of college admission factors	2				✓	✓										
Reason not continuing education after high school	2			✓			✓									
Source of information for college entrance requirements	1			✓												
Sought out information about colleges	1						✓									
Age expected to complete full-time education	1				✓											
Attitudes toward college	1						✓									
Lowest level of education student would be satisfied with	1				✓											
Knowledge/estimates of college costs	1						✓									
Dual/concurrent enrollment courses	1						✓									

*Collected through PETS.

NOTE: Surveys referenced are American Community Survey (ACS), American Time Use Survey (ATUS), Current Population Survey (CPS), Baccalaureate and Beyond (B&B), Beginning Postsecondary Students (BPS), Education Longitudinal Study of 2002 (ELS:2002), High School and Beyond (HS&B), High School Longitudinal Study of 2009 (HLS:09), National Education Longitudinal Study of 1988 (NELS:88), National Longitudinal Survey of Youth of 1979 (NLSY79) and 1997 (NLSY97), National Postsecondary Student Aid Study (NPSAS), National Survey of College Graduates (NSCG), Survey of Doctoral Recipients (SDR), Survey of Income and Program Participation (SIPP).

¹ B&B and BPS both draw their cohorts from NPSAS. Some survey components are not included in the B&B and BPS surveys but are included in the B&B and BPS datasets.

² Some survey components are only applicable in either early or late years of the longitudinal surveys. The elements included in this table reflect the overall longitudinal survey and not one questionnaire alone.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, American Time Use Survey, "American Time Use Survey Questionnaire 2011-15," 2016; National Longitudinal Survey of Youth 1979, "National Longitudinal Survey of Youth 1979 Topical Guide to the Data"; National Longitudinal Survey of Youth 1997, "National Longitudinal Survey of Youth 1997 Topical Guide to the Data". U.S. Department of Commerce, United States Census Bureau, The American Community Survey, "The American Community Survey Questionnaire," 2016; Current Population Survey, "Current Population Survey Demographic Items," "Current Population Survey Labor Force Items"; Survey of Income and Program Participation, "SIPP 2008 Panel Wave 1 – Core Questionnaire," 2008. U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study, "2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12) Data File Documentation," 2015; Beginning Postsecondary Students Longitudinal Study, "2012/14 Beginning Postsecondary Students Longitudinal Study (BPS: 12/14) Data File Documentation," 2016; Educational Longitudinal Study of 2002, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up," "Third follow-up," 2002, 2004, 2006, and 2012; High School and Beyond, "First Follow-up, 1980 Senior Cohort," "Third Follow-up," 1982 and 1986; High School Longitudinal Study of 2009, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "2013 Update, Student/Parent Questionnaire," 2009, 2012, and 2013; National Education Longitudinal Study of 1988, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up, Student Questionnaire," "Third Follow-up, Student/Dropout Questionnaire," "Fourth Follow-up, Student/Dropout Questionnaire," 1988, 1990, 1992, 1994, and 2000; National Postsecondary Student Aid Study, "2011-12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation," 2014. National Science Foundation, National Survey of College Graduates, "National Survey of College Graduates 2013 Questionnaire." National Science Foundation and the National Institutes for Health, Survey of Doctorate Recipients, "Survey of Doctorate Recipients 2013 Questionnaire."

Table A3. College enrollment components of federally funded postsecondary/postsecondary-related sample surveys by agency

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSL:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
College Planning																
Highest level of education expected to complete	8	✓	✓	✓	✓	✓	✓	✓		✓						
Date first attended any college	7	✓	✓	✓	✓*	✓*	✓	✓								
Number of transfer credits	7	✓*	✓*	✓*	✓*	✓*	✓*				✓					
Ever attended college since high school	6	✓	✓	✓				✓	✓		✓					
Number of months between high school exit and postsecondary entry	6	✓*	✓*	✓*	✓*	✓*	✓*									
Number of schools applied to	5			✓	✓	✓	✓				✓					
Ever taken community college course	5	✓	✓					✓			✓					✓
First postsecondary institution	4	✓	✓					✓	✓							
Number of schools accepted to	4			✓	✓			✓			✓					
Expected level of college	3			✓				✓	✓							
Expected to begin Bachelor's degree program within 5 years	3	✓	✓													
First choice college	2				✓	✓										
College expected to attend	2				✓	✓										
Expected degree program	2						✓	✓								
Reason for transferring	2			✓	✓											
Ever transferred credits	1							✓								
College acceptance status	1						✓									
Accepted to first choice college	1				✓											
Likelihood of attending expected college	1						✓									
Expected enrollment intensity	1						✓									
Expected control of college	1						✓									

Table A3. College enrollment components of federally funded postsecondary/postsecondary-related sample surveys by agency—Continued

