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About American Community Survey (ACS)

Funding Agency: US Census Bureau

Summary:

The American Community Survey (ACS) is a nationwide survey designed to provide communities a fresh look at how they are changing. It is a critical element in the Census Bureau's reengineered decennial census program. The ACS collects and produces population and housing information every year instead of every ten years, and has been conducted since 1996. The American Community Survey (ACS) is designed to collect critical social, economic, demographic, and housing information. These data are used to evaluate and meet the needs of communities across the United States.¹

Sample Size: In 2005, the ACS expanded its sample to housing units in all counties in the 50 states and the District of Columbia and to all 78 municipalities in Puerto Rico. About three million housing unit addresses are sampled annually throughout the United States and Puerto Rico. In 2006, the ACS sample was expanded to include the population living in group quarters. Group quarters include nursing homes, correctional facilities, military barracks, and college/university housing among others.

Beginning with the 2005 ACS, and continuing every year thereafter, 1-year estimates of demographic, social, economic and housing characteristics are available for geographic areas with a population of 65,000 or more. This includes the nation, all states and the District of Columbia, all congressional districts, approximately 800 counties, and 500 metropolitan and micropolitan statistical areas, among others.²

Sample Makeup:

The ACS consists of a random sample of housing units (HU) and group quarters (GQ).

Group Quarters are places where people live or stay, in a group living arrangement that is owned or managed by an entity or organization providing housing and/or services for the residents of group quarters. These services may include custodial or medical care. Residency is commonly restricted to those receiving these services. People living in group quarters are usually not related to each other.

Some examples of GQs are:

- College residence halls
- Skilled nursing facilities
- Military barracks
- Correctional facilities
- Facilities for people experiencing homelessness

Survey Constructs:

¹ See http://www.census.gov/acs/www/Downloads/ACSQandA_ENG.pdf

² See <http://www.census.gov/acs/www/SBasics/What/What1.htm>

The ACS is broken down into six sections:

- Income
- Journey to work (transportation to work)
- Age
- Income and housing
- Race, Hispanic origin, and language spoken at home
- Military service

Field Years: Annually

Survey Design and Methodology

For the HU sample, the ACS data is collected using three main methods to contact sample households: mail, telephone and personal visits.

Mode: Self Administered Mail Questionnaire (SAQ) and Computer Assisted Telephone Interview (CATI), and Computer Assisted Personal Interviewing (CAPI)

Mail

Mail is the primary fielding mode – sampled HH are sent a questionnaire prior to the introduction of the next mode.

Telephone

Approximately six weeks after the first ACS questionnaire is mailed, the (CATI) operation begins. The US Census Bureau telephone interviewing staff will call the sample addresses which have not yet completed the survey and prompt them to complete the survey over the phone.

Personal Visits

Following the CATI operation, Census Bureau field representatives (FRs) visit a sample of the remaining non-respondent addresses to conduct the ACS interview in person

For the GQ sample, the data collection operation is conducted in two phases. First, FRs conduct interviews with the GQ facility contact person or administrator of the selected GQ (GQ level), and second, the FR conducts interviews with a sample of individuals from the facility (person level).

Mode: The GQ data collection operation is primarily completed through FR interviews. The FRs may obtain the facility information by conducting either a personal visit or a telephone interview with the GQ contact.

The sample of GQ residents is generated from the GQ instrument through systematic sample selection. A sample of 15 residents is selected to complete a SAQ.

About Baccalaureate and Beyond Longitudinal Study (B&B)

Funding Agency: National Center for Education Statistics (NCES)

Summary:

The Baccalaureate and Beyond Longitudinal Study (B&B) examines students' education and work experiences after they complete a bachelor's degree, with a special emphasis on the experiences of new elementary and secondary teachers. Following several cohorts of students over time, B&B looks at bachelor's degree recipients' workforce participation, income and debt repayment, and entry into and persistence through graduate school programs, among other indicators. It addresses several issues specifically related to teaching, including teacher preparation, entry into and persistence in the profession, and teacher career paths. B&B also gathers extensive information on bachelor's degree recipients' undergraduate experience, demographic backgrounds, expectations regarding graduate study and work, and participation in community service.³

