

Evolution of NPSAS and Goals for the Technical Review Panel



Sean Simone, Ph.D.

Associate Project Officer

National Postsecondary Student Aid Study

Presentation Overview

- What is the National Postsecondary Student Aid Study (NPSAS)?
- What is the status of the current study (NPSAS:16)?
- What are we asking of you?



Background

WHAT IS NPSAS?

- The National Postsecondary Student Aid Study (NPSAS) is legislatively mandated data collection to make sense of the federal government's \$200B per year investment in financing students' postsecondary education.
- NPSAS is used by:
 - Federal and State Policymakers;
 - National Associations, Foundations, & Advocacy Groups;
 - Institutional Researchers; and
 - Academic Researchers.



Background

WHAT IS NPSAS?

- NPSAS is a multi-purpose survey and is designed to accommodate multiple objectives, theoretical frameworks, and research questions (some of which have not yet been asked).



Background

WHAT IS NPSAS?

- NPSAS is a multi-purpose survey and is designed to accommodate multiple objectives, theoretical frameworks, and research questions (some of which have not yet been asked).
- The ***primary*** purposes of NPSAS are to:
 - Examine how students and their families pay for college and
 - Serve as the base year for one of two longitudinal surveys.



Background

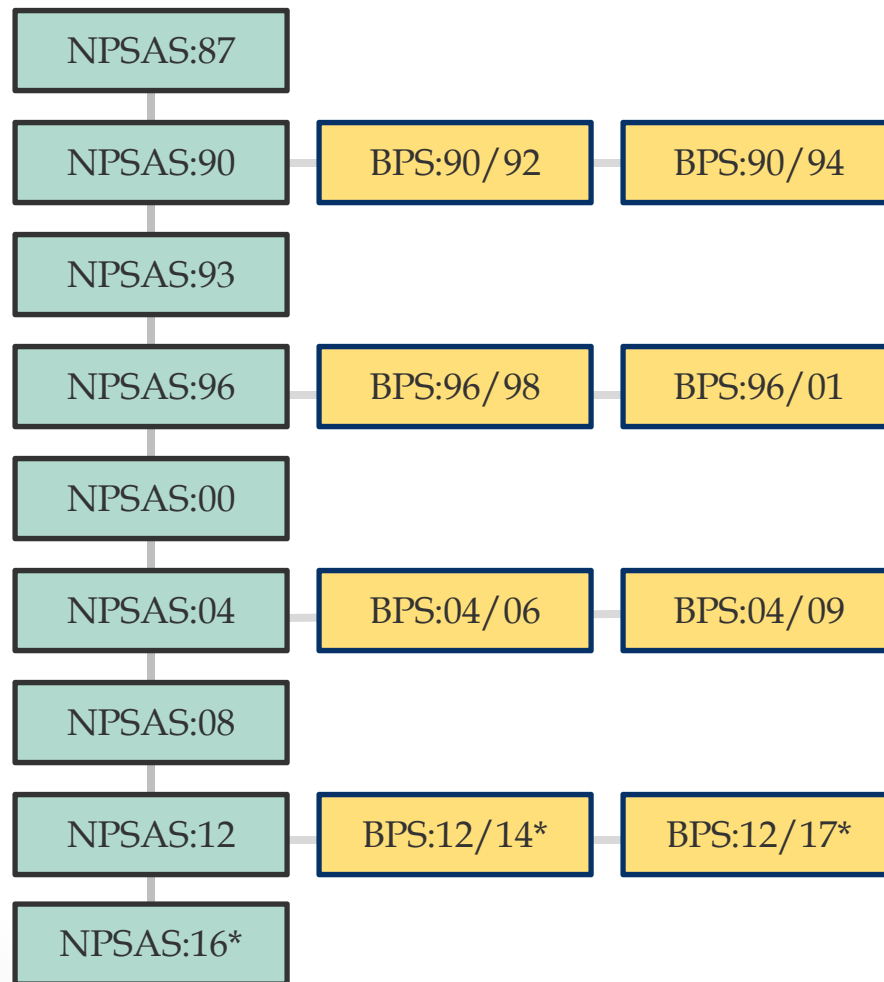
WHAT IS NPSAS?

- NPSAS is a multi-purpose survey and is designed to accommodate multiple objectives, theoretical frameworks, and research questions (some of which have not yet been asked).
- The ***secondary*** purpose of NPSAS is to:
 - Answer questions about undergraduate and graduate education that cannot be addressed in the Integrated Postsecondary Education Data System (IPEDS).



Background

HISTORY OF POSTSECONDARY LONGITUDINAL/SAMPLE STUDIES



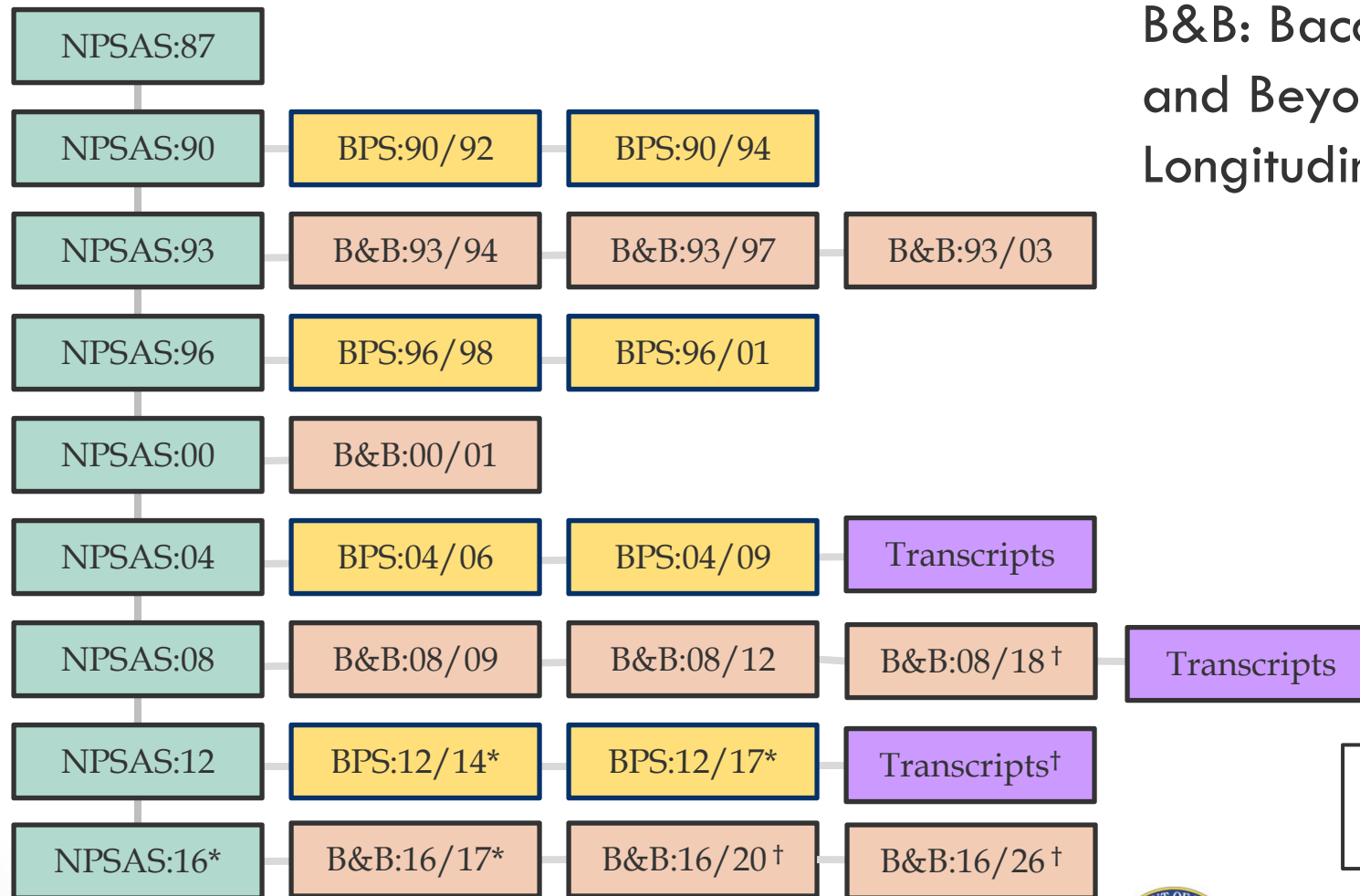
BPS: Beginning
Postsecondary
Students
Longitudinal Study

* In Progress
† Budgeted



Background

HISTORY OF POSTSECONDARY LONGITUDINAL/SAMPLE STUDIES



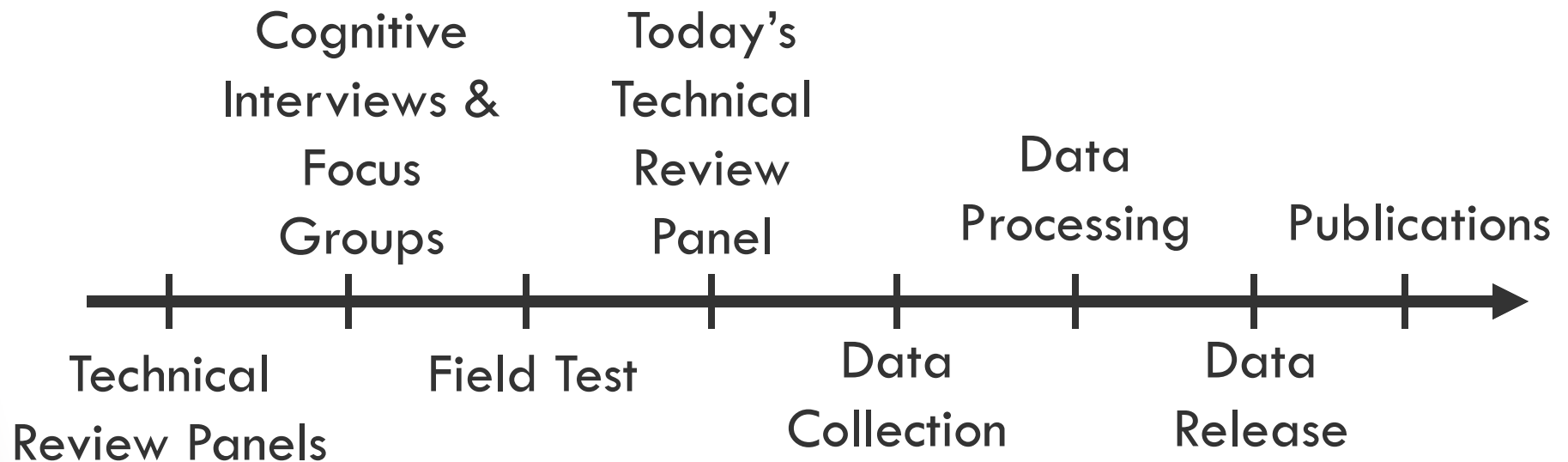
B&B: Baccalaureate and Beyond Longitudinal Study

* In Progress
† Budgeted



Status of Current Study

DATA COLLECTION TIMELINE



Status of Current Study

PAST TECHNICAL REVIEW PANELS

- Graduate NPSAS Data Collection
- Administrative Data Collections
- Field Test Data Collection
- Today's TRP: Full-Scale Data Collection

At previous TRPs, data elements were evaluated for:

Continued relevance

Any notable deficiencies

Recommended additions or modifications

...within the scope of the goals and burden estimates for these instruments.

Goals for this Panel

WHAT WE ARE ASKING OF YOU

At this TRP, the review is more focused:

Review the results of the field test, focus groups and cognitive interviews

Recommend edits/changes to existing items

At previous TRPs, data elements were evaluated for:

Continued relevance

Any notable deficiencies

Recommended additions or modifications

...within the scope of the goals and burden estimates for these instruments.

Goals for this Panel

TECHNICAL REVIEW PANEL OVERVIEW

This Technical Review Panel has two parts:

- Part I: Background information on the preparations made for the full-scale study (e.g., field test, sampling, design, etc.) (this morning).
- Part II: Specific problems/questions in the student records or the student interview collection based on the field test, focus groups, and cognitive interviews (this afternoon and tomorrow).



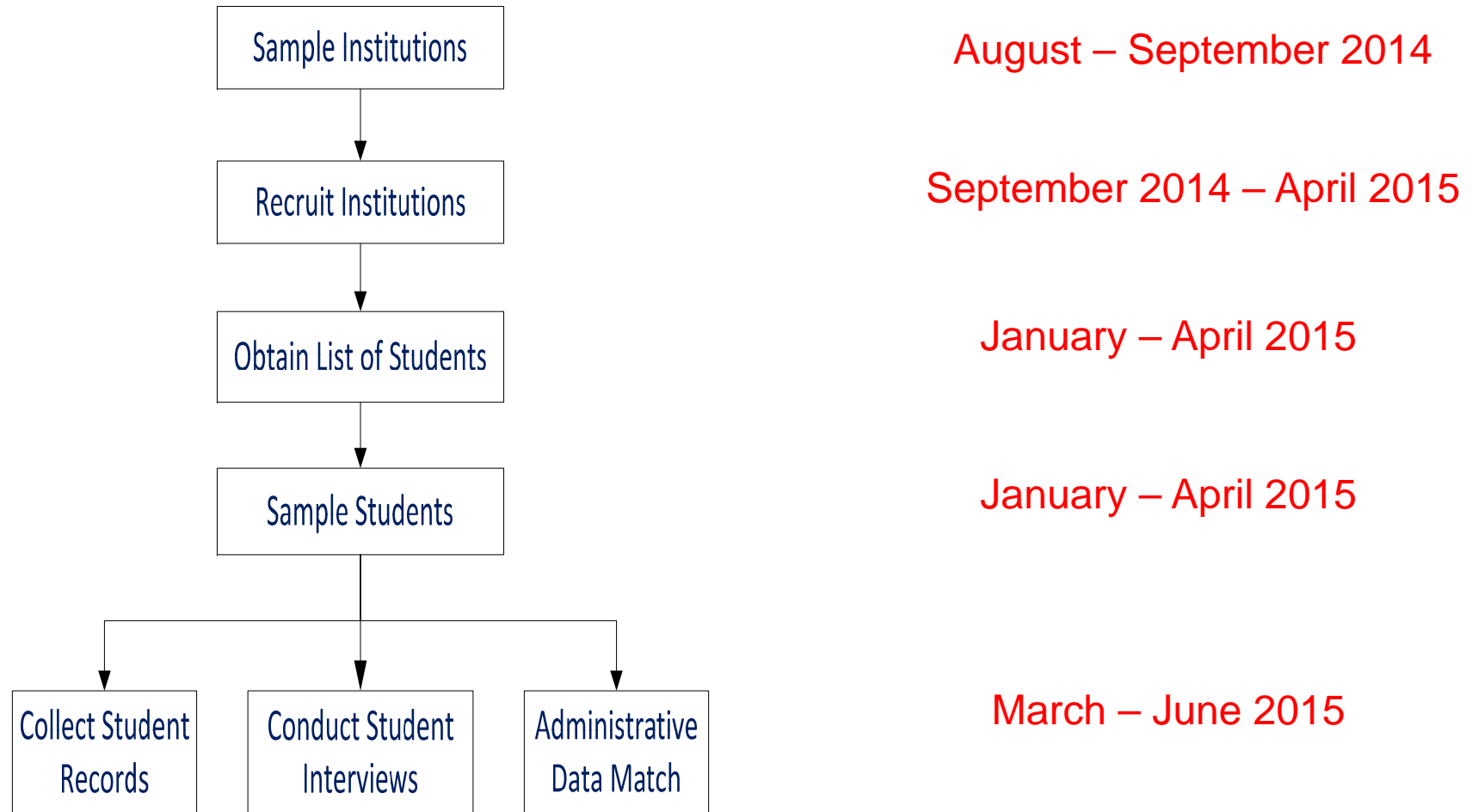


NPSAS:16 Field Test

Field Test Data Collection Results

Jeff Franklin

Overview: Field Test Data Collection

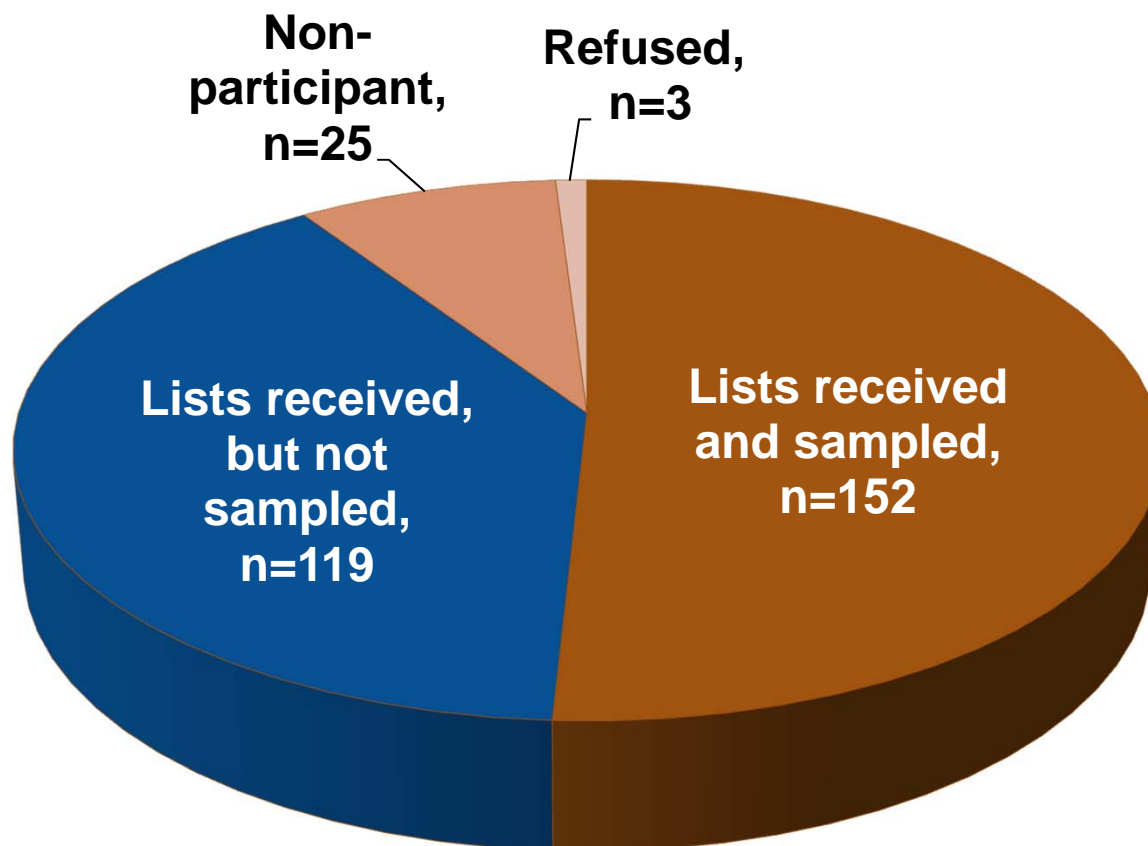


Participation in List Collection and Student Sampling By Sector

Institution characteristics ¹	Percent of institutions	Students Sampled
All institutions	91.2	4,536
Type of institution		
Public-less-than-2-year	100.0	28
Public 2-year	90.9	322
Public 4-year non-doctorate-granting	91.8	1,387
Private nonprofit 2-year or less	83.3	151
Private nonprofit 4-year non-doctorate-granting	90.2	1,060
Private nonprofit 4-year doctorate-granting	100.0	920
Private for-profit less-than-2-year	100.0	184
Private for-profit less-than-4-year	100.0	109
Private for-profit 4-year	62.5	375

¹ Institutional characteristics are based on data from the NPSAS sampling frames.

Results of NPSAS:16 Field Test Institution Recruitment



Percentage of Institutions Providing List By Initial Request Date

Institution characteristics ¹	Percent of institutions
All institutions	31.7
Control	
Public	31.0
Private nonprofit	32.1
Private for-profit	33.3
Level	
Less-than-2-year	53.8
2-year (but less than 4)	35.0
4-year	30.3

¹ Institutional characteristics are based on data from the NPSAS sampling frames.

Student Records Collection Design

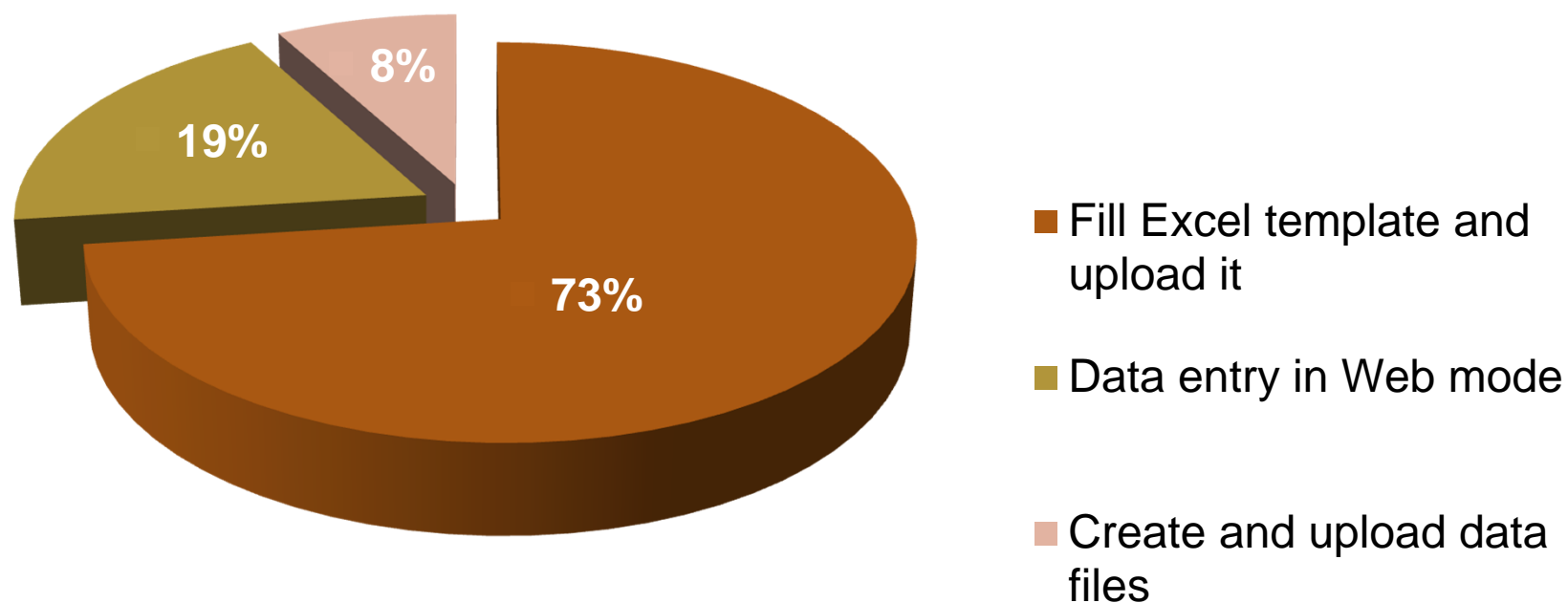
- Options for providing data
 - Web mode: enter data for single student on screen, navigate topic by topic or student by student
 - Excel mode: enter data for sampled students into an Excel template and then upload.
 - CSV (Comma Separated Value) mode: create data files and upload them to website.
- A user can both upload and key data

Participation in Student Records Collection Among Institutions with Sampled Lists

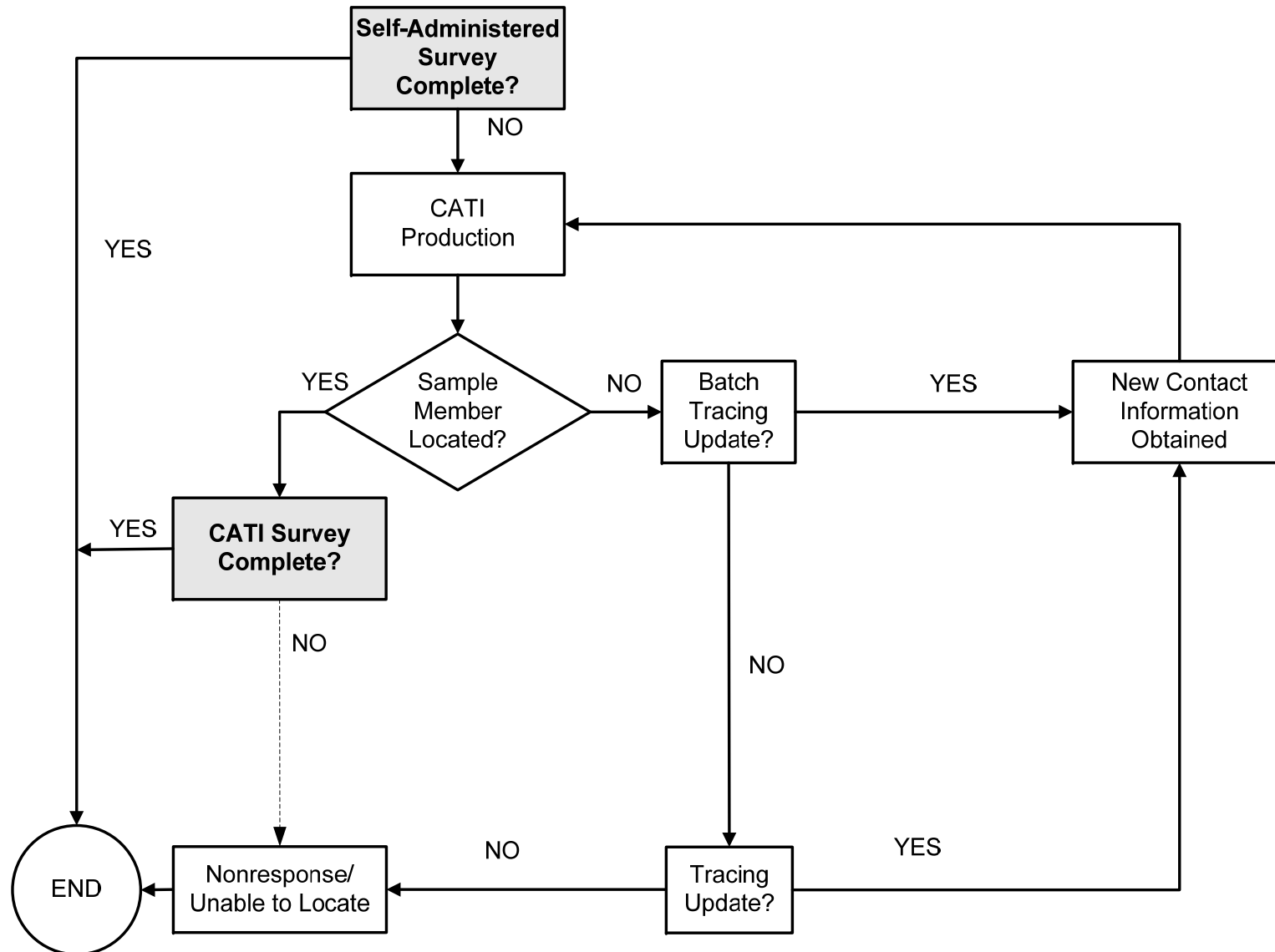
Institution characteristics ¹	Percent of institutions	Percent of Students
All institutions	96.7	96.8
Type of institution		
Public less-than-2-year	100.0	100.0
Public 2-year	100.0	100.0
Public 4-year non-doctorate-granting	96.4	96.5
Private nonprofit 2-year or less	100.0	100.0
Private nonprofit 4-year non-doctorate-granting	98.3	98.2
Private nonprofit 4-year doctorate-granting	93.3	99.5
Private for-profit less-than-2-year	100.0	100.0
Private for-profit less-than-4-year	100.0	100.0
Private for-profit 4-year	80.0	80.0

¹ Institutional characteristics are based on data from the NPSAS sampling frames.