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSLs:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
College Planning																
Expected location of college	1					✓										
Desired field of study	1							✓								
Highest level of education desired	1					✓										
Likelihood of completing highest level of education expected	1		✓													
Reason for not enrolling	1					✓										
Number of colleges attended	1										✓					
Number of credits student came to college with	1										✓					
Will complete Associate's program before transferring to Bachelor's program	1					✓										
Associate's program designed to be a transfer to Bachelor's program	1					✓										
Enrollment																
Enrollment status	15	✓*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Enrollment intensity	13	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Field of study for degree sought	11	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	✓
Type of degree sought	10	✓	✓	✓	✓	✓	✓	✓			✓				✓	✓
Institution information	8	✓*	✓	✓	✓	✓	✓	✓			✓					
Control (public, private)	8	✓*	✓	✓*	✓	✓*	✓	✓			✓		✓			
Dates of attendance	7	✓	✓	✓	✓		✓	✓			✓					
Level	7	✓*	✓	✓	✓	✓*	✓	✓			✓					
Attendance at HBCU	6	✓*	✓*	✓*	✓*	✓*	✓*	✓*								
Attendance at Hispanic-serving institution	6	✓*	✓*	✓*	✓*	✓*	✓*	✓*								
Ever co-enrolled	6	✓*	✓*	✓*	✓*	✓*	✓*	✓*								
Total months enrolled	6	✓*	✓*	✓*	✓*	✓*	✓*	✓*								
Last date enrolled as an undergraduate	6	✓*	✓*	✓*	✓*	✓*	✓*	✓*								
Last year of enrollment	6	✓*	✓*	✓*	✓*	✓*	✓*	✓*								

Table A3. College enrollment components of federally funded postsecondary/postsecondary-related sample surveys by agency—Continued

Survey Components	Total	NCES						BLS			Census			NSF		
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSL:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Enrollment																
Years of college credit completed so far	6	✓	✓		✓			✓					✓	✓		
Program type (degree, non-degree)	6	✓	✓		✓			✓							✓	✓
Program level (graduate, undergraduate)	5	✓	✓			✓		✓								✓
Reason for enrollment	5	✓	✓					✓							✓	✓
Additional attendance	4	✓	✓					✓	✓							
Number of credits required to graduate with degree sought	4	✓	✓						✓							
Reason not currently enrolled	3			✓					✓	✓						
Number of times formally changed major	3	✓	✓					✓								
Knowledge of degree requirements	3	✓	✓					✓								
Likelihood of enrollment next term	3	✓	✓					✓								
Location	2		✓						✓							
Reason for part-time status instead of full-time	1			✓												
Term system	1									✓						
Grading scale	1									✓						
Declared a major	1		✓													
Ever changed major	1						✓									
Future enrollment plans	1				✓											
Degree																
Degree completion date	11	✓	✓	✓*	✓	✓*	✓	✓		✓	✓				✓	✓
Highest degree received	11	✓*	✓*	✓*	✓*	✓*	✓*	✓*		✓	✓	✓	✓	✓		
Degree completion	10	✓	✓	✓*	✓	✓*	✓	✓		✓	✓				✓	✓
Degree field of study	9	✓*	✓*	✓	✓*	✓*	✓	✓				✓			✓	✓
Institution degree received from	8	✓*	✓*	✓*	✓*	✓*	✓*	✓*							✓	✓
Earned prior degree or certificate	7	✓*	✓	✓*	✓*	✓*	✓*	✓*	✓							
Number of degrees received	7	✓*	✓*	✓*	✓*	✓*	✓*	✓*							✓	
Academic honors awarded	6	✓*	✓*	✓*	✓*	✓*	✓*	✓*								

Table A3. College enrollment components of federally funded postsecondary/postsecondary-related sample surveys by agency—Continued

Survey Components	Total	NCES						BLS			Census			NSF		
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSL:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Degree																
Elapsed time from entry to degree/certificate	6	√*	√*	√*	√*	√*	√*									
Elapsed time from one degree/certificate to another	6	√*	√*	√*	√*	√*	√*									
Requirements for certificate attained	6	√*	√*	√*	√*	√*	√*									
Sequence of awards/credentials	6	√*	√*	√*	√*	√*	√*									
Reason for not completing college/degree program	3			√	√											
Likelihood of degree completion	3	√	√					√								
Vocational, Technical, Business, Trade Education																
Received diploma or certificate	4	√						√			√			√		
Ever attended vocational, technical, business, or trade school	3				√					√				√		
Accepted into occupational or trade school/apprenticeship program	1				√											

*Collected through PETS.