Sample Size:

The first B&B cohort (about 11,000 students) was drawn from the 1993 National Postsecondary Student Aid Study (NPSAS) and followed-up by survey in 1994, 1997, and 2003. The second B&B cohort (about 10,000 students) was chosen from the 2000 NPSAS and followed-up in 2001. The third cohort (approximately 19,000 sample members), was drawn from the 2008 NPSAS sample. This sample was followed up with in 2009 and will be again in 2012.⁴

Sample Makeup:

B&B is a longitudinal study which draws its initial cohorts from the NPSAS, which uses a nationally representative sample of postsecondary students and institutions. The initial B&B cohorts are a representative sample of graduating seniors in all majors.

Survey Constructs: The BB:93 first follow-up in 1994 (BB:93/94) collected information about their job search activities after graduation as well as information concerning their education and employment experiences after graduation. It identified those individuals who had shown an interest in becoming teachers and asked additional questions about their pursuit of this career, and if teaching, about their current teaching position. In addition, the first follow-up collected full undergraduate transcripts whenever possible. The second follow-up in 1997 (BB:92/97) collects information on education, employment, and other experiences since the last interview. It also collects current Federal aid and loan status information from ED records.

Field Years: 1994-2012

³ See <http://nces.ed.gov/surveys/b&b/about.asp>

⁴ See <http://nces.ed.gov/surveys/b&b/about.asp>

Survey Design and Methodology

Most recently (B&B:93/03), the B&B used a variety of modes for data collection. A single web-based data collection instrument was developed to be administered to respondents in three modes: self-administered via the Internet, with a trained interviewer over the telephone using CATI, and with a trained interviewer in person using computer-assisted personal interviewing (CAPI).⁵

⁵ See <http://nces.ed.gov/pubs2006/2006166.pdf>

About Beginning Postsecondary Students Longitudinal Study (BPS)

Funding Agency: National Center for Education Statistics (NCES)

Summary:

BPS tracks students' paths through postsecondary education and helps answer questions of policy interest, such as why students leave school, how financial aid influences persistence and completion, and what percentages of students complete various degree programs.

Sample Size:

The first BPS cohort of 8,000 students was drawn from the 1990 NPSAS and followed up through BPS in 1992 and 1994 (BPS:90/94). The second cohort (about 12,000 students) came from the 1996 NPSAS and was followed up in 1998 and 2001 (BPS:96/01), and the third cohort (about 19,000 students) was chosen from the 2004 NPSAS, with follow-ups conducted in 2006 and 2009 (BPS:04/09).⁶

Sample Makeup:

BPS is a longitudinal study which draws its initial cohorts from the National Postsecondary Student Aid Study (NPSAS), which uses a large, nationally representative sample of postsecondary students and institutions to examine how students pay for college. There are three BPS cohorts, each drawn initially from NPSAS after their first enrollment in a postsecondary education and then surveyed through BPS two and five years afterwards.

Survey Constructs:

The Beginning Postsecondary Students Longitudinal Study (BPS) follows several cohorts of students who enroll in postsecondary education for the first time. The study collects data on student persistence in and completion of postsecondary education programs, their transition to employment, demographic characteristics, and changes over time in their goals, marital status, income, and debt, among other indicators.⁷

Field Years: 1990-2009

Survey Design and Methodology:

Most recently (BPS:04/06), BPS used a variety of modes for data collection. A single web-based data collection instrument was developed to be administered to respondents in three modes: self-administered via the Internet, with a trained interviewer over the telephone using CATI, and with a trained interviewer in person using computer-assisted personal interviewing (CAPI).⁸

⁶ See <http://nces.ed.gov/surveys/bps/about.asp>

⁷ See <http://nces.ed.gov/surveys/bps/about.asp>

⁸ <http://nces.ed.gov/pubs2008/2008184.pdf>

About EdFacts

Funding Agency: U.S Department of Education

Sample Size: All K-12 state education agencies, including schools, districts, and states.