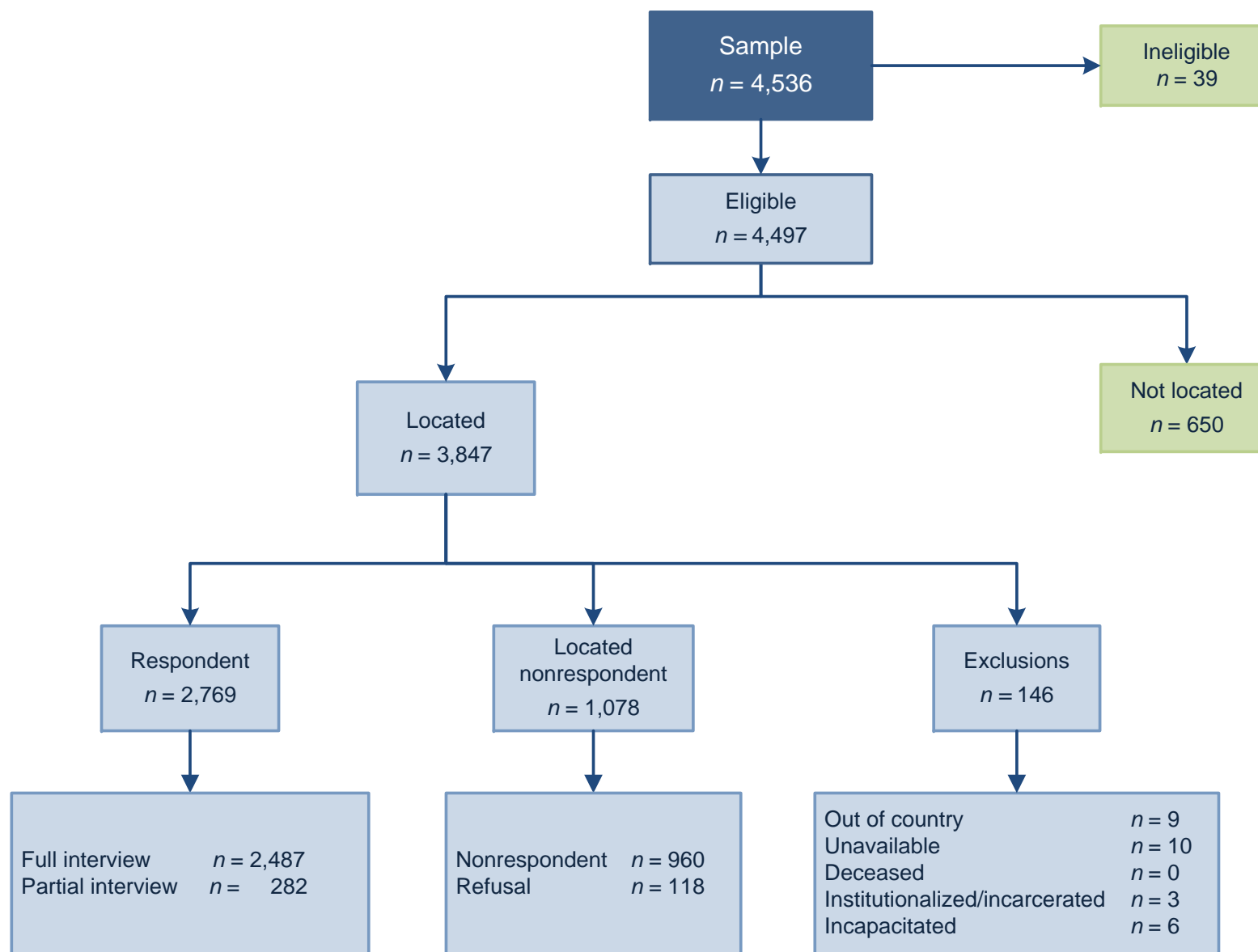
Modes Used by Participating Institutions to Abstract Student Records



Field Test Student Interviewing Data Collection Steps



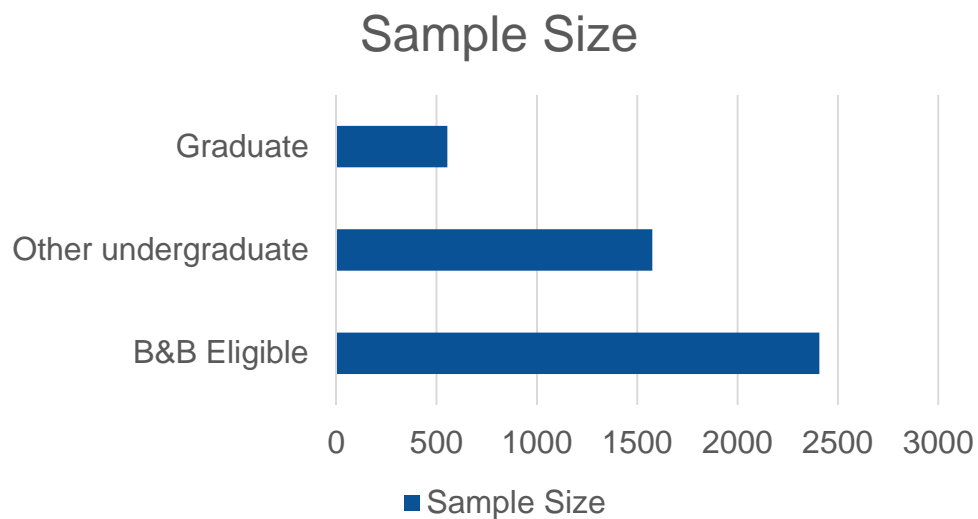
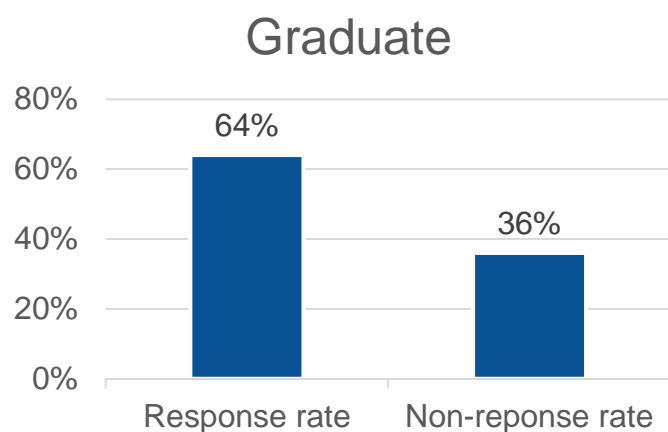
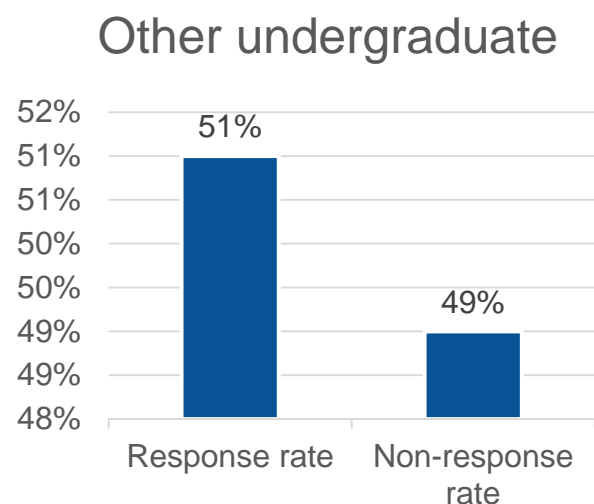
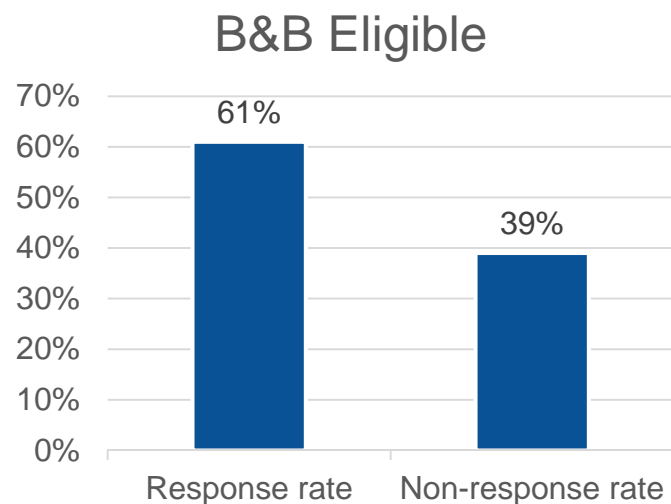
Cases Located and Interviewed



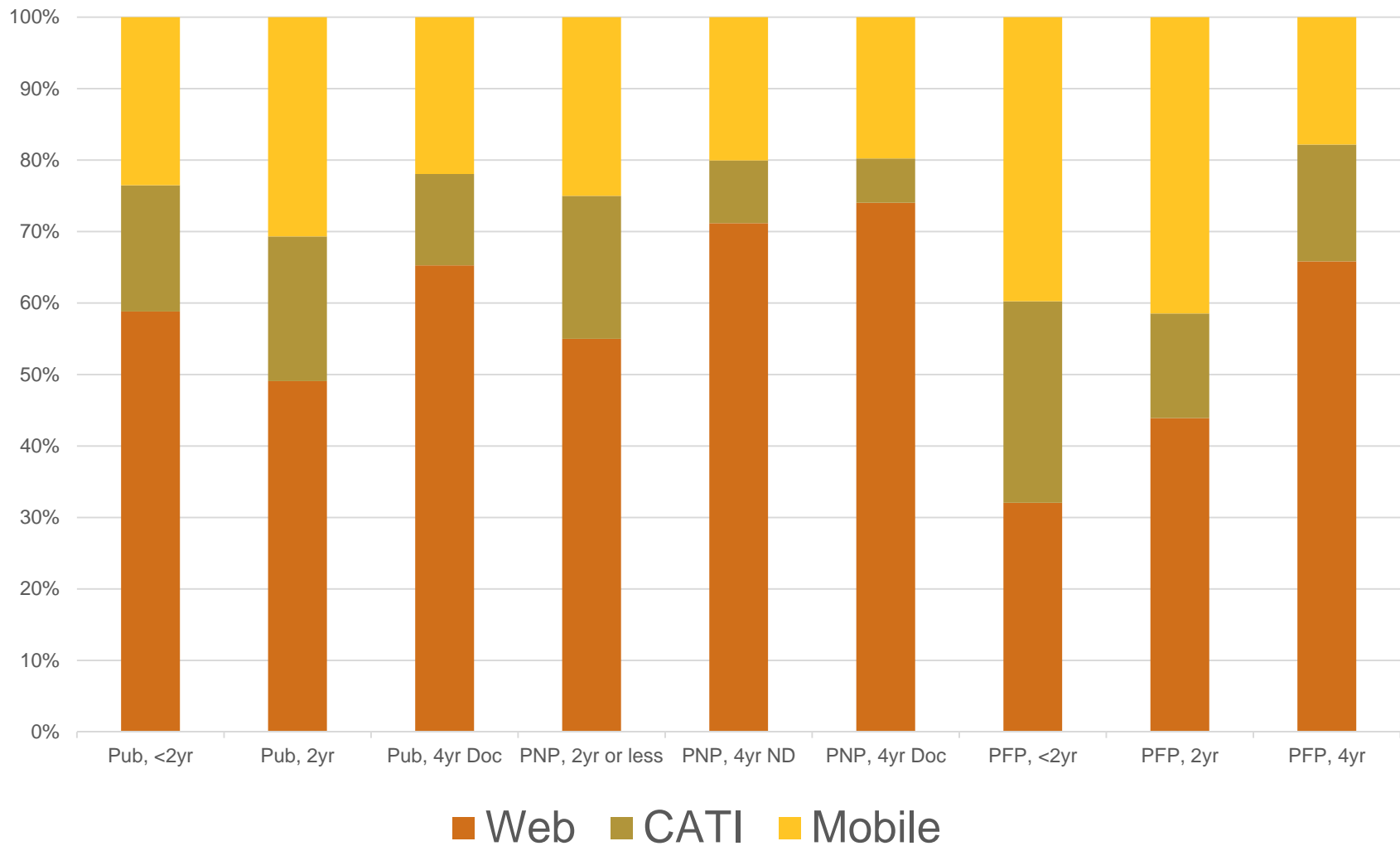
Interview Response Rates by Sector

Sector	Institution Type	Response Rate	Average days in data collection
1	Public less-than-2-year	61%	115
2	Public 2-year	50%	104
3	Public 4-year non-doctorate-granting	64%	109
5	Private nonprofit less-than-four-year	41%	111
6	Private nonprofit 4-year non-doctorate-granting	66%	114
7	Private nonprofit 4-year doctorate-granting	64%	92
8	Private for-profit less-than-2-year	42%	87
9	Private for-profit 2-year	37%	82
10	Private for-profit 4-year	54%	87

Interview Response Rates

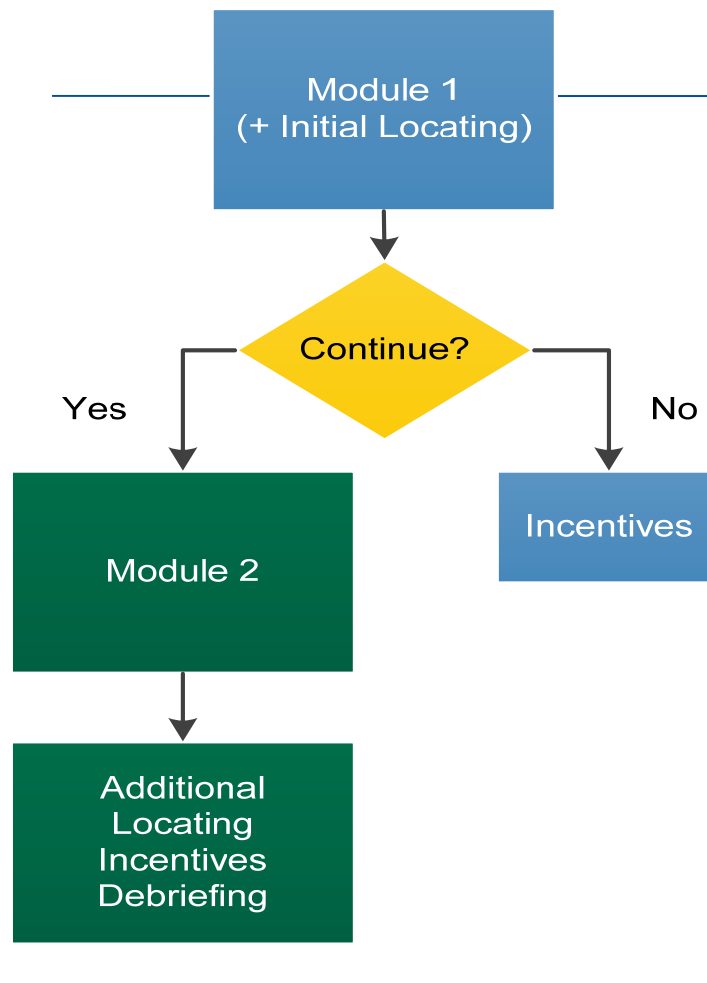


Completed Interviews by Mode & Sector

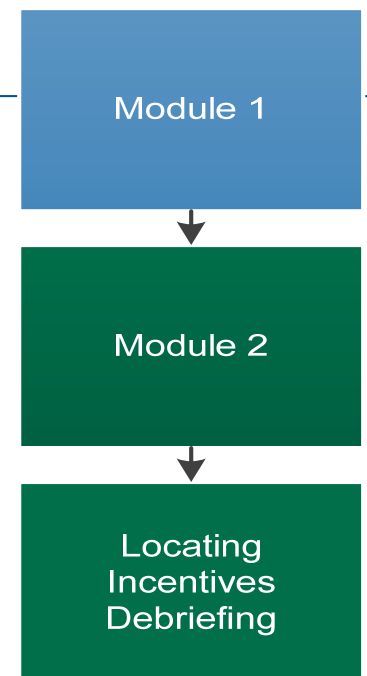


Interview Module Design

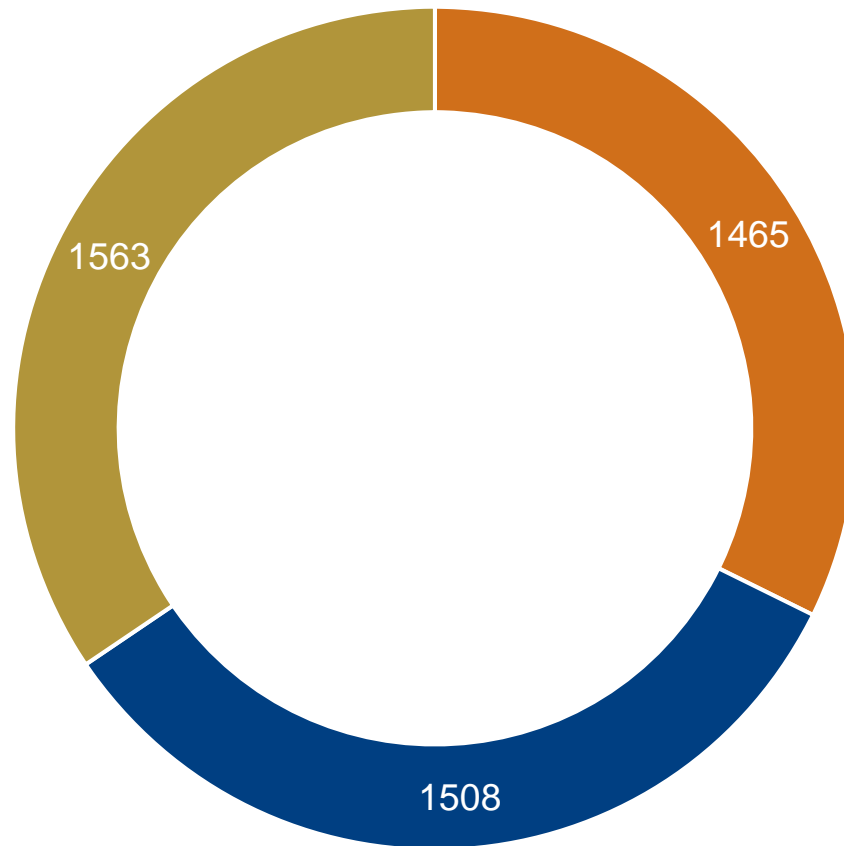
Experimental Cases



Control Cases

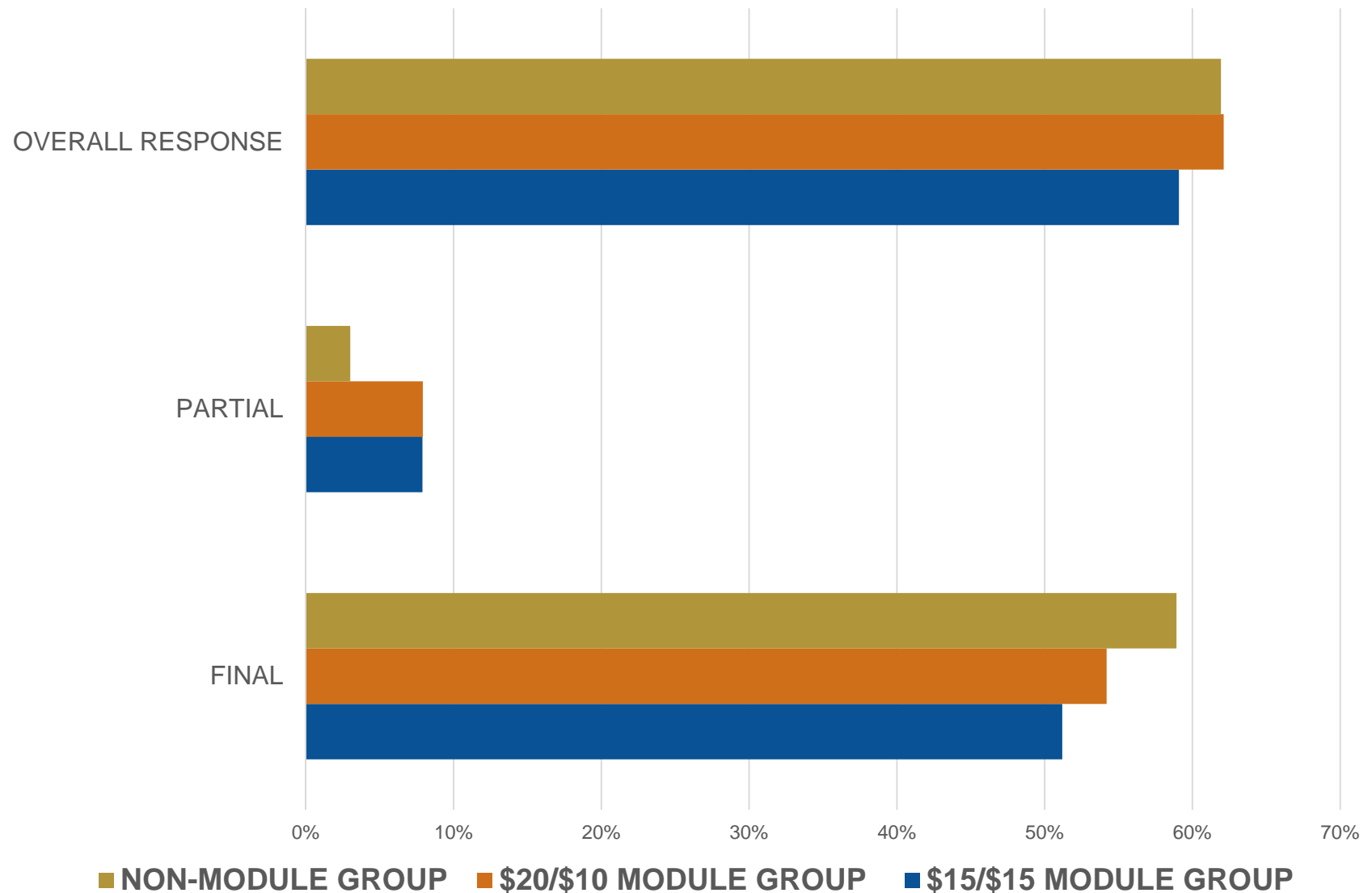


Module Experiment, Sample



■ Module - \$20/\$10 ■ Module - \$15/\$15 ■ Cases NOT in module experiment

Module Experiment, Results



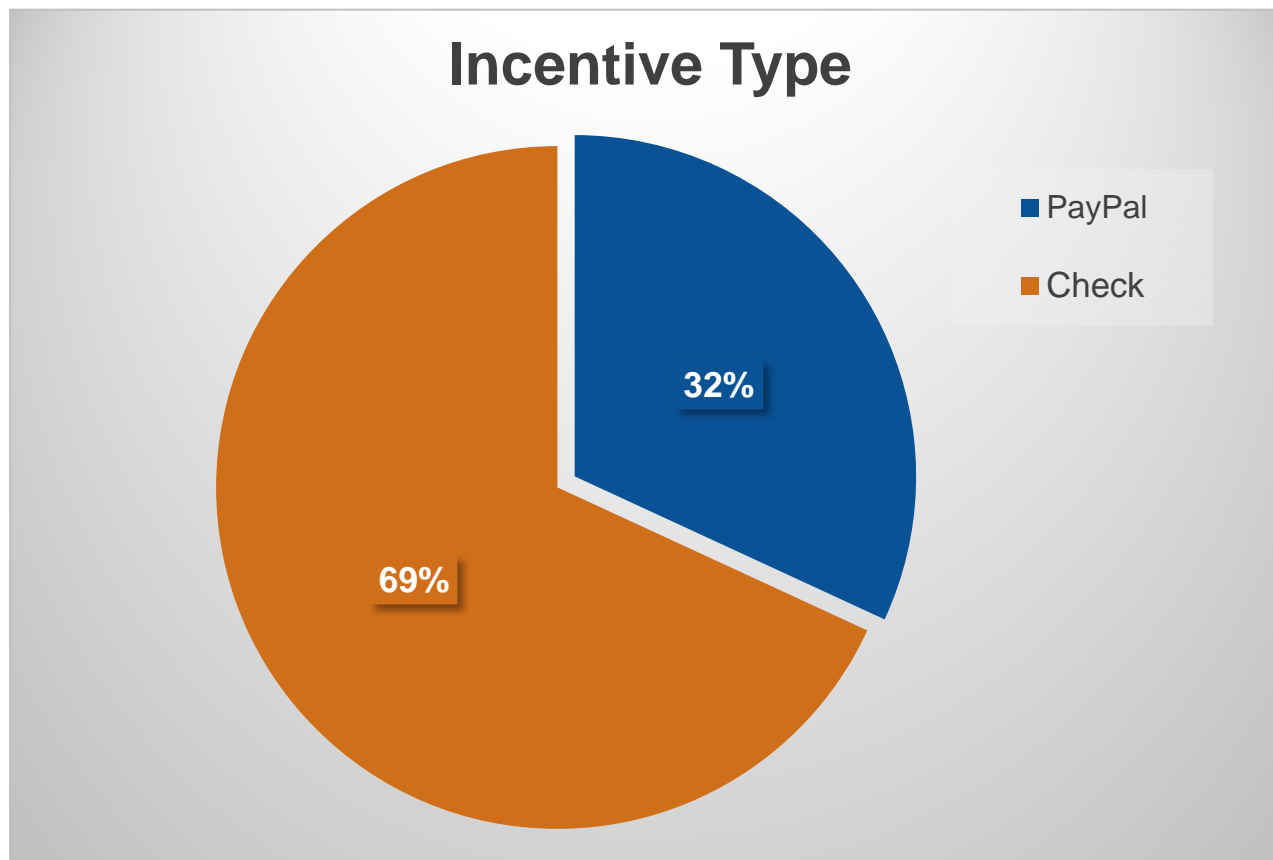
PayPal: Introduction

- For the first time, the 2016 NPSAS field test has given respondents the option to receive their incentive via PayPal or a mailed check.
 - Exploring changes aimed at maximizing Web survey participation
 - Past data collection typically included mailed incentives for web surveys



PayPal: Respondent Overview

Overall, 32% of respondents chose to receive incentives through PayPal

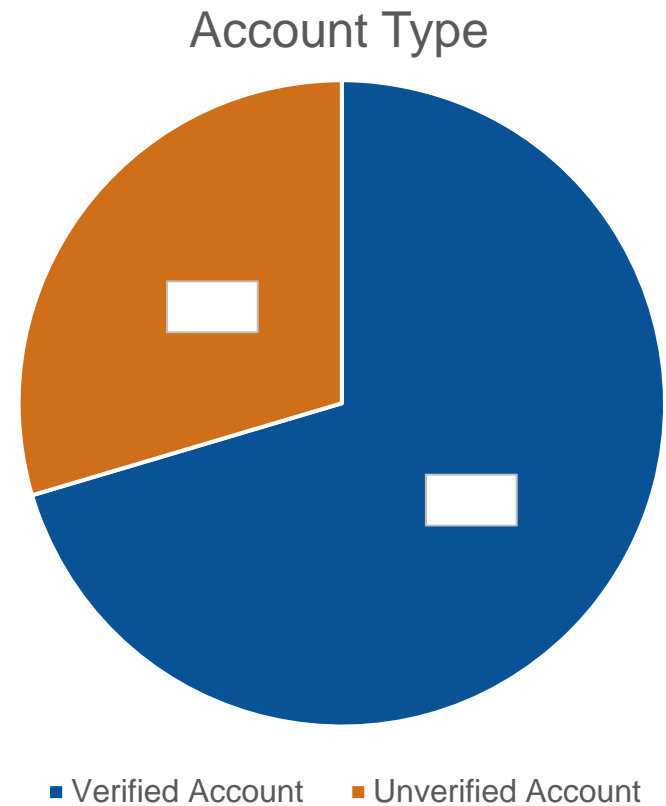


PayPal: Respondent Overview

Among respondents who chose PayPal:

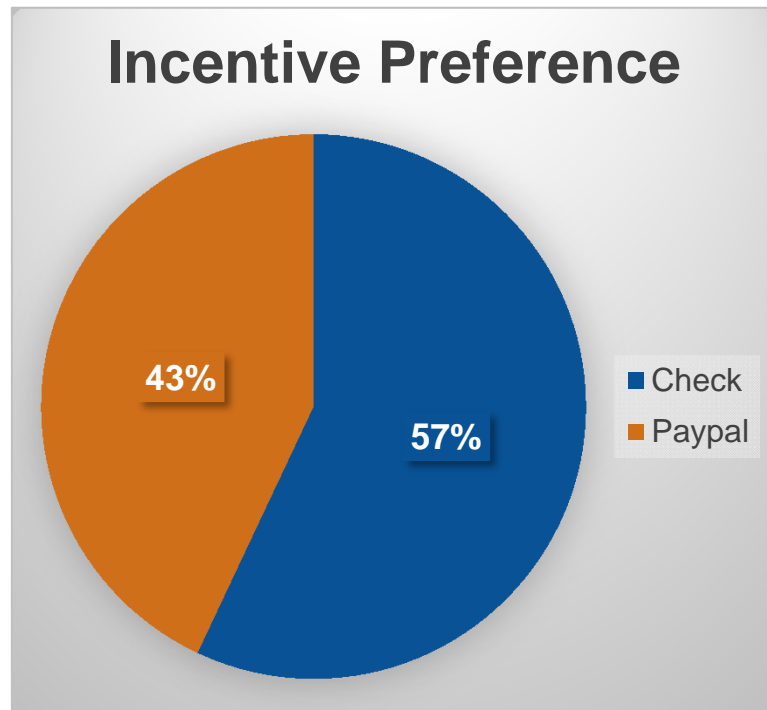
- 69% accepted payment with a verified* account
- 29% accepted payment with an unverified* account

**Verified accounts automatically accept payments so that the recipient does not need to receive and confirm the payment notification email from PayPal*

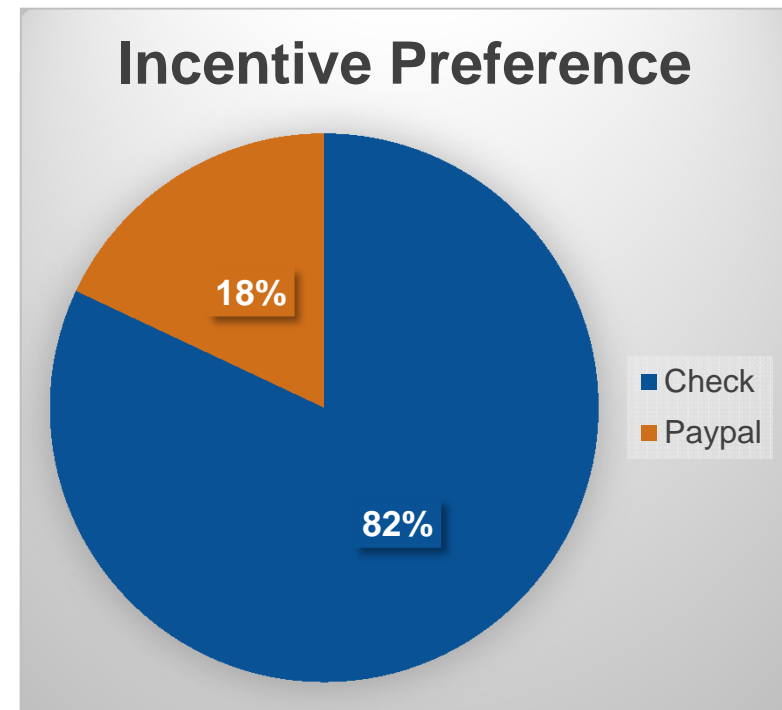


PayPal: Incentive Choices Varied By Institution Type

Private Four Year Doctoral
Institutions



Public Less Than Two Year
Institutions



- Respondents from private four year doctoral institutions were the most likely to choose PayPal (43%)
- Students at public less than two year institutions were the least likely to choose PayPal (18%)



NPSAS:16 Sample

Peter Siegel

Presentation Overview

- Sample design overview
- Institution sampling
- List collection
- Student sampling

NPSAS General Design Specifications

- 2,000 institutions
- 126,320 students
- No state representative samples
- Puerto Rico included

Institution Sampling Frame

- Use current IPEDS files for sampling frame
- For-profit institutions – need to capture changes in sampling frame
 - Closed
 - Switched from for-profit to nonprofit

Change to Institution Stratification

- Splitting public 4-year non-doctorate-granting institutions into two strata
 - Public 4-year institutions that are mainly community colleges that offer a small number of bachelor's degrees in select fields (CCBAs)
 - Other public 4-year non-doctorate-granting institutions
- Students and funding for the CCBAs are more similar to 2-year than to other 4-year institutions

Institution Sampling Strata

11 Institution Strata

1. Public less-than-2-year
2. Public 2-year
3. Public 4-year non-doctorate-granting CCBA
4. Public 4-year non-doctorate-granting other
5. Public 4-year doctorate-granting
6. Private nonprofit less-than-4-year
7. Private nonprofit 4-year non-doctorate-granting
8. Private nonprofit 4-year doctorate-granting
9. For-profit less-than-2-year
10. For-profit 2-year
11. For-profit 4-year

Institution Sampling

- Select full-scale institutions separately from previously selected field test institutions
- Minimize overlap between field test and full-scale sample institutions
 - Large institutions and large systems were not included in field test
 - Most field test sample institutions will be excluded from full-scale sampling frame but accounted for with weight adjustments. CCBAAs in the field test will also be included in full-scale.