NOTE: Surveys referenced are American Community Survey (ACS), American Time Use Survey (ATUS), Current Population Survey (CPS), Baccalaureate and Beyond (B&B), Beginning Postsecondary Students (BPS), Education Longitudinal Study of 2002 (ELS:2002), High School and Beyond (HS&B), High School Longitudinal Study of 2009 (HSL:09), National Education Longitudinal Study of 1988 (NELS:88), National Longitudinal Survey of Youth of 1979 (NLSY79) and 1997 (NLSY97), National Postsecondary Student Aid Study (NPSAS), National Survey of College Graduates (NSCG), Survey of Doctoral Recipients (SDR), Survey of Income and Program Participation (SIPP).

¹ B&B and BPS both draw their cohorts from NPSAS. Some survey components are not included in the B&B and BPS surveys but are included in the B&B and BPS datasets.

² Some survey components are only applicable in either early or late years of the longitudinal surveys. The elements included in this table reflect the overall longitudinal survey and not one questionnaire alone.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, American Time Use Survey, "American Time Use Survey Questionnaire 2011-15," 2016; National Longitudinal Survey of Youth 1979, "National Longitudinal Survey of Youth 1979 Topical Guide to the Data"; National Longitudinal Survey of Youth 1997, "National Longitudinal Survey of Youth 1997 Topical Guide to the Data". U.S. Department of Commerce, United States Census Bureau, The American Community Survey, "The American Community Survey Questionnaire," 2016; Current Population Survey, "Current Population Survey Demographic Items," "Current Population Survey Labor Force Items"; Survey of Income and Program Participation, "SIPP 2008 Panel Wave 1 – Core Questionnaire," 2008. U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study, "2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12) Data File Documentation," 2015; Beginning Postsecondary Students Longitudinal Study, "2012/14 Beginning Postsecondary Students Longitudinal Study (BPS: 12/14) Data File Documentation," 2016; Educational Longitudinal Study of 2002, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up," "Third follow-up," 2002, 2004, 2006, and 2012; High School and Beyond, "First Follow-up, 1980 Senior Cohort," "Third Follow-up," 1982 and 1986; High School Longitudinal Study of 2009, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "2013 Update, Student/Parent Questionnaire," 2009, 2012, and 2013; National Education Longitudinal Study of 1988, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up, Student Questionnaire," "Third Follow-up, Student/Dropout Questionnaire," "Fourth Follow-up, Student/Dropout Questionnaire," 1988, 1990, 1992, 1994, and 2000; National Postsecondary Student Aid Study, "2011-12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation," 2014. National Science Foundation, National Survey of College Graduates, "National Survey of College Graduates 2013 Questionnaire." National Science Foundation and the National Institutes for Health, Survey of Doctorate Recipients, "Survey of Doctorate Recipients 2013 Questionnaire."

Table A4. College experience components of federally funded postsecondary/postsecondary-related sample surveys by agency

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSL:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Coursework																
Took remedial courses after high school	8	√*	√	√	√	√*	√	√		√						
Number of remedial math courses	7	√*	√*	√*	√*	√*	√*	√								
Number of remedial English courses	7	√*	√*	√*	√*	√*	√*	√								
Number of remedial reading courses	7	√*	√*	√*	√*	√*	√*	√								
Number of credits earned at primary college	7	√*	√*	√*	√*	√*	√*			√						
Number of credits earned from other sources	7	√*	√*	√*	√*	√*	√*			√						
Number of credits taken each term	7	√*	√*	√*	√*	√*	√*			√						
Number of credits earned each term	7	√*	√*	√*	√*	√*	√*			√						
Number of credits attempted by subject area	6	√*	√*	√*	√*	√*	√*									
Number of credits earned by subject area	6	√*	√*	√*	√*	√*	√*									
GPA by subject area	6	√*	√*	√*	√*	√*	√*									
Number of courses taken by subject area	6	√*	√*	√*	√*	√*	√*									
Number of other remedial courses (not English, reading, math)	6	√*	√*	√*	√*	√*	√*									
Number of remedial courses passed	6	√*	√*	√*	√*	√*	√*									
Number of remedial courses repeated	6	√*	√*	√*	√*	√*	√*									
Number of courses completed	6	√*	√*	√*	√*	√*	√*									
Number of credits attempted by institution	6	√*	√*	√*	√*	√*	√*									
Number of credits earned by institution	6	√*	√*	√*	√*	√*	√*									

Table A4. College experience components of federally funded postsecondary/postsecondary-related sample surveys by agency—Continued

