



Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources

(Tables 1-6 and Appendix)

E R I C L . D E Y

S Y L V I A H U R T A D O

BYUNG - S H I K R H E E
K A R E N K U R O T S U C H I I N K E L A S
L E S L I E A . W I M S A T T
F E N G H U A G U A N

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Table 1: Definitions of terms used in reviewing student data sets

INPUT

Educational activities: Individual

Academic: Constructs related to academically-oriented activities undertaken by students during high school on an individual level that are not formally organized by the school. Measures reflect the respondent's level of involvement with the high school curricular program and how often a variety of instructional approaches are integrated into the learning process. Such constructs include use of calculators, note taking skills, activities such as time spent studying or doing homework, library usage patterns, etc.

Social: Constructs related to socially-oriented activities undertaken by students during high school on an individual level that are not formally organized by the school. Such constructs include activities such as socializing with friends, reading for pleasure, etc.

Educational activities: organized

Curricular: Activities undertaken by students during high school related to academic pursuits that are sponsored by the school. Such constructs include questions related to choice of courses, type of program in which enrolled, etc.

Co-curricular: Activities undertaken by student during high with an academic focus that are not part of the school's curriculum, which are sponsored by the school. Such constructs include participation in academic honor societies, etc.

Extra-curricular: Activities undertaken by students during high school outside of curricular or co-curricular pursuits that are formally organized or sanctioned by the school. Such constructs include participation in athletics, student government, or other types of student clubs or organizations.

Educational activities: others

Vocational training or courses: Activities or courses taken by students during high school directly related to vocational or job skills or interests. Such activities include course taking patterns in relation to vocational work or job training experiences during high school.

Teacher contact/interaction: Respondent's interaction with high school teachers, either in formal or informal circumstances, outside of the classroom. Examples may range from meeting teachers during office hours to visiting teachers at their homes.

Educational climate: Constructs used to measure the perceptions and attitudes of the respondent with regard to patterns of organizational life in the high school (e.g. other students often disrupt class, students get along well with teachers, there is a real school spirit).

Work activity during high school: Work activity during HS: Any type of employment performed while the respondent was enrolled as a high school student. This includes hours per week spent on most recent job, lowest hourly wage accepted while in HS, amount of time spent looking for work, etc.

Others: Any other types of activities that the respondent engaged in during high school that does not fit any of the above categories. Variables include: drank beer, got arrested, watched television, etc.

Goals/values

Attitudes/values: Perceptions of the respondent that are reflective of personal ideology and larger social values/outlooks. (e.g. whom they admire, want to make a lot of money).

Self-esteem: Measures which reflect the respondent's belief in self, or general level of self-respect (e.g. academic ability, self-rated popularity, self-confidence)

Aspirations: Plans or expectations for future schooling or job placement that are generally considered desirable or important to the respondent or significant others in the respondent's environment. Variables in this category include student's probably career, highest degree planned, etc.

Reasons for attending college: Reasons for attending college: Measures which reflect the motivations and values of the respondent as well as influences by family and significant others regarding educational attainment. Statements explain why respondent decided to go to on to higher education (e.g. development of work skills, intellectual growth, quality of instruction, social life, prestige of school).

College choice/application behaviors: Measures that reflect the decision-making criteria of high school applicants to college. Variables in this category include both the number of colleges to which the respondent has applied for admission and the method of selection (e.g. advice of a friend, grads get top jobs).

High school characteristics: Self-reported information regarding the high school attended by the respondent. Variables include grading criteria, institutional type, location and ranking identifiers of the respondent's high school (e.g., city/state, public/private, region of country, size of student body, etc.).

High school achievement: Academically related achievement attained by R (student) during high school, including constructs such as grades, grade point averages, standardized test scores, academic honors, and diploma attainment.

Personal

English proficiency: The extent to which the respondent self-reports competency in the understanding and use of the spoken/written English language. Variables in this category include: how well respondent understands English when spoken by others, how well respondent can read English, etc.

Information on respondent's drug use: Variables that reflect R's use of cigarettes, alcohol, marijuana, and other controlled substances.

Information on respondent's disabilities: Information on respondent's disabilities: Any type of personal handicap (physical or mental) reported by the respondent. Variables in this category include: deafness, orthopedic handicap, speech disability, specific learning disabilities, etc.

Family

Measures of socioeconomic status: Measures which reflect the level of education, occupation, household income, and household amenities attained by the parents/family of the respondent (e.g. does respondent have a computer, how far in school did respondent's father go, does family receive a newspaper, etc.)

Family relations: Self-rated measures of compatibility and empathy with family members and variables that reflect the status of the health and welfare of the family unit. Variables in this category include: respondent gets along with family members, family member has been ill in the last two years, etc.

Parental involvement in child's upbringing and education: Personal involvement in child's upbringing and education: The extent of parental support, supervision, and discipline which the respondent receives in the home environment (e.g. how often parent checks respondent's homework, parents limit television watching, awareness of student activities and grades, level of communication with parents).

Religion: The organized religion, if any, to which the respondent belongs as well as level of involvement in practicing that religion (e.g. what is religious background of respondent, how often does respondent attend religious services).

Financial assets and liabilities: Measures that reflect the fiscal interdependence of the respondent's family unit (e.g. loans, mortgages, investments, etc.)

TEACHING & LEARNING

Variables related to teaching styles/processes: Related to R's (students') descriptions, reactions, impressions, and/or evaluations of their college instructors' teaching styles, methods, or processes. Teaching styles, methods, or processes may include both the type of instructional delivery (e.g., lecture, discussion, lab, etc.) and types of assignments or projects (e.g., collaborative or group work, role plays, etc.).

Variables related to learning styles/processes: Related to self-reported descriptions, reflections, and/or evaluations of R's learning styles or processes. Variables in this category include both learning styles, such as dimensions in the Kolb learning style model or gender-based style differences like the Belenky et al. theory, as well as learning processes, such as studying techniques or approaches to learning.

ENVIRONMENTS

College activities: individual

Academic: Constructs related to academically-oriented activities undertaken by students during college on an individual level that are not formally organized by the institution. Such constructs include activities such as time spent studying, library usage patterns, etc.

Social: Constructs related to socially-oriented activities undertaken by students during college on an individual level that are not formally organized by the institution. Such constructs include activities such as socializing with friends, reading for pleasure, etc.

College activities: organized

Curricular: Activities undertaken by students during college related to academic pursuits that are sponsored by the institution. Such constructs include questions related to choice of major, course taking patterns, etc.

Co-curricular: Activities undertaken by students during college with an academic focus that are not part of the institution's curriculum, which are sponsored by the institution. Such constructs include participation in academic honor societies, performing research with a faculty member, etc.

Extra-curricular: Activities undertaken by students during college outside of curricular or co-curricular pursuits that are formally organized or sanctioned by the institution. Such constructs include participation in athletics, fraternities/sororities, student government, or other types of student clubs or organizations.

College activities: work related

Employment information while R was enrolled in PSI: Any variables related to R's employment status while s/he was enrolled at a postsecondary institution, including both part- and full-time positions, jobs on- and off-campus, and work-study or non-work-study roles. Can also be related to combination employment/enrollment patterns.

Employment information while R was not enrolled in PSI: Any variables to employment or work performed (post high school graduation) while R was not enrolled in a postsecondary institution. Can include both part- and full-time positions, jobs on- and off-campus, and questions pertaining to why R was working and not attending school. (Note: in some longitudinal data sets in which the R's were tracked from their adolescence, there were members of the sample who went straight into the work force and did not attend a postsecondary institution. All variables related to their work status were placed in this category.)

College activities: others

Job related training/courses: Activities or courses taken by students during college directly related to vocational or job-related skills or interests. Such activities include course taking patterns in relation to licensing or certification in a certain vocation, or job-related field-work, internships, or co-ops.

Faculty contact/interaction: R's (students') interaction with faculty, either in formal or informal circumstances, outside of the classroom. Examples may range from visiting faculty member during their office hours to having dinner at a professor's home.

Interaction with student services: R's (students') usage of, perceptions of, and/or satisfaction with student services at the institution. Examples of student services include various types of counseling services (e.g., personal-psychological, career, and/or academic), recreational facilities, etc.

Others: Any other types of activity R (student) engaged in during college that does not fit any of the above categories.

Institutional

Characteristics: Structural characteristics of the higher education institution that R (student) is attending. May include such characteristics as level (e.g., 2- or 4-year); type (e.g., research or liberal arts); control (public, private or proprietary); region of country; enrollment size, etc.

Impression of college: R's (students') descriptions, comments, reactions and/or evaluations of their college environment, ranging from a general impression (e.g., evaluation of overall quality of institution) to assessments of specific portions of the environment (e.g., satisfaction with residence environment).

Enrollment

Enrollment information: Constructs related to the type of enrollment, enrollment patterns, and/or degree program of R (student) that is not related to a specific curricular program or major. Examples include variables related to part- or full-time enrollment, enrollment status by month or year, or enrollment in a degree program, such as an associates degree.

Financial aid information: Information related to R's (students') financing of their postsecondary education, including any or all of the following: work-study, loans, grants, scholarships, fellowships, assistantships, other forms of employment, and parental/significant other assistance.

Tuition/expenses information: Information related to R's (students') expenses related to tuition, room, board, and other expenses related to the pursuit of their postsecondary education, such as books, necessary equipment, commuting expenses, etc.

OUTCOMES

Cognitive

College achievement: Academically related achievement attained by R (student) during college, including constructs such as grades, grade point averages, academic honors, and degrees attained.

Psychosocial

R's psychosocial development: Variables which reflect respondents' personal growth, including self-understanding and the ability to both understand and get along with others. These self-rated abilities can be used to measure the social, emotional, and psychological growth of the respondent. Variables include perceptions of academic, artistic, physical, and social abilities or self-confidence.

R's views on social issues (values, goals): Opinions, attitudes, and/or views of R (student) pertaining to personal or social values or goals. Such values or goals may be directly related to R, such as R's plans for the future, or they may be more concerned with broader social issues, such as promoting racial diversity or protecting the environment.

Civic Behaviors

Political behaviors: Activities undertaken by R (student) of a civic or political nature, such as registering to vote, actually voting, participating in a political campaign, serving on local governing boards, or running for election.

Volunteer work: Any type of activity performed without pay in service to a local or broader social concern. These activities may include working for a local hospital or clinic, volunteering at various shelters, or assisting with youth organizations.

Aspirations

Aspirations: Future educational, career, or personal goals or plans of R (student). Can include such aspirations as graduate school plans, certain career goals or attainment, or family/marriage considerations.

Success in transition to work/graduate school: Variables related to the transition from college/postsecondary education to working or further educational roles. Possible constructs in this category include: choice of graduate school, graduate major, present occupation, present occupational salary, etc.

Retention

Measures of the educational success of the respondent relating to persistence and continued enrollment in college. Variables in this construct would include re-enrollment in college, degree completion, reasons for dropping out, etc.

Satisfaction

Variables in this category include the degree and manner in which the respondent experienced pleasure or gratification with educational experiences during college. Variables in this category include: satisfaction with campus climate, satisfaction with quality of instruction, work, courses, extra curricular activities, student services, social life, etc.

Table 2: Definitions of terms used in reviewing faculty data sets

Intended learning outcomes

Questions relating to faculty members' planned or desired outcomes for students who enrolled in their courses. Examples may include whether or not the instructor set as a goal for his/her students that they become better writers or more advanced in a particular skill, etc.

Information on teaching methods used

Questions relating to the instructional style or technique used by the faculty member while teaching a course. Examples may include using the lecture method, the seminar/discussion method, or other techniques like collaborative work groups, simulations or role plays, etc.

Information on technology used in teaching practices

Questions relating to faculty members' use of technology for instructional purposes. May include multi-media or related computer usage, audio or visual equipment, and/or scientific or laboratory equipment.

Service variables

Questions relating to the type and amount of activity faculty members perform in service to their institution outside of their normal teaching-, research-, and/or appointed administratively related duties. Examples may include serving on academic committees, task forces, and campus group boards, or being involved with student groups/activities, etc.

Student oriented

Questions attempting to ascertain the relative amount of importance, significance, and/or responsibility the faculty member places upon activities in relation to students, (as opposed to their research, service, administrative roles, etc.). Examples may include Likert-scale questions about the importance of being available to students at all times, etc.

Time spent teaching

Questions relating the amount of time faculty members reported they spent on teaching activities, which can include classroom time, class preparation, grading, and curriculum revision.

Types of classes taught

Questions relating to the discipline, subject matter, and/or level (e.g., lower or upper division, undergraduate or graduate) of courses that the faculty member teaches.

Advising/mentoring

Questions relating to the type and amount of advising and/or mentoring (activities with students that assist or help support students' academic or emotional development) the faculty member engages in, including both undergraduates and graduate students.

Teaching awards/incentives

Questions relating to the number or types of teaching awards or incentives faculty members have received in relationship to their teaching efforts at their institutions.

Professional teaching associations

Questions relating to the number or types of professional teaching associations or organizations to which the faculty member belongs. This category does not include membership in other, more discipline- or research-specific associations or organizations.