Sample Makeup:

N/A

Survey Constructs:

Data available through EdFacts include:

EDFacts State Data Collection. SEAs submit education performance data at the state, district and school levels. This collection includes information on adequate yearly progress, state performance assessments, and other topics. Disaggregated data are available by student subgroups.

Common Core of Data (Non-fiscal). The NCES CCD non-fiscal survey was incorporated into *EDFacts* to streamline data submission processes for the states. SEAs submit non-fiscal information about public schools, districts, and SEAs and descriptive data on students and staff.

Consolidated State Performance Report (CSPR). CSPR data, collected by SEAs, track progress in implementing the *Elementary and Secondary Education Act*, as amended, and provide information on adequate yearly progress, highly qualified teachers, and public school choice. ED collects CSPR data through a Web-based submission tool. For SY 2008-09, ED plans to prepopulate the CSPR with numeric values from ESS.

Individuals with Disabilities Education Act (IDEA). The *IDEA* data collection provides school and district level information on special education child counts (for demographic and disability categories), exiting, and the educational environments in which students with disabilities (*IDEA*) are served. ED is continuing the transformation of the reported *IDEA* data from the previous legacy system (DANS) to *EDFacts*. The data in ESS are transferred to DANS for the Office of Special Education Programs analyses and monitoring purposes. A majority of states are already approved to submit *IDEA* data exclusively through *EDFacts*.

Civil Rights Data Collection (CRDC). The CRDC survey provides data biennially on a sample of school districts, highlighting key education and civil rights issues, such as enrollment, educational services and discipline. Data are disaggregated by race/ethnicity, sex, limited English proficiency and disability.

Indian Education Grant Programs. The Electronic Application System for Indian Education (EASIE) permits eligible districts to apply for funds under the Indian Education Formula Grant Program, Title VII of *ESEA*, as amended. Data include objectives for the applicant district's project, services to be offered, the number of Indian students served, and other topics. LEA enrollment, proficiency data for Indian students, and graduation rate data are prepopulated from ESS data when available.

Gun-Free Schools Act Report (GFSA). The *GFSA* collects data about gun incidents. ED has transitioned the *GFSA* data collection to *EDFacts* and data are now reported to ESS, with text responses for the reports collected through *EMAPS*.

Career and Technical Education (CTE). Under the *Carl D. Perkins Act*, SEAs are required to submit data on both secondary students engaged in CTE and postsecondary students. ED is in the process of transitioning a portion of the data to *EDFacts*. *EDFacts* only captures the data related to secondary CTE students.

Migrant Student Exchange System (MSIX). MSIX allows states to share educational and health information about migrant children who travel from state to state and thus have student records in multiple state data systems.⁹

Field Years: Annually

Summary:

EDFacts is a U. S. Department of Education initiative to put performance data at the center of policy, management and budget decisions for all K-12 educational programs. *EDFacts* centralizes performance data supplied by K-12 state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning and management. The purpose of *EDFacts* is to:

- Place the use of robust, timely performance data at the core of decision and policymaking in education.
- Reduce state and district data burden and streamline data practices.
- Improve state data capabilities by providing resources and technical assistance.
- Provide data for planning, policy, and management at the federal, state, and local levels.¹⁰

Survey Design and Methodology

EDFacts relies on the Education Data Exchange Network (EDEN), a centralized portal through which states submit their educational data to the U.S. Department of Education. EDEN is comprised of three main components: (1) the EDEN Submission System (ESS), an electronic data system capable of receiving data on over 100 data groups at the state, district and local levels; (2) the EDEN Survey Tool (EST), which collects data supplementary to the ESS data; and (3) the EDEN staging database, a holding area for newly submitted data.¹¹

⁹ See <http://www2.ed.gov/about/inits/ed/edfacts/edfacts-overview-2010.pdf>

¹⁰ See <http://www2.ed.gov/about/inits/ed/edfacts/index.html>

¹¹ See <http://www2.ed.gov/about/inits/ed/edfacts/index.html>

About Education Longitudinal Study of 2002 (ELS)