Survey Components	Total	NCES						BLS			Census			NSF		
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSL:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Coursework																
Number of credits	6	√*	√*	√*	√*	√*	√*									
Number of credits earned	6	√*	√*	√*	√*	√*	√*									
Number of credits	6	√*	√*	√*	√*	√*	√*									
Number of credits	6	√*	√*	√*	√*	√*	√*									
Number of repeated	6	√*	√*	√*	√*	√*	√*									
Number of courses with	6	√*	√*	√*	√*	√*	√*									
Ratio of repeated courses	6	√*	√*	√*	√*	√*	√*									
Ratio of withdrawn	6	√*	√*	√*	√*	√*	√*									
Average number of credits	6	√*	√*	√*	√*	√*	√*									
Ratio of credits earned to	6	√*	√*	√*	√*	√*	√*									
Course mode of delivery	3	√	√													
Number of remedial	3	√	√													
Program is entirely online	3	√	√													
Term GPA	1										√					
Took courses with plan to	1						√									
Number of hours each	1										√					
General College Experiences																
Overall GPA	7	√*	√	√*	√*	√*	√	√								
GPA by institution	6	√*	√*	√*	√*	√*	√*	√*								
GPA by timeframe	6	√*	√*	√*	√*	√*	√*	√*								
Stopout periods/length of	6	√*	√*	√*	√*	√*	√*	√*								
Family support for	5		√	√			√	√	√							

Table A4. College experience components of federally funded postsecondary/postsecondary-related sample surveys by agency—Continued

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSLs:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
General College Experiences																
On/off campus residence	5	✓	✓		✓	✓		✓								
Internship participation	4			✓			✓	✓			✓					
Satisfaction at college/with postsecondary education	4	✓	✓		✓											
Confident in academic success in college	2		✓													
Use of/importance of college services	2		✓													
Commute frequency/travel time	2		✓													
Positive or negative interactions with teachers	2		✓													
Positive or negative interactions with students	2		✓													
Satisfaction with social experiences in college	2		✓													
Studied abroad in college	2		✓	✓												
Research project with faculty member	1			✓												
Community-based project	1			✓												
Culminating senior experience	1			✓												
Participated in mentor program	1			✓												
Satisfaction with quality of education received	1	✓														
Ability to complete Bachelor's degree without attending 2-year college first	1	✓														
Satisfaction with undergraduate major	1	✓														
Satisfaction with undergraduate program	1	✓														
Extracurricular activities	1								✓							
Volunteer experiences	1								✓							
Felt prepared for college	1			✓												
School-based learning program participation (cooperative education, job shadowing, mentoring, etc.)	1										✓					
Taken any continuing education courses in last 12 months	1								✓							
Value of undergraduate education in preparing for the future	1			✓												

*Collected through PETS.

NOTE: Surveys referenced are American Community Survey (ACS), American Time Use Survey (ATUS), Current Population Survey (CPS), Baccalaureate and Beyond (B&B), Beginning Postsecondary Students (BPS), Education Longitudinal Study of 2002 (ELS:2002), High School and Beyond (HS&B), High School Longitudinal Study of 2009 (HLS:09), National Education Longitudinal Study of 1988 (NELS:88), National Longitudinal Survey of Youth of 1979 (NLSY79) and 1997 (NLSY97), National Postsecondary Student Aid Study (NPSAS), National Survey of College Graduates (NSCG), Survey of Doctoral Recipients (SDR), Survey of Income and Program Participation (SIPP).

¹ B&B and BPS both draw their cohorts from NPSAS. Some survey components are not included in the B&B and BPS surveys but are included in the B&B and BPS datasets.

² Some survey components are only applicable in either early or late years of the longitudinal surveys. The elements included in this table reflect the overall longitudinal survey and not one questionnaire alone.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, American Time Use Survey, "American Time Use Survey Questionnaire 2011-15," 2016; National Longitudinal Survey of Youth 1979, "National Longitudinal Survey of Youth 1979 Topical Guide to the Data"; National Longitudinal Survey of Youth 1997, "National Longitudinal Survey of Youth 1997 Topical Guide to the Data". U.S. Department of Commerce, United States Census Bureau, The American Community Survey, "The American Community Survey Questionnaire," 2016; Current Population Survey, "Current Population Survey Demographic Items," "Current Population Survey Labor Force Items"; Survey of Income and Program Participation, "SIPP 2008 Panel Wave 1 – Core Questionnaire," 2008. U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study, "2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12) Data File Documentation," 2015; Beginning Postsecondary Students Longitudinal Study, "2012/14 Beginning Postsecondary Students Longitudinal Study (BPS: 12/14) Data File Documentation," 2016; Educational Longitudinal Study of 2002, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up," "Third follow-up," 2002, 2004, 2006, and 2012; High School and Beyond, "First Follow-up, 1980 Senior Cohort," "Third Follow-up," 1982 and 1986; High School Longitudinal Study of 2009, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "2013 Update, Student/Parent Questionnaire," 2009, 2012, and 2013; National Education Longitudinal Study of 1988, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up, Student Questionnaire," "Third Follow-up, Student/Dropout Questionnaire," "Fourth Follow-up, Student/Dropout Questionnaire," 1988, 1990, 1992, 1994, and 2000; National Postsecondary Student Aid Study, "2011-12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation," 2014. National Science Foundation, National Survey of College Graduates, "National Survey of College Graduates 2013 Questionnaire." National Science Foundation and the National Institutes for Health, Survey of Doctorate Recipients, "Survey of Doctorate Recipients 2013 Questionnaire."