Professional development

Questions relating to the number or types of activities the faculty member engages in to improve his/her skills in teaching, research, or service.

Racial/cultural awareness

Questions relating to the amount or types of activities the faculty member is engaging/has engaged in for the purposes of greater sensitivity to students of diverse backgrounds. In addition, this category may also include questions posed to the faculty about their own cultural awareness/sensitivity.

Satisfaction with environment/climate

Questions relating to faculty members' assessments, perceptions, and/or evaluations of their institutions' environment or campus climate. Examples may include general assessments of the quality of the student body or may be more specific, such as the quality of the equipment the faculty member uses.

Views on social issues

Questions relating to faculty members' opinions or judgments on relevant and significant social issues, both in the broad societal sense and more localized to campus considerations. Examples may include views on capital punishment and opinions about their campuses' speech codes.

Table 3: A Profile of Data Sets in the Study

1. Student data sets

		B & B	BPS	HS & B	NELS
Agency		NCES	NCES	NCES	NCES
Primary Focus		Education and work experience; transition to graduate school and/or work force; a special emphasis on teachers	Student persistence, progress, and attainment	Information on the educational, vocational, and personal development; transition from high school to postsecondary education or the workforce	Trend data about critical transitions
Subject		Degree attainers beginning one year after graduation	Beginning students (college)	Sophomore and senior cohorts (high school)	8 th grade students
Sample size		11,000	7,900	30,000+ (seniors) and 28,000 (sophomores)	24,599 (base year)
Race/Ethnicity oversample		No	No	Yes (Hispanic)	Yes (Asian, Latino)
Ethnic group breakout	Asian	Yes	Yes	Yes	Yes
	Latino	No	Yes	No	Yes
Time span		1993 (base), 93-94, 93-97	1990/92/94/96 (available in 98)	1980, 1982, 1984, 1986, and 1992	1988-1994 (every two years)
Longitudinal data		Yes	Yes	Yes	Yes
Supplementary info		<i>Uniqueness:</i> a longitudinal view on the graduate education/work interaction. The data set is based on the NPSAS. It replaced RCG.	<i>Uniqueness:</i> it includes “non-traditional” students, which results in well representing all beginning students. The data set is based on the NPSAS.	Data on parents, school, and observations from teachers also available; the same type of data in the NLS.	Parent, teacher, and school administrator questionnaires were conducted; Comparable to NLS, HS & B.

		NLS-72	NPSAS ¹	RCG ²
Agency		HERI	HERI	HERI
Primary Focus		Transition from high school to college and/or to work	Financial information, employment, education aspirations	Post-degree employment and educational experiences
Subject		12 th grade in 1972	Undergraduates, graduates, and professional students	College graduates
Sample size		16,683 (base year)	43,000 (1986-87 school year)	14,405 (1991 year)
Race/Ethnicity oversample		Yes (Black)	No	Yes (Black, Hispanic)
Ethnic group breakout	Asian	No	No	No
	Latino	Yes	No	No
Time span		1972, 1973, 1974, 1976, 1979 and 1986	1986-87, 1989-90, 1992-93	1976-1991
Longitudinal data		Yes	No	No
Supplementary info		Postsecondary transcripts(1984) collected	Data come from institutional records, students and parent interviews. It consists of longitudinal components of BPS and B & B.	Replaced with B & B

¹ National Postsecondary Students Aid Study

² Recent College Graduates Study

		CIRP (c1)	CIRP (c2)	CIRP (c3)	CIRP (c4)	CIRP (c4)
Agency		HERI	HERI	HERI	HERI	HERI
Primary Focus		Student attitude and values	Student attitude and values	Student attitude and values	Student attitude and values	Student attitude and values
Subject		College students (first time, full-time)	College students (first time, full-time)	College students (first time, full-time)	College students (first time, full-time)	College students (first time, full-time)
Sample size		10,326	27,065	4,408	5,615	40,770
Race/Ethnicity oversample		Yes (Black)	No	No	No	No
Ethnic group breakout	Asian	No	No	No	No	No
	Latino	No	No	No	Yes	Yes
Time span		1971-1980	1985-1989	1986-1990	1987-1991	1987-1991
Longitudinal data		Yes	Yes	Yes	Yes	Yes
Supplementary info					Most frequently used	More comprehensive

2. Faculty data sets

	NSOPF-88 (n1)	NSOPF-93 (n2)	faculty-89 (h1)	faculty-92 (h2)	faculty-72
Agency	NCES	NCES	HERI	HERI	ACE
Primary Focus	National profile of faculty	National profile of faculty			Reassessment of faculty
Subject	Postsecondary faculty	Postsecondary faculty	Postsecondary faculty	Postsecondary faculty	Postsecondary faculty
Sample size	11,013 (faculty)	25,780 (final)	35,480	43,940	53,029
Time span	1987-1988	1992-1993	1988-1989	1991-1992	1971-72
Longitudinal data	No	No	No	No	No
Supplementary info	The data set includes institutional records, a survey of 3,029 department chairpersons, in addition to faculty members.		Similar questions to CIRP	Similar questions to CIRP	Related to the 1968-69 survey

3. Institutional data sets

	IPEDS
Agency	NCES
Primary Focus	Institutional characteristics
Subject	Colleges or universities
Sample size	approximately 11,000 institutions
Time span	1987-1996
Longitudinal data	No
Supplementary info	Prior to 1993, only national-level estimates from a sample of institutions are available for the private, less than 2 year institutions
Data sets reviewed	1992-93

Table 4: Representation of Constructs on Student Data Sets

Inputs						
Educational activities						
Individual		Organized			Others	
Academic	Social	Curricular	Co-curricular	Extra-curricular		
Name of dataset						
Student-centered						
B&B	R	NR	NR	NR	NR	NR
BPS	NR	NR	NR	NR	NR	NR
CIRP-71/80	L	L	L	L	R	L
CIRP-85/89	R	L	R	L	R	R
CIRP-86/90	R	R	R	L	R	R
CIRP-87/91	R	R	R	L	R	R
HS&B	WR	NR	WR	R	WR	WR
NELS	WR	WR	WR	L	WR	WR ²⁰
NLS-72	L	L	WR	L	L	L
NPSAS	NR	NR	NR	NR	NR	NR
RCG	NR	NR	NR	NR	NR	NR

Table 4: Representation of Constructs on Student Data Sets, cont.

Goals/Values						HS	HS
						characteristics	achievement
Attitudes/ Values	Self- esteem	Educational/ Career aspirations	Reasons for attending college	College choice/ application behaviors			
Name of dataset							
Student-centered							
B&B	NR	NR	L	NR	WR	L	WR
BPS	WR	WR	R	WR	WR	NR	L ^{1,7}
CIRP-71/80	WR	WR	WR	WR	NR	L	L
CIRP-85/89	WR	WR	WR	WR	NR	L	L
CIRP-86/90	WR	WR	WR	WR	L	L	WR
CIRP-87/91	WR	WR	WR	WR	L	R	WR ¹²
HS&B	WR	WR	WR	WR	WR	WR	WR
NELS	WR	WR	WR	WR	WR	R ¹⁴	WR ¹⁵
NLS-72	WR	WR	WR	WR	WR	R	WR
NPSAS	NR	NR	L	NR	R	NR	WR
RCG	NR	NR	L	NR	NR	NR	WR

Table 4: Representation of Constructs on Student Data Sets, cont.

Name of dataset	Personal			Family			
	English proficiency ³	Info on R's Drug Abuse	Info on R's disabilities	Measures of SES	Family Relations	Parental Involvement in Child's Upbringing & Education	Religion
Student-centered							
B&B	R	NR	R	WR	NR	L	NR
BPS	NR	NR	R	R ⁶	NR	NR	NR
CIRP-71/80	NR	NR	NR	R	NR	NR	L
CIRP-85/89	NR	NR	NR	L	NR	NR	L
CIRP-86/90	NR	NR	R	L	NR	NR	R
CIRP-87/91	L	NR	R	L	NR	NR	R
HS&B	L	NR	R	WR	R	L	L
NELS	WR	WR	L	WR	WR	WR	L
NLS-72	L	NR	L	WR	NR	R	L
NPSAS	NR	NR	R	R	NR	NR	NR
RCG	NR	NR	NR	L	NR	NR	NR

Table 4: Representation of Constructs on Student Data Sets, cont.

Environments						
College Activities						
Financial assets & liabilities	Teaching / learning processes		Individual		Organized	
	Teaching styles/ processes	Learning styles/ processes	Academic	Social	Curricular	
Name of dataset						
Student-centered						
B&B	WR	NR	NR	WR	WR	WR
BPS	R	L ¹⁹	L ¹⁹	L	L	R
CIRP-71/80	NR	NR	NR	WR	R	L
CIRP-85/89	NR	R	NR	WR	R	L
CIRP-86/90	L	L	NR	WR	WR	L
CIRP-87/91	L	L	NR	WR	WR	L
HS&B	R	NR	NR	NR	NR	R
NELS	R	NR	NR	WR	WR	WR
NLS-72	R	NR	NR	L	NR	L
NPSAS	WR	NR	NR	NR	NR	WR
RCG	NR	NR	NR	NR	NR	NR

Table 4: Representation of Constructs on Student Data Sets, cont.

Name of dataset			Work related		Others	
	Co-curricular	Extra-curricular	Employment info when R was enrolled	Employment info when R was not enrolled*	Job related training/courses	Faculty contact/interaction
Student-centered						
B&B	NR	WR	WR	NR	WR	L
BPS	L	R	WR	WR	WR	L
CIRP-71/80	L	R	L	NR	NR	L
CIRP-85/89	R	R	L	NR	NR	L
CIRP-86/90	R	WR	L	NR	NR	R
CIRP-87/91	R	WR	L	NR	NR	WR
HS&B	R	WR	WR	NR	WR	NR
NELS	L	WR	WR ²²	WR	WR	NR
NLS-72	NR	L	R	WR	WR	NR
NPSAS	NR	R	WR	NR	NR	NR
RCG	NR	NR	WR	L	R	NR

Table 4: Representation of Constructs on Student Data Sets, cont.

Name of dataset	Interaction with student services		Institutional	Impression of college	Enrollment info	Expenses
	with student services	Others	Characteristics			Financial aid info
Student-centered						
B&B	WR	NR	WR	NR	WR	WR
BPS	WR	NR	WR	R	WR	WR ^{8, 9, 10}
CIRP-71/80	R	R	WR	WR	WR	WR
CIRP-85/89	R	WR	WR	WR	WR	WR
CIRP-86/90	R	WR	WR	WR	L	WR
CIRP-87/91	R	NR	WR	WR	L	WR
HS&B	NR	NR	WR	R	WR	WR
NELS	L	NR	L	R	WR	WR ⁹
NLS-72	NR	L	WR	WR	WR	WR
NPSAS	WR	NR	WR	NR	WR	WR
RCG	NR	NR	L	NR	NR	WR

Table 4: Representation of Constructs on Student Data Sets, cont.

	Outcomes					
		Cognitive	Psychosocial		Civic Behaviors	
	Tuition/expenses info	College achievement	R's psycho-social dvlpmt	Rs' views on social issues (values, goals)	Political Behaviors	Volunteer work
Name of dataset						
Student-centered						
B&B	WR	WR	WR	WR	NR	NR
BPS	WR	WR	NR	NR	WR	WR
CIRP-71/80	NR	R	WR	WR	NR	NR
CIRP-85/89	NR	WR	WR	WR	NR	NR
CIRP-86/90	NR	WR	WR	WR	NR	NR
CIRP-87/91	NR	WR	WR	WR	L	L
HS&B	WR	WR	NR	WR	NR	NR
NELS	L	NR ⁵	WR	WR	L	WR
NLS-72	NR	WR	WR	WR	WR	WR
NPSAS	WR	WR	NR	WR	NR	R
RCG	WR	NR	NR	NR	NR	NR

Table 4: Representation of Constructs on Student Data Sets, cont.

Name of dataset	Aspiration		Retention	Satisfaction
	Aspirations	Success in transition to work/graduate school	Retention	College Satisfaction
Student-centered				
B&B	WR	WR	R	NR
BPS	WR	WR	WR	WR
CIRP-71/80	R	WR	WR	WR
CIRP-85/89	WR	NR	WR	WR
CIRP-86/90	WR	NR	WR	WR
CIRP-87/91	WR	NR	WR	WR
HS&B	WR	WR	NR	NR
NELS	WR	WR ²³	NR	R ²¹
NLS-72	WR	WR	WR	WR
NPSAS	WR	WR	NR	WR
RCG	NR	WR	NR	NR

Table 4: Representation of Constructs on Student Data Sets, cont.

Note:

* Some surveys (NELS, NLS-72, HS&B) included non-college going samples and thus may include respondents who are not enrolled in a postsecondary institution. Conversely, other samples include only college-going respondents, and thus would have no information (NR) on this topic.