Institution Sample Sizes

Institution stratum	Sample size
Total	2,000
Public less-than-2-year	20
Public 2-year	380
Public 4-year non-doctorate-granting CCBA	60
Public 4-year non-doctorate-granting other	120
Public 4-year doctorate-granting	340
Private nonprofit less-than-4-year	20
Private nonprofit 4-year non-doctorate-granting	330
Private nonprofit 4-year doctorate-granting	270
Private for-profit less-than-2-year	70
Private for-profit 2-year	120
Private for-profit 4-year	280

Student Lists

- Student lists will include:
 - Full name
 - Social Security number (SSN)
 - Student ID number (if different from SSN)
 - Student level (undergraduate, master's, doctoral-research/scholarship/other, doctoral-professional practice, other graduate)
 - Undergraduate degree program
 - Date of birth
 - Class level of undergraduates

Student Lists (continued)

- Student lists will include (continued):
 - High school/completion program completion date
 - Baccalaureate recipient indicator (for students who have already received their bachelor's degree since July 1, 2015)
 - Potential baccalaureate recipient indicator (for students who are expected to receive their bachelor's degree by June 30, 2016)
 - Major or Classification of Instructional Programs (CIP) code (including both majors for students with double majors)
 - Contact information

Student Lists (continued)

- Additionally, the following data items were requested in the field test for the first time, and will be requested during the full-scale
 - Enrollment in high school (or completion program)
 - Date of first enrollment (at the postsecondary level)
 - Grade point average (GPA)
 - Number of credits accumulated
 - Account status (past due fee payment etc., that would prevent bachelor's degree award)
 - Race/ethnicity
 - Gender
 - Veteran status
 - First-time graduate student at the NPSAS institution (yes/no)

New List Items

List item	Percentage of students on list with known, non-missing data
Enrollment in high school (or completion program)	84
Date of first enrollment (at the postsecondary level)	89
GPA	91
Number of credits accumulated	94
Account status	80
Race/ethnicity	79
Gender	99
Veteran status	56
First-time graduate student at the NPSAS institution	76

Baccalaureate Identification

- Request potential baccalaureate recipients on list
- Some institutions do not know who will receive degree in May/June
- 29% of students sampled as baccalaureate recipients and interviewed in NPSAS:08 did not receive their degree in 2008-09 school year

Baccalaureate Identification (continued)

- Using field test data to determine ability of auxiliary variables to predict actual baccalaureate receipt in full-scale
 - GPA
 - Number of credits accumulated
 - Account status

Student Sampling

Oversample

- Baccalaureate recipients who are:
 - veterans;
 - in STEM and teacher education programs;
 - in CCBAs; and
 - in for-profits

- Other undergraduate students who are:
 - veterans;
 - in CCBAs; and
 - in for-profits

Student Sampling (continued)

Oversample (continued)

- Graduate students who are:
 - veterans;
 - first-time;
 - in master's and doctoral STEM programs; and
 - in master's programs at for-profits

Undersample

- Baccalaureate recipients who are in business programs
- Graduate students who are in master's and doctoral education and business programs

Student Sampling Strata

17 Student Strata

1. Baccalaureate recipients who are veterans
2. Baccalaureate recipients from STEM programs
3. Baccalaureate recipients from teacher education programs
4. Baccalaureate recipients from business programs
5. Baccalaureate recipients from other programs
6. Other undergraduate students who are veterans
7. Other undergraduate students
8. Graduate students who are veterans
9. First-time graduate students
10. Master's degree students in STEM programs
11. Master's degree students in education and business programs
12. Master's degree students in other programs
13. Doctoral-research/scholarship/other students in STEM programs
14. Doctoral-research/scholarship/other students in education and business programs
15. Doctoral-research/scholarship/other students in other programs
16. Doctoral-professional practice students
17. Other graduate students

Student Sampling Strata (continued)

- Match to data from Veterans Affairs to identify veterans who applied for Veterans Benefits Administration (VBA) benefits, prior to stratification and sampling
- Match to National Student Loan Data System (NSLDS) data prior to sampling
- Use NSLDS data to sort the students by federally aided/unaided within strata, to help poststratification to financial aid totals

Student Sample Sizes

Institution stratum	Sample size (preliminary)
Total	126,320
Public less-than-2-year	680
Public 2-year	21,300
Public 4-year non-doctorate-granting CCBA	6,450
Public 4-year non-doctorate-granting other	6,450
Public 4-year doctorate-granting	26,120
Private nonprofit less-than-4-year	870
Private nonprofit 4-year non-doctorate-granting	12,160
Private nonprofit 4-year doctorate-granting	13,890
Private for-profit less-than-2-year	3,650
Private for-profit 2-year	6,890
Private for-profit 4-year	27,870

Student Sample Sizes (continued)

- B&B cohort: ~ 23,000 baccalaureate recipients

NPSAS Study Member

Any sample member who is determined to be eligible for the NPSAS study and, minimally, has valid data from any source for the following:

1. Student type (undergraduate or graduate)
2. Date of birth or age
3. Gender

NPSAS Study Member

And at least 8 of the following 15 variables:

- | | |
|----------------------------|----------------------------------|
| 1. Dependency status | 9. Marital status |
| 2. Months enrolled | 10. Any dependents |
| 3. Tuition | 11. Income |
| 4. Received federal aid | 12. Expected family contribution |
| 5. Received nonfederal aid | (EFC) |
| 6. Student budget | 13. Degree program |
| 7. Race | 14. Class level |
| 8. Parent education | 15. Baccalaureate status |



Responsive Design: Theory, Practice, & Implementation in NPSAS:16

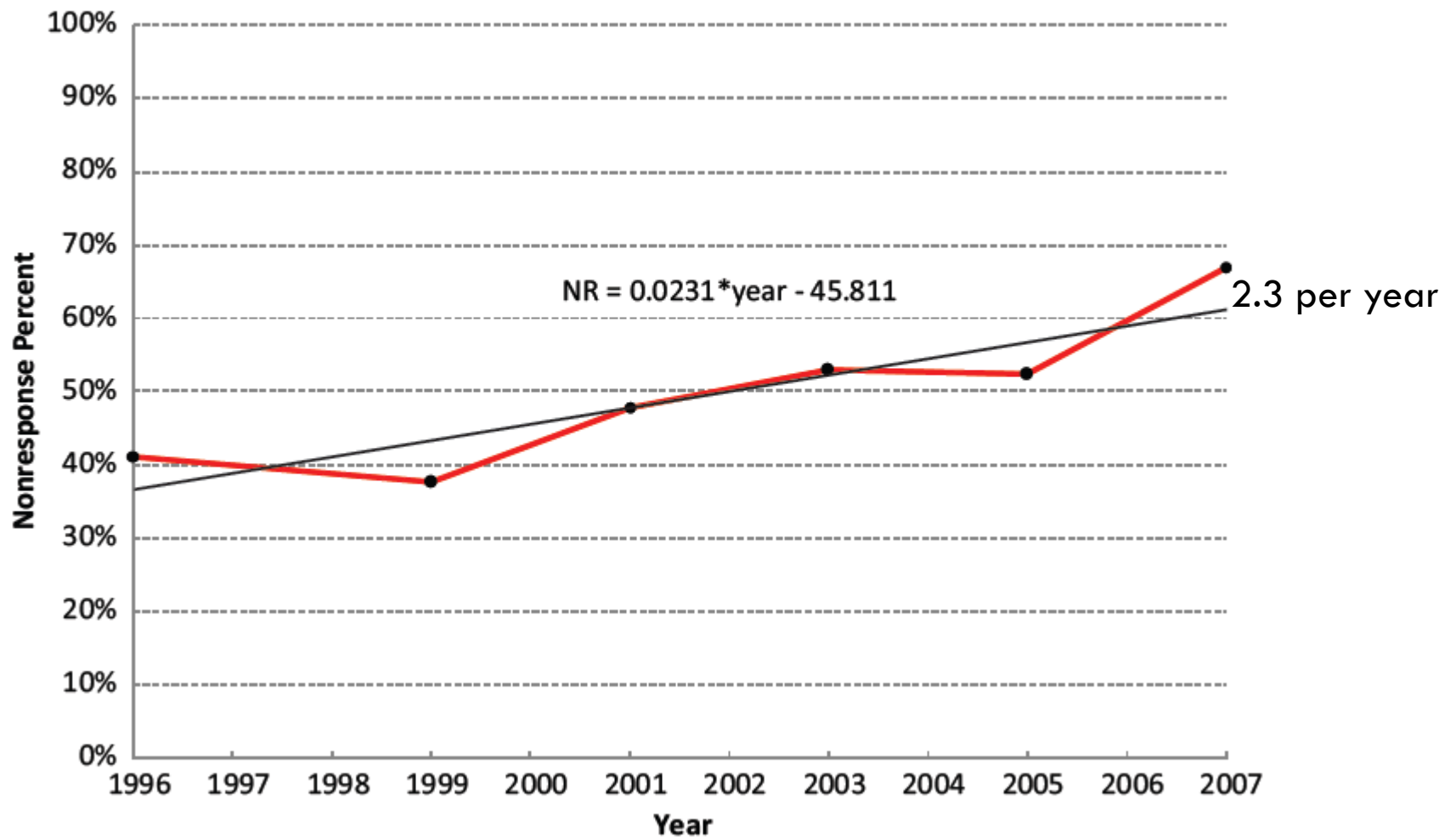
Emilia Peytcheva
T. Austin Lacy

Outline

- Current problems in the field
- A new approach to data collection
- NPSAS:16 approach
- Discussion

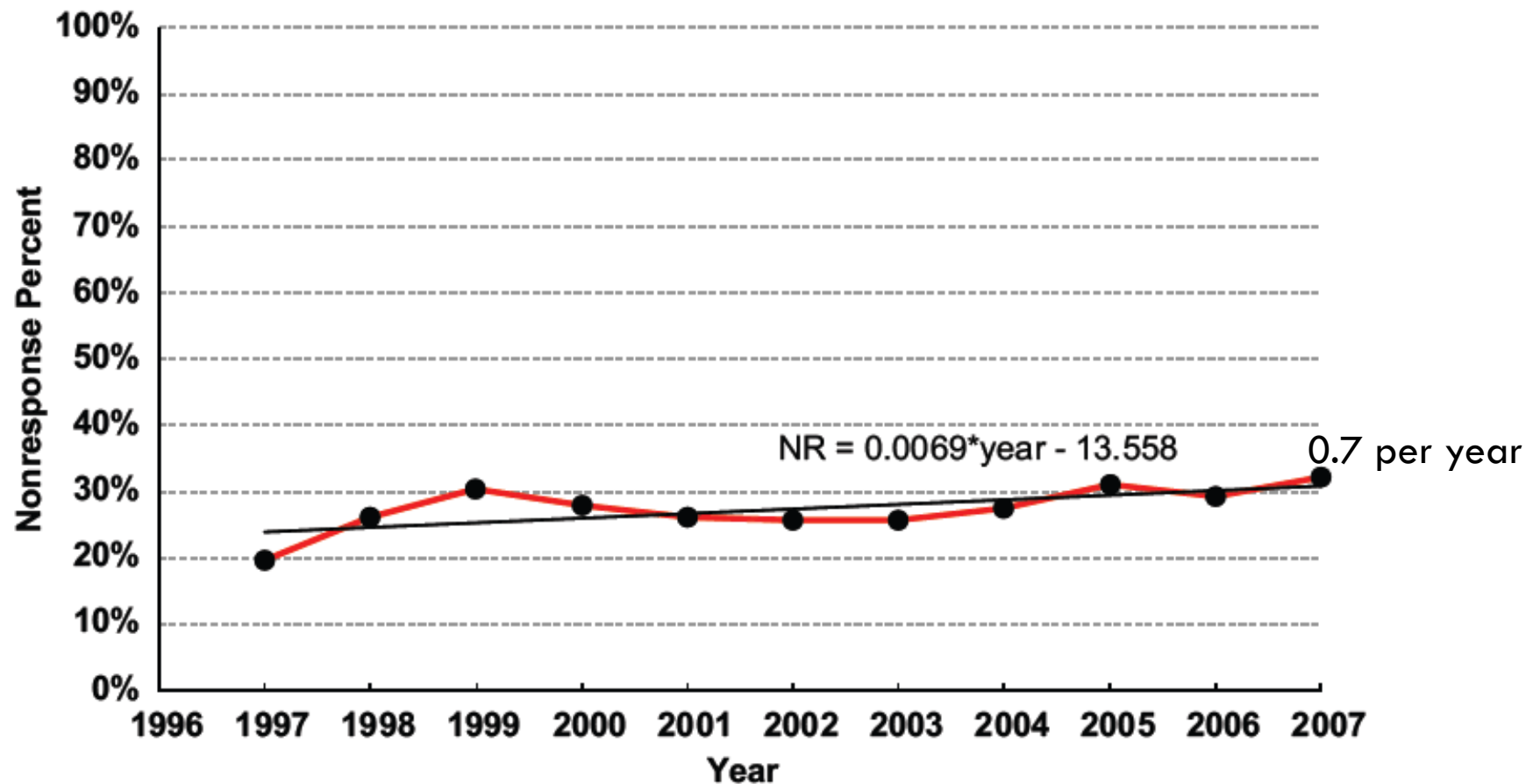
Increasing Nonresponse – Telephone

Sampled Adult Nonresponse in the National Household Education Survey: 1996–2007



Increasing Nonresponse – In Person

Sampled Adult Nonresponse in the National Health Interview Survey: 1997–2007



The Current Landscape

- Shrinking funding for survey data collection
- Increasing costs of data collection
 - Difficulty in gaining cooperation; Curtin et al., 2000 – declining response rates despite greater data collection effort
 - Sampling and mode
- Increasing potential for error in survey estimates
- Significant uncertainty in data collection outcomes

THEREFORE

- Need survey designs with built-in contingency plans to meet budget and goals
- Move away from a reactive management style

Responsive Design

- Groves and Heeringa, 2006

- (a) Preidentify a set of design features potentially affecting costs and errors of survey estimates;

- (b) Identify a set of indicators of the cost and error properties of those features and monitor those indicators in initial phases of data collection;

- (c) Alter the features of the survey in subsequent phases based on cost–error trade-off decision rules, and

- (d) Combine data from the separate design phases into a single estimator.

Essential Concepts in Groves and Heeringa's Approach

- Notion of a design phase
 - A particular set of design features
- Notion of complementary design features
 - HSLS – complementary design phases to address motivation (sequential modes, incentives) and burden (abbreviated survey in last phase)
- Use of experiments in early phases to determine which set of features is optimal
 - BPS 2014 – release 10% of the sample and randomly assign to an incentive condition from \$0 to \$50 in \$5 increments
- Notion of phase capacity
 - “Phase capacity is the stable condition of an estimate in a specific design phase, i.e. a limiting value of an estimate that a particular set of design features produces.” (Groves & Heeringa, 2006)

NPSAS:16 Two Pronged Approach

- Increasing the number of study members
 - Request for a reduced student record extraction in a ***mini interview***
- Improving data for study members
 - Student records available, but no interview data
 - Impute key interview variables multiple times in order to determine how much variability there is in the estimate
 - Target students with a lot of variation in the imputed values (to reduce imputation variance) in a ***micro interview***

NPSAS:16 Determining the Items

- What variables are of paramount interest to researchers and policymakers?
- We looked at items that were:
 - Only provided in the interview, or
 - Only available from CPS (i.e., FAFSA data).
- This yielded 25 questions across 9 domains.

NPSAS:16 Domains for Responsive Design

- Private Loans
- Income
- Parental Education
- Work
- Debt Relief Tools
- Future Wages
- Remedial Education
- Dependency Status Triggers
- Reasons for Not Applying for Aid

Discussion

- We would like feedback so we can trim the micro interview.
 - Which of the domains are essential?
 - Which domains are of less interest for researchers and policymakers?
 - Within the domains, which questions could we remove?
- Small group discussion (10 mins)
- Large group discussion (15 mins)



More Information

Emilia Peytcheva

Research Survey Methodologist

734.213.6159

epeytcheva@rti.org

T. Austin Lacy

Research Education Analyst

919.990.8386

tlacy@rti.org



NPSAS:16 Data Element Overview

Natasha Janson
Jamie Wescott
Kristin Dudley

In our previous NPSAS TRPs...you helped to...

Provide a review of all the data elements in the instruments for:

Continued relevance

Any notable deficiencies

Recommended modifications

...within the scope of the goals and burden estimates for these instruments.

In this TRP you will...

RECEIVE

an overview reminder of the data elements in the student interview and student records instruments, and administrative data sources

REVIEW

key items from both instruments to help us plan for those items in the full-scale study

In this TRP...

"Key" Interview items presented by topic



Today


- Student records: Key items
- Student interview: Field test experiments



Tomorrow

- Student interview: Financial aid key items
- Student interview: Education experiences key items
- Student interview: B&B cohort key items

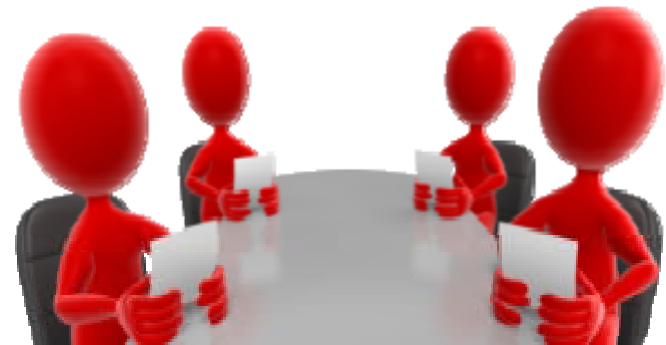
What makes an item or set of items “key” is any one or a combination of the following:

- New to the NPSAS student interview or student records
- Hot topic at a previous NPSAS TRP
-  Received “special” feedback during the NPSAS:16 field test, in cognitive interviews, or in institution focus groups
- Needs your help to refine or in making decision as to analytic utility in the full scale study

For additional reference: Item lists

Instrument items are provided by topic in summary lists and include:

- Item label
- Corresponding item numbers and reference page numbers to find items in provided codebooks
- Cross-over and key item designations in both the student interview and student records item lists
- Special student interview item list designations
 - Eligibility (ELIG)
 - B&B-eligible (B&B)
 - Graduate students (GRAD)
 - New item for NPSAS:16 (NEW)

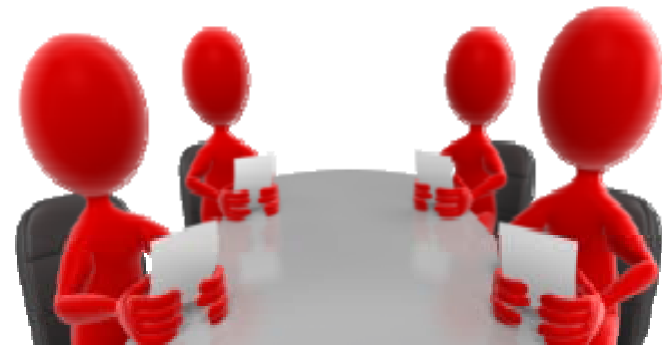


For additional reference: Codebooks

Instrument items are provided by section in detail in both codebooks and include:

- Item names (e.g., N16AELIG)
- Question wording/item labels
- Response option wording
- Frequency of responses
- Who item was administered to (e.g., married respondents)

Note: All results are preliminary from the NPSAS:16 field test and are not for release or distribution.



During the key item reviews, we will...



Identify **key items**
within the instruments



Watch **cognitive**
and focus group
respondents navigate
and give feedback
about the key items



Meet in **small**
groups with item
discussion
assignments



Re-convene as a
large group

Group work

- Choose a *Recorder* and a *Reporter* for your group
- Following each key item, each group will have 15 minutes to discuss the items and record recommendations
- Following all key item discussions in a presentation, each group *Reporter* will describe decision points to large group
- Overall group discussion of items/topic areas



Student Records Overview

Student records instrument: What's in it...

Data Elements	Topics
Institution Information	Term names; Term start and end dates; Credits for standard course
General Student Information	DOB; Gender; Race and ethnicity; Marital status; Citizenship status; Veteran status; High school completion; Contact information
Enrollment	Program/degree; Class level; Major; Enrollment status by term; Tuition charged; Remedial coursetaking; Cumulative GPA
Budget	Budget period; Residency status; Budgeted tuition and fees, room and board, and other expenses
Financial Aid	Satisfactory Academic Progress status; Federal, state, institution, graduate, private and other government awards

Student records modes

Institution staff provide data using the mode of their choice:

**Web
mode**

19.9%

Key student records data into a web-based data entry application

**Excel
mode**

72.6%



Key or copy/paste data into an Excel spreadsheet template, then upload the completed template

**CSV
mode**

7.5%

Program data files in CSV format using our specifications, then upload the files

Student records: Web mode

**ies** NATIONAL CENTER FOR
EDUCATION STATISTICS

Logout

333002

EXAMPLE COLLEGE

HomeAboutFAQsContactPaperwork Reduction Act InfoTask MenuSlaby, Abby (SSN: 678-90-0205)

BudgetSlaby, Abby (SSN: 678-90-0205)

Budget Period ⓘSelect ▼

Student Residence ⓘSelect ▼

Tuition/Fees (\$) ⓘ.00

Books/Supplies (\$) .00

Room and Board (\$) .00

Health Insurance (\$) .00

Transportation (\$) .00

Computer/Technology (\$) ⓘ .00

All Other (\$) ⓘ .00

Click the **Save** button to save your progress *in each section* for this student. You can return to the section and make edits at any time. When you are finished, click the **Finalize** button *in each section* to check for errors and submit your completed data.

SAVE 2014-2015 BUDGET

FINALIZE 2014-2015 BUDGET

Back to Web Mode Grid1 Back to Top

79

NPSAS TRP – Aug.
2015

Student records: Focus groups

- 2 rounds of focus groups conducted in the summers of 2014 and 2015
- Focus group participants were individuals responsible for providing NPSAS student records data

Round 1 (4 sessions in 2014): selected from **NPSAS:12** participating institutions

Round 2 (3 sessions in 2015): selected from **NPSAS:16 FT** participating institutions

- 6-10 participants recruited for each session

Student Interview Overview

Student interview: What's in it...

Data Elements	Topics
Enrollment	Eligibility for NPSAS; Degree program type at NPSAS; High school and postsecondary attendance history; Degree completion
Education Experiences	High school information; Major or field of study at NPSAS; Academic integration at NPSAS; GPA and course-taking at NPSAS; Study abroad; Education expectations
Financial aid	Financial aid package in NPSAS academic year; Student loans in NPSAS academic year; Total student loans and repayment; Loan avoidance; School charges and refunds; Graduate assistantships in NPSAS academic year
Employment	Employment during NPSAS academic year; Career planning and expected occupation; K-12 Teaching
Income and Expenses	Income; Expenses—Dependents; Expenses—Credit cards and household; Checking/Savings accounts; Untaxed benefits; Parents' income and dependents
Background	DOB; Gender; Race; Marital status; Residence, citizenship and immigration; Languages; Family background; Disability and health

Student interview modes

Students complete the interview using the mode of their choice:

Web

66%

Self-administered interview over the Web

Mobile

22%

Mobile-friendly platform adjusts item format based on screen-size of device

Phone

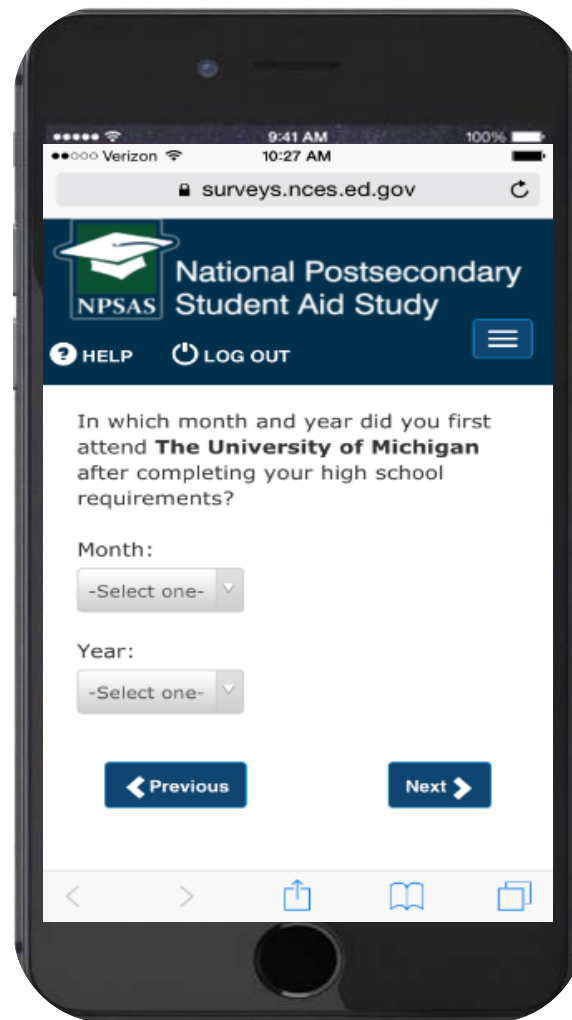
12%

Telephone interviewers read questions and record respondents' answers

The burden estimate for a full-scale survey is an average of 30 minutes.

Student interview: Mobile view


Mobile



The image shows a smartphone screen displaying the National Postsecondary Student Aid Study (NPSAS) survey interface. The status bar at the top shows the time as 9:41 AM, the carrier as Verizon, and the battery level at 100%. The browser address bar shows the URL surveys.nces.ed.gov. The NPSAS logo, featuring a graduation cap, is on the left, and the text "National Postsecondary Student Aid Study" is on the right. Below the header, there are links for "HELP" and "LOG OUT", and a menu icon. The main content area contains a question: "In which month and year did you first attend **The University of Michigan** after completing your high school requirements?". Below the question are two dropdown menus for "Month:" and "Year:", both currently showing "-Select one-". At the bottom of the form are two buttons: "Previous" with a left arrow and "Next" with a right arrow. The bottom of the screen shows the standard iOS navigation bar with back, forward, and other icons.

Student interview: Desktop/laptop view

Desktop/laptop

**National Postsecondary
Student Aid Study**

STUDY ID: ABCD
MODULE_1 - N16ASCHSTR
11% Complete

HELP LOG OUT

In which month and year did you first attend **The University of Michigan** after completing your high school requirements?

Month:

-Select one- ▼

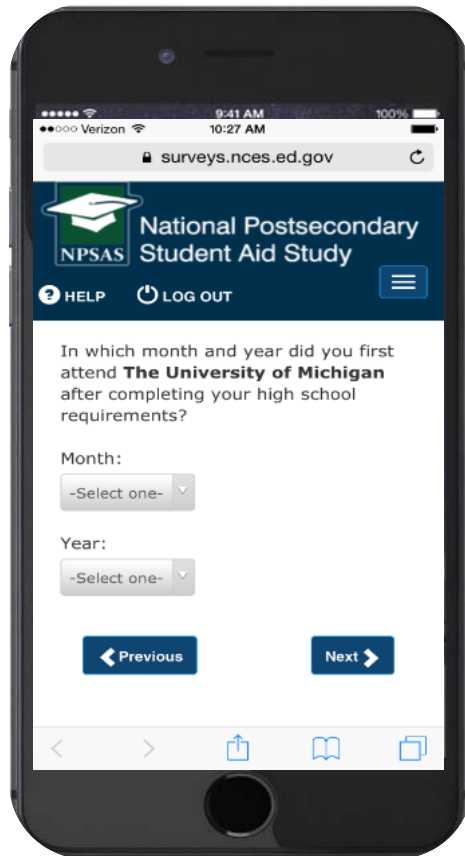
Year:

-Select one- ▼

◀ Previous Next ▶

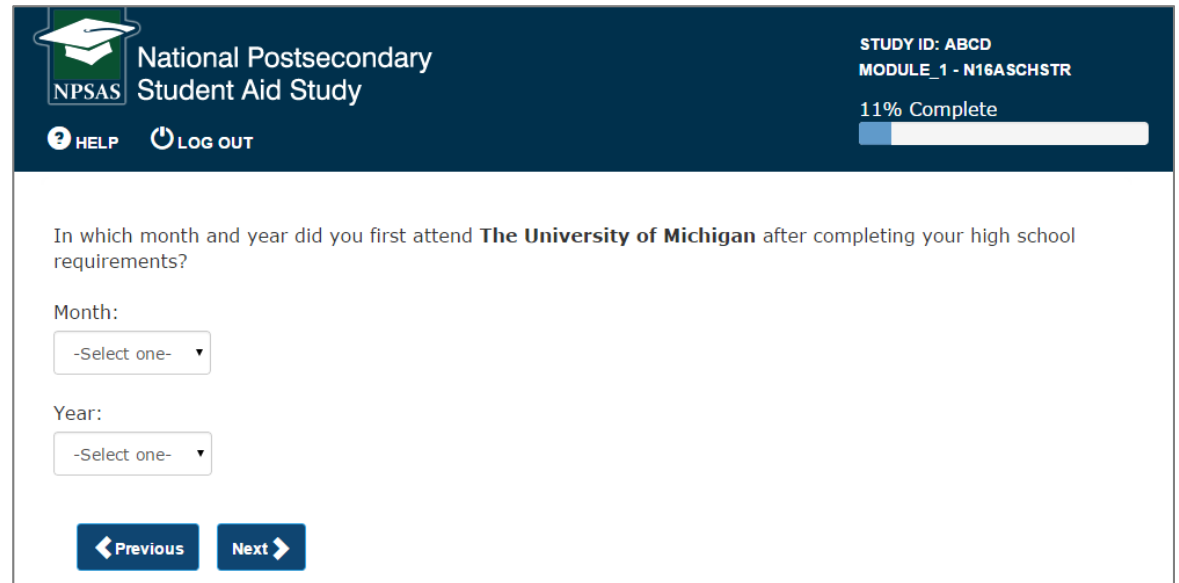
Student interview: Mode comparison view

Mobile



The mobile view of the NPSAS Student Aid Study interface is displayed on a smartphone screen. The browser address bar shows 'surveys.nces.ed.gov'. The header includes the NPSAS logo, the title 'National Postsecondary Student Aid Study', and links for 'HELP' and 'LOG OUT'. A progress bar indicates '11% Complete'. The main content area asks the user: 'In which month and year did you first attend **The University of Michigan** after completing your high school requirements?'. Below this question are two dropdown menus for 'Month:' and 'Year:', both currently set to '-Select one-'. At the bottom of the form are 'Previous' and 'Next' navigation buttons. The smartphone's status bar at the top shows the time as 10:27 AM and 100% battery.