Table A5. Financial aid components of federally funded postsecondary/postsecondary-related sample surveys by agency

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSL:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
College Cost and Aid Application																
Applied for financial aid	7	✓	✓	✓	✓	✓	✓	✓								
Reason not applying/did not apply for financial aid	5	✓	✓	✓		✓		✓								
Tuition/fees	4				✓			✓	✓	✓						
Cost of attendance	3				✓	✓										
In-state/out-of-state tuition	2							✓								
Anticipated method of paying for college	2			✓		✓										
Anticipated college costs	2				✓	✓										
Intent to file FAFSA/apply for financial aid	1					✓										
Discussion with parents about financial aid	1					✓										
Max amount willing to borrow per year for college	1					✓										
Tuition and fees for number of credits taken	1										✓					
Types of financial aid student thinks he/she would qualify/not qualify for and why	1						✓									
Type of school student thinks family can afford	1					✓										
Source of information about applying for financial aid	1						✓									
Paying for College																
Federal loans/amount	9	✓	✓		✓	✓		✓		✓	✓		✓		✓	✓
Work study	9	✓	✓	✓	✓	✓		✓	✓		✓				✓	✓
Scholarships/grants	8			✓	✓	✓		✓		✓	✓			✓	✓	✓
Employer assistance	8	✓	✓	✓					✓		✓			✓	✓	✓
Types of financial aid awarded	8	✓	✓	✓	✓			✓	✓	✓	✓					
Other sources of financial support	7			✓			✓	✓		✓	✓			✓	✓	✓
Fellowships/assistantships/traineeships	6				✓			✓		✓	✓			✓	✓	✓
Veterans education benefits	6	✓	✓		✓					✓				✓		

Table A5. Financial aid components of federally funded postsecondary/postsecondary-related sample surveys by agency—Continued

Survey Components	Total	NCES						BLS			Census			NSF		
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSLs:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Paying for College																
Financial support from parents/family/friends	6	✓	✓		✓			✓			✓					✓
Awarded financial aid	6	✓	✓					✓		✓					✓	
Tuition waiver/remission	5			✓					✓	✓				✓	✓	
Total amount of aid received in most recent enrollment term/year	5	✓	✓					✓		✓						
Private loans/amount	4	✓	✓		✓											✓
Use of earnings/savings	4			✓	✓					✓						✓
Use of credit cards to pay tuition/fees	4	✓	✓	✓				✓								
Parents borrowed money or took out loans to finance student's education	3			✓	✓			✓								
Received Pell grant	3				✓	✓									✓	
Source of grant/scholarship	3				✓					✓					✓	
Private scholarships/grants	3	✓	✓					✓								
Accepted max amount offered in federal loans	3	✓	✓					✓								
Reason for not accepting additional federal loans	3	✓	✓					✓								
Turned down federal loans for current school year	3	✓	✓					✓								
Tuition refund	3	✓	✓					✓								
State loans/amount	2				✓											✓
Institutional loans/amount	2									✓						✓
Loans from relatives/amount	2									✓						✓
Transferable financial aid received	1									✓						
Plan to use loans to pay for college	1				✓											
Plan to use scholarships/fellowships/grants to pay for college	1				✓											
Plan to use work programs to pay for college	1				✓											
Took out student loans for current school year	1		✓													
Loans	1			✓												
Scholarships/grants covered tuition/fees	1			✓												
Scholarships/grants covered other college expenses	1			✓												
Assistance from welfare office	1														✓	

Table A5. Financial aid components of federally funded postsecondary/postsecondary-related sample surveys by agency—Continued

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSLs:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Educational Debt																
Total amount borrowed for education	7	✓	✓	✓			✓	✓		✓						✓
Share of loans still owed	6	✓	✓					✓		✓	✓					✓
Help from family/friends with student loan debt	4	✓	✓	✓				✓								
Student loan repayment status	4	✓	✓	✓	✓											
Total amount borrowed for undergraduate degrees	4	✓	✓					✓								✓
Total amount borrowed for current school year	4	✓	✓				✓			✓						
Monthly payment amount	3	✓	✓	✓												
Ways to avoid taking out additional loans	3	✓	✓													
Spouse's student loan information	2	✓								✓						
Student loan deferment/forgiveness	2	✓				✓										
Influence of student loan debt on employment	2	✓		✓												
Amount expected to borrow for education in the future	1			✓												
Total amount borrowed in private loans	1	✓														
Private student loan status	1	✓														
Paid off private student loans	1	✓														
Private student loan monthly amount	1	✓														
Private student loan interest rate	1	✓														
Level of stress due to education-related debt	1	✓														
Costs of financial costs of education	1	✓														
Value of undergraduate education (worth the cost or not)	1	✓														