Key:

NR = Not represented in dataset (# variables = 0)

L = Limited amount represented in dataset (# variables = 1-5)

R = Represented in dataset (# variables = 6-10)

WR = Well represented in dataset (# variables > 10)

Footnotes:

¹ Has SAT/ACT and degree attainment, but no HS GPA

² Check against NPSAS

³ English proficiency reading, writing, and understanding

⁴ Oversamples Asians, Latinos, has ~10% Black sample

⁵ No college grades, GPA, etc.

⁶ Includes household items owned

⁷ Includes self-ratings of ability

⁸ Even includes reasons why R did NOT apply for financial aid

⁹ Includes info on parents' activities in relationship to R's financial aid status

¹⁰ Includes financial indebtedness

¹¹ 4 variables on satisfaction with teaching/learning while in college

¹² Including various skill capabilities

¹³ See satisfaction in "outcomes" section

¹⁴ Primarily includes grading system information; location; climate

¹⁵ Includes standardized test results

¹⁶ Includes attendance behaviors, curriculum information, classroom activities

¹⁷ Includes social behaviors, involvement

¹⁸ Only includes information about HS achievement, such as GPA, SAT scores, etc.

¹⁹ Only pertains to R's satisfaction with overall teaching/learning during college

²⁰ Variables related to high school climate, work activity during HS, and anti-social behavior

²¹ Satisfaction with work only

²² Includes non-college going sample.

²³ These variables describe success in transition to work from *high school*.

Table 5: Representation of Constructs on Faculty Data Sets

	Teaching awards/incentives	Professional teaching associations	Professional development	Racial/cultural awareness	Satisfaction with enviro/ climate	Views on social issues	Mergable with other student data
Faculty-centered							
NSOPF-88	NR	NR	R ⁶	NR	R	NR	NR
NSOPF-93	NR	NR	L	NR	R	NR	NR
HERIFAC-89	L	NR	L	L ^{4,5}	R	R	ACE codes
HERIFAC-92	L	NR	L	L ^{4,5}	R	R	ACE codes
ACEFAC-72	L	NR	NR	NR	R	NR	ACE codes

	Teaching goals for students	Info on teaching methods used	Service vars	Student oriented	Time spent teaching	Types of classes taught	Advising/ Mentoring
Faculty-centered							
NSOPF-88	NR	NR	L ¹	L	R	R	L ³
NSOPF-93	NR	R	L ¹	L	R	R	L ³
HERIFAC-89	L	WR	L ³	L	R	R	L ³
HERIFAC-92	L	WR	L ³	L	R	R	L ³
ACEFAC-72	R	L ²	L ³	L	R	R	L ³

Key:

- NR = Not represented in dataset (# variables = 0)
- L = Limited amount represented in dataset (# variables = 1-5)
- R = Represented in dataset (# variables = 6-10)
- WR = Well represented in dataset (# variables > 10)

Footnotes:

- ¹ No service variables, except for teaching committee load
- ² Only info on whether or not a TA was used
- ³ Time spent on task
- ⁴ Attended racial/cultural training/workshops
- ⁵ Includes teaching/research interests, area of expertise
- ⁶ Includes one variable on "Funds for teaching skills training"

Table 6: A Summary of Limitations of Data Sets Cited in Empirical Studies

	Survey Design		Survey Sampling		Measurement			
	Inadequate length of survey	Design	Transcript file problem	Representation	Lack of subsample	Accuracy	Reliability	Validity
Student data sets								
B&B								
BPS								
CIRP	1	3		11	3		2	2
HS&B	2	2	1	6	2	6	3	2
NELS			1	4	2	1	1	
NLS-72	4	3		7	3	2	4	1
NPSAS	1	2		17			2	3
RCG			1			1		
Faculty data sets								
ACE-72								
HERI Faculty Survey		3		1				
NSOPF								
Institutional data sets								
IPEDS				3				

Note: The total number of documents examined includes those of works within which no limitations were cited. Thus, the total number of documents examined may not reflect the cumulative number of limitations cited across the columns.

Table 6: A Summary of Limitations of Data Sets Cited in Empirical Studies, cont.

Index or scale		Others	Total number of documents examined
Need more variables	Need more in-depth		
			0
		1 ¹	1
15	13	7 ²	64
9	6	10 ³	72
2		4 ⁴	34
4	2	2 ⁵	37
8	1	1 ⁶	50
		2 ⁷	2
			1
1	2		6
1	1		3
		2 ⁸	14

¹ BPS: Selection bias

² CIRP: Low response rate; ordinal scales in the financing data; no information on drop out rates; response bias

³ HS&B: Non-response bias; biased parent responses; selection bias; excludes high school non-graduates; time-censoring effect

⁴ NELS: Teacher component not representative; parent component not representative; quality of answers; unequal richness of variable information

⁵ NLS-72: Sampling error; missing values

⁶ NPSAS: Members of racial/ethnic groups who did not identify themselves or were too small to disaggregate were classified as "other/non-specified."

⁷ RCG: Non-response bias; selection bias

⁸ IPEDS: Racial/ethnic data prior to 1986; aggregated state level data

Appendix: Limitations of Data Sets Cited in Empirical Studies

1. Student data sets

BPS

<p>Fitzgerald, Robert, And Others. (1994.) Descriptive Summary of 1989-90 Beginning Postsecondary Students: Two Years Later. Contractor Report. Statistical Analysis Report. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.</p>	<p>ED372691</p>	<p>BPS includes only first time enrollees in any post-secondary education (which means students who attended a vocational school earlier would not be counted, as well as those who had previously been enrolled in a college or university). Only full time students were included.</p>
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CIRP

<p>Antonio, Anthony Lising. Making Social Comparisons: Black and White Peer Group Influence in College. ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).</p>	<p>ED391412</p>	<p>These limitations suggest that smaller scale, intra-institutional studies are probably necessary to uncover many of the issues brought up in this study.</p>
<p>Arredondo, Marisol. (1995.) Faculty-Student Interaction: Uncovering the Types of Interactions That Raise Undergraduate Degree Aspirations. ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995)</p>	<p>ED391423</p>	<p>The assessment of faculty-student interaction did not allow for the analysis of the duration of intensity of the interaction. How often or to what extent of participation could not be determined. A finite number of faculty-student variables are included (something like co-authoring an article is not included). The direction of influence between higher degree aspirations and faculty contact cannot be determined since they are measured at the same time.</p>
<p>Astin, A. (1993) "An Empirical Typology of College Students." <i>Journal of College Student Development</i>, v. 34. (36-46).</p>	<p>EJ459074</p>	<p>"Another constraining on studying interaction effects involving variables other than demographic characteristics (sex, age, race, etc.) is the lack of available measures of these other student characteristics. Although some of the typologies developed in earlier research suggest potentially interesting student characteristics that might interact with environmental experiences, there is no practical way for most investigators to incorporate such characteristics in their actual data. This limitation has to a certain extent been overcome in the current study, since the CIRP data necessary for using the typology already exist at several hundred institutions. Moreover, investigators who do not happen to have access to CIRP data can incorporate this typology into their own research at relatively low cost.</p>

Astin, Alexander W. (1990). The Black Undergraduate: Current Status and Trends in the Characteristics of Freshmen. California Univ., Los Angeles. Higher Education Research Inst.	ED325043	CIRP1971-89 None cited
Astin, Alexander W., And Others. The American Freshman: National Norms for Fall 1991. Higher Education Research Institute, Graduate School of Education, 320 Moore Hall, University of California, Los Angeles, CA 90024-1521 (\$20.00). Dec 91.	ED340326	None cited.
Astin, Helen S. and Kent, Laura. (1983). Gender Roles in Transition: Research and Policy Implications for Higher Education. <i>Journal of Higher Education</i> , v54 n3 p309-24 May-Jun 1983	EJ281276	CIRP1966-80 None cited
Bayley, Linda J. Changing Aspirations: An Analysis of College Student Status Aspirations. 20 Apr 92.	ED347936	None cited.
Braxton, John M., And Others. Peer Groups of Colleges and Universities Based on Student Outcomes. <i>Journal of College Student Development</i> v32 n4 p302-09 Jul 1991.	EJ432312	The findings from typological inquiries are limited in many ways; for example, the degree to which the variable encompass the phenomenon under investigation and the extent to which the sample is representative of the population. Both limitations are applicable to this study in that the seven variables do not capture the totality of educational outcomes that colleges and universities seek to instill in their students, nor are the 38 institutions representative of the universe of institutions.
Deppe, Marilyn J. (1989). The Impact of Racial Diversity and Involvement on College Students' Social Concern Values. ASHE Annual Meeting Paper.	ED313982	CIRP1982-86 There were several limitations of the sample employed for the study. First, it was not representative of national higher educational racial diversity enrollment, with very low representation of minority groups other than Black students. Second, the average institutional racial diversity represented in the sample was below the national average, which limits the assessment in more diverse environments. Third, the geographical distribution was uneven and not representative of the national higher educational system.
Deppe, Marilyn J. (1989.) The Impact of Racial Diversity and Involvement on College Students' Social Concern Values. ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).	ED313982	Not representative of national higher education racial diversity enrollment. Very low representation from minorities, which limits the ability to study the research questions for minority groups. Not geographically representative of the national higher education system. The average institutional racial diversity represented was below the national average.

Dey, Eric L. (1988.) College Impact and Student Liberalism Revisited: The Effect of Student Peers. ASHE 1988 Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).	ED303066	Concern regarding reliability of items. Very real possibility that results are influenced by the order of the items on the survey.
Dey, Eric L. (1990). Evaluating College Student Retention: Comparative National Data from the 1981-1984 Entering Freshman Classes. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).	ED319320	CIRP1981-84 None cited
Dey, Eric L. (1995.) Working with Low Survey Response Rates: The Efficacy of Weighting Adjustments. AIR 1995 Annual Forum Paper. Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).	ED387018	Response rate on the follow up survey needs attention.
Dey, Eric L., And Others. Does Being Student-Centered Lead to Lower Academic Standards? Faculty Orientations and Undergraduate Grading Practices. AIR 1995 Annual Forum Paper. Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).	ED387013	Finally, it should be noted that issues of grade inflation are most naturally studied in a longitudinal fashion using sequential cohorts of data on students. Although these data raise interesting questions about some common assumptions about the process of grade inflation, these are raised indirectly. Institutional researchers with access to information on enrollment and grading trends over time can examine these questions directly using procedure such as time-series analysis. By bringing appropriate data resources to bear on this and related questions, institutional researchers can help unravel complex issues of concern to the higher education community.
Dey, Eric L., And Others. The American Freshman: Twenty-Five Year Trends, 1966-1990. Higher Education Research Institute, Graduate School of Education, 320 Moore Hall, University of California, Los Angeles, CA 90024-1521 (\$25.00).	ED340325	None cited.
Dixon, Terry P. Use of the 1995 Clarkson College CIRP Summary To Determine the Presence of Institutional Outcomes Possessed by Entering Freshmen.	ED392365	None cited.
Gruca, JoAnn M. and Others. (1988). Intergenerational Effects of College Graduation on Career Sex Atypicality in Women. <i>Research in Higher Education</i> , v29 n2 p99-124 Oct 1988	EJ389081	CIRP1971-80 The choice of variables was limited to variations of those included in the CIRP data set. It was not possible, for example, to include measures of certain home environment characteristics that might have mediated the influences of parents' college graduation onto the next generation. The data set utilized also did not permit quantification of the period of time each parent may have resided in the family home.(121)

<p>Gruca, JoAnn M. and Others. (1989). Intergenerational Effects of Parents' College Graduation: Comparative Path Analyses for Four Racial-Gender Groups. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).</p>	<p>ED309688</p>	<p>CIRP1971-80 None cited</p>
<p>Henderson, Cathy. College Freshmen with Disabilities: A Triennial Statistical Profile. HEATH Resource Center, Department CFD, American Council on Education, One Dupont Circle, Washington, DC 20036. Aug 95.</p>	<p>ED387971</p>	<p>Students who respond to the CIRP question are self-reporting their disabilities in the fall of their freshman year. It is unknown how long the students have lived with their conditions or whether they have ever been through a formal diagnostic process.</p>
<p>Hess-Quimbita, Grace; Pavel, Michael. (1996.) Assessing an Environmental Attitude Development Model: Factors Influencing the Environmental Attitudes of College Students. Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).</p>	<p>ED394438</p>	<p>Findings may be generalized to traditional first-time, full-time college students only. Even though some variables lend to the impression of temporal positioning relative to each other, if they were in the same survey administration they were collected at the same time. The consideration that one causally precedes the other calls for caution when making conclusions about the order of these variables.</p>
<p>Huang, Ya-Rong. (1995.) The Accentuation Effect of Academic Majors on Undergraduate Work Values and Holland's Theory. ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995)</p>	<p>ED391408</p>	<p>Lack of items that measure students' work values or job characteristics that are important. Major, as a proxy for department influence, would be better if the degree of involvement of the department was measured, or if the length and depth of involvement with the department environment was measured.</p>
<p>Hull-Toye, Carolyn Sue. Persistence Based upon Degree Aspirations. ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).</p>	<p>ED391414</p>	<p>A better measurement, of course, would be to include both quality of effort and satisfaction measures of the college experience.</p>
<p>Hurtado, Sylvia, And Others Varieties of General Education Programs: An Empirically Based Taxonomy. <i>Journal of General Education</i> v40 p133-62 1991</p>	<p>EJ436356</p>	<p>None cited.</p>
<p>Hurtado, Sylvia, And Others. Social Interaction on Campus: Differences among Self-perceived Ability Groups. AIR 1995 Annual Forum Paper. Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).</p>	<p>ED387014</p>	<p>Institutional researchers engaged in developing assessment of campus diversity, should include student perceptions of the climate, as well as actual behavioral measures or reports of interaction across race/ethnicity to adequately assess the extent of social interaction on campus.</p>
<p>Hyun, MeHee. Helping To Promote Racial Understanding: Does It Matter if You're Black or White? ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).</p>	<p>ED375710</p>	<p>The issue of race is complex, and whether increasing students' commitment to racial understanding can be completely explained by one or any of these models is unlikely. ..If these variables may raise students' desire to promote racial understanding, besides having the virtue of enhancing student development, they are certainly worth investigating further.</p>