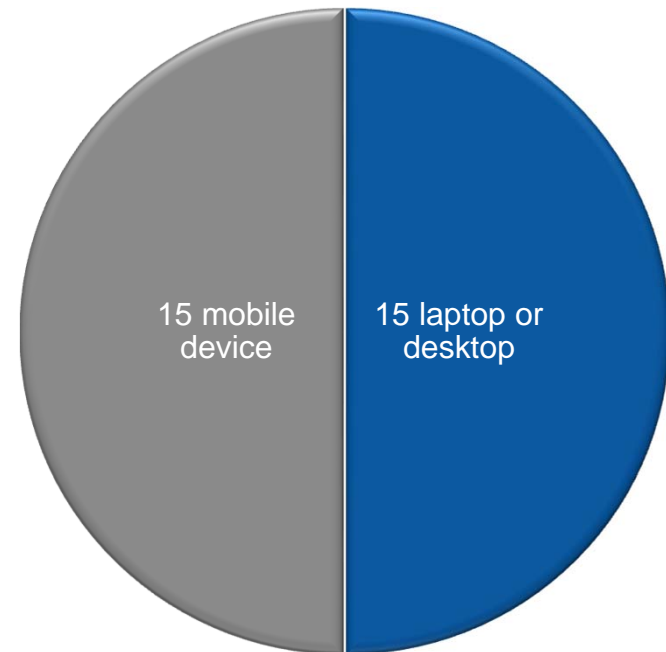
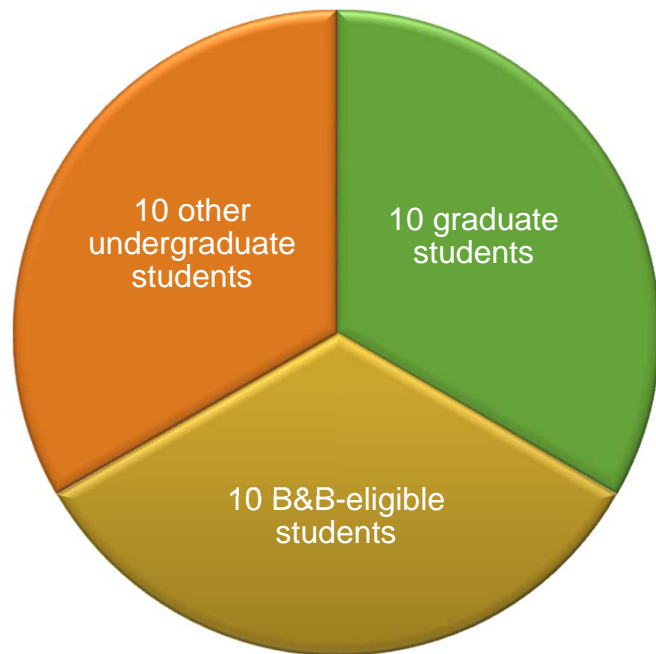
Desktop/laptop



The desktop/laptop view of the NPSAS Student Aid Study interface is shown. The header features the NPSAS logo, the title 'National Postsecondary Student Aid Study', and links for 'HELP' and 'LOG OUT'. The top right corner displays 'STUDY ID: ABCD', 'MODULE_1 - N16ASCHSTR', and a progress bar for '11% Complete'. The main content area contains the question: 'In which month and year did you first attend **The University of Michigan** after completing your high school requirements?'. Below the question are two dropdown menus for 'Month:' and 'Year:', both set to '-Select one-'. At the bottom of the form are 'Previous' and 'Next' navigation buttons.

Student interview: Cognitive/usability testing

30 interviews conducted in summer 2015 using the field test student interview



Administrative Data Matching Overview

Administrative Data

Administrative Data Source	Data Collected
Central Processing System (CPS)	Data from the Free Application for Federal Student Aid (FAFSA) including student and parent demographics, parent's income, and Expected Family Contribution (EFC)
National Student Loan Data System (NSLDS)	Federal loan and Pell grant amounts, dates, and status
National Student Clearinghouse (NSC)	Enrollment dates and intensity; class level; major; degree earned from participating institutions
The College Board	SAT scores and questionnaire data
ACT	ACT scores and questionnaire data

Intersection of the sources...

Item summary: Demographic data cross-over items

Demographic Data Elements
Date of birth
Marital status
Gender
Race
Citizenship
Military status

Item summary: Enrollment data cross-over items

Enrollment Data Elements

High school completion type and date

Date began at NPSAS institution

Degree program

Months attended NPSAS and enrollment intensity

Year or class level

Major

GPA

Took remedial courses

Primary Financial Aid Data Sources

Data Element	National Student Loan Data System (NSLDS)	Student records	Student interview
Federal aid (Pell Grants, Direct Loans, etc.)	✓		
State and institution aid		✓	
Private loans		✓	✓
Other grants (veteran's benefits, employer aid, etc.)		✓	✓
Education expenses (student budget and tuition)		✓	
Student characteristics (enrollment intensity, class level)		✓	✓



Key Items: Student Records

Jamie Wescott

NPSAS:16 Student Records

What to expect during this session:

1) Overview of FT student records collection

2) Focus groups with institution staff

3) Key student records items

4) Review of small group discussions

NPSAS:16 Student Records - Collection

Student records were collected from February - June 2015.

Overall response rate = 97%

Institutions were offered three modes: Web, Excel, or CSV

**Web
mode**

19.9%

Key student records data into a web-based data entry application

**Excel
mode**

72.6%

Key or copy/paste data into an Excel spreadsheet template, then upload the completed template

**CSV
mode**

7.5%

Program data files in CSV format using our specifications, then upload the files

NPSAS:16 Student Records - Focus Groups

Round 1 of focus groups were conducted in the summer of 2014.

Participants were recruited from institutions that participated in NPSAS:12 student records.

Participants were divided into four groups based on their institutional sector.

Purpose of the focus groups:

- Review item definitions for clarity
- Discuss strategies for reducing burden on institutions
- Discuss potential changes for NPSAS:16

NPSAS:16 Student Records - Focus Groups

Round 2 of focus groups were conducted in June & July of 2015.

Participants were recruited from institutions that participated in NPSAS:16 FT student records.

Participants were divided into three groups based on their student records response mode: web mode, Excel mode, or CSV mode.

Purpose of the focus groups:

- Assess the usability of the student records instrument
- Review key items for clarity
- Discuss potential changes for full scale

NPSAS:16 Student Records - Focus Groups

Focus groups were conducted via webinar.

The screenshot displays an Adobe Connect webinar interface. At the top, a menu bar includes 'Meeting', 'Layouts', 'Pods', 'Audio', and 'Help'. Below this is a video grid showing five participants: Debra T, Lacey W, Merrill Shugoll, Chris W, and Beth S. Below the video grid is a share window displaying the NPSAS:16 National Center for Education Statistics website. The website has a blue header with the NPSAS logo and navigation links. The main content area shows a form for entering student information, including personal, marital, citizenship, and veteran status. The right sidebar contains a list of attendees (15), a list of hosts (2), a list of presenters (9), and a list of participants (4). The bottom of the screen shows the Windows taskbar with the time 1:08 PM on 7/24/2015.

Key items for discussion...

- Terms
- Program/Degree
- Class Level

NPSAS:16 Student Records – Key Items

Goals for discussing key items in student records:

- ☑ Assess the usefulness of the item.
- ☑ Provide institutions with clear instructions and definitions.
- ☑ Balance the usefulness of the item with the burden placed on institutions providing the data.

Key Item Discussion: Terms

NPSAS:16 Student Records - Terms

TERMS

Enter the name, start date, and end date of each of the terms/enrollment periods (sometimes referred to as payment periods) occurring at your institution between **July 1, 2014** and **June 30, 2015**.

Please include:

- Summer sessions.
- Short sessions longer than one month.
- Terms for special types of students (e.g. medical students).

NOTE: Terms may start prior to July 1, 2014 or end after June 30, 2015, but some portion of the term must occur between July 1, 2014 and June 30, 2015.

If your institution offers continuous enrollment, rather than terms with explicit start and end dates, leave this section blank.

	Term Number	Term Name	Start Date	End Date	
	1	Fall 2014	08/10/2014	12/07/2014	REMOVE
	2	Spring 2015	01/15/2015	05/04/2015	REMOVE
	3	Summer 2015	05/15/2015	06/19/2015	REMOVE

ADD TERM

Later, you will be asked to indicate each sampled student's enrollment status (e.g. full-time, half-time) during each of the terms you provide above. If you do not provide term information on this page, you will later be asked to indicate each sampled student's enrollment status during each of the twelve months occurring between July 1, 2014 and June 30, 2015.

NPSAS:16 Student Records - Terms

TERMS

Enter the name, start date, and end date of each of the terms/enrollment periods (sometimes referred to as payment periods) occurring at your institution between **July 1, 2014** and **June 30, 2015**.

Please include:

- Summer sessions.
- Short sessions longer than one month.
- Terms for special types of students (e.g., medical students).

If your institution offers continuous enrol,ment, rather than terms with explicit start and end dates, leave this section blank.

NPSAS:16 Student Records - Terms

Question posed to focus group participants:

“Does your institution have terms that you wouldn’t provide based on these instructions?”

Focus group feedback:

Some institutions have short terms (e.g., January term, May term) that they wouldn’t provide because they are shorter than one month.

Some institutions report “mini sessions” as one term when they occur within the same payment period.

NPSAS:16 Student Records - Terms

Focus group feedback:

Focus Group (Sharing) - Adobe Connect

Meeting Layouts Pods Audio

Video (5)

Share - Shugoll IT

Logout

333001 EXAMPLE COLLEGE

Home About FAQs Contact Paperwork Reduction Act Info Task Menu Welcome to the NCES Postsecondary Data Portal

TERMS

Enter the name, start date, and end date of each of the terms/enrollment periods (sometimes referred to as payment periods) occurring at your institution between **July 1, 2014** and **June 30, 2015**.

Please include:

- Summer sessions.
- Short sessions longer than one month.
- Terms for special types of students (e.g. medical students).

NOTE: Terms may start prior to July 1, 2014 or end after June 30, 2015, but some portion of the term must occur between July 1, 2014 and June 30, 2015.

If your institution offers continuous enrollment, rather than terms with explicit start and end dates, leave this section blank.

Term Number	Term Name	Start Date	End Date
<input type="button" value="ADD TERM"/>			

Later, you will be asked to indicate each sampled student's enrollment status (e.g. full-time, half-time) during each of the terms you provide above. If you do not provide term information on this page, you will later be asked to indicate each sampled student's enrollment status during each of the twelve months occurring between July 1, 2014 and June 30, 2015.

COURSE CREDIT

Attendees (15)

- Shugoll Research
 - Hosts (2)
 - Shugoll IT
 - Shugoll Research
 - Presenters (9)
 - Jamie Wescott
 - Merrill Shugoll
 - observer@shugollresearch.com
 - observer@shugollresearch.com 2
 - observer@shugollresearch.com 3
 - observer@shugollresearch.com 4
 - Shugoll Observer
 - Shugoll Observer 2
 - Traci_W
 - Participants (4)
 - Beth S.
 - Chris W.
 - Debra T.
 - Lacey W.

Back Room Chat (Everyone)

Traci_W: Hi Jamie!

Jamie Wescott: Hello!

Merrill Shugoll: Cara cancelled and the others are MIA. We haven't been able to reach them today.

Everyone

12:34 PM 7/14/2015

Small group discussion: Terms



15 minutes!

- 1) Is it analytically useful to collect enrollment for short sessions? e.g., “Maymester,” January term
- 2) Should we reduce the “one month” threshold?
- 3) What guidance should we provide to schools about which terms to *exclude*? e.g., “short sessions longer than *three weeks*?”
- 3) Other?

Key Item Discussion: Program/Degree

NPSAS:16 Student Records - Program/Degree Item

DEGREE PROGRAM AND PROGRESS

Program/Degree ⓘ	Select ▼
Class Level ⓘ	Select
Expected to Complete Degree Re	Enrolled in undergraduate courses, not in a degree program
	Undergraduate certificate or diploma (occupational or technical program)
	Associate's degree
	Bachelor's degree
	Enrolled in graduate courses, not in a degree program
	Post-baccalaureate certificate program
	Dual bachelor's/master's degree
	Master's degree program
	Post-master's certificate
	Doctoral degree - research/scholarship
	Doctoral degree - professional practice
	Doctoral degree - other
	Unknown

NPSAS:16 Student Records - Program/Degree Item

Current instrument only collects one degree program.

Help text guidance for multiple programs:

"If the student was enrolled in more than one program during the academic year selected, *enter the highest degree program.*"

Questions from institutions:

How to report students with two programs at the same level (PhD/MD, MD/JD, or PhD/JD)?

Focus group institutions were asked to consider a hypothetical scenario in which NPSAS collected *primary* and *secondary* degree program.

NPSAS:16 Student Records - Program/Degree Item

Questions posed to focus group participants:

"For students that are enrolled in two programs...

- How would your institution report primary and secondary program?*
- How would you determine which degree to report as primary?"*

Focus group feedback:

Not all institutions allow students to pursue multiple degree programs.

At institutions that do allow dual degree enrollment, many of their systems already have designations for primary and secondary degree.

Focus group participants were not aware of how primary/secondary designations were made.

NPSAS:16 Student Records - Degree

Focus group feedback:

The screenshot displays an Adobe Connect video conference window titled "Focus Group (Sharing) - Adobe Connect". The interface includes a top menu bar with "Meeting", "Layouts", "Pods", and "Audio". Below the menu is a "Video (9)" section showing a grid of nine participant video feeds. The participants are labeled as Merrill Shugoll, Alan S, James B, Brianna M, Cindy S, Elizabeth O, and Lavetta A. To the right of the video grid is an "Attendees (19)" list, which is categorized into "Hosts (2)", "Presenters (1)", and "Participants (16)". The "Participants" list includes names such as Alan S, Brianna M, Cindy S, Elizabeth O, Elizabeth O 2, James B, Lavetta A, Mihir, Ramesh M, Shugoll Observer, and Shugoll Observer 2. Below the video grid is a "Share - Shugoll IT" section, which contains a "Degree Program Options" list. The list includes: "Enrolled in undergraduate courses, not in a degree program", "Undergraduate certificate or diploma (occupational or technical program)", "Associate's degree", "Bachelor's degree", "Enrolled in graduate courses, not in a degree program", "Post-baccalaureate certificate program", "Dual bachelor's/master's degree", "Master's degree", "Post-master's degree", "Doctoral degree - research/scholarship", "Doctoral degree - professional practice", and "Doctoral degree - other". To the right of the share section is a "Notes 5" section, which contains the text: "Brianna, can you please enable your webcam?" and "if you need help, please call". The bottom of the window shows a taskbar with icons for "Select Participant...", "Focus Group (Sha...", and a system clock indicating 3:11 PM on 6/22/2015.

Focus Group (Sharing) - Adobe Connect

Meeting Layouts Pods Audio

Video (9)

Merrill Shugoll Alan S James B Brianna M Cindy S Elizabeth O Lavetta A

Attendees (19)

Shugoll Research

Hosts (2)

Shugoll IT Shugoll Research

Presenters (1)

Merrill Shugoll

Participants (16)

Alan S Brianna M Cindy S Elizabeth O Elizabeth O 2 James B Lavetta A Mihir Ramesh M Shugoll Observer Shugoll Observer 2

Share - Shugoll IT

Degree Program Options

- Enrolled in undergraduate courses, not in a degree program
- Undergraduate certificate or diploma (occupational or technical program)
- Associate's degree
- Bachelor's degree
- Enrolled in graduate courses, not in a degree program
- Post-baccalaureate certificate program
- Dual bachelor's/master's degree
- Master's degree
- Post-master's degree
- Doctoral degree - research/scholarship
- Doctoral degree - professional practice
- Doctoral degree - other

Notes 5

Brianna, can you please enable your webcam?

if you need help, please call

Select Participant... Focus Group (Sha... 3:11 PM 6/22/2015

Small group discussion: Program/Degree



15 minutes!

- 1) Is it analytically useful to collect a second degree program?
- 2) What guidance should we provide to schools to designate primary/secondary program?
- 3) Other?

Key Item Discussion: Class Level

NPSAS:16 Student Records – Class Level Item

DEGREE PROGRAM AND PROGRESS

Program/Degree ⓘ	Select ▼
Class Level ⓘ	Select ▼
Expected to Complete Degree Re	Select

- 1st Year/Freshman
- Sophomore
- Junior
- Senior
- 5th Year or Higher Undergraduate
- Undergraduate (unclassified)
- Student with bachelor's or advanced degree taking undergraduate courses
- 1st year Graduate
- 2nd year Graduate
- 3rd year Graduate
- Beyond 3rd year Graduate
- Graduate (unclassified)
- Unknown

Response option changes from NPSAS:12:

- *Removed reference to 2nd year, 3rd year, etc. for undergraduates*
- *Added Graduate (unclassified)*

NPSAS:16 Student Records – Class Level Item

DEGREE PROGRAM AND PROGRESS

Program/D	CLASS LEVEL
Class Level	Enter the student's class level during his or her last term at [NPSAS] between July 1, 2014 and June 30, 2015. If class level was used to determine financial aid eligibility, report that class level for this item. Otherwise, report the class level as defined by your institution. Institutions typically define class level based on the number of earned credits.
Expected to	

An example of a commonly used classification:

- 0-29 earned credit hours for first-year/freshman
- 30-59 earned credit hours for sophomore
- 60-89 earned credit hours for junior
- 90+ earned credit hours for senior.

Help text changes from NPSAS:12:

- *Added guidance for financial aid class level*
- *Added credit hour guidelines for undergraduates*

NPSAS:16 Student Records – Class Level Item

Questions posed to focus group participants:

- *How easy or difficult was it to map students' class levels onto these options?*
- *Did institutions use the credit hour guidelines to classify students?*

Focus group feedback:

Institutions used help text guidance (financial aid class level and credit hour thresholds) to classify undergraduates.

Institutions have difficulty providing class level for graduate students.

NPSAS:16 Student Records – Class Level

Focus group feedback:

The screenshot displays an Adobe Connect meeting window titled "Focus Group (Sharing) - Adobe Connect". The interface includes a top menu bar with "Meeting", "Layouts", "Pods", "Audio", and "Help". Below the menu is a "Video (9)" section showing a grid of nine video feeds. The feeds are labeled with names: Merrill Shugoll, James B, Alan S, Mihir, and Cindy S. The "Share" section below the video feeds shows a document titled "Class Level Options" with a bulleted list of student categories. The "Attendees (19)" panel on the right lists participants, including Shugoll IT, Shugoll Research, Merrill Shugoll, and various students. The "Notes" panel at the bottom right contains a note about enabling a webcam. The Windows taskbar at the bottom shows the system clock as 3:17 PM on 6/22/2015.

Class Level Options

- First-year/Freshman
- Sophomore
- Junior
- Senior
- 5th year or higher undergraduate
- Undergraduate (unclassified)
- Student with bachelor's or advanced degree taking undergraduate courses
- 1st year Graduate
- 2nd year Graduate
- 3rd year Graduate
- Beyond 3rd year Graduate
- Graduate (unclassified)

NPSAS:16 Student Records – Class Level Item

Results from NPSAS:16 FT student records:

- ☐ 1st year graduate *1.6% of all students*
- ☐ 2nd year graduate *1.1% of all students*
- ☐ 3rd year graduate *0.5% of all students*
- ☐ Beyond 3rd year graduate *0.3% of all students*
- ☐ Graduate (unclassified) *0.9% of all students*

Options for full scale:

- 1) Provide credit hour guidelines for graduate class levels
- 2) Collect number of credits required for program and number of credits completed
- 3) No changes to item

NPSAS:16 Student Records – Class Level Item

Question posed to focus group participants:

- *How would institutions determine class level for students enrolled in multiple programs?*

Focus group feedback:

There was no general consensus on how institutions would provide class level for multiple programs.

Some institutions would provide the highest class level; other institutions would combine all credits earned for both programs and report that class level.

NPSAS:16 Student Records – Class Level

Focus group feedback:

The screenshot displays an Adobe Connect meeting window titled "Focus Group - Adobe Connect". The interface includes a top toolbar with icons for audio, video, chat, and other functions. The main area is divided into three sections:

- Video (6):** A row of six video thumbnails showing participants. The first two are labeled "Leslie D" and "Terri C". The others are blurred.
- Share - Shugoli IT:** A large white area displaying a document titled "Class Level Options".
- Attendees (18):** A list of participants on the right side of the window.

Class Level Options

- First-year/Freshman
- Sophomore
- Junior
- Senior
- 5th year or higher undergraduate
- Undergraduate (unclassified)
- Student with bachelor's or advanced degree taking undergraduate courses
- 1st year Graduate
- 2nd year Graduate
- 3rd year Graduate
- Beyond 3rd year Graduate
- Graduate (unclassified)

Attendees (18)

- Active Speakers**
- Hosts (2)**
 - Shugoli IT
 - Shugoli Research
- Presenters (11)**
 - Merrill Shugoli
 - observer@shugoliresearch.com
 - observer@shugoliresearch.com 2
 - observer@shugoliresearch.com 3
 - Shugoli Observer
 - Shugoli Observer 2
 - Shugoli Observer 3
 - Shugoli Observer 4
 - Shugoli Observer 5
 - Shugoli Observer 6
 - Shugoli Observer 7
- Participants (5)**
 - Betty A
 - Jennifer D
 - Leslie D
 - Robin M
 - Terri C

Back Room Chat (Everyone)

observer@shugoliresearch.com: Hi Merrill, this is Jamie. I am able to hear you.

Merrill Shugoli: Hi Jamie. We have one more respondent we are expecting. We will be getting started shortly.

Shugoli Observer 4: What is the phone number to call? The audio is not good for me. (Jennifer)

Shugoli Observer 4: As Merrill moves toward and away from the microphone, she is easier/harder to understand.

Shugoli Research: The conference call number is 240-380-1555

Shugoli Research: Dial 4#

Shugoli Research: then 120524#

Shugoli Research: Make sure your phone is on mute

The bottom of the window shows a Windows taskbar with various application icons and a system clock indicating 3:41 PM on 6/23/2015.

Small group discussion: Class Level



15 minutes!

- 1) Is graduate class level analytically useful?
- 2) What guidance can be provided to institutions for determining graduate class level?
- 3) For students enrolled in two programs, should NPSAS collect class level for each program?
- 4) Other?

Large group discussion: Student Records





NPSAS:16

Student Interview Field Test Experiments

Natasha Janson

Key items in this presentation...

- Assessing survey fatigue and measurement error
- Instrument experiments

Assessing survey fatigue & measurement error in the NPSAS:16 field test

Assessing survey fatigue & measurement error

Fictitious loan items

N16CASNOW – Module 1

Do you approve or disapprove of the AssistNow loan program?

- ☐ Approve
- ☐ Disapprove
- ☐ Don't know

N16CSPNNOW – Module 2

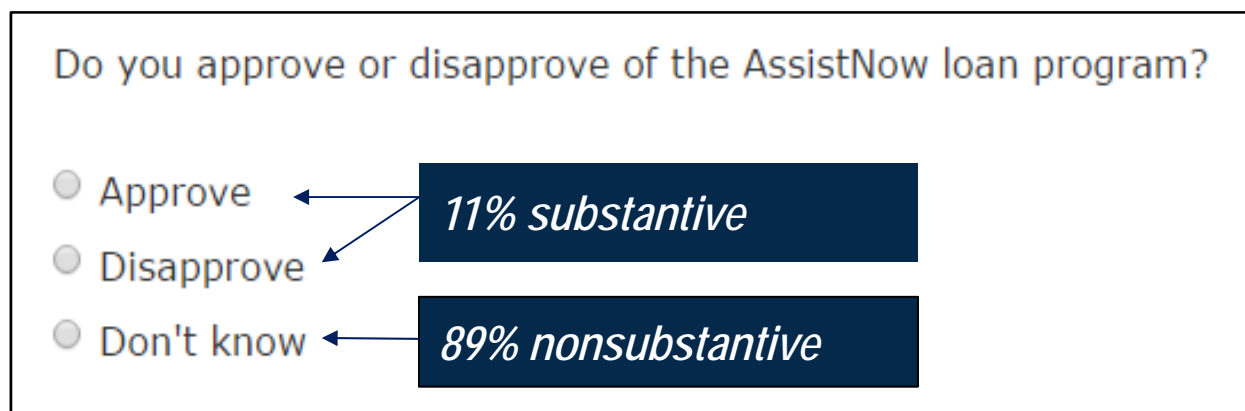
Do you approve or disapprove of the SponsorMeNow loan program?

- ☐ Approve
- ☐ Disapprove
- ☐ Don't know

Assessing survey fatigue & measurement error

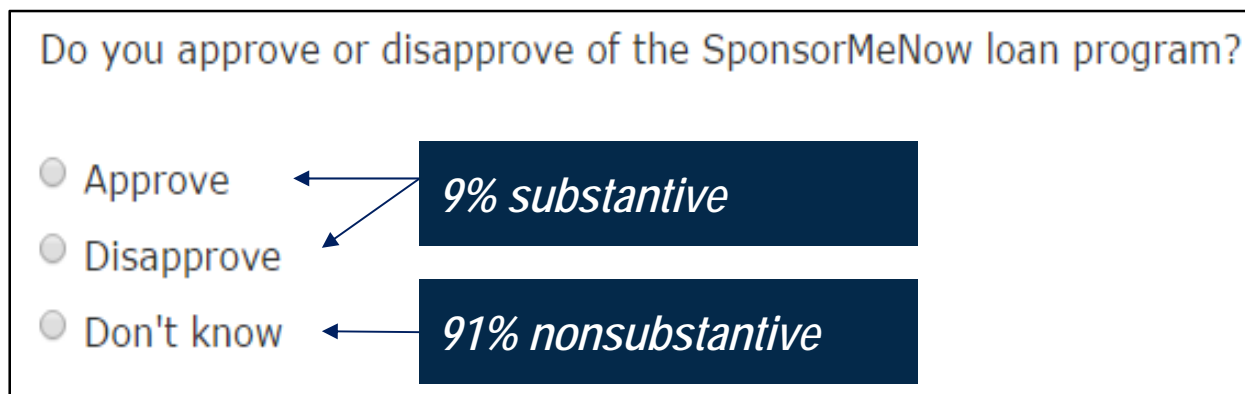
Fictitious loan items

N16CASNOW – Module 1



N16CSPNNOW – Module 2

Substantive responses are significantly less in module 2 ($p < .05$)



Assessing survey fatigue & measurement error

Institution satisfaction (reverse wording items)

N16BACDSATIS

Please use a number from 1 to 5 to respond to the following statement.

I was satisfied with my studies at Duke University.

- ☐ 1 (Completely disagree)
- ☐ 2 (Somewhat disagree)
- ☐ 3 (Neither disagree nor agree)
- ☐ 4 (Somewhat agree)
- ☐ 5 (Completely agree)

N16BSATISACD

Please use a number from 1 to 5 to respond to the following statement.

Generally, I was unhappy with my studies at Duke University.

- ☐ 1 (Completely disagree)
- ☐ 2 (Somewhat disagree)
- ☐ 3 (Neither disagree nor agree)
- ☐ 4 (Somewhat agree)
- ☐ 5 (Completely agree)

Assessing survey fatigue & measurement error

Institution satisfaction (wording reverse items)

N16BACDSATIS

Please use a number from 1 to 5 to respond to the following statement.

I was satisfied with my studies at Duke University.

- ☐ 1 (Completely disagree)
- ☐ 2 (Somewhat disagree)
- ☐ 3 (Neither disagree nor agree)
- ☐ 4 (Somewhat agree)
- ☐ 5 (Completely agree)

N16BSATISACD

Please use a number from 1 to 5 to respond to the following statement.

Generally, I was unhappy with my studies at Duke University.

- ☐ 1 (Completely disagree)
- ☐ 2 (Somewhat disagree)
- ☐ 3 (Neither disagree nor agree)
- ☐ 4 (Somewhat agree)
- ☐ 5 (Completely agree)

Respondents agree with themselves 83% of the time, thus with this information and evidence from fictitious loan items, we conclude...

Respondents ARE paying attention as they progress through the survey

**Key item for discussion:
Instrument experiments**

What we mean by “experiments”

- To continually collect accurate and reliable survey data, we often experiment with different ways to ask items or topics of interest using randomized samples.
- Three instrument experiments were administered in the field test:
 - AP/IB/College level course-taking in high school
 - Parents’ highest level of education
 - Study abroad (more tomorrow)

High school course-taking: Item development

- In NPSAS:12 we collected information about courses taken in high school using a “grid” with three items on one form

While in high school, did you take any...

	Yes	No
Advanced Placement (AP) courses?	<input type="radio"/>	<input type="radio"/>
International Baccalaureate (IB) courses?	<input type="radio"/>	<input type="radio"/>
College-level courses, not including AP or IB, for which you earned college credit?	<input type="radio"/>	<input type="radio"/>

 Help with this question

Next 

- NPSAS:12 was not constructed for mobile usability
- Grid items generally do not render as well on mobile devices and can
gather missing values

High school course-taking experiment: NPSAS:16 FT

Control group

Undergraduate respondents

Next, we have some questions regarding your education experiences.

While in high school, did you take any...