NOTE: Surveys referenced are American Community Survey (ACS), American Time Use Survey (ATUS), Current Population Survey (CPS), Baccalaureate and Beyond (B&B), Beginning Postsecondary Students (BPS), Education Longitudinal Study of 2002 (ELS:2002), High School and Beyond (HS&B), High School Longitudinal Study of 2009 (HSL:09), National Education Longitudinal Study of 1988 (NELS:88), National Longitudinal Survey of Youth of 1979 (NLSY79) and 1997 (NLSY97), National Postsecondary Student Aid Study (NPSAS), National Survey of College Graduates (NSCG), Survey of Doctoral Recipients (SDR), Survey of Income and Program Participation (SIPP).

¹ B&B and BPS both draw their cohorts from NPSAS. Some survey components are not included in the B&B and BPS surveys but are included in the B&B and BPS datasets.

² Some survey components are only applicable in either early or late years of the longitudinal surveys. The elements included in this table reflect the overall longitudinal survey and not one questionnaire alone.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, American Time Use Survey, "American Time Use Survey Questionnaire 2011-15," 2016; National Longitudinal Survey of Youth 1979, "National Longitudinal Survey of Youth 1979 Topical Guide to the Data"; National Longitudinal Survey of Youth 1997, "National Longitudinal Survey of Youth 1997 Topical Guide to the Data". U.S. Department of Commerce, United States Census Bureau, The American Community Survey, "The American Community Survey Questionnaire," 2016; Current Population Survey, "Current Population Survey Demographic Items," "Current Population Survey Labor Force Items"; Survey of Income and Program Participation, "SIPP 2008 Panel Wave 1 – Core Questionnaire," 2008. U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study, "2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12) Data File Documentation," 2015; Beginning Postsecondary Students Longitudinal Study, "2012/14 Beginning Postsecondary Students Longitudinal Study (BPS: 12/14) Data File Documentation," 2016; Educational Longitudinal Study of 2002, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up," "Third follow-up," 2002, 2004, 2006, and 2012; High School and Beyond, "First Follow-up, 1980 Senior Cohort," "Third Follow-up," 1982 and 1986; High School Longitudinal Study of 2009, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "2013 Update, Student/Parent Questionnaire," 2009, 2012, and 2013; National Education Longitudinal Study of 1988, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up, Student Questionnaire," "Third Follow-up, Student/Dropout Questionnaire," "Fourth Follow-up, Student/Dropout Questionnaire," 1988, 1990, 1992, 1994, and 2000; National Postsecondary Student Aid Study, "2011-12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation," 2014. National Science Foundation, National Survey of College Graduates, "National Survey of College Graduates 2013 Questionnaire." National Science Foundation and the National Institutes for Health, Survey of Doctorate Recipients, "Survey of Doctorate Recipients 2013 Questionnaire."

Table A6. Employment components of federally funded postsecondary/postsecondary-related sample surveys by agency

Survey Components	Total	NCES						BLS			Census			NSF		
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HLS:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Employment																
Employment status	15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Earnings/salary	15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hours worked per week	14	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Occupation	13	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Sector of employment	12	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Job duties/activities/responsibilities	12	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Industry of employment	10	✓			✓			✓	✓	✓	✓	✓		✓	✓	✓
Employer information	9		✓					✓	✓	✓		✓	✓	✓	✓	✓
Employment history	9	✓	✓	✓				✓		✓	✓			✓	✓	✓
Insurance/benefits	8	✓	✓	✓				✓		✓	✓			✓	✓	
Health insurance	8	✓	✓	✓				✓		✓	✓	✓		✓		
Employment satisfaction	7	✓		✓				✓		✓	✓				✓	✓
Relatedness of job to major/degree	6	✓	✓	✓				✓							✓	✓
Retirement	6								✓	✓			✓	✓	✓	✓
Job title	6	✓	✓	✓				✓							✓	✓
Work-related training	6				✓			✓		✓	✓				✓	✓
Employment decision-making	5	✓	✓					✓							✓	✓
Holds professional certification or license	5	✓	✓	✓				✓		✓						
Working/plans to work while attending college	5	✓	✓	✓				✓		✓						
On-campus/off-campus employment	4	✓	✓					✓	✓							
Primarily a student or employee	4	✓	✓					✓	✓							
Degree required for current job	4	✓		✓											✓	✓
Hours worked per week while attending college	4	✓	✓	✓				✓								
Supervision responsibilities	3			✓											✓	✓