Jacobs, Jerry A. Gender and Academic Specialties: Trends among Recipients of College Degrees in the 1980s. <i>Sociology of Education</i> v68 n2 p81-98 Apr 1995.	EJ502244	However, I have no direct data on whether particular occupations became more family friendly during this period, and, consequently, this explanation cannot be ruled out....Data on methematics performance are available, but data on the extent to which concern about mathematics may affect the choice of majors are not available on a consistent basis for this period.
Kent, Laura. (1982). Puerto Ricans in U.S. Higher Education: Current Status and Recent Progress. Higher Education Research Inst., Inc., Los Angeles, Calif.	ED226692	None cited
Korn, Jessica S. (1995.) Tolerating the Intolerable: Examining College Students' Attitudes about Date Rape. ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).	ED391415	Lack of a follow up survey for the 1990 freshman cohort. Contains only a simple date rape item.
Lawrence, Judith K. and Others. (1982). The Handicapped Student in America's Colleges: A Longitudinal Analysis. Higher Education Research Inst., Inc., Los Angeles, Calif.	ED226694	None cited
Leslie, Larry L. (1982). Student Financing. National Center for Higher Education Management Systems, Boulder, Colo.	ED246820	<p>The NLS surveys provide the best student financing data. Its demographic or independent variable data are excellent. Further, financing data are actual as well as expected. Some nonstudent data are available as well.</p> <p>The major strength of CIRP are that it provides time-series data and detailed student demographic financing data. Its limitations are that it samples only first-time, full-time freshmen; the financing data are expected sources of support rather than actual or realized financing sources. A further limitation is that these data are in ordinal rather than nominal form.</p>

<p>Leslie, Larry L. (1984). Changing Patterns in Student Financing of Higher Education. <i>Journal of Higher Education</i>, v55 n3 p313-46 May-Jun 1984</p>	<p>EJ299882</p>	<p>CIRP1972-76 and 1973-80</p> <p>CIRP data essentially are limited to first-time, full-time freshmen, whereas the NLS reports on part-time as well as full-time students and is not limited to first-time enrollees. CIRP excludes students attending proprietary, special vocational, and semi-professional institutions, whereas the NLS includes all postsecondary students. A less significant difference is that CIRP excludes students from very small institutions. NLS data for the most part represent actual student-reported expenditures, where CIRP data reflect student expectations at the time of registration, and that NLS data are nominal whereas CIRP data are converted from ordinal to nominal form through estimating procedures</p>
<p>Litten, Larry H.; Kern, Kathleen. Social/Political Liberalism Among Freshmen at Selective Private Institutions: A CIRP Data Sharing Project. Annual Forum Paper. Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).</p>	<p>ED360936</p>	<p>These data also indicate that it would be useful for CIRP to report institutional scores (and norms) for summary indexes that synthesize the voluminous data that merge from the Student Information Form.</p>
<p>Maxwell, James P. and Corrallo, Salvatore B. (1984). How Do Student College Finances Vary by Student and Institutional Characteristics? Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).</p>	<p>ED245649</p>	<p>CIRP1982</p> <p>None cited</p>
<p>McDonough, Patricia M.; Antonio, Anthony Lising. Ethnic and Racial Differences in Selectivity of College Choice. Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).</p>	<p>Ed394466</p>	<p>This variation suggests the existence of multiple selective college choice habiti that have been and are continuously honed by the interaction of individual students with the administrations structure they face. Research detailing the development of these habiti for different ethnic groups is necessary to provide additional insight into the ways the selective college access game differentially pays off students by race.</p>
<p>McHale, Maureen T. The Impact of College on Students' Attitudes toward Women's Roles. ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).</p>	<p>ED375711</p>	<p>None cited.</p>
<p>Mencke, Reed and Others. (1988). Assessing Institutional Effects on Retention. AIR 1988 Annual Forum Paper.</p>	<p>ED298855</p>	<p>CIRP1985-86</p> <p>The data available did not allow us to distinguish between voluntary and involuntary withdrawal, and important distinction in the Tinto model.</p>
<p>Moline, Arlett E.; Hendel, Darwin D. Exploring International Issues through the Use of CIRP Data. AIR 1992 Annual Forum Paper. May 92. Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).</p>	<p>ED349864</p>	<p>Though the CIRP Student Information Form contains many different variables often considered dependent, the survey had relatively few questions focused on international questions and concerns, thereby limiting the use of CIRP data.</p>

Opp, Ronald D. (1989). Freshmen Interest in Teaching: Recent Trends. <i>Journal of Teacher Education</i> , v40 n4 p43-48 Jul-Aug 1989	EJ399702	CIRP1966-88 None cited
Pascarella, Ernest T. and Others. (1987). Becoming a Physician: The Influence of the Undergraduate Experience. <i>Research in Higher Education</i> , v26 n2 p180-201 1987	EJ356939	CIRP1971-80 With only one follow-up, the configuration of the CIRP data makes it nearly impossible to separate the effects of aspiration changes during college from failure to get into medical school. The data follow students only over a nine-year period from first enrollment as college freshmen. Consequently, while we can determine who becomes a physician, we cannot determine the effects of college, if any, on subsequent success within the profession. Similarly, the occupational categories provided by the data do not permit the possible explanation of differential statuses within medicine.
Pascarella, Ernest T. and Others. (1988). The Influence of College on Humanitarian/Civic Involvement Values. <i>Journal of Higher Education</i> , v59 n4 p412-37 Jul-Aug 1988	EJ376514	CIRP1971-80 The measure of social leadership experiences during college, for example, consisted of only four items and was limited to assessing participation or nonparticipation. Obviously, influential student involvement in an institution's social system could consist of a substantially greater range of experiences than those constituting the scale in its present form. Similarly, the quality or intensity of involvement may be of even greater impact than simple measures of participation or nonparticipation. A related measurement issue concerns the dependent variable: the humanitarian/civic involvement scale. The problem with assessing values by means of a questionnaire instrument is that an individual's stated values are not always predictive of behavior. Despite the national sample on which the analyses were conducted, the generalizability of the results are also limited to those black and white students who attended only one undergraduate institution. This was necessitated by the fact that the structural information(for example, size, selectivity) on institutions in the CIRP data referred only to the first institution attended, whereas college experience data referred only to the last institution attended.
Pascarella, Ernest T. and Others. (1989). College Race and the Early Status Attainment of Black Students. <i>Journal of Higher Education</i> , v60 n1 p82-107 Jan-Feb 1989	EJ385654	CIRP1971-80 The data did not contain a pure measure of student intellectual ability. This is perhaps not an overly serious limitation, however, in that the data did permit assessment of high-school rank in class as well as high-school grades. The study is obviously limited by the time over which the sample was followed; nine years after original enrollment as full-time freshmen.

Pascarella, Ernest T. and Smart, John C. (1990). Impact of Intercollegiate Athletic Participation for African American and Caucasian Men: Some Further Evidence. <i>Journal of College Student Development</i> , v32 n2 p123-30 Mar 1991	EJ408762	CIRP1982-86 Although the present study has the significant benefit of being longitudinal, the fact that it used students who entered college and then were followed four years later caused the dropout rate of the original group of participants to be significant. A large number of those in the initial sample did not complete the follow-up. Data are based on self-report and retrospective measures of change and institutional characteristics.(186)
Phelan, Jo Carol and Phelan, Thomas James. (1983). Underemployment among College Graduates. ASHE 1983 Annual Meeting Paper.	ED232549	CIRP1970-77 None cited
Phelan, Thomas James and Phelan, Jo Carol. (1983). A Comparative Study of College Impacts on Human Outcomes. ASHE 1983 Annual Meeting Paper.	ED232550	CIRP1970-77 None cited
Phelan, Thomas James and Phelan, Jo Carol. (1983). Higher Education and Early Life Outcomes. <i>Higher Education</i> , v12 n6 p665-80 Dec 1983	EJ293454	CIRP1970-77 While college experience might well shape personality, a drawback of the CIRP data for our purpose is the absence of affective measures adequate for testing such a notion.
Porter, Oscar F. (1987). A Comparative Analysis of the Characteristics of Private Black College Freshmen: Implications for the Future of Black Leadership in America. United Negro College Fund, Inc., New York.	ED280354	None cited
Ruskus, Joan A. and Solmon, Lewis C. (1984). Comparative Analysis of College Freshmen by Major Field of Study: A Changing Profile. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).	ED249824	CIRP1967, 72, 75, 81 None cited
Sax, Linda J. (1992.) Self-Confidence in Math: How and Why Do Men and Women Differ during the College Years? ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).	ED352899	Response bias exists; respondents tend to be of higher academic ability than non-respondents, which means that items such as math ability self-rating may be skewed.
Sax, Linda J.; Arredondo, Marisol Student Attitudes toward Affirmative Action in Higher Education: Findings from a National Study. Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13,1996).	ED394467	None cited.

Slotnick, Sandra, and Others. (1992.) CIRP (Cooperative Institutional Research Program) Freshman Survey Report. Fall 1992. Pennsylvania College of Technology, Williamsport.	ED376864	Response bias exists; CIRP is not representative of the entire full-time entering class (attributed to test administration circumstances).
Smart, John C. (1987). Student Satisfaction with Graduate Education. <i>Journal of College Student Personnel</i> , v28 n3 p218-22 May 1987	EJ357768	CIRP1971-80 None cited
Smart, John C. (1988). Life History Influences on Holland Vocational Type Development. ASHE 1988 Annual Meeting Paper.	ED303080	CIRP1971-80 The study was limited to these three vocational types because they comprise the majority of occupations that college students typically enter and because the CIRP survey did not contain measures to assess Realistic, Artistic, and Conventional personal orientations in 1971.
Smart, John C. and Pasacarella, Ernest T. (1986). Socioeconomic Achievements of Former College Students. <i>Journal of Higher Education</i> , v57 n5 p529-49 Sep-Oct 1986	EJ341404	CIRP1971-80 None cited
Smart, John C. and Ethington, Corinna A. (1987). Occupational Sex Segregation and Job Satisfaction of Women. <i>Research in Higher Education</i> , v26 n2 p202-11 1987	EJ356940	CIRP1971-80 None cited
Smart, John C. and McLaughlin, Gerald W. (1985). Baccalaureate Recipients: Variations in Academic Ability, Personal Values, and Early Career Satisfaction. AIR 1985 Annual Forum Paper.	ED259671	CIRP1971-80 None cited
Smart, John C. and Pascarella, Ernest T. (1987). Influences on the Intention to Reenter Higher Education. <i>Journal of Higher Education</i> , v58 n3 p306-22 May-Jun 1987	EJ354265	CIRP1971-80 None cited
Terrell, Patricia S. Use and Effectiveness of the Cooperative Institutional Research Program Freshman Survey. <i>NASPA Journal</i> v29 n3 p222-29 Spr 1992	EJ445523	The CIRP Freshman survey was developed as a national database, not in response to user demand.
Tsui, Lisa. (1995.) Boosting Female Ambition: How College Diversity Impacts Graduate Degree Aspirations of Women. ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995)	ED391429	Would prefer a wider array of feminist college experience variables from which one could further decipher how feminism boosts the degree ambitions of white women. As well, a parallel multicultural measure to feminism (such as racial egalitarianism).
Twede, K. (Nov. 1990). Baccalaureate transfers: An exploration of factors that influence second institution choice. ASHE Meeting Paper.	ED326127	None cited.