Funding Agency: National Center for Education Statistics (NCES)

Summary: The Education Longitudinal Study of 2002 (ELS:2002) is designed to monitor the transition of a national sample of young people as they progress from tenth grade through high school and on to postsecondary education and/or the world of work. Since students may follow many different pathways by surveying the same young people over time, it is possible to record the changes taking place in their lives and help to explain these changes—that is, understand the ways in which earlier achievements, aspirations and experience influence what happens to them later.¹²

Sample Size:

The Base Year survey was comprised of 750 schools in which principals, parents, math and library teachers, and head librarians/media center directors were asked to complete the survey. After a school was selected a sample of 10th graders was randomly selected. The First Follow-Up survey included those students from the Base Year survey who were still enrolled in the selected 750 schools (12,400), those in the base year sample who had transferred to a different school (1,100), and early completers and dropouts (1,300). During the second follow-up all sample members who were respondents in the Base Year and/or the First Follow-up were included.

Sample Makeup:

As a longitudinal study, ELS: 2002 follows a nationally representative cohort of students from the time they were high school sophomores through the rest of their high school careers. ELS:2002 also surveyed the selected students' parents, teachers, and administrators of their high school, including the principal and library media center director. In 2004, the sample was augmented to make it representative of seniors as well.

Survey Constructs:

In the first year of data collection (the 2002 base year) ELS:2002 measured students' tested achievement and obtained information about their attitudes and experiences. These same students were surveyed and tested again, two years later in 2004 to measure their achievement gains in mathematics, as well as changes in their status, such as transfer to another high school, early completion of high school, or leaving high school before graduation. In the third round of data collection in 2006, information was collected about colleges applied to and aid offers received, enrollment in postsecondary education, employment and earnings, and living situation, including family formation. In addition, high school completion status was updated for those who had not completed as of the third round of data collection. Cohort members will be interviewed again in 2012 so that later outcomes, such as their persistence and attainment in higher education, or their transition into the labor market, can be understood in terms of their earlier aspirations, achievement, and high school experiences.¹³

Field Years: 2002-2012

¹² See <http://nces.ed.gov/surveys/els2002/index.asp>

¹³ See <http://nces.ed.gov/surveys/els2002/index.asp>

One additional follow-up may be conducted in 2016 or 2018

Survey Design and Methodology

Most recently during the Second Follow-up survey a variety of modes for data collection were utilized. A single web-based data collection instrument was developed to be administered to respondents in three modes: self-administered via the Internet, with a trained interviewer over the telephone using computer assisted telephone interviewing (CATI), and with a trained interviewer in person using computer-assisted personal interviewing (CAPI).

About The High School Transcript Study (HSTS)

Funding Agency: IES National Center for Education Statistics

Sample Size: In 2005, 26,000 transcripts were collected

Sample Makeup:

NCES collects high school transcripts from a nationally representative sample of both public and private schools that have been selected to participate in the National Assessment of Educational Progress (NAEP). A representative sample of graduating seniors within each school is selected. Most of the transcripts collected are those of students who participated in the NAEP assessments that year.¹⁴

Survey Constructs: N/A

Field Years: 1982-Present

Summary: The NAEP High School Transcript Study (HSTS) provides information about the types of courses that graduates take, how many credits they earn, their grade point averages, and the relationship between course taking patterns and achievement, as measured by the National Assessment of Educational Progress (NAEP).¹⁵

Survey Design and Methodology

In general, the following materials are collected from the participating schools

- a transcript for each student selected to participate in NAEP, that provides course information as well as general student background information (i.e., race/ethnicity, gender, and grade point average);
- a School Information Form, completed by the field worker or a school staff member, or sometimes by both, that provides general information about class periods, credits, graduation requirements, and other aspects of school policy;
- a course catalog (or if a catalog is not available, a list of courses) offered for each of four consecutive years, for example, from 2001-2002 through 2004-2005;
- For schools not participating in NAEP, a NAEP School Questionnaire, completed by a school official, that provides information about school, teacher, and home factors that might relate to student achievement.¹⁶