	Yes	No
<u>Advanced Placement</u> (AP) courses?	<input type="radio"/>	<input type="radio"/>
<u>International Baccalaureate</u> (IB) courses?	<input type="radio"/>	<input type="radio"/>
College-level courses, not including AP or IB, for which you earned college credit?	<input type="radio"/>	<input type="radio"/>

High school course-taking experiment: NPSAS:16 FT

Experimental group

Undergraduate respondents

Next, we have some questions regarding your education experiences.

While in high school, did you take any Advanced Placement (AP) courses?

- ☐ Yes
- ☐ No



While in high school, did you take any International Baccalaureate (IB) courses?

- ☐ Yes
- ☐ No



While in high school, did you take any college-level courses, not including AP or IB, for which you earned college credit?

- ☐ Yes
- ☐ No

High school course-taking experiment

Control group

N16BAP-N16BCOLL

Next, we have some questions regarding your education experiences.

While in high school, did you take any...

	Yes	No
Advanced Placement (AP) courses?	<input type="radio"/>	<input type="radio"/>
International Baccalaureate (IB) courses?	<input type="radio"/>	<input type="radio"/>
College-level courses, not including AP or IB, for which you earned college credit?	<input type="radio"/>	<input type="radio"/>

Rate of missing ranges from 2% – 6%

Experimental group

N16BAPEXP

Next, we have some questions regarding your education experiences.

While in high school, did you take any Advanced Placement (AP) courses?

- ☐ Yes
☐ No



N16BIBEXP

While in high school, did you take any International Baccalaureate (IB) courses?

- ☐ Yes
☐ No



N16BCOLLEXP

While in high school, did you take any college-level courses, not including AP or IB, for which you earned college credit?

- ☐ Yes
☐ No

0% missing for all items!

High school course-taking: Cognitive interview clip

The screenshot shows a digital survey interface for the National Postsecondary Student Aid Study (NPSAS). At the top, the NPSAS logo and the title "National Student Aid Study" are visible. Below the title are links for "HELP" and "LOG OUT". The survey content is presented in a white box with a light blue border. It contains three questions, each with "Yes" and "No" radio button options. The first question is "Advanced Placement (AP) courses?", the second is "International Baccalaureate (IB) courses?", and the third is "College-level courses, not including AP or IB, for which you earned college credit?". At the bottom of the survey box are "Previous" and "Next" navigation buttons.

NPSAS National Student Aid Study

HELP LOG OUT

Advanced Placement (AP) courses?

Yes No

International Baccalaureate (IB) courses?

Yes No

College-level courses, not including AP or IB, for which you earned college credit?

Yes No

Previous Next

High school course-taking: Key takeaways

The field test results show the individual items produced 0% missing responses where the grid produced anywhere from 2% to 6% missing responses.

However...

Cognitive interviews showed us that respondents often preferred the grid to the individual items because it was more clear how the questions were related and, in their opinion, the items could therefore be answered more efficiently.

Small group discussion: High school course-taking



15 minutes!

N16BAP-N16BCOLL and N16BAPEXP-N16BCOLLEXP

- 1) Both item formats have a benefit...which of these is the most important to analysts?
- 2) Is the overall wording in the item (regardless of format) correct?
- 3) Other?

Key Item Discussion: Parents' highest level of education



Parents' education: Item development

Traditional format for collecting this information:

What is the highest level of education your **mother** completed?

- ☐ Did not complete high school
- ☐ High school diploma or equivalent
- ☐ Vocational/technical training
- ☐ Some college but no degree
- ☐ Associate's degree (usually a 2-year degree)
- ☐ Bachelor's degree (usually a 4-year degree)
- ☐ Master's degree or equivalent
- ☐ Professional degree (chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, or veterinary medicine)
- ☐ Doctoral degree (PhD, EdD, etc.)
- ☐ Don't know

What is the highest level of education your **father** completed?

- ☐ Did not complete high school
- ☐ High school diploma or equivalent
- ☐ Vocational/technical training
- ☐ Some college but no degree
- ☐ Associate's degree (usually a 2-year degree)
- ☐ Bachelor's degree (usually a 4-year degree)
- ☐ Master's degree or equivalent
- ☐ Professional degree (chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, or veterinary medicine)
- ☐ Doctoral degree (PhD, EdD, etc.)
- ☐ Don't know

Parents' education: In NPSAS:16 FT we added...

An experiment to test a new format...

Respondents in the control group received the original items...

N16FMOMED

What is the highest level of education your **mother** completed?

- ☐ Did not complete high school
- ☐ High school diploma or equivalent
- ☐ Vocational/technical training
- ☐ Some college but no degree
- ☐ Associate's degree (usually a 2-year degree)
- ☐ Bachelor's degree (usually a 4-year degree)
- ☐ Master's degree or equivalent
- ☐ Professional degree (chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, or veterinary medicine)
- ☐ Doctoral degree (PhD, EdD, etc.)
- ☐ Don't know

2.3% - Don't know

0.2% - Missing

N16FDADED

What is the highest level of education your **father** completed?

- ☐ Did not complete high school
- ☐ High school diploma or equivalent
- ☐ Vocational/technical training
- ☐ Some college but no degree
- ☐ Associate's degree (usually a 2-year degree)
- ☐ Bachelor's degree (usually a 4-year degree)
- ☐ Master's degree or equivalent
- ☐ Professional degree (chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, or veterinary medicine)
- ☐ Doctoral degree (PhD, EdD, etc.)
- ☐ Don't know

6.2% - Don't know

0.2% - Missing

Parents' education: In NPSAS:16 FT we added...

- A new experimental set of items was added to reflect the FAFSA's "Parent 1" and "Parent 2" wording.
- It is especially important to remain consistent with the FAFSA as these student interview items are our only source of parent education for "non-aided" students.

- 2013-14 FAFSA

Some states and colleges offer aid based on the level of schooling your parents completed.

24. Highest school your father completed	Middle school/Jr. high	<input type="radio"/> 1	High school	<input type="radio"/> 2	College or beyond	<input type="radio"/> 3	Other/unknown	<input type="radio"/> 4
25. Highest school your mother completed	Middle school/Jr. high	<input type="radio"/> 1	High school	<input type="radio"/> 2	College or beyond	<input type="radio"/> 3	Other/unknown	<input type="radio"/> 4

- 2014-15 FAFSA

Some states and colleges offer aid based on the level of schooling your parents completed.

24. Highest school completed by Parent 1	Middle school/Jr. high	<input type="radio"/> 1	High school	<input type="radio"/> 2	College or beyond	<input type="radio"/> 3	Other/unknown	<input type="radio"/> 4
25. Highest school completed by Parent 2	Middle school/Jr. high	<input type="radio"/> 1	High school	<input type="radio"/> 2	College or beyond	<input type="radio"/> 3	Other/unknown	<input type="radio"/> 4

Parents' education: In NPSAS:16 FT we added...

Respondents in the experimental group first were asked...

N16FPARGATE

Now, we have some questions about the highest level of education your parents completed.

Please tell us who you would like us to refer to as **Parent 1**:

-Please select-

Please tell us who you would like us to refer to as **Parent 2**:

-Please select-

-Please select-
Mother

Father

Stepmother

Stepfather

Other female guardian

Other male guardian

Not applicable

Next >

Parents' education: In NPSAS:16 FT we added...

Most common parent selections on new gate form:

Parent selection	Percent	N
Mother and Father	92.7	1117
Mother only	3.4	41
Mother and Stepfather	2.0	24
Some other combination	1.4	17
No parent selected	0.5	6
Total	100.0	1205

Parents' education: In NPSAS:16 FT we added...

N16FPAR1GATE

Did your **mother** (Parent 1) complete a college degree?

- ☒ Yes
- ☐ No
- ☐ Don't know

If "Yes"

N16FPAR1YES

What is the highest level of education your **mother** (Parent 1) completed?

- ☐ Undergraduate certificate or diploma (usually less than 2 years), including those leading to a certification or license (example: cosmetology)
- ☐ Associate's degree (usually a 2-year degree)
- ☐ Bachelor's degree (usually a 4-year degree)
- ☒ Graduate degree

If "Graduate degree"

N16FPAR1GRAD

Thanks. Was this degree a...

- ☐ Master's degree or equivalent
- ☐ Professional degree (chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, or veterinary medicine)
- ☐ Doctoral degree (PhD, EdD, etc.)

Parents' education: In NPSAS:16 FT we added...

N16FPAR1GATE

Did your **mother** (Parent 1) complete a college degree?

- ☐ Yes
- ☒ No
- ☐ Don't know

If "No"

N16FPAR1NO

What is the highest level of education your **mother** (Parent 1) completed?

- ☐ Did not complete high school
- ☐ High school diploma or equivalent
- ☐ Some college but no degree
- ☐ Undergraduate certificate or diploma (usually less than 2 years), including those leading to a certification or license (example: cosmetology)

*SET REPEATS FOR PARENT 2
(IF SELECTED)*

Parents' education: NPSAS:16 FT results

- Subset the experimental group to those who selected *Mother & Father* (93%, N=1,117)
- No significant differences in reporting on *Mother's* highest education
- For *Father's highest* education significant differences between the two groups:

Response type	Original	Experimental
Education level specified	93.6%	97.1%
Don't know	6.2%	2.5%
Missing	0.2%	0.4%

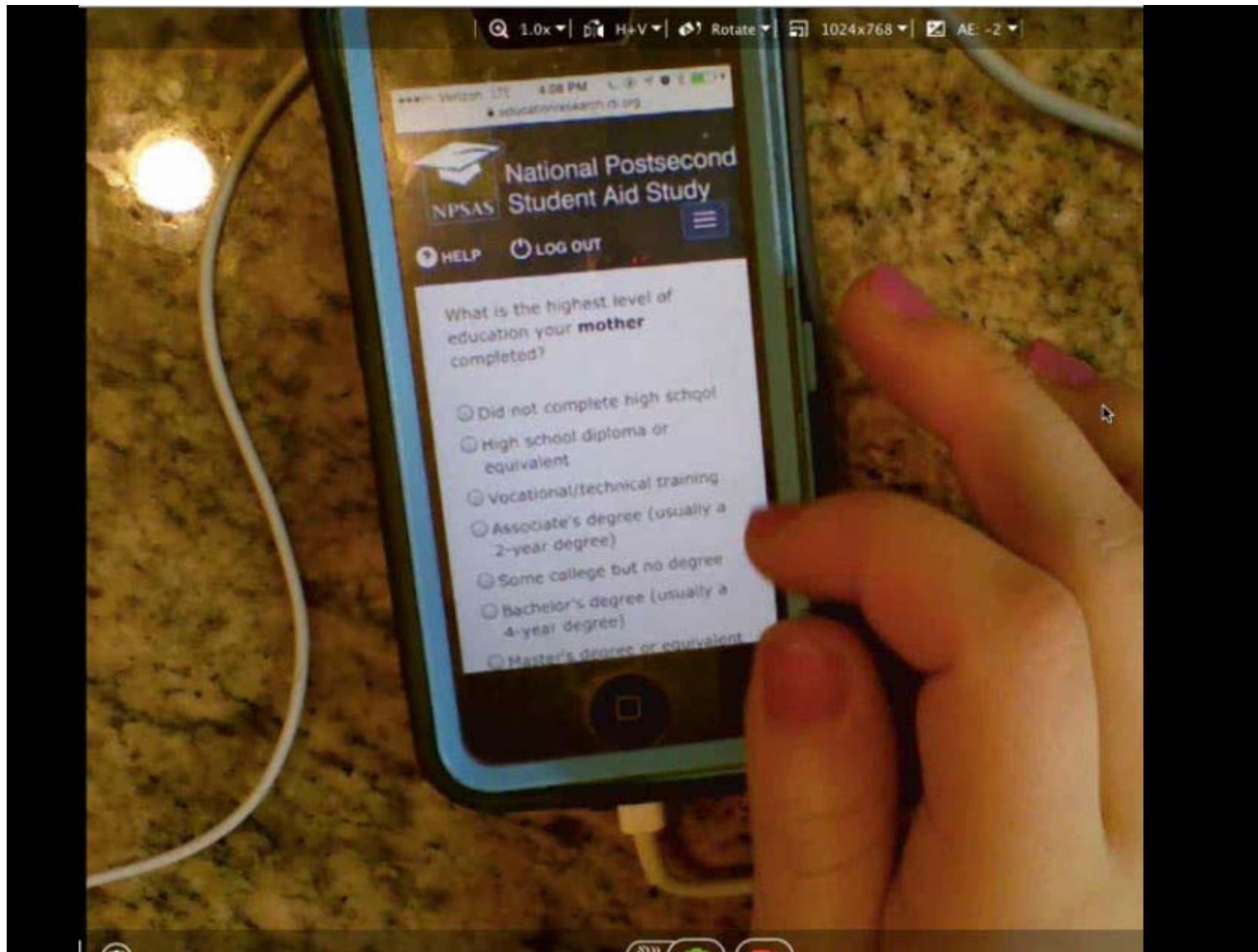
$\text{chi2}(2) = 19.8527 \text{ (p} < .01)$

But the new set is taking longer to complete:

ORIGINAL – 18.42 seconds

EXPERIMENTAL – 40.63 seconds

Parents' education: Cognitive interview clip



Parents' education: Key takeaways

The new set of items aligns more closely with the FAFSA in allowing respondents to report on parents 1 and 2, which they can choose.

Respondents who actively select mother and father as their parents are less likely to provide indeterminate answers (don't know and missing), in comparison to control group respondents who were forced to report on their mother and father.

Cognitive interviews revealed some respondents feel strange assigning parent 1 and parent 2 designations, as they indicate it feels they are assigning values to their parents in order of favorite.

Small group discussion: Parents' education



15 minutes!

N16FMOMED/N16FDADED and N16FPAR1-N16FPAR2NO

- 1) Can the two item sets be combined? Are they separately analytically useful?
- 2) Other?

Large group discussion





NPSAS:16 Key Items Review

Financial Aid

Natasha Janson

Key items in this presentation...

- Financial literacy
- Loan repayment plans

Key Item Discussion: Financial literacy



Financial literacy: Item development

- Primarily because student loan borrowing is at an all-time high... interest in the topic of “financial literacy” expressed during 2014 TRPs
- In constructing student survey items...need to define what we care about under the guise of “financial literacy”

Financial literacy: Item development

Though not included in the field test, 6 items added to the 2015 cognitive interviews that have been tested in other surveys, and considered effective in measuring certain facets of financial literacy:

3 items: General knowledge of finance concepts (the “test-y” questions)

1 item: Knowledge of federal student loan collection

2 items: Measures of financial fragility of respondents

Financial literacy: Item development

General knowledge of finance concepts

Lusardi and Mitchell designed a set of questions piloted in national surveys in the United States before being added to the:

- 2009 FINRA Investor Education Foundation National Financial Capability Survey, which covers a representative sample of the U.S. population
- Survey of Consumer Finances

Financial literacy: Item development

General knowledge of finance concepts

Basic concepts covered in the Lusardi and Mitchell items:

- (i) numeracy and an understanding of interest rates and interest compounding;
- (ii) an understanding of inflation; and
- (iii) an understanding of risk diversification.

Financial literacy: Knowledge of general finance

Understanding of inflation

Imagine that the interest rate on your savings account was 1% per year and inflation was 2% per year. After 1 year, how much would you be able to buy with the money in this account?

- ☐ More than today
- ☐ Exactly the same
- ☐ Less than today

Understanding of interest rate

Suppose you had \$100 in a savings account and the interest was 2% per year. After 5 years, how much do you think you would have in the account if you left the money to grow?

- ☐ More than \$102
- ☐ Exactly \$102
- ☐ Less than \$102

Understanding of risk diversification

Please tell me whether this statement is true or false:

Buying a single company's stock usually provides a safer return than a stock mutual fund.

- ☐ True
- ☐ False
- ☐ Don't know

Respondents given a simple score from 1-3 for correct answers

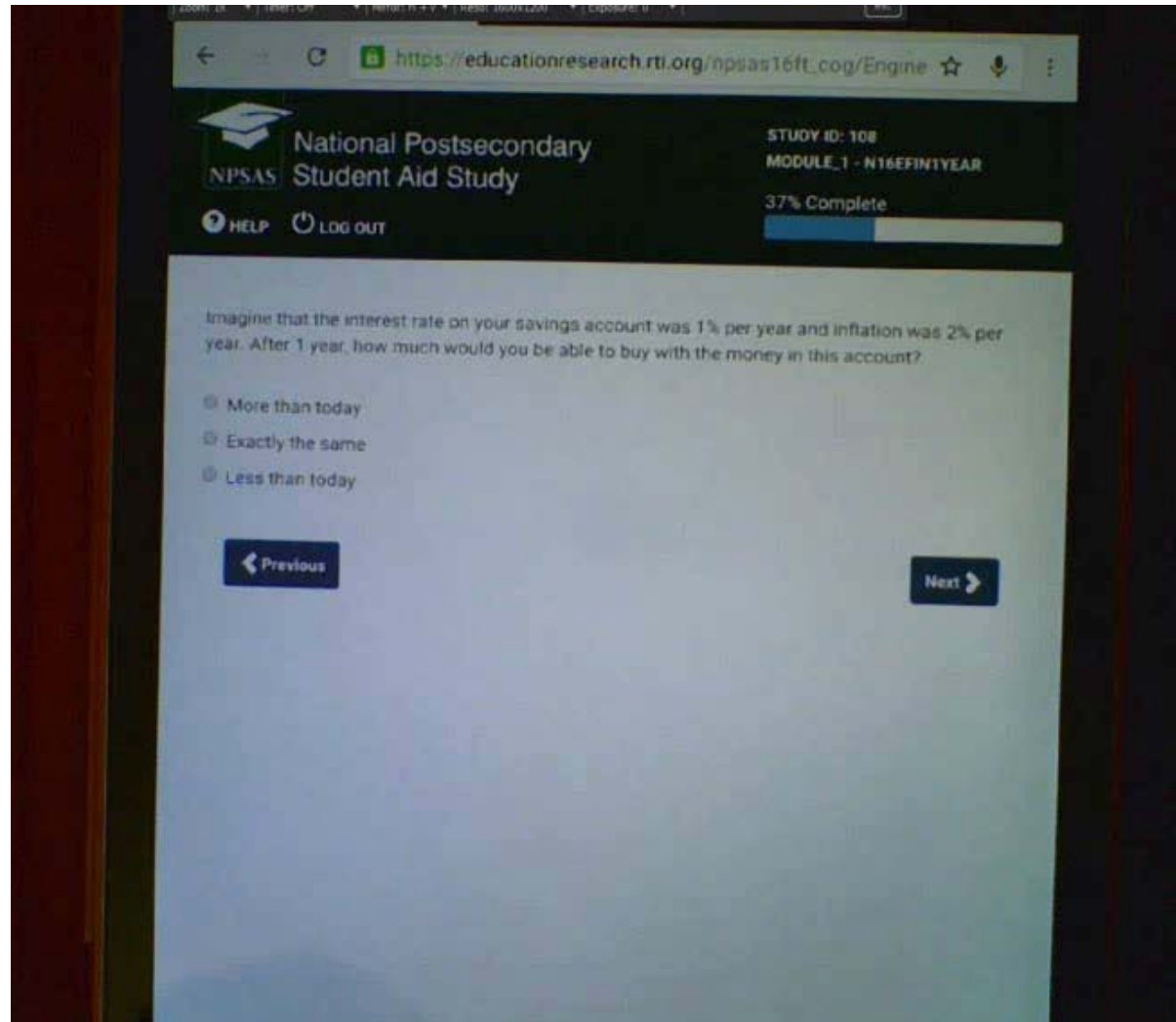
N16EFIN1YEAR

Imagine that the interest rate on your savings account was 1% per year and inflation was 2% per year. After 1 year, how much would you be able to buy with the money in this account?

- ☐ More than today
- ☐ Exactly the same
- ☐ Less than today

Less than today

N16EFIN1YEAR: Cognitive interview clip



N16EFIN1YEAR

Suppose you had \$100 in a savings account and the interest was 2% per year. After 5 years, how much do you think you would have in the account if you left the money to grow?

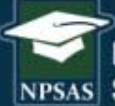
- ☒ More than \$102 *More than \$102*
- ☐ Exactly \$102
- ☐ Less than \$102

N16EFIN5YEAR: Cognitive interview clip

The screenshot shows a web browser window with the URL https://educationresearch.rti.org/npsas16ft_cog/Engine.aspx. The browser's address bar and bookmarks are visible at the top. The page header is dark blue and contains the NPSAS logo (a graduation cap) and the text "National Postsecondary Student Aid Study". To the right of the header, it displays "STUDY ID: 115", "MODULE_1 - N16EFIN5YEAR", and a progress bar indicating "38% Complete". Below the header, there are links for "HELP" and "LOG OUT". The main content area is white and contains a question: "Suppose you had \$100 in a savings account and the interest was 2% per year. After 5 years, how much do you think you would have in the account if you left the money to grow?". Below the question are three radio button options: "More than \$102", "Exactly \$102", and "Less than \$102". At the bottom of the question area, there are two blue buttons: "Previous" with a left arrow and "Next" with a right arrow. A mouse cursor is visible near the "Next" button.

https://educationresearch.rti.org/npsas16ft_cog/Engine.aspx

★ Bookmarks | Cooking | school | shopping | drawing | wedding | Citation Generator | m | Example of a 4 West | Other Book

 National Postsecondary Student Aid Study

STUDY ID: 115
MODULE_1 - N16EFIN5YEAR
38% Complete

HELP LOG OUT

Suppose you had \$100 in a savings account and the interest was 2% per year. After 5 years, how much do you think you would have in the account if you left the money to grow?

☐ More than \$102
☐ Exactly \$102
☐ Less than \$102

Previous Next

Please tell me whether this statement is true or false:

Buying a single company's stock usually provides a safer return than a stock mutual fund.

- ☒ True
- ☐ False *False*
- ☐ Don't know

N16EFINSTOCK: Cognitive interview clip

The screenshot shows a web browser window with the NPSAS Student Aid Study interface. The browser tabs include 'ADL Mail' and 'NPSAS18.FT'. The page header features the NPSAS logo (a graduation cap) and the text 'National Postsecondary Student Aid Study'. To the right of the header, it displays 'STUDY ID: 107', 'MODULE 1 - N16EFINSTOCK', and a progress bar indicating '38% Complete'. Below the header, there are links for 'HELP' and 'LOG OUT'. The main content area contains a question: 'Please tell me whether this statement is true or false: Buying a single company's stock usually provides a safer return than a stock mutual fund.' Below the question are three radio button options: 'True', 'False', and 'Don't know'. At the bottom of the question area, there are two buttons: 'Previous' with a left arrow and 'Next' with a right arrow.

ADL Mail

NPSAS18.FT

NPSAS National Postsecondary Student Aid Study

STUDY ID: 107
MODULE 1 - N16EFINSTOCK
38% Complete

HELP LOG OUT

Please tell me whether this statement is true or false:

Buying a single company's stock usually provides a safer return than a stock mutual fund.

☐ True
☐ False
☐ Don't know

Previous Next

Financial literacy: Item development

Knowledge of federal student loan collection

We used a question tested in the Federal Reserve Bank of New York's Survey of Consumer Expectations (SCE)*, which:

“gauged the extent to which U.S. household heads understand the dangers of failing to repay student debt”

Source of quotes and percentages:

**Zafar, Bleemer, Brown, and Wilbert van der Klaauw (2014).
What Americans (Don't) Know about Student Loan Collections.*

Financial literacy: Item development

Knowledge of federal student loan collection

- SCE results revealed...

“That U.S. households have a poor understanding of the implications of being delinquent on student loans.”

- And that...

“The level of student loan literacy is higher for individuals with a college degree and those who themselves have taken out a student loan, but even among these groups less than half of the respondents understand all of the consequences of failing to repay a student loan.”

Source of quotes and percentages:

**Zafar, Bleemer, Brown, and Wilbert van der Klaauw (2014).
What Americans (Don't) Know about Student Loan Collections.*

If a borrower is unable to repay their federal student loan, what steps can the government take to collect the debt?

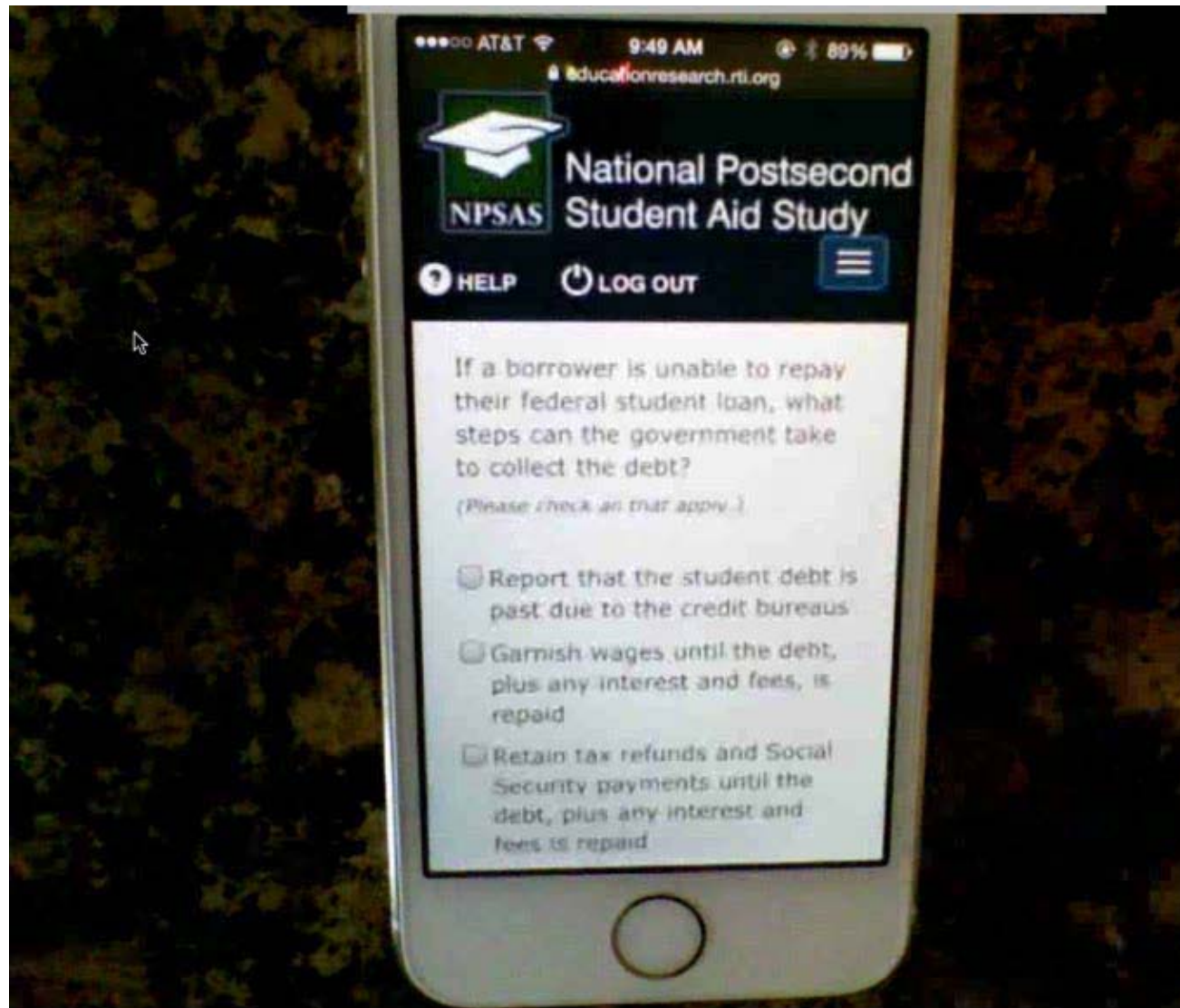
(Please check all that apply.)

- ☐ Report that the student debt is past due to the credit bureaus
- ☐ Garnish wages until the debt, plus any interest and fees, is repaid
- ☐ Retain tax refunds and Social Security payments until the debt, plus any interest and fees is repaid

All answers are true!

In the SCE, only 28% of respondents chose all three responses and less than half thought any one of the single items was a possibility.

N16CFEDACT: Cognitive interview clip



Financial literacy: Item development

Measures of financial fragility of respondents

We cognitive tested a recommended item from a Strategic Business Insights (SBI) survey:

If your household somehow were to get an extra unexpected \$25,000 in the next few weeks, what would it do with the money?

(Please check all that apply.)

- ☐ Spend it on something the household wants or needs
- ☐ Pay off some household debts
- ☐ Put it in savings or investments
- ☐ Donate it to family or charity
- ☐ Other

Financial literacy: Item development

Measures of financial fragility of respondents

...and another item from the FINRA annual survey on Financial Capability:

How confident are you that you could come up with \$2,000 if an unexpected need arose within the next month?

- ☐ I am certain I could come up with the full \$2,000
- ☐ I could probably come up with \$2,000
- ☐ I could probably not come up with \$2,000
- ☐ I am certain I could not come up with \$2,000

How confident are you that you could come up with \$2,000 if an unexpected need arose within the next month?

- ☐ I am certain I could come up with the full \$2,000
- ☐ I could probably come up with \$2,000
- ☐ I could probably not come up with \$2,000
- ☐ I am certain I could not come up with \$2,000

N16EFIN2000: Cognitive interview clips

The screenshot shows a web browser window with the URL `https://educationresearch.rti.org/npsas16ft_cog/Engine.aspx`. The page header for the "National Postsecondary Student Aid Study" includes a logo, the text "NPSAS National Postsecondary Student Aid Study", and links for "HELP" and "LOG OUT". On the right, it displays "STUDY ID: 111", "MODULE_1 - N16EFIN2000", and a progress bar at "36% Complete".

The main content area contains the following text and options:

How confident are you that you could come up with \$2,000 if an unexpected need arose within the next month?