Villalpando, Octavio. Comparing the Effects of Multiculturalism and Diversity on Minority and White Students' Satisfaction with College. ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).	ED375721	Even though the "diversity" constructs developed by Astin and used in this study provided a good understanding of institutional environmental variables that contribute to a general "multicultural" environment, we are not really certain to what extent the survey respondents understood the researcher's intended meaning for diversity as well as other variables.
Whitaker, David G.(1987). Persistence and the Two-Year College Student. ASHE Annual Meeting Paper.	ED292404	CIRP1971-80 None cited
Williams, Melanie Reeves and Kent, Laura. (1982). Blacks in Higher Education: Access, Choice, and Attainment. : Higher Education Research Inst., Inc., Los Angeles, Calif.	ED226693	None cited

HS&B

(1982) Washington High School and Beyond. A Profile of the 1980 Senior Class. Washington Office of the State Superintendent of Public Instruction, Olympia.	ED302109	Good breadth of data available.
(1988) Enrollment in Postsecondary Education of 1980 and 1982 High School Graduates. Survey Report. National Center for Education Statistics (ED), Washington, DC.	ED299943	Non-response bias and differing interpretations of questions by respondents may create nonsampling errors.
ALSO NELS:88 Steelman, L. C. & Powell, B. (1993). Doing the right thing: Race and parental locus of responsibility for funding college. <i>Sociology of Education</i> , 66(4), 223-44.	EJ490104	NELS: "Unfortunately, the NELS questionnaire was not as comprehensive as was the HSB questionnaire in asking parents about their attitudes and behavior regarding funding for college, although it included information on the investments parents have made in anticipation of their children's postsecondary education." Parent surveys were disproportionately completed by mothers (>60% in HSB, and >80% in NELS) Nonresponse on certain items (e.g., family income) was fairly high in both the HSB and NELS. NELS: "did not include questions on parents' aspirations (for their children)." HSB: Hispanic sample too small to disaggregate, but NELS allows for ethnic breakout with the Latino oversample.
ALSO NLS-72 St. John, E. P. & Noell, J. (1989). The effects of student financial aid on access to higher education: An analysis of progress with special consideration of minority enrollment. <i>Research in Higher Education</i> , 30(6), 563-81.	EJ407141	NLS-72 and HS&B don't have large enough Native American or Asian American samples to conduct separate analyses on the effects of financial aid on college choice decisions. Several key constructs in financial aid/access model had missing values for both NLS-72 and HS&B.

Apling, Richard N. (1991.) Postsecondary Educational Experiences of High School Graduates. CRS Report for Congress.	ED332622	Data collected from students over a multi-year period are critical for examining postsecondary experiences. The 1980 senior cohort of HS&B dataset provides two more years of data after high school than does the 1980 sophomore cohort. There is insufficient data in the sets that have only four years because the average B.A. completion for the high school class of 1972 was 4.5 years and now may be longer. HS&B has insufficient time of study to analyze the complete persistence and completion patterns of the 1980 seniors. HS&B does not include dropouts or GED certified people. HS&B excludes information related to attendance, persistence, and completion rates of dropouts or GED holders, or "ability to benefit" of students who enter postsecondary education. HS&B contains no information related to the postsecondary experiences of students graduating from high school before 1980 who were attending colleges, two year institutions, and less than 2 year institutions during the period from fall 1980 through February 1986.
Baum, S. (1987). Financial aid to low-income college students: its history and prospects. Washington, DC: Department of Health and Human Services.	ED377265	Same limitations as cited in Baum, S.R. & Schwartz, S. (1986).
Baum, S.R. & Schwartz, S. (1986). Equity, envy, and higher education. <i>Social Science Quarterly</i> , 67(3), 491-503.	EJ341944	HS&B cannot distinguish between those who don't want to go to college due to financial reasons versus those who have the funds but still choose not go to. Similarly, it cannot distinguish between those who DO want to go to college but due to financial reasons cannot versus those who do want to go to college and have the money but don't go anyway.
Braddock, J. H., II. <i>Tracking: Implications for Student Race-Ethnic Subgroups</i> . Report No. 1.	ED325600	None cited.
Brandon, P. R. (1990). Gender differences in educational attainment among Asian Americans in the High School and Beyond senior-cohort third follow-up survey. Paper presented at the Annual meeting of the American Educational Research Association, Boston, MA.	ED319844	The 'n's in Asian American subgroups are small, the standard error are larger than those reported for some other groups, and the greatest number of Asian American respondents in a primary sampling unit (School) is 15. Breakdown by ethnicity impossible for multivariate analysis.
Brown, C.L. (1989). <i>The secondary schools taxonomy</i> .	ED315544	None cited.
Brown, K. G. Postsecondary plans of high school seniors in 1972 and 1980: Implications for student quality. Paper presented at the Annual Forum of the Association for Institutional Research, Denver, CO.	ED220060	

Burbridge, L. C. (1991). The interaction of race, gender, and socioeconomic status in education outcomes. Wellesley College, MA: Center for Research on Women.	ED360243	Sample size for American Indians and Asian Americans were too small for comfortable reporting of statistical analyses. Alludes to limitations to HS&B with following quote (but provides no accompanying citation): "In spite of some of the questions that have been raised about the HSB data, since it is longitudinal and retests students two years later it is useful for examining the extent to which gender differences narrow over time, at least for those who are in the sample and who remain in the sample two years later."
Camburn, E. M. (1990). College completion among students from high schools located in large metropolitan areas. <i>American Journal of Education</i> , 98(4), 551-69.	EJ419410	None cited.
Campbell, P. B. & Laughlin, S. <i>Participation in Vocational Education: An Overview of Patterns and their Outcomes</i> .	ED328797	None cited.
Cardoza, D. (1991). College attendance and persistence among Hispanic women: An examination of some contributing factors. <i>Sex Roles: A Journal of Research</i> , 24(3), 133-47.	EJ427917	
Chaikind, S. (1987). College enrollment patterns of Black and White students. Washington, DC: Decision Resources Corp.	ED284463	"The HS&B survey offers only a few measures of achievement and income by which to analyze enrollment patterns."
Choy, Susan P., and Gifford, Antoinette G. (1990.) Profile of Undergraduates in American Postsecondary Institutions. Survey Report. National Center for Education Statistics, Washington, DC.	ED325483	"Rather than representing all students enrolled in postsecondary education at a particular point in time, HS&B represents a specific cohort of students who were high school seniors in 1980. Although data from the 1980 seniors may not accurately reflect the attitudes of all undergraduates, the data do represent younger undergraduates (23 years old or younger)."
Cobb, R. A. & Others. (1989). Vocational and educational aspirations of high school students: A problem for rural America. <i>Research in Rural Education</i> , 6(2), 11-16.	EJ407455	
Crawford, D. & Others. Schools and labor market outcomes. Washington, DC : Office of Educational Research and Improvement.	ED394002	None cited.
Drazen, S. <i>Student Achievement and Family and Community Poverty: Twenty Years of Education Reform</i> .	ED346234	No information on high school financial resources in the NLS-72, and non-similar questions about resources were asked in the HS&B and NELS:88.
Eagle, E. & Schmitt, C. (1990). Consequences of delay in postsecondary education: Degree attainment for 1972, 1980, and 1982 high school graduates. Washington, DC: National Center for Education Statistics.	ED314506	"High School and Beyond and NLS samples, while representative and statistically accurate, are not simple random samples. Students were initially selected within high schools grouped within strata. Sampling rates for schools within different strata varied, resulting in better data for policy purposes, but at a cost to statistical efficiency. Hence, simple random techniques for the estimation of standard errors frequently underestimate the true standard errors for some estimates." (Similar limitations cited in ED314507, ED314508, & ED314509).

Ekstrom, R. & Others. Undergraduate debt and participation in graduate education: the relationship between educational debt and graduate school aspirations, applications, and attendance among students with a pattern of full-time, continuous postsecondary education. Princeton, NJ: Educational Testing Service.	ED392374	<p>“HS&B has single-item measures of educational and occupational aspirations, but these may not fully describe variations in the extent or ambition or depth of commitment to plans that contribute to the educational choices students make.”</p> <p>“When we look at the distinction between graduate and professional school, one cannot distinguish between types and levels (e.g., terminal masters vs. doctorate). “</p> <p>“Finally, these is a lack of items that would help us infer students’ feelings about debt ad their sensitivity to changes in the economy and in the job market .”</p>
Ekstrom, R. B. (1991). Attitudes toward borrowing and participation in post-secondary education. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Boston, MA.	ED339304	None cited.
Ethington, C. A. & Wolfle, L. M. (1988). Women’s selection of quantitative undergraduate fields of study: Direct ad indirect influences. <i>American Educational Research Journal</i> , 25(2), 157-75.	EJ383270	Several key constructs (e.g., locus of control, self-concept, and initial choice of undergraduate major) had a large number of cases with missing data.
Fitzgerald, Robert, And Others. (1994.) Descriptive Summary of 1989-90 Beginning Postsecondary Students: Two Years Later. Contractor Report. Statistical Analysis Report. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.	ED372691	NLS72 and HS&B are limited to members of a single high school class/cohort.
Ganderton, P. T. & Santos, R. (1995). Hispanic college attendance and completion: Evidence from the High School and Beyond surveys. <i>Economics of Education Review</i> , 14(1), 35-46.	EJ501224	None cited.
Gifford, A.G. et al (April 1989). <i>Course enrollment patterns in secondary schools 1975-1987</i> .	ED315546	Strengths: Course names and codes highly differentiated. Limitations:
Grogger, J. & Eide, E. Changes in college skills and the rise in the college wage premium. <i>Journal of Human Resources</i> , 30(2), 280-310.	EJ502537	None cited.
Grubb, W. Norton. (1990.) The Decline of Community College Transfer Rates: Evidence from National Longitudinal Surveys. Department of Education, Washington, DC.; National Assessment of Vocational Education (ED), Washington, DC.	ED315125	Period of transcript coverage is too short. Four years in insufficient to meet the patterns of students in longer programs or who take longer to complete programs. This is especially true of transfers. This data also excludes older students.
Hansen, T. D. & McIntire, W. G. (1989). Family structure variables as predictors of educational and vocational aspirations of high school seniors. <i>Research in Rural Education</i> , 6(2), 39-49.	EJ407460	
Hanson, S. L. (1994). Lost talent: Unrealized educational aspirations and expectations among U.S. youths. <i>Sociology of Education</i> , 67(3), 159-83.	EJ493914	None cited.

Harnisch, D. L. & Others. Analysis of seven behavioral domains of independent living.	ED299735	None cited.
Hearn, J. C. (1987). An exploration of nontraditional postsecondary enrollment patterns. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Baltimore, MD.	ED292398	None cited.
Hearn, J. C. (1988). Determinants of postsecondary education attendance: Some implications of alternative specifications of enrollment. <i>Educational Evaluation and Policy Analysis</i> , 10(2), 171-85.	EJ381183	Only self-reported GPAs given in HS&B. Strength: Pays close attention to time and type variations in postsecondary enrollment, and has 2 cohorts.
Hearn, J. C. (1992). Emerging variations in postsecondary attendance patterns: An investigation of part-time, delayed, and nondegree enrollment. <i>Research in Higher Education</i> , 33(6), 657-87.	EJ456110	R's gave retrospective accounts of their enrollment activities. Verification of such activities difficult due to unusual form of postsecondary transcript file. Not enough Asian Americans in sample for detailed investigation. Neither is there a large enough Hispanic population for analyses by ethnicity (e.g., Mexican, Cuban, etc.)
Hilton, T. L. & Lee, Valerie E. (1988). Student interest and persistence in science: Changes in the educational pipeline in the last decade. <i>Journal of Higher Education</i> , 59(5), 510-26.	EJ380261	Asian Americans excluded from study because of low sample size. Majority of student data is self-reported, which can lead to bias or error.
Jackson, G. A. (1986). MISAA, the fall of Saigon, and college choice, 1972 to 1980. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, San Antonio, TX.	ED268867	HS&B (unlike NLS-72) only include student self-reported variables for college GPA and type of program enrolled in. NLS-72 includes school reports (a.k.a. transcripts?). Financial aid variables required extensive manipulation. Often, they were coded as "missing," when they were in fact, supposed to be another type of aid. Also, several of the financial aid variables were internally inconsistent.
Jackson, G. A. (1988). Did college choice change during the Seventies? <i>Economics of Education Review</i> , 7(1), 15-27.	EJ376197	No info on local economic conditions or descriptions of nearby colleges and universities. HS&B contains only student self-reported grades. Many financial-aid categories were misleading, since many respondents were flagged as missing--made it look like there were tons of people on aid, but many were coded as "missing" in the value labels.
Jackson, G. A. (1990). Financial aid, college entry, and affirmative action. <i>American Journal of Education</i> , 98(4), 523-50.	EJ419409	"Interpreting and using financial aid statistics such as those available from HS&B requires substantial caution. Students report aid amounts retrospectively, and their responses may entail reporting errors of various sorts."
Kane, T. J. (1994). Race, college attendance, and college completion. Washington, DC: Office of Educational Research and Improvement.	ED374766	Only data on geographical location of high school.