¹⁴ See <http://nces.ed.gov/nationsreportcard/hsts/howcollected.asp>

¹⁵ See <http://nces.ed.gov/nationsreportcard/hsts/>

¹⁶ See <http://nces.ed.gov/nationsreportcard/hsts/howcollected.asp>

About High School and Beyond (HS&B)

Funding Agency: National Center for Education Statistics (NCES)

Summary:

High School and Beyond was designed to build on NLS-72 in three ways. First, the base year survey of HS&B included a 1980 cohort of high school seniors that was directly comparable to the 1972 cohort. Replication of selected 1972 student questionnaire items and test items made it possible to analyze changes subsequent to 1972 and their relationship to recent federal education policies and programs. Second, the introduction of the sophomore cohort provided data on the many critical educational and vocational choices made between the sophomore and senior years in high school, thus permitting a fuller understanding of the secondary school experience and how it affects students. Finally, HS&B expanded the NLS-72 focus by collecting data on a range of life cycle factors, such as family formation, labor force behavior, intellectual development, and social participation.

Sample Size:

Over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private high schools across the country participated in the base year survey. The first follow-up sample consisted of about 30,000 1980 sophomores and 12,000 1980 seniors. Conducted during the spring and summer of 1984, the second follow-up survey retained samples of about 15,000 1980 sophomores and 12,000 1980 seniors. The senior and sophomore cohort samples for the third and fourth follow-up survey were the same as those used for the second follow-up.

Sample Makeup:

As a longitudinal study, the HS&B survey included two cohorts: the 1980 senior class, and the 1980 sophomore class. Both cohorts were surveyed every two years through 1986, and the 1980 sophomore class was also surveyed again in 1992. Additionally during the Baseline survey, information was collected from schools, teachers and parents.

Survey Constructs: In the Baseline survey the student questionnaires focused on individual and family background, high school experiences, work experiences, and plans for the future. For the First-Follow-up survey the data collected for sophomores included information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. For the senior cohort, information concerning high school and postsecondary experiences and their experiences comprise the main focus. During later rounds of the survey the primary focus of the surveys was to obtain information on issues of access to and choice of undergraduate and graduate educational institutions, persistence in obtaining educational goals, progress through the curriculum, rates of degree attainment and other assessments of educational outcomes, and rates of return to the individual and society.¹⁷

Field Years: 1980-1992

¹⁷ <http://nces.ed.gov/pubs95/95426.pdf>

Survey Design and Methodology

During the Baseline year group administration was utilized for both the sophomores and seniors. During the First Follow-Up a self-administered mail-back questionnaire was the basic method of data collection for seniors while group administrations of questionnaires and tests were used for the sophomores. During the Second Follow-up self-administered mail-back questionnaires were utilized for both cohorts, while computer assisted telephone interviewing was used for the third and fourth follow-up surveys.

Survey instruments in the base year of HS&B included the sophomore and senior questionnaires, student cognitive tests, a school questionnaire, a teacher comment checklist, and a parent questionnaire (mailed to a sample of parents from both cohorts). In later rounds of the survey only students were surveyed.

About Integrated Postsecondary Education Data System (IPEDS)

Funding Agency: National Center for Education Statistics (NCES)

Summary:

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. These data are made available to students and parents through the College Navigator college search Web site and to researchers and others through the IPEDS Data Center.¹⁸

Sample Size:

All postsecondary education providers that participate in the federal student financial aid programs

Sample Makeup:

N/A

Survey Constructs: Data from all primary providers of postsecondary education in the country in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid

Field Years: Annually since 1986

¹⁸ See <http://nces.ed.gov/ipeds/about/>

About National Education Longitudinal Study of 1988 (NELS:88)

Funding Agency: National Center for Education Statistics

Summary:

Initiated in 1988 as the third in NCES' series of decade-length secondary school longitudinal studies, the National Education Longitudinal Study of 1988 (NELS:88) was the most ambitious longitudinal study ever undertaken by NCES. It extended the age and grade span of earlier NCES longitudinal studies by collecting data from a middle school/junior high school cohort, the eighth-grade class of 1988. Along with the student survey, NELS:88 included surveys of parents, teachers, and school administrators. The study also administered cognitive tests in reading, mathematics, science, and social studies (history/geography/civics) to the sample members. High school transcripts for the sample members were collected in 1992; postsecondary education transcripts were collected in the fall of 2000.¹⁹