Table A6. Employment components of federally funded postsecondary/postsecondary-related sample surveys by agency—Continued

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSLs:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Employment																
Pre-college work experiences	3			✓		✓	✓									
Number of non-school jobs	3	✓	✓					✓								
Reason for working during college	3	✓	✓	✓												
Reason not currently employed	3	✓													✓	✓
Job requires professional certification or license	3	✓	✓	✓												
Conferences/associations/workshops	2														✓	✓
Federal funding	2														✓	✓
Current job is part of a career	2	✓		✓												
Alternate plans for work if not in	1		✓													
Number of professional licenses	1						✓									
Duration of employment with	1		✓													
Result of degree (job change,	1						✓									
Job is a post-doc	1															✓
First job after high school	1			✓												
Expected Employment																
Expected occupation	8	✓	✓	✓	✓	✓	✓	✓		✓						
Expected salary	5	✓	✓			✓	✓	✓								
Likelihood of holding expected	5	✓	✓			✓		✓		✓						
Expected job duties of expected	3	✓	✓					✓								
Highest salary expected	3	✓	✓					✓								
Lowest salary expected	3	✓	✓					✓								
Anticipated amount of college needed for expected future	2			✓			✓									

*Collected through PETS.

NOTE: Surveys referenced are American Community Survey (ACS), American Time Use Survey (ATUS), Current Population Survey (CPS), Baccalaureate and Beyond (B&B), Beginning Postsecondary Students (BPS), Education Longitudinal Study of 2002 (ELS:2002), High School and Beyond (HS&B), High School Longitudinal Study of 2009 (HLS:09), National Education Longitudinal Study of 1988 (NELS:88), National Longitudinal Survey of Youth of 1979 (NLSY79) and 1997 (NLSY97), National Postsecondary Student Aid Study (NPSAS), National Survey of College Graduates (NSCG), Survey of Doctoral Recipients (SDR), Survey of Income and Program Participation (SIPP).

¹ B&B and BPS both draw their cohorts from NPSAS. Some survey components are not included in the B&B and BPS surveys but are included in the B&B and BPS datasets.

² Some survey components are only applicable in either early or late years of the longitudinal surveys. The elements included in this table reflect the overall longitudinal survey and not one questionnaire alone.

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Table A7. Other post-graduate components of federally funded postsecondary/postsecondary-related sample surveys by agency

Survey Components	Total	NCES						BLS			Census			NSF		
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSL:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Enrollment																
Enrollment information (status, intensity,	3	✓	✓				✓									
Took graduate/professional courses for	2	✓										✓				
Applied to grad school	2	✓			✓											
Graduate entrance exams (GRE, MCAT, etc.)	2	✓			✓											
Considered applying for graduate programs	2	✓			✓											
Completed six or more graduate courses	1											✓				
Length of Master's degree program	1											✓				
Degree completion	1	✓														
Degree completion date	1	✓														
Received Master's degree en route to	1	✓														
Non-degree post-baccalaureate coursework	1	✓														
Reason for enrollment in non-degree courses	1	✓														
Accepted to grad school	1				✓											
Reason for not attending grad school after	1	✓														
Factors in choosing post-baccalaureate	1	✓														
Probability of enrolling in another post-	1	✓														
Applied for MBA program	1				✓											
Likelihood of applying for MBA program	1				✓											
Accepted into MBA program	1				✓											
Enrollment in MBA program	1				✓											
Degree completion for MBA program	1				✓											
Took courses primarily online	1	✓														
Program required night/weekend courses	1	✓														

Table A7. Other post-graduate components of federally funded postsecondary/postsecondary-related sample surveys by agency—
Continued

Survey Components	Total	NCES							BLS			Census			NSF	
		B&B ¹	BPS ¹	ELS:2002 ²	HS&B ²	HSLs:09 ²	NELS:88 ²	NPSAS	ATUS	NLSY79 ²	NLSY97 ²	ACS	CPS	SIPP	NSCG	SDR
Financial Aid																
Total amount borrowed for graduate degrees	4	✓	✓					✓								✓
Amount of graduate loans still owed	4	✓	✓					✓								✓
Assistantships/fellowships	3	✓	✓					✓								
Tuition waiver through assistantship	3	✓	✓					✓								
Applied for financial aid for grad school	2	✓			✓											
Offered financial aid for grad school	2	✓			✓											
Federal student loans	1	✓														
Private student loans	1	✓														
Personal loans	1	✓														
Grants/scholarships	1	✓														
Federal work study	1	✓														
Employer assistance	1	✓														
Use of own earnings/savings	1	✓														
Other sources of financial support	1	✓														
Percentage of education costs covered by aid	1	✓														
Financial hardship because of post-baccalaureate degree	1	✓														
Value of graduate education (worth the cost or not)	1	✓														
Employment																
Hours worked per week in grad school job	3	✓	✓					✓								
Skills for job related to post-bac degree	1	✓														