Karraker, M. W. (1992). Socioeconomic or race differences?: Explaining Black and White adolescent females' plans for education. <i>Urban Education</i> , 27(1), 41-58.	EJ445342	Same limitations as cited in Karraker, M. W. (1995), plus: "The HS&B sample is more homogeneous on educational attainment than is the general population." "The original (1986) study used very rough categorizations of occupations, particularly the professional/technical occupations."
Karraker, M. W. (1995). The effects of mother-only family structure on the education and marriage plans of Black adolescent females. <i>International Journal of Social Education</i> , 9(2), 46-52.	EJ515369	SES for females complicated when case involves no father in household or when mother had no occupation other than homemaker. HS&B does not account for this type of R.
Lee, V. & Frank, K. A. (1987). Factors facilitating student transfer from 2-year to 4-year colleges. Ann Arbor, MI: School of Education.	ED291444	None cited.
Lee, V. E., Mackie-Lewis, C., & Marks, H. M. (1993). Persistence to the baccalaureate degree for students who transfer from community college. <i>American Journal of Education</i> , 102(1), 80-114.	EJ478716	Same limitations as cited in Ware & Lee (1988).
Maple, S. A. & Stage, F. K. (1991). Influences on the choice of math/science major by gender and ethnicity. <i>American Educational Research Journal</i> , 28(1), 37-60.	EJ427884	None cited.
Marion, S. F. (1988). Gender differences in selecting undergraduate science majors. Paper presented at the Annual Meeting of the New England Educational Research Organization, Rockport, ME.	ED327393	None cited.
McCormick, A. C. (1990). Mobility or educational expectations: The effect of community colleges. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Portland, OR.	ED326132	Dataset does not adjust for differences in GPA scales and quality across institutions.
Ordozensky, J. F. (1995). Effects of institutional attributes on enrollment choice: Implications for postsecondary vocational education. <i>Economics of Education Review</i> , 14(4), 335-50.	EJ517809	No institutional level distinction between what is an "academic" and "vocational" program. However, there are student responses as to their depiction of the program. Strength; HS&B constructed its own composite SES variable. Strength; HS&B conducted its own standardized cognitive test in 1980 on its R's.
Orfield, Gary; Paul, Faith G. (1992.) <i>State Higher Education Systems and College Completion. Final Report to the Ford Foundation</i> . Ford Foundation, New York, N.Y.	ED354041	p. 13: "Students from the central city of a very large metropolitan area had higher transfer rates when they came from a general high school curriculum rather than from a college preparatory curriculum. They were, in fact, twice as likely as those from academic programs to transfer from a 2-year to a 4-year college, a puzzling finding. This may, however be related to a defect in the High School and Beyond data on this item."

<p>Pavel, D. M. & Padilla, R. V. (1993). American Indian and Alaska Native postsecondary departure: An example of assessing a mainstream model using national longitudinal data. <i>Journal of American Indian Education</i>, 32(2), 1-23.</p>	<p>EJ460221</p>	<p>Large numbers of missing values were found among an already small number of American Indian/Alaskan Native respondents (n=351 sophomores, n=229 seniors.)</p> <p>Strength: R's AI/AN self-identification was cross validated with parents' ethnic identification responses, to ensure the authenticity of R's response.</p> <p><i>Suggestions from the authors for future national datasets in relation to AI/AN samples:</i></p> <ol style="list-style-type: none"> 1. Increase sample size of AI/AN population to 2000-3000. 2. Can concentrate sampling to ~10 states that have around 60% of the AI/AN populations. 3. Break down the "American Indian/Alaskan Native" to subethnicities, especially tribal affiliation, degree of ancestry, and tribal enrollment status. 4. Distinguish between AI/ANs with close ties to heritage and those who are more "mainstreamed." 5. Include more measures that serve as constructs for Tinto's model, especially in relationship to the experiences of minority students.
<p>Pelavin, S. H. & Kane, M. (1990). Changing the odds: Factors increasing access to college. New York: College Board Publications</p>	<p>ED326095</p>	<p>This document not available from EDRS.</p>
<p>Peng, S. S. (1985). Enrollment pattern of Asian American students in postsecondary education. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.</p>	<p>ED261625</p>	<p>None cited.</p>
<p>Porter, O. F. (1989). Undergraduate completion and persistence at four-year colleges and universities: Completers, persisters, stopouts, and dropouts. Washington, DC: National Institute of Independent Colleges and Universities.</p>	<p>ED319343</p>	<p>None cited.</p>
<p>Rivkin, S. G. (1995). Black/White differences in schooling and employment. <i>Journal of Human Resources</i>, 30(4), 826-52.</p>	<p>EJ514323</p>	<p>None cited.</p>
<p>Schwartz, J. B. (1986). Wealth neutrality in higher education: The effects of student grants. <i>Economics of Education Review</i>, 5(2), 107-17.</p>	<p>EJ338776</p>	<p>"Some may argue that a selection bias is present in the data since only those individuals who enroll in college can be observed to receive student grants."</p>
<p>Smith, W. E. (1982). Factors related to the performance of two-year college transfer students. Paper presented at the Annual Forum of the Association for Institutional Research, Denver, CO.</p>	<p>ED220052</p>	<p>Standardized cognitive test variables do not always match the similar variables represented in the NLS-72.</p> <p>HS&B has higher non-response rate than NLS-72.</p> <p>Strength: HS&B oversample disadvantaged students.</p>

Snyder, E. E. & Spreitzer, E. (1990). High school athletic participation as related to college attendance among Black, Hispanic, and White males: A research note. <i>Youth & Society</i> , 21(3), 390-98.	EJ406389	None cited.
St. John, E. P. (1989). The influence of student aid on persistence. <i>Journal of Student Financial Aid</i> , 19(3), 52-68.	EJ405484	
St. John, E. P. (1990). Price response in persistence decisions: An analysis of the high school and beyond senior cohort. <i>Research in Higher Education</i> , 31(4), 387-403.	EJ421580	
St. John, E. P. (1991). What really influences minority attendance? Sequential analyses of the High School and Beyond sophomore cohort. <i>Research in Higher Education</i> , 32(2), 141-58.	EJ427415	Same limitations cited as in St. John & Noel (1989).
Stocking, C. B. & Curry, G. D. (1986). Postsecondary plans of U.S. and Japanese high school seniors: An introductory comparative analysis. Washington, DC: Office of Educational Research and Improvement.	ED271402	None cited.
Tuma, J.E. (April 1989). <i>Course enrollment patterns in public secondary schools, 1969-1987</i> .	ED315545	Strengths: None cited. Limitations: Students' estimates of the number of semesters completed in specific subject areas consistently differed from estimates derived through transcripts. Difficult to estimate credits earned in non-standard term courses, differences in length of class periods, or differences in the number of periods per week that the class met.
Tuma, John E., And Others. (1989.) Student Financial Aid and Postsecondary Vocational Education. National Assessment of Vocational Education (ED), Washington, D.C.	ED315542	HS&B does not show vocational enrollments well, focusing more on traditionally aged students (who are less represented in vocational programs).
Tuma, John, and Others. (1995.) Educational Attainment of 1980 High School Sophomores by 1992. 1992 Descriptive Summary of 1980 High School Sophomores 12 Years Later. High School and Beyond. Statistical Analysis Report. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.	ED380659	There is a potential "time censoring effect" in the sophomore cohort.
Tuma, John; Gifford, Antoinette. (1990.) Higher Graduation Standards and Their Effect on the Course-Taking Patterns of College- and Non-College-Bound High School Graduates, 1969 to 1987.	ED318767	Examines only high school graduates. The impact of reform on non-graduates is interesting but difficult to pursue in these datasets. The primary sampling unit was the school. Students who had left before tenth grade (or eleventh grade for NAEP) were not included in the sample. A plus with HS&B, ETS, NAEP and NLSY is that college bound and non college bound students have been identified accurately.
Tuttle, R. (1981). A path analytic model of the college going decision. Boone, NC: Appalachian State University.	ED224434	None cited.
Ware, N. C. & Lee, V. E. (1988). Sex differences in choice of college science majors. <i>American Educational Research Journal</i> , 25(4), 593-614.	EJ409689	Strength: HS&B provides design weights to correct for intentional oversampling of certain minority and disadvantaged groups.

Weiler, W. C. (1989). A flexible approach to modeling enrollment choice behavior. <i>Economics of Education Review</i> , 8(3), 277-83.	EJ397762	None cited.
Weiler, W. C. (1991). The effect of undergraduate student loans on the decision to pursue postbaccalaureate study. <i>Educational Evaluation and Policy Analysis</i> , 13(3), 212-20.	EJ435115	Names of postbaccalaureate institutions to which students were accepted but did not enroll were not collected.
Wilson, P. M. & Wilson, J. R. (1992). Environmental influences on adolescent educational aspirations: A logistic transform model. <i>Youth & Society</i> , 24(1), 52-70.	EJ450997	None cited.
Zemsky, Robert; Shapiro, Daniel. (1994.) On Measuring a Mirage: Why U.S. Training Numbers Don't Add Up EQW Working Papers WP20. Office of Educational Research and Improvement (ED), Washington, DC.	ED372191	Authors cite an increased demand for data to measure the current scale and scope of how and when the nation invests in the educational quality of the workforce, and include recommendations focused on constructing more reliable instruments.
Zilbert, E. E. (1992). Selection bias and the earnings effects of postsecondary vocational education. <i>Journal of Vocational Education Research</i> , 17(1), 11-34.	EJ477051	

NELS88

<i>A Profile of the American 8th Grader. National Education Longitudinal Study of 1988. Research in Brief.</i>	ED360352	N/A Research in Brief Report
Anderson, J. & Others. <i>Poverty and Achievement: Re-examining the Relationship between School Poverty and Student Achievement: An Examination of 8th Grade Student Achievement using the National Education Longitudinal Study of 1988.</i>	ED346207	None cited.
Bobbitt, S. A. <i>Using Opportunity to Learn Items in Elementary and Secondary National Surveys.</i>	ED363667	STRENGTH: great deal of information on secondary students' opportunity to learn (e.g., classroom characteristics, descriptors of course content, etc.)
Braddock, J. H., II. <i>Tracking: Implications for Student Race-Ethnic Subgroups. Report No. 1.</i>	ED325600	None cited.
Campbell, P. B. & Laughlin, S. <i>Participation in Vocational Education: An Overview of Patterns and their Outcomes.</i>	ED328797	None cited.
<i>Characteristics of New York State's 8th Grade Students from the National Education Longitudinal Study of 1988.</i>	ED340732	NELS:88 sample excludes Bureau of Indian Affairs (BIA) schools, special education schools for the handicapped, area vocational schools that do not enroll students directly, and school for dependents of U.S. personnel overseas. Exclusion of BIA schools could significantly skew and bias the American Indian sample. In addition, students who are educated at home or in private tutorial settings and those who have dropped out of school prior to 8th grade are excluded.
Choy, Susan P., and Others. (1993.) <i>America's Teachers: Profile of a Profession.</i> U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.	ED359185	Data was more detailed on math and science instruction than on English and social studies instruction.

Drazen, S. <i>Student Achievement and Family and Community Poverty: Twenty Years of Education Reform.</i>	ED346234	No information on high school financial resources in the NLS-72, and non-similar questions about resources were asked in the HS&B and NELS:88.
Drazen, S. <i>Student Achievement and Family and Community Poverty: Twenty Years of Education Reform.</i>	ED346234	No information on high school financial resources in the NLS-72, and non-similar questions about resources were asked in the HS&B and NELS:88.
Geenen, Kristen, and Others. (1995.) A Disability Perspective on Five Years of Education Reform: Synthesis Report 22. National Center on Educational Outcomes, University of Minnesota, 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455.	ED396476	"The sample size of NELS 88 varies through the study due to freshening the sample in order to account for dropouts, transfers, and subjects found to be ineligible." "Few analyses have been completed on this subsample (students with disabilities), primarily due to the difficulty associated with identifying students with disabilities in this data set. Identifying disability status within NELS:88 is contingent upon maternal responses to two items."
Green, Patricia J., And Others. (1995.) Trends among High School Seniors, 1972-1992. National Education Longitudinal Study of 1988. Statistical Analysis Report. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.	ED387533	NELS88 has high consistency of 8th grader and parent responses.
Grubb, W. Norton. (1990.) The Decline of Community College Transfer Rates: Evidence from National Longitudinal Surveys. Department of Education, Washington, DC.; National Assessment of Vocational Education (ED), Washington, DC.	ED315125	Period of transcript coverage is too short, and is insufficient to meet the patterns of students in longer programs or who take longer to complete programs. This is especially true of transfers. This data also excludes older students.
Hafner, A., Owings, F. <i>Careers in Teaching: Following Members of the High School Class of 1972 In and Out of Teaching.</i> Analysis Report. National Longitudinal Studies of the High School Class of 1972.	ED336386	None cited.
Henderson, L. & Levinsohn, J. <i>National Longitudinal Study of the High School Class of 1972. School File Documentation.</i>	ED313401	None cited.
Hilton, T. L. & Lee, Valerie E. (1988). Student interest and persistence in science: Changes in the educational pipeline in the last decade. <i>Journal of Higher Education</i> , 59(5), 510-26.	EJ380261	Asian Americans excluded from study because of low sample size. Majority of student data is self-reported, which can lead to bias or error.
Hoachlander, E. G. <i>A Profile of Schools Attended by 8th Graders in 1988. Statistical Analysis Report. National Education Longitudinal Study of 1988.</i>	ED338689	Notes that limitations of the NELS:88 are articulated in NORC. (1989). <i>National Education Longitudinal Study of 1988 Base Year: Student Component Data File User's Manual.</i> NORC: Chicago, IL.
Horn, L. & Others. <i>A Profile of American 9th Grade Mathematics and Science Instruction. National Education Longitudinal Study of 1988. Statistical Analysis Report.</i>	ED347094	Teacher component of the NELS is not nationally representative, even though the student sample is. NELS:88 sample excludes Bureau of Indian Affairs (BIA) schools, special education schools for the handicapped, area vocational schools that do not enroll students directly, and school for dependents of U.S. personnel overseas. Exclusion of BIA schools could significantly skew and bias the American Indian sample. In addition, students who are educated at home or in private tutorial settings and those who have dropped out of school prior to 8th grade are excluded.