Sample Size:

Almost 25,000 eighth grade students from 1,052 public and private schools across the United States participated in the base year survey. Additionally, the school administrator completed a questionnaire about the school; two of each student's teachers were asked to answer questions about the student, themselves, and the school; and one parent of each student was surveyed regarding family characteristics and the student's activities. Samples of this population were surveyed every two years through 2000. NELS:88 followed this eighth-grade cohort over time, but also "freshened" the sample at each of the first two follow-up studies. Thus, tenth- and twelfth-grade cohorts were generated in NELS:88, respectively, in the first follow-up (1990) and second follow-up (1992) surveys.

Sample Makeup:

In addition to the 8th grade students surveyed in the base year, students' teachers, parents, and school administrators were also surveyed. Coursework and grades from students' high school and postsecondary transcripts were also collected.

Survey Constructs: On the questionnaires, students reported on a range of topics including: school, work, and home experiences; educational resources and support; the role in education of their parents and peers; neighborhood characteristics; educational and occupational aspirations; and other student perceptions. During the follow-up surveys information regarding the students' transitions to postsecondary education, labor market participation, job-related training, community integration, and marriage and family formation.

Field Years: 1988-2000

¹⁹ See <http://nces.ed.gov/surveys/nels88/design.asp>

Survey Design and Methodology

The first three rounds of the NELS were conducted through in school waves of data collection. Achievement tests in reading, social studies, mathematics and science were also administered.

The Third Follow-up utilized computer-assisted telephone interview (CATI) of sample members, while the fourth follow-up utilized both CATI and computer assisted personal interviewing (CAPI)

About National Postsecondary Student Aid Study (NPSAS)

Funding Agency: National Center for Educational Statistics

Summary:

NPSAS is a comprehensive nationwide study to examine how students and their families pay for postsecondary education. The first NPSAS study was conducted in 1986–87 to meet the need for national-level data about significant financial aid issues. Since 1987, NPSAS has been fielded every 3 to 4 years, with the last cycle conducted during the 1999–2000 academic year.

Sample Size:

NPSAS collects data from a nationally representative sample of all students in postsecondary education (~109,000 students).

Sample Makeup:

The sample is comprised of undergraduate, graduate, and first-professional students who attend all types and levels of institutions, including public and private for-profit and not-for profit institutions, and less-than-2-year institutions to 4-year colleges and universities.²⁰

Additionally NPSAS collects data from institutional financial aid and registrar records at the sampled institutions currently attended, National Student Loan Data System (NSLDS), and Integrated Postsecondary Education Data System (IPEDS).

Survey Constructs:

The purpose of NPSAS is to compile a comprehensive research dataset, based on student-level records, on financial aid provided by the federal government, the states, postsecondary institutions, employers, and private agencies, along with student demographic and enrollment data. Detailed data on participation in student financial aid programs are extracted from institutional records. Data about family circumstances, demographics, education and work experiences, and student expectations are collected from students.²¹

Field Years: 1987-2004

Survey Design and Methodology

NPSAS data come from multiple sources, including institutional records, government databases, and student interviews. Institutional records are utilized to capture information on participation in student financial aid programs, while data about family circumstances, demographics, education and work

²⁰ See http://nces.ed.gov/pubs2006/2006180_1.pdf

²¹ See <http://nces.ed.gov/surveys/npsas/about.asp>

experiences, and student expectations are collected from students through a web-based multi-mode interview (self-administered and computer-assisted telephone (CATI)).²²

²² See <http://nces.ed.gov/surveys/npsas/about.asp>

About The Survey of Doctorate Recipients (SDR)

Funding Agency: The National Science Foundation (NSF)

Summary:

The Survey of Doctorate Recipients (SDR) gathers information from individuals who have obtained a doctoral degree in a science, engineering or health field (SEH). The SDR is conducted every 2 years and is a longitudinal survey that follows recipients of research doctorates from U.S. institutions until age 76.²³ The SDR sample is drawn from the Survey of Earned Doctorates, which is an annual census of all research doctorates in the United States.