- ☐ I am certain I could come up with the full \$2,000
- ☐ I could probably come up with \$2,000
- ☐ I could probably not come up with \$2,000
- ☐ I am certain I could not come up with \$2,000

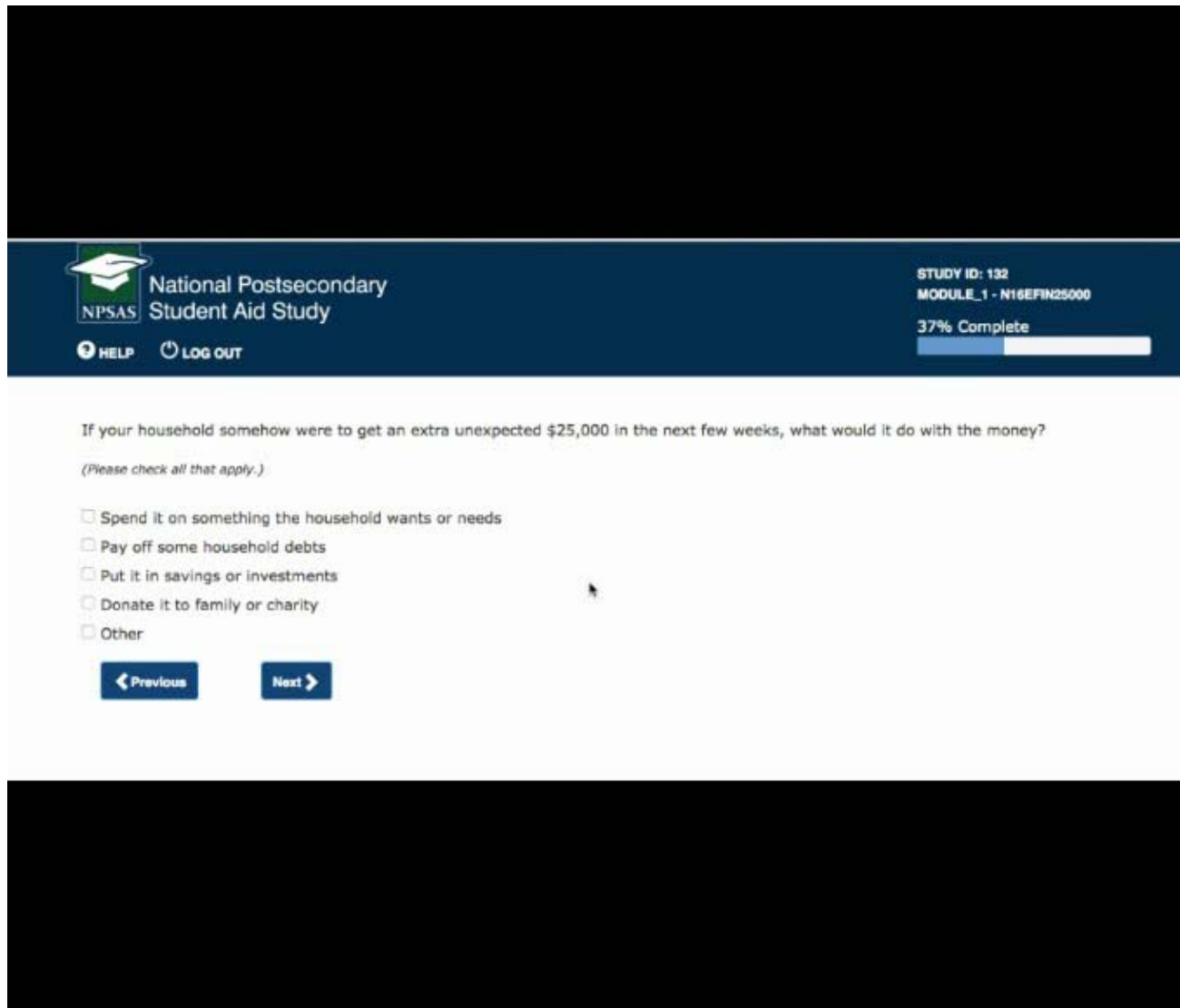
At the bottom of the question area are two buttons: "Previous" (with a left arrow) and "Next" (with a right arrow).

If your household somehow were to get an extra unexpected \$25,000 in the next few weeks, what would it do with the money?

(Please check all that apply.)

- ☒ Spend it on something the household wants or needs
- ☐ Pay off some household debts
- ☐ Put it in savings or investments
- ☐ Donate it to family or charity
- ☐ Other

N16EFIN25000: Cognitive interview clip



The screenshot displays the NPSAS Student Aid Study interface. At the top, a dark blue header bar contains the NPSAS logo (a graduation cap) and the text "National Postsecondary Student Aid Study". To the right of the logo, it says "STUDY ID: 132", "MODULE_1 - N16EFIN25000", and "37% Complete" with a progress bar. Below the header, there are links for "HELP" and "LOG OUT". The main content area is white and contains a survey question: "If your household somehow were to get an extra unexpected \$25,000 in the next few weeks, what would it do with the money?" followed by the instruction "(Please check all that apply.)". Below this, there are five checkbox options: "Spend it on something the household wants or needs", "Pay off some household debts", "Put it in savings or investments", "Donate it to family or charity", and "Other". At the bottom of the question area, there are two blue buttons: "Previous" with a left arrow and "Next" with a right arrow.

NPSAS National Postsecondary Student Aid Study

STUDY ID: 132
MODULE_1 - N16EFIN25000
37% Complete

HELP LOG OUT

If your household somehow were to get an extra unexpected \$25,000 in the next few weeks, what would it do with the money?
(Please check all that apply.)

☐ Spend it on something the household wants or needs
☐ Pay off some household debts
☐ Put it in savings or investments
☐ Donate it to family or charity
☐ Other

Previous Next

Financial literacy items: Key takeaways

Cognitive respondents expressed that some of these items came off as test-like which caused some negative feelings towards the questions.

Some respondents also felt that these items were out of place in a survey that focused on factual and experiential information about their postsecondary education.

Respondents had differing understanding of what the questions were actually about (e.g., morals vs. financial stability), which seemed to affect how they answered.

Financial literacy items: Plans for NPSAS:16 FS?

General knowledge of finance concepts items:

Imagine that the interest rate on your savings account was 1% per year and inflation was 2% per year. After 1 year, how much would you be able to buy with the money in this account?

- ☐ More than today
- ☐ Exactly the same
- ☐ Less than today

Suppose you had \$100 in a savings account and the interest was 2% per year. After 5 years, how much do you think you would have in the account if you left the money to grow?

- ☐ More than \$102
- ☐ Exactly \$102
- ☐ Less than \$102

Please tell me whether this statement is true or false:

Buying a single company's stock usually provides a safer return than a stock mutual fund.

- ☐ True
- ☐ False
- ☐ Don't know

Financial literacy items: Plans for NPSAS:16 FS...?

Knowledge of federal student loan collection item:

If a borrower is unable to repay their federal student loan, what steps can the government take to collect the debt?

(Please check all that apply.)

- ☐ Report that the student debt is past due to the credit bureaus
- ☐ Garnish wages until the debt, plus any interest and fees, is repaid
- ☐ Retain tax refunds and Social Security payments until the debt, plus any interest and fees is repaid

Financial literacy items: Plans for NPSAS:16 FS...?

Financial fragility items:

How confident are you that you could come up with \$2,000 if an unexpected need arose within the next month?

- ☐ I am certain I could come up with the full \$2,000
- ☐ I could probably come up with \$2,000
- ☐ I could probably not come up with \$2,000
- ☐ I am certain I could not come up with \$2,000

If your household somehow were to get an extra unexpected \$25,000 in the next few weeks, what would it do with the money?

(Please check all that apply.)

- ☐ Spend it on something the household wants or needs
- ☐ Pay off some household debts
- ☐ Put it in savings or investments
- ☐ Donate it to family or charity
- ☐ Other

Small group discussion: Financial literacy items



15 minutes!

N16EFIN1YEAR-N16EFIN25000

- 1) What do we mean/care about regarding “financial literacy”?
- 2) What, if any, is the right set of questions to include in the full scale student interview, particularly given constraints of burden?
- 3) Other?

Key Item Discussion: Loan repayment plans



Loan repayment plans: Item development

- Primarily because student loan borrowing is at an all-time high... concern over the topic of “loan repayment options” expressed during 2014 TRPs
- Two important programs mentioned:

Income-based repayment plans

Loan forgiveness programs

NPSAS:16 FT: Added loan repayment strategy items

Respondents who had outstanding loans...

In thinking about repaying your student loans, have you heard of any...

		Yes	No
Income-based repayment plans	55%	<input checked="" type="radio"/>	<input type="radio"/>
Loan forgiveness programs (e.g., Teacher Loan Forgiveness, Public Service Loan Forgiveness, etc.)	59%	<input checked="" type="radio"/>	<input type="radio"/>

NPSAS:16 FT: Added loan repayment strategy items

B&B-eligible respondents who said yes to previous items

N16CUSEIBR

What is the likelihood that you will use any income-based repayment plans to repay your student loans? Are you...

- Very unlikely 12%
- Somewhat unlikely 11%
- Neither unlikely nor likely 18%
- Somewhat likely 24%
- Very likely 33%

N16CUSELFP

What is the likelihood that you will use any loan forgiveness programs to repay your student loans? Are you...

- Very unlikely 16%
- Somewhat unlikely 11%
- Neither unlikely nor likely 23%
- Somewhat likely 23%
- Very likely 24%

Loan repayment: Cognitive interview clips

We have no particularly illuminating clips!

...because in our cognitive interviews, respondents simply answered these questions with little difficulty or fanfare.



Small group discussion: Loan repayment plans

15 minutes!

N16CPAYSTIBR-N16CUSELFP

- 1) Have we asked the proper loan repayment question(s) and in the right way?
- 2) Are these items analytically useful?
- 3) Other?

Large group discussion

Key items – Financial aid





Key Items: Education Experiences

Natasha Janson

Key items for discussion...

- Online course-taking
- Remedial course-taking
- Study abroad

Key Item Discussion: Online Course-taking



Online course-taking: Item development

- NPSAS:12 items:

Were all, some, or none of the classes you took at NC State in the 2011-2012 school year taught...

	All	Some	None
Only online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When you last attended NC State during the 2011-2012 school year, was your entire undergraduate classes program online?

- ☐ Yes
☐ No

- Four years later...revisited meaning and importance of “online” courses/education

NPSAS:16 FT online items: Retained from NPSAS:12...

All respondents received...

N16BALLONLIN

In the 2014-2015 school year, were any of your classes at The University of Michigan taught entirely online?

☒ Yes

31% said Yes

☐ No

Among those who said Yes...

N16BONLINEP

When you last attended The University of Michigan during the 2014-2015 school year, was your entire program online?

☐ Yes

17% said Yes

☐ No

NPSAS:16 FT: New online components items

All respondents except those whose entire degree program is online received...

N16BPRTONLIN

In the 2014-2015 school year, were any of your classes at The University of Michigan conducted partially online?

(Partially online courses include some in-person components and students also access some of their instruction over the Internet.)

☒ Yes

☐ No

(Partially online courses include some in-person components and students also access some of their instruction over the Internet.)

If Yes...

NPSAS:16 FT: New online components items

N16BONLEXAM-N16BOTHONL

Which of the following components of these classes were conducted online?

(Please check all that apply.)

- ☐ Lectures or presentations
- ☐ Orientation or first day of class
- ☐ Discussions (e.g., e-board postings or live chat)
- ☐ Homework or problem sets
- ☐ Exams or quizzes
- ☐ Other

- Lectures or presentations
- Orientation or first day of class
- Discussions (e.g., e-board postings or live chat)
- Homework or problem sets
- Exams or quizzes
- Other

Online components items: NPSAS:16 FT results

In the 2014-2015 school year, were any of your classes at The University of Michigan conducted partially online?

(Partially online courses include some in-person components and students also access some of their instruction over the Internet.)

- ☒ Yes **42% said Yes**
- ☐ No

Among those who said Yes...

Which of the following components of these classes were conducted online?

(Please check all that apply.)

- ☒ Lectures or presentations **47%**
- ☒ Orientation or first day of class **18%**
- ☒ Discussions (e.g., e-board postings or live chat) **75%**
- ☒ Homework or problem sets **84%**
- ☒ Exams or quizzes **70%**
- ☒ Other **5%**

NPSAS:16 FT: Examples of “other” online components

Which of the following components of these classes were conducted online?

(Please check all that apply.)

- ☐ Lectures or presentations
- ☐ Orientation or first day of class
- ☐ Discussions (e.g., e-board postings or live chat)
- ☐ Homework or problem sets
- ☐ Exams or quizzes
- ☐ Other

Examples of “Other” text strings

Scan in lesson plans
syllabus, assignments, links
groupwork
Papers
Readings
daily journals, lesson plans
projects
Seminars

N16PRTONLIN

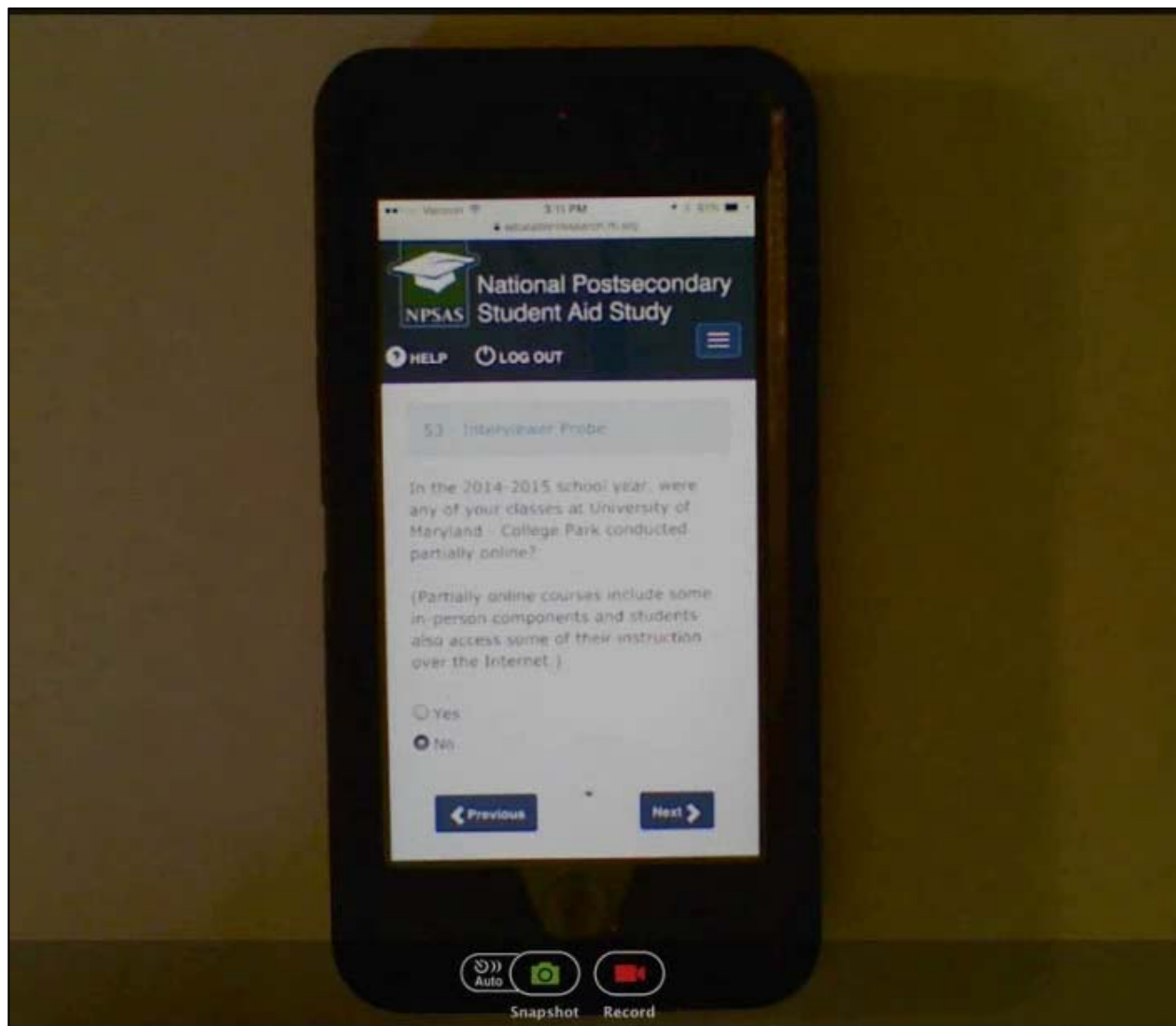
In the 2014-2015 school year, were any of your classes at [NPSAS institution] conducted partially online?

(Partially-online courses include some in-person components and students also access some of their instruction over the Internet.)

☒ Yes

☐ No

N16PRTONLIN: Cognitive interview clips



Online course-taking: Key takeaways

Based upon FT data, less than 50% of students indicate they have participated in a “partially online” course.

And...

FT data revealed that the following components were more frequently conducted online:

- *Homework or problem sets*
- *Discussions*
- *Exams or quizzes*

However...

Cognitive testing respondents’ interpretation of “partially online” courses varied and most of these respondents agreed that the description of “partially online” was too vague for them to answer definitively, and that there was some version of “online” in almost every kind of course.

Small group discussion: Online course-taking



15 minutes!

N16BALLONLIN-N16BOTHONL

- 1) Can we decide upon a definition of “online”?
- 2) Is the new set of online items analytically useful? If so, what are recommendations for improving upon them?
- 3) Other?

Key Item Discussion: Remedial course-taking



Remedial course-taking: Item development

Remedial course-taking in NPSAS:12

Since you completed high school have you taken any remedial or developmental courses to improve your basic skills in English, math, reading, or writing?

(Remedial or developmental courses are used to strengthen your skills before you take your first college-level course in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.)

- ☒ Yes
☐ No

(Remedial or developmental courses are used to strengthen your skills before you take your first college-level course in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.)

Remedial course-taking: Item development

NPSAS:12 items:

Since you completed high school have you taken any remedial or developmental courses to improve your basic skills in English, math, reading, or writing?

(Remedial or developmental courses are used to strengthen your skills before you take your first college-level course in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.)

- ☒ Yes
☐ No

Among those who said Yes...

Did you take any remedial or developmental courses during the 2011-2012 school year?

- ☒ Yes
☐ No

Among those who said Yes...

In the 2011-2012 school year, how many times did you take remedial or developmental courses in each of the following subjects

	Never	One time	Two times	Three or more times
English?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Remedial course-taking: NPSAS:12 FS Results

National Center for Education Statistics PowerStats

Remedial courses: took in 2011-12 by Class level.

	No (%)	Yes (%)	Total
Estimates			
Total	88.2	11.8	100%
Class level			
1st year undergraduate	80.3	19.7	100%
2nd year undergraduate	90.4	9.6	100%
3rd year undergraduate	95.7	4.3	100%
4th year undergraduate	98.2	1.8	100%

The names of the variables used in this table are: UGLVL1 and REMETOOK.

The weight variable used in this table is WTA000.

Source: U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study (NPSAS:12).

Computation by NCES PowerStats on 7/24/2015.

Versus...

Based on transcript data, we have evidence to indicate that the rates of remedial course-taking in NPSAS is under-reported; this statistic is a widely used one.

NPSAS:16 FT: Retained from NPSAS:12...

Percentages based upon first year undergraduate students...

Remedial or developmental courses are used to strengthen your skills in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.

Since you completed your high school requirements have you taken any remedial or developmental courses to improve your basic skills in English, math, reading, or writing?

- ☒ Yes
☐ No

28% said Yes

Among those who said Yes...

Did you take any remedial or developmental courses during the 2014-2015 school year?

- ☒ Yes
☐ No

52% said Yes (which represents 16% of all first year undergraduate students)

Among those who said Yes...

In the 2014-2015 school year, how many times did you take remedial or developmental courses in each of the following subjects ...

	Not this year	One time this year	More than one time this year
Math?	7%	58%	34%
Reading and/or writing? (Do not include English as a Second Language courses)	48%	45%	3%

Remedial course-taking: Item development

New items for NPSAS:16 field test asked of first-year students:

- Replaced the term “remedial” with a list of math and reading courses
- Specific courses were predetermined to be remedial based upon transcript data
- When we weren’t sure if a course was “remedial”, we asked if the respondent took the course for credit (if “no”...considered remedial course-taking)

The goal of the above items is not to identify a specific course that a student took; but rather to properly code a remedial course as such – especially given the introduction of policies to remove “remedial” courses from curriculum in some jurisdictions.

Remedial course-taking: New NPSAS:16 math items

First year undergraduate students received gate question...

1. N16BMATHNUM

How many math courses have you taken since July 2014?

course(s)

Number of math courses	Percent
Missing	1%
0	47%
1	30%
2	18%
3 or more	4%

Those who had taken 1 or more math courses (52% of first year students) received a secondary gate question...

2. N16BMATHREM

Since July 2014, have you taken any basic or developmental algebra or mathematics courses?

☒ Yes

56%

☐ No

Considered "remedial" and out of series

Remedial course-taking: New NPSAS:16 math items

2. N16BMATHREM

Since July 2014, have you taken any basic or developmental algebra or mathematics courses?

☐ Yes

☒ No

44% said No

3. N16BASMATH – N16BOTHMATH

Among those who said No...

Since July 2014, have you taken any of the following courses? Please select the titles of any courses that seem closely related to the ones you have taken.

(Please check all that apply.)

☐ Arithmetic or Basic Mathematics 15%

☐ Fundamentals of Algebra and/or Fundamentals of Mathematics 11%

★ ☒ Beginning/Intermediate Algebra or Beginning/Intermediate Mathematics 17%

★ ☒ Introduction to Algebra 9%

★ ☐ College Algebra 26%

☐ Pre-calculus 11%

☐ Calculus or Calculus-based course 13%

★ ☐ Other 26%

If selected course which was unclear whether "remedial"...

4. N16BBEGMTRQ

Do any of the following courses fulfill a general education requirement and/or a degree requirement?

	Yes	No
Beginning/Intermediate Algebra or Beginning/Intermediate Mathematics	<input checked="" type="radio"/>	<input type="radio"/>
Introduction to Algebra	<input type="radio"/>	<input checked="" type="radio"/>

Remedial course-taking: New NPSAS:16 reading items

First year undergraduate students received gate question...

1. N16BREADNUM

How many English, reading, writing, or literature courses have you taken since July 2014?

course(s)

Number of reading courses	Percent
Missing	1%
0	42%
1	30%
2	24%
3 or more	4%

Among those who had taken 1 or more reading courses (58% of first year students)...

2. N16BREADREM

Since July 2014, have you taken any basic or developmental English, writing, or reading courses?

- ☒ Yes
- ☐ No

51% said Yes

Considered "remedial" and out of series

Remedial course-taking: New NPSAS:16 reading items

2. N16BREADREM

Since July 2014, have you taken any basic or developmental English, writing, or reading courses?

☐ Yes

☒ No **49% said No**

3. N16BESL – N16BOTHREAD

Among those who said No...

Since July 2014, have you taken any of the following courses? Please select the titles of any courses that seem closely related to the ones you have taken.

(Please check all that apply.)

☐ English as a second language or ESL **0%**

★ ☐ Basic Writing Skills or Basic Composition Skills **9%**

★ ☐ College Reading **7%**

★ ☐ Foundations of Writing, Foundations of English, or Foundations of Reading **7%**

★ ☐ Introduction to Writing or Composition **29%**

★ ☐ College Composition **30%**

☐ Introduction to Literature **16%**

★ ☐ Other **21%**

4. N16BBASWRTRQ



If selected course which was unclear whether “remedial”...

Do any of the following courses fulfill a general education requirement and/or a degree requirement?

	Yes	No
Basic Writing Skills or Basic Composition Skills	<input checked="" type="radio"/>	<input type="radio"/>
College Reading	<input type="radio"/>	<input checked="" type="radio"/>

NPSAS:16 FT: Examples of “other” classes provided

- Math Other Specify Strings

Other Math Courses
Business Math, Accounting
Elementary methods for school teachers
Geometry
Pharmacology
Statistics
Trigonometry
Remedial Mathematics

- Reading Other Specify Strings

Other Reading Courses
Class to increase writing level
Classical Backgrounds
College Writing and College Writing II
Composition II
ENG 101
Feminist Literature
History of Books
Noetics
Oral communications
Public Speaking
Writing and Literature

Comparing the two remedial item sets

We can compare the rates of remedial taking, as reported by respondents who answered both sets of items:

Of first year undergraduates...

Set retained from N:12

16% reported
taking remedial
courses in the
NPSAS year



Did you take any remedial or
developmental courses during the
2014-2015 school year?

☒ Yes

☐ No

New math/reading set

47% reported
taking remedial
courses in the
NPSAS year



How many math courses have you
taken since July 2014?

1

course(s)

N16B REMEMBER

Remedial or developmental courses are used to strengthen your skills in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.

Since you completed your high school requirements have you taken any remedial or developmental courses to improve your basic skills in English, math, reading, or writing?

☒ Yes

☐ No

N16BREMEVR: Cognitive testing feedback

The screenshot shows a web browser window with the URL https://educationresearch.rti.org/npsas16ft_cog/Engine.aspx. The browser's address bar and a row of application icons are visible at the top. Below the browser, a dark blue header bar contains the NPSAS logo (a graduation cap) and the text "National Postsecondary Student Aid Study". To the right of the logo are links for "HELP" and "LOG OUT". Further right, the header displays "STUDY ID: 132", "MODULE_2 - N16BREMEVR", and a progress indicator showing "51% Complete" with a blue bar.

The main content area is white and contains the following text:

Remedial or developmental courses are used to strengthen your skills in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.

Since you completed your high school requirements and through June 30, 2015, did you take any remedial or developmental courses to improve your basic skills in English, math, reading, or writing?

Below the question are two radio button options:

- ☐ Yes
- ☐ No

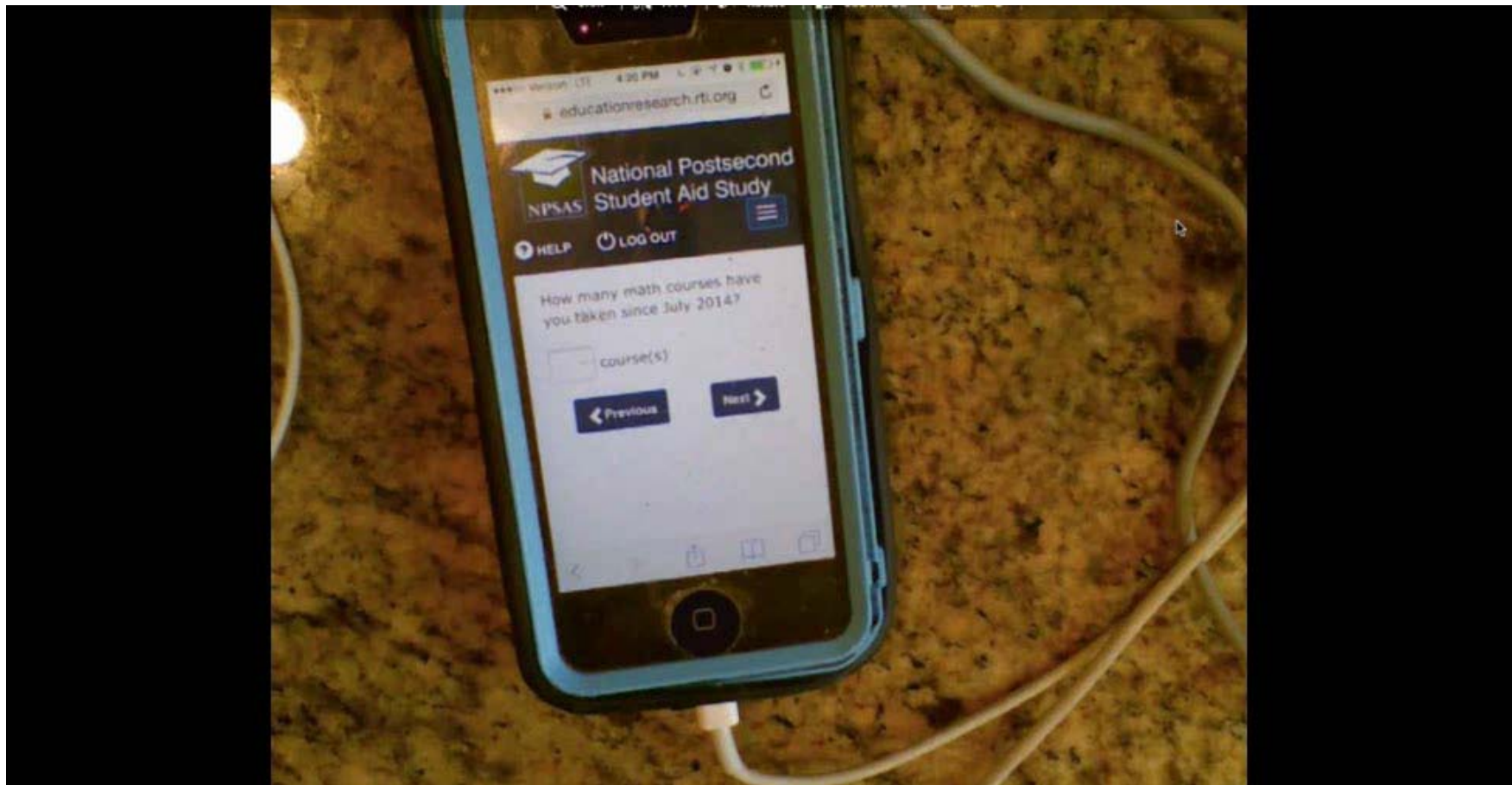
At the bottom of the form are two blue buttons: "Previous" with a left arrow and "Next" with a right arrow.

N16BMATHREM

Since July 2014, have you taken any basic or developmental algebra or mathematics courses?

- ☒ Yes
- ☐ No

N16BMATHREM: Cognitive interview clip



Remedial course-taking: Key takeaways...

Based upon FT data, the new items show a higher reporting of remedial courses for first year undergraduates in comparison to the items retained from NPSAS:12: 47% were recorded as remedial with the new set; vs. 16% of respondents indicated taking remedial courses with the old set of questions.

Telephone interviewers reported that some respondents were unclear on how to interpret “remedial” on the items retained from NPSAS:12.

Telephone interviewers also reported that for the new items, respondents had difficulties fitting their courses into the pre-selected course titles in the list when course names were not identical.

Cognitive testing respondents’ were confused by the “basic/developmental” items for both math/reading courses and answered the items inconsistently both from other cog respondents and within the set of math/reading items themselves.

Small group discussion: Remedial course-taking



15 minutes!