Horn, L. & West, J. <i>A Profile of Parents of 8th Grade Students from the National Education Longitudinal Study of 1988.</i>	ED350341	Parent data in NELS:88 is not nationally representative, even though the student data is. The majority of parents (~85%) who responded to the surveys were mothers, so results may be biased in terms of the mother's view of the child.
Huang, G. G. Self-Reported Bilingual and Self-Esteem: A Study of Mexican American 8th Graders.	ED356937	None cited.
Huang, J. & Cervero, R. M. Adult Education and Inequality.	ED351450	None cited.
Ingels, S. J. <i>Strategies for Including All Students of National and State Assessments: Lessons from a National Longitudinal Study.</i>	ED363645	Mentally disabled, language disabled, and physically disabled children omitted from BY sample.
Ingels, S. J. & Others. <i>National Education Longitudinal Study of 1988. Base Year: Teacher Component Data File User's Manual.</i>	ED322222	8th grade teachers selected for the survey were only the teachers of the students who were in the student sample, and only 4 subject areas were chosen. Therefore, researchers are cautioned not to use the teacher components on the NELS under the belief that it is a random sample. Furthermore, teacher-student comparisons (as opposed to student-teacher comparison level data) is not encouraged.
Ingels, S. J. & Others. <i>National Education Longitudinal Study of 1988. Base Year: School Component Data File User's Manual.</i>	ED322223	Same limitations cited as ED322222.
Ingels, S. J. & Others. <i>School, Individual and Item Nonresponse in the National Education Longitudinal Study of 1988 (NELS:88) Base Year Survey.</i>	ED312311	Due to sampling realities, responses from students who are mentally handicapped, not proficient in English (but still oversample of Latinos and Asians? -are they all non-recent immigrants then?), and having physical or emotional problems. This was only 5% of original sampling frame. School-level and individual-level non-response handled through school/individual replacement of like students, and/or weighting/flags to adjust for non-response. Individual item non-response not adjusted for.
Jackson, G. A. (1988). Did college choice change during the Seventies? <i>Economics of Education Review</i> , 7(1), 15-27.	EJ376197	No info on local economic conditions or descriptions of nearby colleges and universities. HS&B contains only student self-reported grades. Many financial-aid categories were misleading, since many respondents were flagged as missing--made it look like there were tons of people on aid, but many were coded as "missing" in the value labels.
Kaufman, P. & Rasinski, K. A. <i>Quality of Responses of 8th Grade Students in the NELS:88--National Education Longitudinal Study of 1988.</i> Technical Report.	ED339722	Quality of responses (i.e., internal consistency and comparability to parents' responses) of 8th graders not as high as similar HS students in the HS&B. Students from high SES backgrounds, those with higher abilities in reading, White or Asian students, and females were more likely to give valid answers than their peers.
Keith, P. B. & Lichtman, M. Testing the Influences of Parental Involvement on Mexican-American 8th Grade Students' Academic Achievement: A Structural Equations Analysis.	ED351170	None cited.

McGrew, Kevin S., And Others. (1995.) Matching Information in National Data Collection Programs to a Model of Post-School Outcomes and Indicators. Technical Report 17. National Center on Educational Outcomes, University of Minnesota, 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455	ED396483	"NELS88 could not be included due to the lack of a published technical or methodology report for the third follow-up at the time of this investigation." "Most pressing is the need to develop or employ existing outcome indicators related to accepting the consequences of one's behavior (responsibility and independence), academic and functional literacy, personal and social adjustment and satisfaction."
McGrew, Kevin. (1995.) Disability Summary Analyses of Select National Data Collection Programs. Technical Report 11. National Center on Educational Outcomes, University of Minnesota, 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455	ED396477	Individuals were excluded if they were had severe mental or physical disabilities. Students at specialized special education schools were also excluded.
Morgan, L. A. (1988). Outcomes of marital separation: A longitudinal test of predictors. <i>Journal of Marriage and the Family</i> , 50(2), 493-98.	EJ378524	N/A Used National Longitudinal Survey Cohort of Mature Women
Owens, E. W. & Waxman, H. C. (1995-96). Differences among urban, suburban, and rural schools on technology access and use in eighth-grade mathematics classrooms. <i>Journal of Educational Technology Systems</i> , 24(1), 83-92.	EJ518438	None cited.
Passmore, D. L. & Others. <i>Epidemiology of Work Injuries among Former Participants in Vocational Education</i> .	ED341827	N/A Used National Longitudinal Surveys of Labor Market Experience
Peters, E. H. (1988). Retrospective versus panel data in analyzing lifecycle events. <i>Journal of Human Resources</i> , 23(4), 488-513.	EJ381301	N/A. Used National Longitudinal Survey of Work Experience (NLS)
Planning Papers for the National Longitudinal Study of 1972. Implications for Schools under Chapter 1.	ED310156	Paper is presentation of "advice from the masters." NCES commissioned several experts to suggest what should be included in a longitudinal study of elementary and secondary education. While N/A for limitations, may be useful in the design of our own surveys.
Sares, T. A. <i>School Size Effects on Educational Attainment and Ability</i> .	ED348743	None cited.
Schneider, B., Schiller, K. S., & Coleman, J. S. (1996). Public school choice: Some evidence from the National Education Longitudinal Study of 1988. <i>Educational Evaluation and Policy Analysis</i> , 18(1), 19-29.	EJ525421	Racial/ethnic groups and parent education levels distributed unevenly across central city, suburban, small town, and rural school districts. 8th grade base year sample respondents who did not matriculate to the same high school as their classmates were generally not followed-up, making the HS sample skewed by those who did not move.
Shin, H-S. <i>Estimating Future Teacher Supply: An Application of Survival Analysis</i> .	ED367720	None cited.
Sosniak, L. A. & Ethington, C. A. (1992). When public school "choice" is not academic: Findings from the National Education Longitudinal Study of 1988. <i>Education Evaluation and Policy Analysis</i> , 14(1), 35-52.	EJ446664	High school choice not random; subjects chosen by purposeful selection in 8th grade. NELS data does not provide information about HS topic presentation (although it does say the actual topic taught in HS), how students are expected to think about the topic, the nature of classroom discussions, lab work, etc. in HS.
<i>User's Manual for 1970 Census Fourth Count (Population) School District Data Tapes</i> .	ED313415 ED313416	No limitations referenced, but information on how portions of the Census can supplement the main data files of the NLS-72.

NLS72

<p>Adelman, Clifford. (1990.) <i>Light and Shadows on College Athletes: College Transcripts and Labor Market History</i>. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.</p>	<p>ED327112</p>	<p>This data provides unequivocally accurate long term college graduate rates, detailed data on college courses taken, and data on labor market participation. Because it follows high school seniors no matter what they subsequently do, it is not distorted by decisions to study specific groups of students.</p>
<p>Altonji, J.G. (1995). The effects of high school curriculum on education and labor market outcomes. <i>Journal of Human Resources</i>, 30 (3), 409-438.</p>	<p>EJ507818</p>	<p>Strength: -Includes number of semester hours taken in high school in a number of subject areas -Includes family background, parental attitudes toward education, test scores, and high school characteristics -Includes several students from each of 897 high schools sampled - this allows use of the means for each HS of courses taken in each subject as instrumental variables for the courses chosen by individuals while controlling for other characteristics of the individual students and for HS variables such as the average characteristics of the students in the HS Weakness: -Attrition rates are greater for those with disadvantaged backgrounds and for persons who took fewer academic courses NOTE: HS&B DATA SET CONTAINS SUPERIOR CURRICULUM MEASURES TO NLS AND PROVIDES THE OPPORTUNITY TO CONTROL FOR ABILITY AND APTITUDE PRIOR TO THE 10TH GRADE.</p>
<p>Apling, Richard N. (1991.) <i>Postsecondary Educational Experiences of High School Graduates</i>. CRS Report for Congress.</p>	<p>ED332622</p>	<p>Data collected from students over a multi-year period are critical for examining postsecondary experiences. The 1980 senior cohort of HS&B dataset provides two more years of data after high school than does the 1980 sophomore cohort. There is insufficient data in the sets that have only four years because the average B.A. completion for the high school class of 1972 was 4.5 years and now may be longer.</p>
<p>Brown, S.V. (1988). <i>Minorities in the graduate education pipeline</i>. A research report of the minority graduate education (MGE) Program.</p>	<p>ED299906</p>	<p>None cited.</p>
<p>Campbell, P.B. (1984). <i>Transition patterns between education and work</i>. Columbus, OH: National Center for Research in Vocational Education, Ohio State University.</p>	<p>ED240272</p>	<p>Strength: -Includes high school course-taking patterns</p>

Constantine, J.M. (1995). The effect of attending historically black colleges and universities on future wages of black students. <i>Industrial and Labor Relations Review</i> , 48 (3), 531-546.	EJ500810	Strength: -very few black respondents' observations were lost due to unusually high or low hourly wages Weakness: -over 3000 black students were in NLS-72, but there were only good wage observations in 1986 for about 1192 of them (therefore, small sample size for this survey)
Crouse, J. (1985). Does the SAT help colleges make better selection decisions? <i>Harvard Educational Review</i> , 55 (2), 195-219.	EJ317811	None cited.
Dawkins, M.P. (1989). The persistence of plans for professional careers among blacks in early adulthood. <i>Journal of Negro Education</i> , 58 (2), 220-231.	EJ390020	Strength: -Good for studying a wide range of characteristics of young people (including family background, aspirations and expectations, post-high school educational and occupational plans and experiences, other attitudes and activities) as they move into early adulthood -large database Weakness: -no measure of the respondents' perceptions of the openness of society's occupational structure
Ehrenberg, R.G, and Sherman, D.R. (1987). Employment while in college, academic achievement, and postcollege outcomes: A summary of results. <i>Journal of Human Resources</i> , 22 (1), 1-23.	EJ346597	None cited.
Fitzgerald, Robert, And Others. (1994.) Descriptive Summary of 1989-90 Beginning Postsecondary Students: Two Years Later. Contractor Report. Statistical Analysis Report. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.	ED372691	NLS72 and HS&B are limited to members of a single high school class/cohort.
Frazis, H. (1993). "Selection Bias and the Degree Effect." <i>Journal of Human Resources</i> , 28(3), 538-554.	EJ466386	"As the 1986 survey followed up less than 70 percent of college dropouts and nonattenders, the wage data come from the fourth followup in 1979....The major disadvantages are the youth of the respondents (seven years out of high school), and the lack of cross-sectional age variation, which makes estimation of potential experience terms in the wage equation impossible....The NLS-72 categories for college-goers who stopped short of a BA distinguish only between two or more and less than two years of college."
Gifford, A.G. et al (April 1989). <i>Course enrollment patterns in secondary schools 1975-1987</i> .	ED315546	Strength: None cited. Limitation: Not enough cases to estimate credits for the class of 1975 separately.