Sample Size:

The 2006 SDR sample consisted of 42,955 cases.

Sample Makeup:

Respondents were individuals:

- with a research doctorate in a SEH field from a U.S. institution,
- living in the U.S. during the survey reference week,
- non-institutionalized; and
- under age 76.

Survey Constructs:

Some key variables of interest include:

- Educational history (for each degree held: field, level, institution, when received)
- Employment status (unemployed, employed part time, or employed full time)
- Geographic place of employment
- Marital status
- Number of children
- Occupation (current or past job)
- Primary work activity (e.g., teaching, basic research, etc.)
- Postdoctorate status (current and/or 3 most recent postdoctoral appointments)
- Salary
- Satisfaction and importance of various aspects of job
- School enrollment status
- Sector of employment (e.g., academia, industry, government, etc.)
- Work-related training

Field Years: 1957-Current.

²³ See <http://www.nsf.gov/statistics/srvydoctoratework/>

Survey Design and Methodology

The data collection approach from 1991 to 2001 consisted of mailing letters, self-administered paper questionnaires (SAQ). In 2003, computer assisted telephone interviewing (CATI) and a self-administered online questionnaire (Web) were introduced as initial response modes on an experimental basis. The experiment results indicated that both of these approaches had merit. For certain types of cases, starting in CATI or Web improved both response quality and response rate. The multiple starting mode approach initiated in 2003 was expanded in the 2006 survey cycle and a tri-mode (SAQ, Web, CATI) approach to data collection was fully implemented.

About The Survey of Earned Doctorates (SED)

Funding Agency: The National Science Foundation (NSF)

Summary: The Survey of Earned Doctorates (SED) began in 1957–58 to collect data continuously on the number and characteristics of individuals receiving research doctoral degrees from all accredited U.S. institutions. The results of this annual survey are used to assess characteristics and trends in doctorate education and degrees. This information is vital for educational and labor force planners within the federal government and in academia. The SED is sponsored by the following 6 federal agencies: National Science Foundation (NSF), National Institutes of Health, U.S. Department of Education, U.S. Department of Agriculture, National Endowment for the Humanities, and National Aeronautics and Space Administration. The Science Resources Statistics Division (SRS) of the NSF monitors the contract to conduct the SED.²⁴

Sample Size: The total universe of the 2008 survey included over 48,000 persons from 421 research doctorate-granting institutions; it is a census of research doctorates in the U.S.

Sample Makeup: All individuals receiving research doctorates from accredited U.S. institutions are asked to complete the survey.

Survey Constructs:

The SED collects information on the individual's education, characteristics, and postgraduation plans. Some key variables of interest include:

- Academic institution of doctorate
- Baccalaureate-origin institution (U.S. and foreign)
- Educational history in college
- Field of degrees (N=292)
- Graduate and undergraduate educational debt
- Marital status, number/age of dependents
- Postgraduation plans (work, postdoc, other study/training)
 - Primary and secondary work activities
 - Source and type of financial support for postdoctoral study/research
 - Type and location of employer
- Sources of financial support during graduate school
- Type of academic institution (e.g., historically black institutions, Carnegie codes, control) awarding the doctorate

Field Years: 1957-Current

Survey Design and Methodology

The SED used three modes of data collection in the 2008 survey. Paper survey instruments were mailed to institutional coordinators in the graduate schools who distributed the survey forms to individuals receiving a research doctorate. In 2001, a web version of the questionnaire was also offered to a sample of

²⁴ See <http://www.nsf.gov/statistics/srvydoctorates/>

schools in addition to the paper version or in some cases as the alternative to the paper surveys. A third mode of data collection, an abbreviated questionnaire administered through computer assisted telephone interview (CATI), was initiated in 2005 as an additional means of follow-up for non-respondents.