N16BREMEVER-N16BOTHDRDQ

- 1) If we retain the NPSAS:12 set of items, can we improve upon the definition of “remedial”?
- 2) If we keep the new set, how can we improve upon them?
- 3) Other?

Key Item Discussion: Study abroad



Study abroad: Item development

Re-introduced study abroad items from NPSAS:08 due

During your undergraduate education at North Carolina State University, did you ever study abroad?

- ☐ Yes
- ☐ No

How long did you study abroad?

(Please enter a number and indicate the unit of time.)

- ☐ Year(s)
- ☐ Term(s) or Semester(s)
- ☐ Month(s)
- ☐ Week(s)

Study abroad: New NPSAS:16 items

N16BSABEVR

All respondents (except those studying abroad the entire NPSAS year) received...

During your undergraduate education, have you ever studied abroad?

- ☒ Yes **8% said Yes**
- ☐ No

N16BSABCONT1 & N16BASACOUNA

Among those who said Yes...

1. On which continent did you last study abroad?

Select One ▼

2. In which country did you last study abroad?

Select One ▼

23% of data missing/unusable

Or...

N16BASACOUNB

In which country did you last study abroad?

(enter country)

11% of data missing/unusable

Where did students study abroad?

Dropdowns

Study abroad: Continent	N	Percent
Africa	4	3.4
Asia	13	11.0
Australia/Oceania	4	3.4
Europe	44	37.3
North America	17	14.4
South America	8	6.8
Other	3	2.5
Missing	25	21.2
Total	118	100.0

Textbox

Examples of Countries Provided
5 COUNTRIES IN EUROPE OVER WINTER
ALBANIA
ARGENTINA
AUSTRALIA
BELIZE
BELIZE, PANAMA
RUSSIA
RUSSIAN FEDERATION
SCANDINAVIA, U.K., RUSSIA, POLAND
SCOTLAND
SEMESTER AT SEA
SOUTH AFRICA

Study abroad: New NPSAS:16 items

N16BSALENAMT - N16BSALENTIM

How long did you study abroad in France?

(enter amount of time)

- ☒ Year(s)
- ☐ Term(s) or Semester(s)
- ☐ Month(s)
- ☐ Week(s)

Please Confirm

If longer than 1 year, received...

You indicated you studied abroad for 2 years. Is this correct?

Change answer

Keep answer and continue

Length of Time	Mean	Min	Max
Years	6.53	1	25
Terms or Semesters	1.03	1	2
Months	3.09	1	9
Weeks	3.66	1	14


~10 respondents indicated more than one year studied abroad; 5 indicated five or more years studied abroad

Study abroad: Cognitive interview clips

The screenshot shows a web browser window with the address bar displaying `https://educationresearch.rti.org/npsas16ft_cog/Engine.aspx`. The page header is dark blue and contains the NPSAS logo (a graduation cap) and the text "National Postsecondary Student Aid Study". To the right of the logo, it says "STUDY ID: 111" and "MODULE_2 - N16BSABEVR". Below the header, there are links for "HELP" and "LOG OUT". A progress bar indicates "61% Complete". The main content area is white and contains the question: "During your **undergraduate** education, did you ever study abroad?". There are two radio button options: "Yes" and "No". The "No" option is selected. At the bottom of the form, there are two blue buttons: "Previous" with a left arrow and "Next" with a right arrow.

NPSAS16:FT

https://educationresearch.rti.org/npsas16ft_cog/Engine.aspx

 National Postsecondary Student Aid Study

STUDY ID: 111
MODULE_2 - N16BSABEVR

61% Complete

HELP LOG OUT

During your **undergraduate** education, did you ever study abroad?

☐ Yes

☒ No

Previous Next

Study abroad: Key takeaways

Based upon FT data, both the textbox and dropdowns produce missingness and/or unusable data, 11% vs. 23%.

Based upon FT data, most students are studying abroad in European countries.

Telephone interviewers reported that finding countries in the dropdowns could be difficult, especially when the respondent was unsure of which continent the country was in.

Versus...

Cognitive testing respondents reported that the dropdowns were easy to navigate and that they preferred them because it ensured an extra level of accuracy by removing spelling errors and eliminating reporting of more than one country.

Small group discussion: Study abroad



15 minutes!

N16BSABEVER-N16BSALENTIM

- 1) Is study abroad an important enough topic to reintroduce into NPSAS:16? If yes, what are the main questions to ask, bearing in mind survey burden? Do we need to adjust the length of time studied abroad item wording?
- 2) Both item formats have benefits. Which of these is most important?

3) Other?

Large group discussion: Key items—Education Experiences





Key Items: B&B Cohort

Natasha Janson

Plan for NPSAS:16:

- Identify potential B&B-eligible respondents:
 - Respondents who completed or plan to complete a bachelor's degree during the NPSAS year.
- Collect basic information about experiences at NPSAS and plans for the future so these can be compared with outcomes in the longitudinal study.

Plan for first follow-up, B&B:16/17:

- Confirm B&B eligibility
- Collect data primarily on:
 - Post-baccalaureate employment and teaching
 - Post-baccalaureate education enrollment/plans

Key B&B items for discussion...

- High-impact undergraduate activities
- Reasons for not applying to graduate school

Key Item Discussion: High-impact undergraduate activities



High-impact activities: Item development

High-impact undergraduate activities are those that:

“educational research suggests increase rates of student retention and student engagement”

The National Survey of Student Engagement (NSSE) survey collects information on the following items considered to be “high-impact”:

**Internships
Leadership in a student organization
Learning communities
Student/faculty research
Culminating senior experience
Study abroad**

*Source of quote:
George Kuh (2008).

High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter.

High-impact activities: Item development

NSSE item (current as of 2015):

Which of the following have you done or do you plan to do before you graduate?				
	Done or in progress	Plan to do	Do not plan to do	Have not decided
Participate in an internship, co-op, field experience, student teaching, or clinical placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold a formal leadership role in a student organization or group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a faculty member on a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Revisions to item in NPSAS:16 field test:

Which of the following have you done or do you plan to do before you graduate?				
	Done or in progress	Plan to do	Do not plan to do	Have not decided
Participate in an internship, co-op, field experience, student teaching, or clinical placement	<input type="radio"/>	Changed to Yes/No	<input type="radio"/>	<input type="radio"/>
Hold a formal leadership role in a student organization or group	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a faculty member on a research project ← Reworded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

And...

High-impact activities: NPSAS:16 FT results

N16BIMPRSRCH – N16BIMPLRN

Have you participated in any of the following as part of your undergraduate education?

	Yes	No
Research project with a faculty member outside of course or program requirements	<input type="radio"/>	<input type="radio"/>
Learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>
Program in which you were mentored	<input type="radio"/>	<input type="radio"/>
Community-based project as part of a regular course (for example, service learning)	<input type="radio"/>	<input type="radio"/>
Culminating senior experience, such as capstone course, senior project or thesis, or comprehensive exam	<input type="radio"/>	<input type="radio"/>

Added

We decreased the number of items overall by one, attempted to simplify some item language, and collapsed the response options.

High-impact activities: NPSAS:16 FT results

N16BIMPRSRCH – N16BIMPLRN

Have you participated in any of the following as part of your undergraduate education?

	Yes	No
Research project with a faculty member outside of course or program requirements	<input type="radio"/>	67%
Learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	62%
Program in which you were mentored	<input type="radio"/>	53%
Community-based project as part of a regular course (for example, service learning)	<input type="radio"/>	51%
Culminating senior experience, such as capstone course, senior project or thesis, or comprehensive exam	72%	<input type="radio"/>


No items had more than 2% missing

N16BIMPACT

Have you participated in any of the following as part of your undergraduate education?

	Yes	No
Research project with a faculty member outside of course or program requirements	<input type="radio"/>	<input type="radio"/>
Learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>
Program in which you were mentored	<input type="radio"/>	<input type="radio"/>
Community based project as part of a regular course (for example, service learning)	<input type="radio"/>	<input type="radio"/>
Culminating senior experience, such as capstone course, senior project or thesis, or comprehensive exam	<input type="radio"/>	<input type="radio"/>

N16BIMPACT: Cognitive interview clips

 National Postsecondary
Student Aid Study

STUDY ID: 127
MODULE 2 - N16BIMPACT
60% Complete

HELP LOG OUT

Have you participated in any of the following as part of your undergraduate education?

	Yes	No
Community-based project as part of a regular course (for example, service learning)	<input type="radio"/>	<input type="radio"/>
Culminating senior experience, such as capstone course, senior project or thesis, or comprehensive exam	<input type="radio"/>	<input type="radio"/>
Learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>
Research project with a faculty member outside of course or program requirements	<input type="radio"/>	<input type="radio"/>
Program in which you were mentored	<input type="radio"/>	<input type="radio"/>

[< Previous](#)[Next >](#)

High-impact activities: Key takeaways

This screen took 36 seconds on average for field test respondents to complete.

Field test data shows a relatively even split between “Yes” and “No” on most categories.

And...

The terms “learning communities” and “community based project” were defined differently across cognitive respondents.

Small group discussion: High-impact undergraduate activities



15 minutes!

N16BIMPRSCH-N16BIMPLRN

- 1) Do we need all items currently included? Any items missing?
- 2) Can we rephrase “learning community”? Do we need to rephrase/shorten any other items?
- 3) Other?

Key Item Discussion: Graduate school plans



Graduate school plans: Item development

To establish a baseline on graduate school intentions for the B&B cohort (and compare this with what they actually *do* in B&B), a series of 4 items was included in NPSAS:08:

- Have you applied to graduate school?

If no...

If yes...out of series

- *If no...* Do you plan to apply to graduate school?

If yes...

Why did you decide not to apply to graduate school?

- Why have you postponed applying to graduate school?

Graduate school plans: Item development

For NPSAS:16 FT, to fill out the level of detail, revised to:

- Have you applied to graduate school?

If yes...

- What is the likelihood you will attend graduate school in the next

If no... ? (new)

- ~~Do you plan~~ What is the likelihood you will apply to graduate school within the next 12 months?

Graduate school plans: Item development

For NPSAS:16 FT, to fill out the level of detail, revised to:

If have not already applied to graduate school

~~—Do you plan~~ What is the likelihood you will apply to graduate school within the next 12 months?

If "somewhat unlikely" or "very unlikely"...



- Why did you decide not to apply to graduate school in the next 12

If "somewhat likely" or "very likely"...



- Why haven't you applied to graduate school yet?
- What is the likelihood you will attend graduate school within the next 12 months? (new)

Graduate school plans: Item development

N16BNOGDACD – N16BNOGDOTH

Why have you decided not to apply to graduate school **in the next 12 months**? Was it for...

(Please check all that apply.)

- ☐ Academic reasons (no interest, grades, etc.)
- ☐ Financial reasons (insufficient financial aid, can't afford to go, etc.)
- ☐ Employment reasons (working now, not necessary for current career, etc.)
- ☐ Other

Not applying in the next 12 months

N16BNOGRPACD – N16BNPGRPOTH

Why have you decided not to apply to graduate school yet? Is it for...

(Please check all that apply.)

- ☐ Academic reasons (no interest, grades, etc.)
- ☐ Financial reasons (insufficient financial aid, can't afford to go, etc.)
- ☐ Employment reasons (working now, not necessary for current career, etc.)
- ☐ Other

Has not already, but likely to apply in the next 12 months

Same response options as in NPSAS:08

Graduate school plans: Results

N16BNOGDACD – N16BNOGDOTH (not applying in the next 12 months)

Why have you decided not to apply to graduate school in the next 12 months? Was it for...

(Please check all that apply.)

- ☐ Academic reasons (no interest, grades, etc.) **20%**
- ☐ Financial reasons (insufficient financial aid, can't afford to go, etc.) **43%**
- ☐ Employment reasons (working now, not necessary for current career, etc.) **67%**
- ☐ Other **11%**

Other specify strings	Percent
Burnt out/need a break	19%
Working/gaining job experience	16%
Not interested/don't need it	13%
Family obligations	13%
Other/miscellaneous	39%

Graduate school plans: NPSAS:16 FT results

N16BNOGRPACD – N16BNPGRPOTH (has not already, but likely to apply in the next 12 months)

Why have you decided not to apply to graduate school yet? Is it for...

(Please check all that apply.)

- ☐ Academic reasons (no interest, grades, etc.) **12%**
- ☐ Financial reasons (insufficient financial aid, can't afford to go, etc.) **51%**
- ☐ Employment reasons (working now, not necessary for current career, etc.) **42%**
- ☐ Other **27%**

*Similar responses to the
"other specify" for the
parallel form...*

Other specify strings	Percent
Break from school/gap year	25%
Want to gain experience/employment	25%
Entrance requirements (exams, deadlines)	14%
Family obligations	11%
Undecided (program, school)	11%
Other/miscellaneous	14%

N16BNOGD

Why have you decided not to apply to graduate school in the next 12 months? Was it for...

(Please check all that apply.)

- ☐ Academic reasons (no interest, grades, etc.)
- ☐ Financial reasons (insufficient financial aid, can't afford to go, etc.)
- ☐ Employment reasons (working now, not necessary for current career, etc.)
- ☐ Other

N16BNOGD: Cognitive interview clip

The screenshot shows a web browser window with the URL 'NPSAS18.FT'. The page header includes the NPSAS logo, the title 'National Postsecondary Student Aid Study', and a progress indicator showing '25% Complete'. Below the header, there are links for 'HELP' and 'LOG OUT'. The main content area contains a survey question: 'Why have you decided not to apply to graduate school in the next 12 months? Was it for ...'. Below the question, there is a note '(Please check all that apply.)' and a list of four options, each with a checkbox: 'Financial reasons (insufficient financial aid, can't afford to go, etc.)', 'Employment reasons (working now, not necessary for current career, etc.)', 'Academic reasons (no interest, grades, etc.)', and 'Other'. At the bottom of the form, there are two buttons: 'Previous' and 'Next'.

ADL Mail NPSAS18.FT

NPSAS National Postsecondary Student Aid Study

STUDY ID: 107
MODULE 1 - N16BNOGD
25% Complete

HELP LOG OUT

Why have you decided not to apply to graduate school in the next 12 months? Was it for ...

(Please check all that apply.)

☐ Financial reasons (insufficient financial aid, can't afford to go, etc.)
☐ Employment reasons (working now, not necessary for current career, etc.)
☐ Academic reasons (no interest, grades, etc.)
☐ Other

Previous Next

Graduate school plans: Key takeaways

Field test respondents used the “other specify” option frequently and often entered reasons that seemed the same as options listed.

Cognitive respondents often expressed that the categories provided were vague and that they thought “no interest” should be its own separate category.

Small group discussion: Graduate school plans



15 minutes!

N16BNOGDACD – N16BNOGDOTH and N16BNOGRPACD – N16BNPGRPOTH

- 1) Are the provided categories analytically useful? Do they need to be kept the same across groups?
- 2) Should we create a separate category for “No interest”? Others need separation?
- 3) Other?

Large group discussion: Key items—B&B Cohort





NPSAS publications

David Radwin

Presentation Overview

- Key topics and publication types
- Past years' publications and usage
- Proposed changes to forthcoming publications
 - Content
 - Format
 - Process
- Discussion

Key Topics: Financial Aid

- Source: federal (Title IV and other), state, institutional, private
- Type: grants, loans, work-study, other
- Basis: need-based, merit-based, both, neither

Key Topics: Other

- Tuition, prices, need
- Debt
- Enrollment intensity
- Demographics
- Employment while enrolled
- Online education
- Degree program, field of study
- High school experiences
- Self-reported remedial course taking
- Institutional characteristics

NCES Publication Types

Publication type	Parameters	Notes
First Look	Required. Up to 15 pages of tables and 1 page of selected findings. Receives NewsFlash.	Probably highest profile publication.
Data File Documentation	Required. May receive NewsFlash.	Intended primarily for restricted-use file users. Supersedes methodology report.
Statistics in Brief	Short topical report with simple statistics. Receives NewsFlash. Peer reviewed.	
Web Tables	Brief introduction outlines contents but not findings, followed by tables and occasionally figures. Usually no NewsFlash.	Tend to be more exhaustive than other publication types.
Statistical Analysis Report	May include multivariate analysis. Receives NewsFlash. Peer reviewed.	Not used for NPSAS since NPSAS:04.
Data Point (not in NPSAS contract)	Two pages, 600 words, two figures or one figure and one table. Receives NewsFlash.	Format introduced in 2012 and undergoing revision. Uses NPSAS data and published under different contract.

Selected Findings

Average price of attendance (includes tuition, fees, books, housing, food, transportation, and personal expenses) in 2011–12 (table 1):

- Among all undergraduates in the 2011–12 academic year, the average price of attending a 4-year institution was \$17,900 for public institutions and \$34,400 for private nonprofit institutions. At private for-profit 4-year institutions, the average price of attendance was \$19,400. The price of attendance was \$1,700 higher at public 4-year institutions and \$3,900 higher at private nonprofit 4-year institutions compared with 2007–08, after controlling for inflation.^{5,6}
- The average price of attendance for undergraduate students in 2011–12 was \$8,700 for public 2-year institutions and \$21,100 for private for-profit 2-year institutions.
- Among full-time, full-year undergraduates, the average price of attending 4-year institutions in the 2011–12 academic year was \$23,200 for public institutions and \$43,500 for private nonprofit institutions.

Average net price (price of attendance minus all grant aid) in 2011–12 (table 2):

- The average net price for undergraduates during the 2011–12 academic year to attend a 4-year institution was \$14,300 for a public institution and \$23,000 for a private nonprofit institution. At private for-profit 4-year institutions, the average net price was \$16,600. Public 4-year institutions had a net price that was \$1,100 higher in 2011–12 than in 2007–08, after controlling for inflation.
- The average net price for undergraduate students in 2011–12 was \$7,100 for public 2-year institutions and \$18,600 for for-profit 2-year institutions. The net price at public 2-year institutions was \$700 higher in 2011–12 than in the 2007–08 academic year, after controlling for inflation.
- Among full-time, full-year undergraduate students in the 2011–12 academic year, the average net price was \$18,000 at public 4-year institutions and \$27,900 at private nonprofit 4-year institutions.

Average out-of-pocket net price (price of attendance minus all financial aid) in 2011–12 (table 3):

- The average out-of-pocket net price that undergraduates needed to pay in the 2011–12 academic year (i.e., the amount that students had to pay after all financial aid was applied) to attend a 4-year institution was \$9,600 for public institutions and \$15,000 for private nonprofit institutions. At private for-profit 4-year institutions, the average price of attendance was \$9,000. The price of attendance was \$800 higher at both public 4-year and private nonprofit 4-year institutions compared with 2007–08, after controlling for inflation.
- Among all undergraduates in 2011–12, the average out-of-pocket net price was \$6,000 for public 2-year institutions and \$12,400 for private for-profit 2-year institutions. The out-of-pocket net price at public 2-year institutions was \$400 higher than in 2007–08, controlling for inflation.
- For full-time, full-year undergraduate students in the 2011–12 academic year, the average out-of-pocket net price was \$11,800 at public 4-year institutions and \$18,100 at private nonprofit 4-year institutions.

⁵ The inflation adjustment uses the percentage increase in the average monthly Consumer Price Index for All Urban Consumers (CPI-U) from July 2007 through June 2008 compared with the average monthly price index from July 2011 through June 2012. All differences were calculated using unrounded figures.

⁶ NPSAS:12 estimates from private for-profit 4-year and private for-profit 2-year institutions could not each be compared with estimates from NPSAS:08 because a different stratification was used in the NPSAS:12 sampling design.

Table 1. Average price of attendance in constant 2011–12 dollars for undergraduate students, by type of institution and selected student characteristics: 2007–08 and 2011–12

Student characteristics	2007–08 (constant 2011–12 dollars)					2011–12				
	Public		Private nonprofit		Private for-profit ⁶	Public		Private nonprofit		Private for-profit ⁶
	2-year	4-year	2-year	4-year		2-year	4-year	2-year	4-year	
Total	\$8,700	\$17,900	\$34,400	\$19,400	\$21,100	\$21,100	\$19,400	\$19,900	\$16,200	\$22,400
All undergraduates										
Attendance pattern										
Full-time/full-year ³	15,000	23,200	43,500	29,700	29,000	29,700	29,000	29,200	29,400	32,900
Part-time or part-year	7,100	11,900	19,900	16,800	14,800	16,800	14,800	15,400	10,900	17,000
Dependency ² and income ³										
Dependent students	9,200	18,500	37,000	21,200	22,400	21,200	22,400	21,900	17,000	21,700
Lowest 25 percent	9,300	19,400	38,600	21,800	24,800	21,800	24,800	23,400	17,100	22,200
Lower middle 25 percent	9,100	20,000	39,700	23,200	24,000	23,200	24,000	23,900	19,000	22,800
Upper middle 25 percent	8,900	21,800	44,700	23,900	28,900	23,900	28,900	26,200	19,200	28,000
Highest 25 percent	9,200	16,000	28,500	19,500	18,100	19,500	18,100	18,500	14,300	20,600
Independent students	9,100	15,100	22,400	21,200	19,900	21,200	19,900	19,500	12,800	21,700
Lowest 25 percent	8,200	13,500	19,800	21,800	19,100	21,800	19,100	19,600	11,500	22,000
Lower middle 25 percent	7,300	11,400	17,800	20,300	17,900	20,300	17,900	18,300	10,600	26,600
Upper middle 25 percent										
Highest 25 percent										

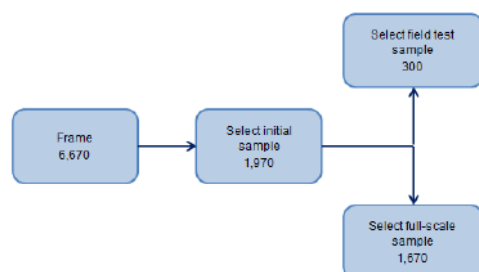
See notes at end of table.

Data File Documentation

Chapter 2. Sampling Design

selected 300 of the 1,970 institutions for the field test using simple random sampling within institution strata. The remaining 1,670 institutions comprise the full-scale sample, prior to freshening. Figure 1 shows the flow of institution sampling activities.

Figure 1. Institution sample flow, prior to freshening: 2012



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

NPSAS statisticians selected institutions for the initial sample using sequential probability minimum replacement (PMR) sampling (Chromy 1979), which resembles stratified systematic sampling with probabilities proportional to a composite measure of size (Folsom, Potter, and Williams 1987). This is the same methodology that has been used since NPSAS:96. PMR allows institutions to be selected multiple times but, instead of that actually happening, all institutions with a probability of being selected more than once were included in the sample one time with certainty. NPSAS statisticians determined institution measures of size using enrollment data from the most recent IPEDS 12-Month and Fall Enrollment Components. This helps to ensure that NPSAS achieves target sample sizes within institution and student sampling strata, while also achieving approximately equal student weights across institutions. See appendix B for additional sampling details.

NPSAS statisticians freshened the institution sample in order to add newly eligible institutions to the sample and produce a sample that is representative of institutions eligible in the 2011–12 academic year. To do this, they used the newly available 2009–10 IPEDS IC header, 12-Month and Fall Enrollment, and Completions components to create an updated sampling frame of current NPSAS-eligible institutions. They then compared this frame with the original frame and identified 387 new or newly eligible institutions for the freshening sampling frame. NPSAS statisticians then determined the freshening sample size such that the freshened institutions would have similar probabilities of selection to the originally selected institutions within sector (stratum) in order to minimize unequal weights and subsequently variances. Statisticians selected 20 institutions and added them to the sample during the freshening process, resulting in a total of 1,690 sampled institutions. Table 2 shows institution sampling rates and the number of institutions sampled, by institution type.

Chapter 2. Sampling Design

Table 2. Institution sampling rates and number of institutions sampled, by institution type: 2012

Institution type	Size of universe	Sampling rate	Sample size
Total	7,050	24.0	1,690
Public			
Less-than-2-year	270	8.1	20
2-year	1,110	34.4	380
4-year non-doctorate-granting	360	36.5	130
4-year doctorate-granting	310	74.4	230
Private nonprofit			
Less-than-4-year	280	7.6	20
4-year non-doctorate-granting	1,030	25.2	260
4-year doctorate-granting	580	39.8	220
Private for-profit			
Less-than-2-year	1,510	3.6	60
2-year	1,030	11.2	120
4-year	620	41.7	260

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

NPSAS categorized institutions into 10 strata based on institution level, control, and highest level of offering:³

1. public less-than-2-year
2. public 2-year
3. public 4-year non-doctorate-granting
4. public 4-year doctorate-granting
5. private nonprofit less-than-4-year
6. private nonprofit 4-year non-doctorate-granting
7. private nonprofit 4-year doctorate-granting
8. private for-profit less-than-2-year
9. private for-profit 2-year
10. private for-profit 4-year.

Although prior NPSAS administrations aggregated private for-profit 2-year and 4-year institutions into one sampling strata, NPSAS:12 split the two into separate strata to reflect the recent growth in enrollment in the for-profit sector.

Within each institution stratum, NPSAS statisticians accomplished additional implicit stratification by sorting the sampling frame within stratum by the following classifications:⁴ (1) historically Black colleges and universities (HBCU) indicator; (2) Hispanic-Serving Institutions

³ The institution strata can be aggregated by control or level of the institution for the purposes of reporting institution counts.

⁴ Implicit stratification is the process in which strata are created during the sampling process by sorting the data, rather than creating the strata prior to sampling and selecting an independent sample from each stratum.

STATS IN BRIEF

U.S. DEPARTMENT OF EDUCATION MARCH 2015 NCES 2015-165

What Is the Price of College?

Total, Net, and Out-of-Pocket Prices by Type of Institution in 2011–12

AUTHORS
David Radwin
Christina Chang Wei
RTI International

PROJECT OFFICER
Tracy Hunt-White
National Center for Education Statistics

Statistics in Brief publications present descriptive data in tabular formats to provide useful information to a broad audience, including members of the general public. They address simple and topical issues and questions. They do not investigate more complex hypotheses, account for inter-relationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets. See nces.ed.gov and references noted in the body of this document for more information.

Americans believe in the value

of a college education but worry about its price. Recent surveys show large majorities affirming the importance of postsecondary education but characterizing it as too expensive and sometimes financially out of reach (Hart Research Associates 2013; Lumina Foundation and Gallup 2013; Taylor et al. 2011). Paying for postsecondary education is an issue likely to affect most young people and their families directly at a time when 64 percent of ninth-graders nationally intend to earn at least an associate's degree (calculated from Ingels et al. 2011, p. 11) and 79 percent of their parents expect their ninth-graders to do so (calculated from LoGerfo, Christopher, and Flanagan 2011, p. 8).

To address these concerns, the Higher Education Opportunity Act of 2008 required the U.S. Department of Education to publish net prices, tuition and fees, and annual percentage changes in these values on the *College Affordability and Transparency Center* Website and to highlight the institutions within each sector with the highest and lowest values. It also required all colleges and universities eligible for Title IV federal aid to report average net prices and to create online calculators to enable prospective students and their families to estimate the net price of attendance.

This report was prepared for the National Center for Education Statistics under Contract No. ED-IES-09-C-0039 with RTI International. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.



This Statistics in Brief describes three measures of the price of undergraduate education in the 2011–12 academic year: average total price of attendance (also known as the student budget), average net price of attendance after grants, and average out-of-pocket net price. It updates an earlier study of 2007–08 college prices (Wei 2010) and adds details and context to more recent publications describing 2011–12 prices (Horn and Paslov 2014b; Paslov and Skomsvold 2014; Simone et al. 2013) and trends in prices over time (Ginder and Sykes 2013; Horn and Paslov 2014a; Snyder and Dillow 2013, pp. 540–546). The findings in this report are drawn from data in the 2011–12 National Postsecondary Student Aid Study (NPSAS:12), a nationally representative study of students enrolled in postsecondary institutions in the 50 states and the District of Columbia.¹ NPSAS:12 covered all institutions participating in federal financial aid programs authorized under Title IV of the Higher Education Act, which include Pell Grants, Direct Subsidized and Unsubsidized Loans (also known as Stafford Loans), Direct PLUS Loans to parents of dependent undergraduates, and federal work-study.

¹ Prior cycles of NPSAS included sampled institutions from Puerto Rico.

Estimates are presented for students enrolled at four types of postsecondary institutions: public 2-year institutions, public 4-year institutions, private nonprofit 4-year institutions, and for-profit institutions at all levels (less-than-2-year, 2-year, and 4-year).² These types of institutions enrolled 89 percent of full-time, full-year undergraduates in 2011–12: public 2-year institutions enrolled 20 percent of these students,

public 4-year institutions enrolled 39 percent, private nonprofit 4-year institutions enrolled 19 percent, and for-profit institutions enrolled 11 percent (table 1). The remaining 11 percent of undergraduates were enrolled at other types of institutions or enrolled at more than one institution.³

Most undergraduates and their families actually pay less than the total price of

TABLE 1.

UNDERGRADUATE ENROLLMENT, TUITION, AND TOTAL PRICE for full-time, full-year undergraduates, by type of institution attended: 2011–12

Type of institution	Percentage distribution	Average tuition ¹	Average total price ¹
Total	100.0	\$12,700	\$26,400
Public 2-year	20.1	2,800	15,000
Public 4-year	39.1	9,300	23,200
For-profit ²	10.6	15,400	29,300
Private nonprofit 4-year	19.0	28,800	43,500
Other, or more than one institution	11.1	10,800	24,300

¹ Average tuition and average total price estimates are shown for those attending one institution only.

² Includes less-than-2-year, 2-year, and 4-year institutions.

NOTE: Full-time, full-year students were enrolled in one postsecondary institution full time for 9 months or more. Full-time status for the purposes of financial aid eligibility was based on 12 credit hours, unless the awarding institution employed a different standard. Students attended for a full year if they were enrolled 9 or more months during the academic year.

Months did not have to be contiguous and students did not have to be enrolled for a full month in order to be considered enrolled for that month. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Prior cycles of NPSAS included sampled institutions from Puerto Rico. Detail may not sum to total because of rounding. Standard error tables are available at <http://nces.ed.gov/ipeds/data/npsas12/tables.asp?tableid=2015165>. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

² To learn more about the types of institutions, go to the online college search tool, *College Navigator* at <http://nces.ed.gov/ipeds/data/collegenavigator>. Among full-time undergraduates enrolled at for-profit institutions, there is relatively little variation by institution level in average tuition and fees, total price of attendance, or net price of attendance after grants (Ginder and Sykes 2013, tables 1a, 3a, 4a).