NOTE: Surveys referenced are American Community Survey (ACS), American Time Use Survey (ATUS), Current Population Survey (CPS), Baccalaureate and Beyond (B&B), Beginning Postsecondary Students (BPS), Education Longitudinal Study of 2002 (ELS:2002), High School and Beyond (HS&B), High School Longitudinal Study of 2009

(HLS:09), National Education Longitudinal Study of 1988 (NELS:88), National Longitudinal Survey of Youth of 1979 (NLSY79) and 1997 (NLSY97), National Postsecondary Student Aid Study (NPSAS), National Survey of College Graduates (NSCG), Survey of Doctoral Recipients (SDR), Survey of Income and Program Participation (SIPP).

¹ B&B and BPS both draw their cohorts from NPSAS. Some survey components are not included in the B&B and BPS surveys but are included in the B&B and BPS datasets.

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SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, American Time Use Survey, "American Time Use Survey Questionnaire 2011-15," 2016; National Longitudinal Survey of Youth 1979, "National Longitudinal Survey of Youth 1979 Topical Guide to the Data"; National Longitudinal Survey of Youth 1997, "National Longitudinal Survey of Youth 1997 Topical Guide to the Data". U.S. Department of Commerce, United States Census Bureau, The American Community Survey, "The American Community Survey Questionnaire," 2016; Current Population Survey, "Current Population Survey Demographic Items," "Current Population Survey Labor Force Items"; Survey of Income and Program Participation, "SIPP 2008 Panel Wave 1 – Core Questionnaire," 2008. U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond Longitudinal Study, "2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12) Data File Documentation," 2015; Beginning Postsecondary Students Longitudinal Study, "2012/14 Beginning Postsecondary Students Longitudinal Study (BPS: 12/14) Data File Documentation," 2016; Educational Longitudinal Study of 2002, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up," "Third follow-up," 2002, 2004, 2006, and 2012; High School and Beyond, "First Follow-up, 1980 Senior Cohort," "Third Follow-up," 1982 and 1986; High School Longitudinal Study of 2009, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "2013 Update, Student/Parent Questionnaire," 2009, 2012, and 2013; National Education Longitudinal Study of 1988, "Base Year, Student Questionnaire," "First Follow-up, Student Questionnaire," "Second Follow-up, Student Questionnaire," "Third Follow-up, Student/Dropout Questionnaire," "Fourth Follow-up, Student/Dropout Questionnaire," 1988, 1990, 1992, 1994, and 2000; National Postsecondary Student Aid Study, "2011-12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation," 2014. National Science Foundation, National Survey of College Graduates, "National Survey of College Graduates 2013 Questionnaire." National Science Foundation and the National Institutes for Health, Survey of Doctorate Recipients, "Survey of Doctorate Recipients 2013 Questionnaire."

Table A8. Stakeholders of federally funded postsecondary/postsecondary-related sample surveys by agency

	Total	NCES							BLS			Census			NSF	
		B&B	BPS	ELS:2002	HS&B	HSL:09	NELS:88	NPSAS	ATUS	NLSY79	NLSY97	ACS	CPS	SIPP	NSCG	SDR
Researchers	15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Federal government	15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Policymakers	13	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Educators	5	✓		✓	✓		✓					✓				
Public	5			✓						✓	✓	✓	✓			
State/local government	4			✓								✓	✓	✓		
Journalists	4									✓	✓	✓	✓			
Businesses	2											✓	✓			
Emergency planners	1											✓				
Total		4	3	6	4	3	4	3	2	5	5	8	7	4	3	3

NOTE: Surveys referenced are American Community Survey (ACS), American Time Use Survey (ATUS), Current Population Survey (CPS), Baccalaureate and Beyond (B&B), Beginning Postsecondary Students (BPS), Education Longitudinal Study of 2002 (ELS:2002), High School and Beyond (HS&B), High School Longitudinal Study of 2009 (HSL:09), National Education Longitudinal Study of 1988 (NELS:88), National Longitudinal Survey of Youth of 1979 (NLSY79) and 1997 (NLSY97), National Postsecondary Student Aid Study (NPSAS), National Survey of College Graduates (NSCG), Survey of Doctoral Recipients (SDR), Survey of Income and Program Participation (SIPP).

SOURCE: Stakeholders were identified through a review of survey websites and documentation. Complete citations listed in “Survey Sources” section.