³ Skomsvold, Radwin, and Bekker (2011) present detailed information on the educational outcomes of first-time students beginning at these types of institutions.

Web Tables

National Center for Education Statistics

Table 1.1.
LEVEL OF INSTITUTION: Percentage distribution of undergraduates' level of institution, by selected institution and student characteristics: 2011–12—Continued

Institution and student characteristics	Less-than-2-year	2-year	4-year	More than one institution
Dependency status and income level in 2010 [†]				
Dependent				
Less than \$20,000	3.3	41.9	47.3	7.4
\$20,000–39,999	2.1	40.3	49.5	8.1
\$40,000–59,999	1.2	37.1	53.2	8.5
\$60,000–79,999	0.7	36.0	54.5	8.8
\$80,000–99,999	0.7	31.6	57.7	9.9
\$100,000 or more	0.6	23.2	65.2	11.0
Independent				
Less than \$10,000	4.8	48.2	39.5	7.5
\$10,000–19,999	3.9	48.3	40.2	7.6
\$20,000–29,999	3.0	51.4	38.1	7.5
\$30,000–49,999	2.2	48.0	43.0	6.8
\$50,000 or more	1.3	48.6	42.8	7.2
Highest education attained by either parent [‡]				
High school diploma or less	3.4	47.7	41.9	7.0
Some postsecondary education	1.8	45.4	44.4	8.3
Bachelor's degree or higher	1.5	31.8	57.4	9.4
Disability status				
No disability reported	2.3	40.8	48.5	8.4
Some type of disability reported	2.5	46.0	44.1	7.4
Worked while enrolled [§]				
Did not work	3.2	37.9	51.2	7.7
Worked part time	2.2	39.3	49.2	9.3
Worked full time	1.4	40.3	41.7	7.5

† Not applicable.

‡ Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

§ Reporting standards not met. (Too few cases for a reliable estimate.)

¶ The 8.3 percent of undergraduates who attended more than one institution in 2011–12 are excluded.

‡ Students were considered to have attended for a full year if they were enrolled 9 or more months during the academic year. Months did not have to be contiguous and students did not have to be enrolled for a full month in order to be considered enrolled for that month.

§ Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Two or more races includes respondents having origins in more than one race. Race categories exclude Hispanic origin unless specified.

¶ Independent students are age 24 or over and students under 24 who are married, have dependents, are veterans or on active duty, are orphans or wards of the courts, are homeless or at risk of homelessness, or were determined to be independent by a financial aid officer using professional judgment. Other undergraduates under age 24 are considered to be dependent.

§ Unmarried includes students who were separated, widowed, or divorced.

¶ Total income in 2010 was used because it was reported on the federal financial aid application and used for federal need analysis for 2011–12. Income consists of parents' income for dependent students. For independent students, consists of the income of the student (and spouse if the student is married).

‡ The 3.5 percent of respondents who reported that they did not know their parents' highest level of education were excluded from this distribution.

§ Estimates exclude students who worked in school-related jobs (e.g., work-study or assistantships) and jobs held while not enrolled, including summer break. Before NPSAS-12, students in NPSAS studies were not asked to exclude jobs held while not enrolled. Full-time employment status was defined as working 35 or more hours per week, and part-time employment status was defined as working less than 35 hours per week.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Prior cycles of NPSAS included sampled institutions from Puerto Rico; to yield comparable estimates across cycles, use the COMPT087 variable to exclude Puerto Rican institutions from estimates. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS-12).

National Center for Education Statistics

Table S1.1.
Standard errors for table 1.1: LEVEL OF INSTITUTION: Percentage distribution of undergraduates' level of institution, by selected institution and student characteristics: 2011–12

Institution and student characteristics	Less-than-2-year	2-year	4-year	More than one institution
Total	0.02	0.15	0.17	0.28
Control of institution				
Public	0.01	0.08	0.08	†
Private nonprofit	†	0.18	0.06	†
For-profit	0.07	0.09	0.10	†
Attendance status				
Full-time, full-year	0.09	0.38	0.40	0.19
Full-time, part-year	0.30	0.74	0.83	0.40
Part-time, full-year	0.19	0.62	0.59	0.30
Part-time, part-year	0.17	0.75	0.83	0.85
Undergraduate program				
No certificate or degree	1.35	2.89	1.74	1.77
Certificate	1.08	1.43	0.73	0.37
Associate's degree	†	0.43	0.38	0.28
Bachelor's degree	†	0.16	0.35	0.33
Sex				
Male	0.03	0.19	0.22	0.31
Female	0.03	0.19	0.19	0.30
Race/ethnicity				
White	0.15	0.40	0.43	0.28
Black	0.54	0.95	1.04	0.39
Hispanic	0.40	1.28	1.14	0.50
Asian	0.19	1.52	1.36	0.79
American Indian	1.87	4.06	3.94	1.36
Pacific Islander	0.99	3.91	3.83	1.84
Two or more races	0.34	1.42	1.52	0.70
Dependency status				
Dependent	0.08	0.34	0.33	0.24
Independent	0.09	0.33	0.40	0.38
Unmarried, no dependents	0.20	0.66	0.66	0.46
Married, no dependents	0.28	1.48	1.14	0.74
Unmarried with dependents	0.22	0.62	0.69	0.33
Married with dependents	0.25	0.93	0.96	0.60
Age as of 12/31/11				
18 years or younger	0.20	0.78	0.72	0.28
19–23 years	0.08	0.33	0.36	0.27
24–29 years	0.16	0.65	0.60	0.46
30–39 years	0.20	0.71	0.76	0.48
40 years or older	0.24	0.79	0.90	0.45

See notes at end of table.

Statistical Analysis Report

- selectivity relationship change (transfer to open admissions/minimally selective versus selective/moderately selective);
- award level of program change (no change in award level, change in award level, and undergraduate courses/no degree to a degree program); and
- GPA prior to transfer (three levels).

Proportion of Students Who Transfer/Coenroll Without Credits

Overall, 66 percent of students who transferred or coenrolled in reverse (i.e., from 4-year to 2-year institutions) did not have credits transfer. This is higher than students who transferred or coenrolled vertically (i.e., from 2-year to 4-year institutions) with 21 percent of students without credits transferring. Among students who transferred or coenrolled to institutions within the same level (i.e., horizontal transfers), 47 percent had no credits transfer. Table 13 shows that the relationship between covariates (such as selectivity, GPA prior to transfer, and change in degree/award level following transfer) and credit transfer depends on transfer direction. For students transferring in the reverse direction, there is no measurable difference in the percentage of students without credits transferring and institutional control, selectivity, GPA, and change in degree/award level, with percentages ranging from 62 to 69 percent. Transferring vertically or horizontally does vary by multiple covariates, including GPA, award level change, and accreditation. The multivariate analysis accounts for the complexity of the variable relationships on credit transfer.

Number of Credits Not Transferred

Table 14 shows the average number of credits transferred²⁴ by institutional characteristics and student enrollment characteristics. Overall, the number of credits transferred varied by transfer direction. Students who transferred/coenrolled from 4-year to 2-year institutions (i.e., reverse transfer) transferred the lowest number of credits (18), while students who transferred/coenrolled between institutions at the same level (i.e., horizontal transfer) yielded 24 credits. Transferring or coenrolling from a 2-year to a 4-year yielded the highest number of credits, with 32 credits transferring.

²⁴ This is a different measure from that used in previous tables. Measuring the number of credits lost is ideal for statistical tests because the construction of the variable controls for the effects of the number of credits a student has taken. Otherwise, the length of time a student is enrolled in postsecondary education confounds the other variables because the more credits the student earns, the more credits are available for transfer and the more credits that can be lost. The total number of credits transferred does not control for the length of time a student is enrolled.

Table 14. Among first-time beginning undergraduate students in 2003–04 who transferred credits, the average number of credits transferred in the student's first transfer, by direction of transfer within control, accreditation, selectivity, grade point average at origin institution, and degree program change: 2003–04 to 2008–09

Institution relationship	Number of credits transferred			
	Total	Vertical transfer	Reverse transfer	Horizontal or lateral transfer
Total¹	27.6	31.8	18.3	23.6
Control				
No change in control (comparison group)	30.0	35.0	18.1	25.0
Change in control	22.0*	23.6*	18.6	20.9
Accreditation				
No change in accreditation (comparison group)	28.0	32.2	18.3	23.9
Change in accreditation	14.7*	±	±	16.5
Selectivity				
Transfer to open/minimally selective institutions (comparison group)	23.4	32.5	18.1	19.9
Transfer to selective/moderately selective institutions	30.0*	31.7	±	26.6*
Grade point average prior to transfer				
0.00–1.99 (comparison group)	14.1	14.3	12.5	15.3
2.00–2.99	29.6*	32.4*	23.9*	27.0*
3.00–4.00	27.3*	31.0*	19.1	22.4*
Degree/award level change				
No change in degree/certificate observed (comparison group)	26.7	23.7	18.9	29.3
Change in degree/certificate program	40.4*	45.4*	21.0	31.9
Undergraduate course/no program to a degree/certificate program	21.1*	22.9	15.3	19.0*

± Reporting standards not met. Either there are too few cases or the relative standard error for the estimate is 50 percent or greater.

* Estimate is significantly different from the comparison group shown in italics ($p < .01$).

¹ Overall (reading across the row), the number of credits transferring by transfer direction is statistically different from each other with vertical transfer students having the highest number of credits transferring and reverse transfer students having least.

NOTE: Detail may not sum to totals because of rounding. Students who returned to their origin institution after an enrollment spell of less than 4 months at a destination institution are not considered to have transferred. Credit hours have been normalized so that they are comparable across institutions regardless of calendar system or type of credit unit. Institutions that offer 4-year degrees but are predominantly associate's institutions were classified as 2-year when determining transfer direction.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09), Postsecondary Education Transcript Study (PETS).

As shown in table 14, the relationships between control, accreditation, selectivity, GPA, and change in degree/award level program after transfer depend on the direction of transfer. For students transferring vertically, a relationship exists between the number of credits transferred and control, accreditation, selectivity, GPA, and change in degree/award level program after transfer. Similarly, for students who transfer or coenroll in a horizontal direction, a relationship exists between the number of credits transferred and control, GPA, and change in degree/award level program. For students transferring vertically, only academic performance was related to credit transfer.

Data Point (Format Has Since Changed)

DATA POINT

U.S. DEPARTMENT OF EDUCATION
APRIL 2014 NCES 2014-902

Out-of-Pocket Net Price for College

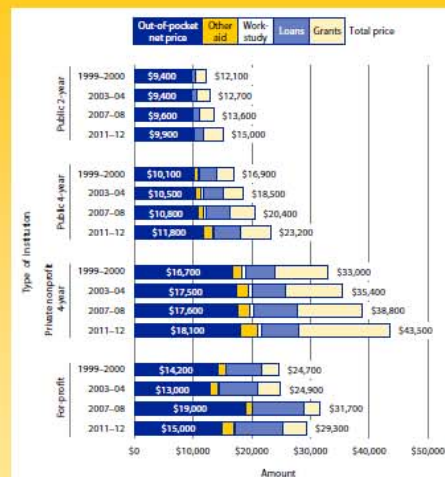
What is the out-of-pocket net price students must pay for college and how has it changed over time?

Out-of-pocket net price is the immediate amount students and families must pay to attend college after subtracting grants, loans, work-study, and all other student aid from students' total price of attendance.¹

- Despite an increase in grant and loan aid between 1999–2000 and 2011–12, out-of-pocket expenses also increased during this period for full-time, full-year students in all but for-profit institutions.²
- Students in private nonprofit 4-year colleges paid the highest out-of-pocket net price in all years except 2007–08, when out-of-pocket net price was highest for students in for-profit institutions.
- Between the two most recent study periods (2007–08 and 2011–12), only students in public 4-year colleges faced higher out-of-pocket expenses: \$10,800 vs. \$11,800. Apparent differences for public 2-year and private nonprofit 4-year institutions were not statistically significant.

Data in this report are from the National Postsecondary Student Aid Study (NPSAS), a nationally representative sample survey. To learn more, visit <http://nces.ed.gov/survey/npsas>. For questions about content or to view this report online, go to <http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2014902>.

FIGURE 1. TRENDS IN OUT-OF-POCKET NET PRICE AND TOTAL PRICE
Average out-of-pocket net price and total price among full-time, full-year undergraduates in constant (2012) dollars, by source of funds and type of institution: Selected years, 2000–12



NOTE: "Grants" include grants, scholarships, and tuition waivers. "Loans" include only loans to students. "Other aid" includes Federal Parent PLUS loans, institutional graduate teaching and research assistantships, state vocational rehabilitation and job training grants, federal veterans benefits, and military tuition aid. "Full time" is defined as having been enrolled in one postsecondary institution for 9 months or more full time. "For-profit" includes all less-than-2-year, 2-year, and 4-year for-profit institutions. Institution adjustment is based on an academic year (July–June) average. Estimates include students enrolled in Title IV eligible institutions in the 50 states and the District of Columbia (excluding Puerto Rico). Estimates may not sum to totals due to rounding. All values in this figure (along with standard errors) can be found in table 1, available at <http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2014902>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2007–08, and 2011–12 National Postsecondary Student Aid Studies (NPSAS:2000, NPSAS:04, NPSAS:08, and NPSAS:12).

ies NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences

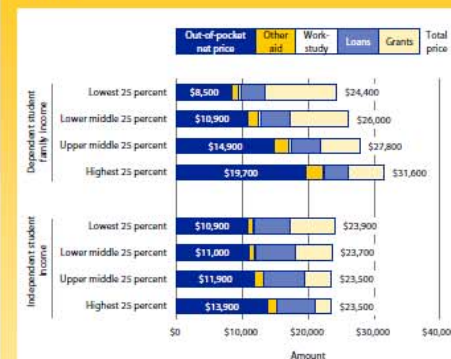
How did out-of-pocket net price vary with income in 2011–12?

- Dependent students are those under age 24 and financially dependent on their parents. Among full-time, full-year dependent students, out-of-pocket expenses were higher at each successive income quartile, from the lowest (\$8,500) to the highest (\$19,700).
- The out-of-pocket expenses for the lowest income independent students (primarily age 24 or older) were not significantly lower than those of their lower-middle income peers (\$10,900 and \$11,000), but they were lower than those of students in the upper-middle and highest income quartiles. Out-of-pocket expenses were higher at each successive income quartile in the three quartiles from lower-middle to highest.

Endnotes

¹ This measure may not reflect the actual cost to the student over the long-term because students who finance their education using loans must repay not only the principal balance but also any accrued

FIGURE 2. OUT-OF-POCKET NET PRICE AND TOTAL PRICE, BY SOURCE OF FUNDS AND INCOME LEVELS IN 2012
Out-of-pocket net price and total price, by source of funds and income levels for full-time, full-year dependent and independent students in 2011–12



NOTE: Independent students are age 24 or older and meet one of the following requirements: have children or other dependents, served in or are veterans of the U.S. armed forces, or are orphans or wards of the court. Estimates include students enrolled in Title IV eligible institutions in the 50 states and the District of Columbia (excluding Puerto Rico). Estimates may not sum to totals due to rounding. All values in this figure (along with standard errors) can be found in table 2, available at <http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2014902>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Interest. Total price of attendance includes tuition and fees, books and materials, housing, food, transportation, and personal expenses.

² Among for-profit institutions, out-of-pocket net price was highest in 2008 at \$19,000.

This NCES Data Point presents information on education topics of current interest. It was authored by Laura Horn and Jonathan Paslov of RTI International. Estimates based on samples are subject to sampling variability, and apparent differences may not be statistically significant. All noted differences are statistically

significant at the .05 level. In the design, conduct, and data processing of National Center for Education Statistics (NCES) surveys, efforts are made to minimize the effects of nonsampling errors, such as item nonresponse, measurement error, data processing error, or other systematic error.

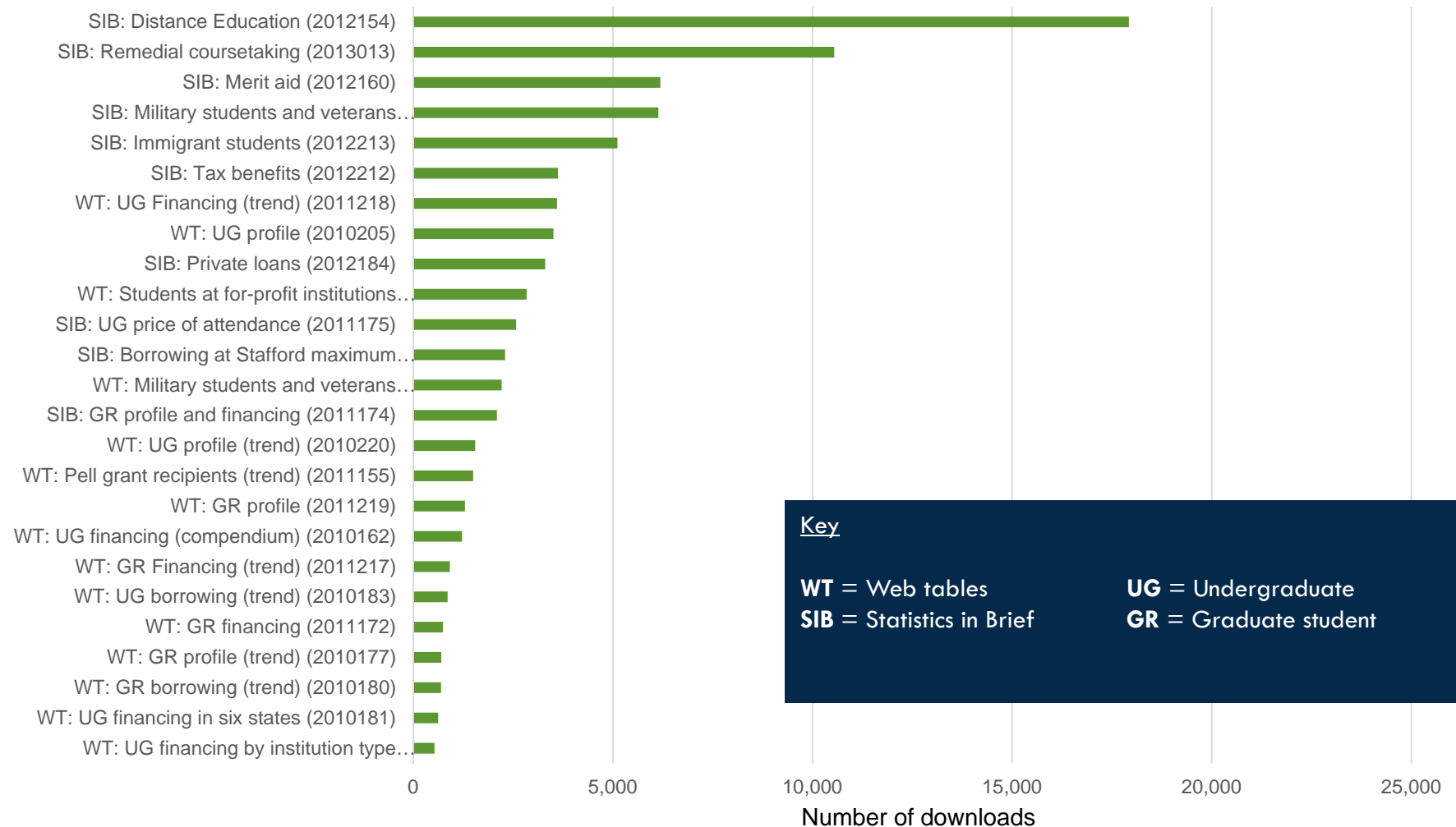
NPSAS Publications (Excluding First Look, Data File Documentation)

	NPSAS:08	NPSAS:12	NPSAS:16 (proposed)
NPSAS contract	WT: UG financing by institution type	WT: UG financing by institution type	WT: UG financing by institution type
	WT: UG financing (compendium)	WT: UG financing (compendium)	WT: UG financing & debt
	WT: UG financing (trend)	(included in other, below)	
	WT: UG profile	WT: UG profile	WT: UG profile
	WT: UG profile (trend)		
	WT: GR financing	WT: GR financing & profile	WT: GR financing & profile
	WT: GR profile		
	SIB: GR financing & profile		
	WT: GR financing (trend)	(included in other, below)	
	WT: GR profile (trend)		
	SIB: UG price of attendance	SIB: UG price of attendance	SIB: UG price of attendance
Other		WT: Comparison of original and revised aid NPSAS:08 estimates	
	SIB: Immigrant students	WT: UG financing (trend) WT: GR financing (trend) DP: UG out-of-pocket net price (trend) (other publications forthcoming)	(not applicable)
	SIB: Tax benefits		
	SIB: Remedial course taking		
	SIB: Private loans		
	SIB: Borrowing at Stafford maximum	<div> <u>Key</u> WT = Web tables SIB = Statistics in Brief DP = Data Point </div>	
	SIB: Merit aid		
	SIB: Distance education		
	SIB, WT: Military students and veterans		
	WT (2): UG, GR borrowing (trends)		
	WT: UG financing in six states		
	WT: Students at for-profit institutions		
	WT: Pell Grant recipients (trend)		

NPSAS Publications (Excluding First Look, Data File Documentation)

NPSAS:12	NPSAS:16 (proposed)
WT: UG financing by institution type	WT: UG financing by institution type
WT: UG financing (compendium)	WT: UG financing & debt
WT: UG profile	WT: UG profile
WT: GR financing & profile	WT: GR financing & profile
SIB: UG price of attendance	SIB: UG price of attendance
WT: Comparison of original and revised aid NPSAS:08 estimates	<div> <p><u>Key</u></p> <p>WT = Web tables UG = Undergraduate SIB = Statistics in Brief GR = Graduate student</p> </div>

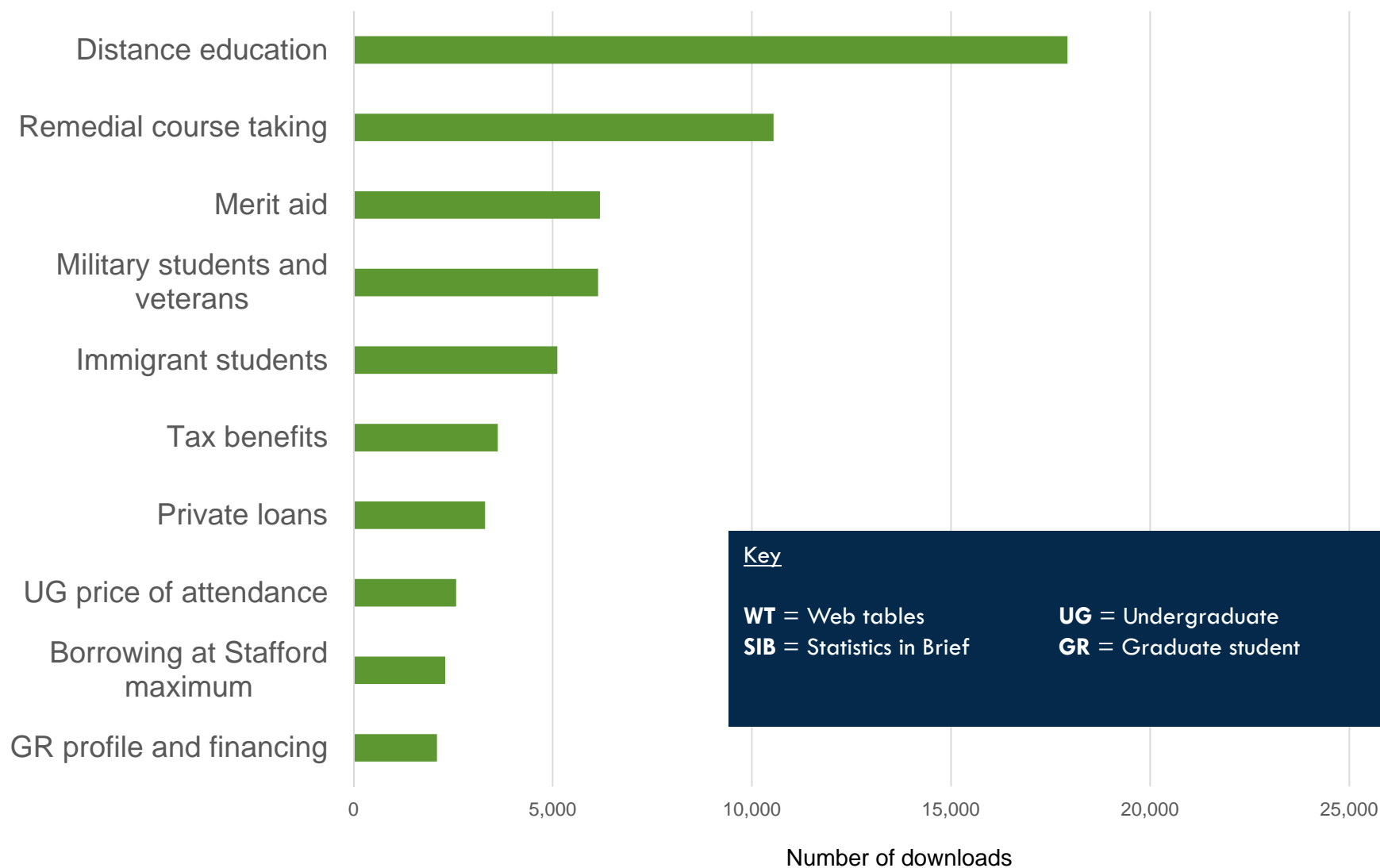
NPSAS:08 Publication Downloads (Overall)



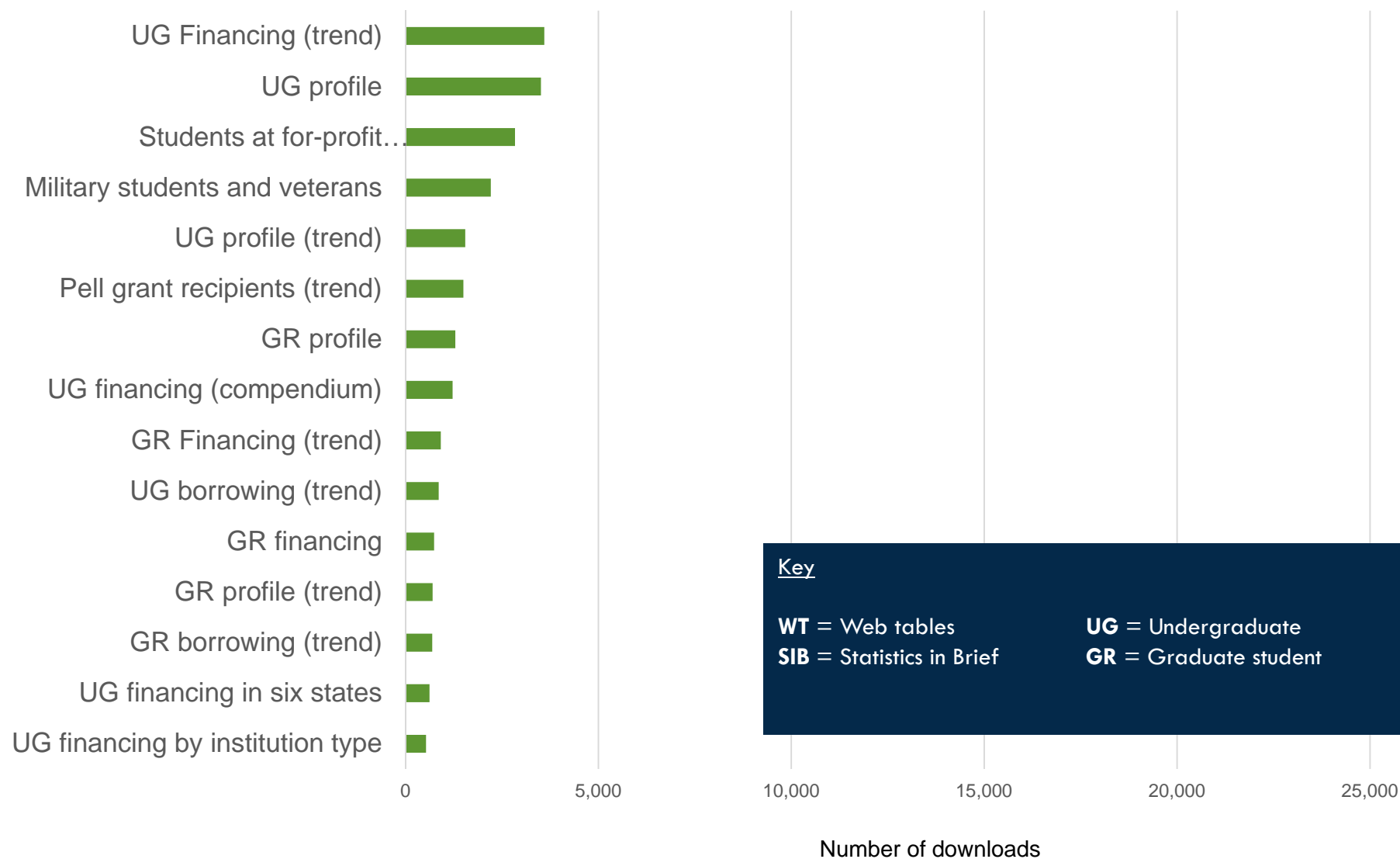
NPSAS:08 Publication Downloads by Topic and Level



NPSAS:08 Statistics in Brief Downloads



NPSAS:08 Web Tables Downloads



Proposal: Add Limited 1996–2016 Trend Data

- Adds context, meaning
- Addresses request from NPSAS:12 reviewers
- Readers compare to past publications anyway, but publishing the trend would be better
 - Adjusts for inflation
 - Reflects revised NPSAS weights
- TrendStats makes production, replication more cost-effective
- Can now include figures in Web Tables

Proposal: Content Changes

- Add key topics, subgroups to existing publications
 - debt
 - military students
 - Veterans' benefits
 - online education
 - for-profit institutions
 - merit aid
 - low-income and first-generation students
 - community colleges awarding bachelor's degrees
 - students with disabilities
 - others?

Proposal: Format and Process

- Improve ability to search and browse publications by keyword/subject
- Release publications earlier
- User-requested tables in Tables Library