<p>Grubb, N.W. (1992). Correcting conventional wisdom: Community college impact on students' jobs and salaries. <i>Community, Technical, and Junior College Journal</i>, 62 (6), 10-14.</p>	<p>EJ446297</p>	<p>Strength: -Includes transcripts of every postsecondary institution an individual attended -Includes wages and earnings as of 1986 -Includes a large number of demographic characteristics, family background, high school performance, labor market experience Weakness: -Does not include older students -Reflects many now-dated college experiences from the mid-1970's -Fail to consider labor market variations from community to community -Cannot distinguish between community and technical colleges</p>
<p>Grubb, W. (1993). "The Varied Economic Returns to Postsecondary Education: New Evidence from the Class of 1972." <i>Journal of Human Resources</i>, 28(2): 365-382.</p>	<p>EJ462059</p>	<p>"The NLS72 data have some limitations, notably their restriction to a single cohort passing through postsecondary education during the 1970s"</p>
<p>Grubb, W. (1995). "Postsecondary Education and the Sub-Baccalaureate Labor Market: Corrections and Extensions." <i>Economics of Education Review</i>, 14:285-299.</p>	<p>EJ514681</p>	<p>"The complications of using data based on a single cohort and of 'uncleaned' versus 'cleaned' versions, the problems of incomplete transcripts, the enormous amounts of missing data, the complexity of using information on credits from non-comparable institutions, the problems caused by non-random sampling and non-random response rates - all these make any definitive analysis virtually impossible. In this as in other areas of empirical works, therefore, the only real solution is to use several data sources to investigate patterns of interest.... The major advantage of SIPP data is that they include all age groups, rather than a single cohort like the NLS72.</p>
<p>Grubb, W. Norton. (1989.) <i>The Causes and Consequences of Enrollments in Higher Education: Evidence From the National Longitudinal Study of the Class of 1972. Final Report.</i> Institute for the Study of Family, Work, and Community, Berkeley, CA.</p>	<p>ED318371</p>	<p>The tremendous advantage of this data is that it provides finely detailed information about postsecondary education, not merely an estimate of years in school. A disadvantage of the data is that it provides information about only one graduating class. Consequently there is no real variation in age in the sample, so it is impossible to analyze the effects of education on employment over many years. And although the fifth follow-up occurred 14 years after high school, this is still not long enough to come close to maximum individual earnings. The results reflect the experiences of a cohort passing through postsecondary education in the 1970s. This may not be valid for cohorts of the 1980s, when postsecondary education conditions changed. There is no comparable dataset.</p>

Hanniford, Barbara E.; Sagaria, Mary Ann D. (1994.) The Impact of Work and Family Roles on Associate and Baccalaureate Degree Completion among Students in Early Adulthood. Paper presented at the 1994 Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1994).	ED370520	p. 26 and 27: "Measures of academic integration and finances applicable to the entire sample were not available. Also, any errors in recall of dates affected the reliability of measures constructed from data information. Moreover, because the sample was selected on the basis of students' stated degree goals, its validity is subject to the accuracy and honesty with which students reported these goals. Likewise the dependent variable measure relies on students accurately reporting degree outcomes. Finally, the cohort studies and age range of the sample are important. Results may not be generalizable to more recent cohorts and to older populations of students."
Heyns, B. (1988). Educational defectors: A first look at teacher attrition in the NLS-72. <i>Educational Researcher</i> , 17 (3), 24-32.	EJ372883	Strength: -Extensive work history information -Rich data base for study of career mobility
Hollenbeck, K. (1992). <i>Postsecondary education as triage, Returns to academic and technical programs</i> . Staff working papers. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research.	ED381687	None cited.
Jackson, G. (1988). "Did College Choice Change During the Seventies?" <i>Economic of Education Review</i> , 7:15-27.	EJ376197	"Identifying Dropouts requires data on individuals' high school experiences. Distinguishing Completers from Starters requires data on college persistence over several years. But such longitudinal data are rare, and so we make do (here as elsewhere) with analyses of high school graduates' college entry decisions - which means Dropouts do not exist, and Starters are equivalent to Completers. ...We have only a dichotomy between no college entry and college entry, and samples that exclude high school dropouts. Exacerbating this problem, college entry by high school students is in a sense the least important of the three major decision points involved in college degrees: high school completion, college entry, and college completion. "
Kim, M., and Alvarez, R. (1995). Women only colleges: Some unanticipated findings. <i>Journal of Higher Education</i> , 66 (6), 641-668.	EJ516405	Strength:
Knepper, Paula R. (1989.) Student Progress in College: NLS-72 Postsecondary Education Transcript Study, 1984. Survey Report. National Center for Education Statistics (ED), Washington, DC.	ED309710	Because of the unique nature of college transcripts many inconsistencies exist in the data that may affect the estimates reported. Missing dates for specific terms lead to problems in determining length of time required to complete a given level. Missing transcripts of undergraduates who transfer lead to time and credit inaccuracies. Schools that were not on semesters created problems.

<p>Manser, M, Pergamit, M., and Bland-Peterson, W. (1990). National Longitudinal Surveys: development and uses. <i>Monthly Labor Review</i>, 113 (7), 32-37.</p>	<p>EJ412643</p>	<p>Strength: -Can obtain detailed information on how individual's lives evolve over time -Can examine the interaction of a variety of economic and social forces -Response rates have remained relatively high -exceptional database for labor market analyses due to breadth of information collected, event/history format, and the high retention rate -includes child care information -considerable information is collected to help locate the respondent in subsequent years (including family, friends, and employer contact information)</p>
<p>McAdams, K. (1981). <i>National longitudinal study of the high school class of 1972: An historical overview and summary</i>. Washington, D.C.: National Center for Education Statistics.</p>	<p>ED217051</p>	<p>None cited.</p>
<p>Rindfuss, R., Kavee, A, and Cooksey, E. (1995). "The First Year after College: Activities and their Subsequent Effects." <i>Journal of Higher Education</i>, 66(4):415-446.</p>	<p>EJ508563</p>	<p>"The primary limitation of the NLS72 is the exclusion of those who did not reach their senior year of high school....We expect that omission of these dropouts enhances the social attainments, such as wage-earnings, of the sample and leads to somewhat later timing of family transitions....A second limitation of this sample is the scarcity of Hispanic, Native American, and other minority students.....As a result, the analyses presented here are restricted to the white population. Finally, because of budget constraints, the 1986 follow-up sampled a subset of the original panel members. Because of special interests of the various funding sources, the following groups were retained with certainty: Hispanics, teachers and potential teachers, college graduates, and persons who had already experienced a divorce, widowhood, separation, or an out-of-wedlock birth. All others were sampled."</p>
<p>Rothstein, D.S. (1995). Do female faculty influence female students' educational and labor market attainments? <i>Industrial and Labor Relations Review</i>, 48 (3), 515-30.</p>	<p>EJ500809</p>	<p>Strength: -Includes name of the college attended by the respondent -Includes locational variables (respondent's state of residency) in each follow-up through 1979 -Fourteen year time span of survey facilitates analysis (can examine mid-career, post-undergraduate labor market, and educational attainments) Weakness: -Individuals in the first four follow-ups were included in fifth follow-up subsample with unequal probabilities</p>
<p>Savoca, E. (1990). Another look at the demand for higher education: Measuring the price sensitivity of the decision to apply to college. <i>Economics of Education Review</i>, 9 (2), 123-134.</p>	<p>EJ411664</p>	<p>None cited.</p>

<p>Sharp, L., and Weidman, J. (1989). "Early Careers of Undergraduate Humanities Majors." <i>Journal of Higher Education</i>, 60(5); 544-564</p>	<p>EJ396801</p>	<p>"There appears to be a rather random pattern of missing data throughout the data file so that the numbers of missing responses vary from one item to another....A second problem has to do with the representativeness of the samples of majors that are used.....The NLS72 data file did not yield a clean unemployment measure, because the category 'waiting for work' included persons who were looking for work as well as persons who were 'waiting to report to work.'"</p>
<p>St. John, E. and Noell, J. (1989). "The Effects of Student Financial Aid on Access to Higher Education: An Analysis of Progress with Special Consideration of Minority Enrollment." <i>Research in Higher Education</i>, 30:563-581</p>	<p>EJ407141</p>	<p>"There is not a sufficient subsample of this population (Native Americans) in HSB or NLS for separate analyses of this population. With the databases used for this study - the National Longitudinal Survey of the High School Class of 1972 and the High School and Beyond study - it is only possible to conduct separate analyses of blacks and Hispanics in the 1980s. NLS did not contain the additional sampling of these subpopulations that is necessary to analyze these groups separately."</p> <p>"There are three limitations that influence our ability to analyze the effects of aid offers on college attendance decisions. One limitation is that high school classes are studied infrequently....A second limitation is that the CES data contained self-reported data on aid offers. Presumably students might not recall their exact amount or type of aid offered, especially aid offered by schools they did not attend. Unfortunately, most databases that can be used to assess progress on access have this limitations. It would be necessary to survey the financial aid offices of every college to which a student applied to overcome this deficiency. Third, there are missing values for many of the variables in our statistical models in all three surveys."</p>
<p>Suter, L.E. (Ed.) (1992). <i>Indicators of science and mathematics education 1992</i>. First Edition. Washington, D.C.: National Science Foundation</p>	<p>ED365511</p>	<p>None cited.</p>
<p>Thomas, G., and Gordon, S.A. (1983). <i>Evaluating the payoffs of college investments for black, white, and hispanic students. Report No.344</i>. Baltimore, MD: Center for Social Organization of Schools, Johns Hopkins University.</p>	<p>ED235733</p>	<p>None cited.</p>
<p>Thomas, G.E. (1981). <i>Choosing a college major in the hard and technical sciences and the professions: A causal explanation</i>. Baltimore, MD: Center for Social Organization of Schools, Johns Hopkins University.</p>	<p>ED206829</p>	<p>Strength: -None cited Weakness: -Need to include variables which allow analyses of the effects of tracking students at the secondary school level, particularly tracking which may lead to stratification of students by race, sex, or social class</p>

Thomas, G.E. (1982). <i>Determining the college destination of black students</i> . Atlanta, GA: Southern Education Foundation.	ED215031	Strength: -Ability to investigate the college destinations of black students Weakness: -During the base year and subsequent follow-up surveys, a limited number of questions were asked regarding the type of financial aid that students expected to receive to support their college education. The authors of this study found these questions to be inconsistent and unreliable and were, therefore, not included -Conventional measures of "significant others' influence" are not enough -More extensive information is needed regarding the impact of HS officials, parents, and peers on students' college choice -Need more detailed information on students' perceptions and motivations for their college choices - this should include retrospective data from students currently enrolled in various colleges as well as data from prospective entering freshmen
<i>Transfer from Sub-Baccalaureate to Baccalaureate Institutions in Minnesota Post-Secondary Education, Fall 1984-Fall 1988.</i> (1993.) Minnesota Higher Education Coordinating Board, St. Paul.	ED371787	"It is possible that high school students taking part on the PSEO program were erroneously counted as new entering students." "Because of the difficulty of determining whether or not an individual truly was a new entering student, the analysis includes all reported new entering students."
Tuma, J.E. (April 1989). <i>Secondary schools. Course enrollment patterns in public. 1969-1987.</i>	ED315545	Strength: Limitation: Does not include high school transcript data.
Zemsky, Robert; Shapiro, Daniel. (1994.) On Measuring a Mirage: Why U.S. Training Numbers Don't Add Up EQW Working Papers WP20. Office of Educational Research and Improvement (ED), Washington, DC.	ED372191	Authors cite an increased demand for data to measure the current scale and scope of how and when the nation invests in the educational quality of the workforce, and include recommendations focused on constructing more reliable instruments.

NPSAS

Andrew, Loyd D.; Russo, Rocco";. Who Gets What? Impact Of Financial Aid Policies.	ED309717	None cited.
Apling, Richard N. Nontraditional Students Attending Postsecondary Institutions. CRS Report for Congress.	ED342303	None cited.
Brick, J. Michael. (1989.) Comparison of Fall and Academic Year Student Aid Estimates. 1987 National Postsecondary Student Aid Study. Contractor Report. Technical Report. National Center for Education Statistics (ED), Washington, DC.	ED311834	NPSAS contains fall enrollees only. This creates problems comparing NPSAS data to federal aid award reports.

Byce, Chuck; Khazzoom, Aziza. (1993.) Changes in Undergraduate Student Financial Aid: Fall 1986 to Fall 1989. National Postsecondary Student Aid Study. Statistical Analysis Report. Contractor Report. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.	ED360902	NPSAS87 contains only fall 86 enrollees, while NPSAS90 contains enrollees throughout the 89-90 academic year.
Byce, Chuck; Schmitt, Carl M.. Students at Less-Than-4-Year Institutions. National Postsecondary Student Aid Study. Statistical Analysis Report. Contractor Report.	ED351957	None cited.
Byce, Chuck; Schmitt, Carl. Financing Undergraduate Education: 1990. National Postsecondary Student Aid Study. Statistical Analysis Report.	ED357728	The purpose of this report is to present data from the 1990 NPSAS survey. Although both report have a similar format, the data contained in them are not comparable, because the design of the samples in the two surveys is different. The earlier NPSAS surveyed a sample of students from the fall term and therefore presents data only on those students who were enrolled in that term, while the 1990 NPSAS provides information about students who were enrolled throughout the academic year.
Choy, Susan B.. Characteristics of Students Who Borrow To Finance Their Postsecondary Education. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.	ED377778	None cited.
Choy, Susan P., and Gifford, Antoinette G. (1990.) Profile of Undergraduates in American Postsecondary Institutions. Survey Report. National Center for Education Statistics, Washington, DC.	ED325483	"Because the NPSAS data were collected in the fall, they do not represent all students who enrolled in a postsecondary institution during the 1986-87 school year. Students who did not enroll until after the fall term or who enrolled in short term programs not in session at the time of the data collection are not represented in the sample."
Choy, Susan P.; And Others. Student Financing of Graduate and First-Professional Education, 1992-93. with an Essay on Student Borrowing. National Postsecondary Student Aid Study: 1992-93. Statistical Analysis Report.	ED389241	None cited.
Choy, Susan P.; Henke, Robin R. (1992.) Parental Financial Support for Undergraduate Education. National Postsecondary Student Aid Study, Research and Development Report. Contractor Report. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.	ED345623	Parents of students aged 25 or older are not included. NPSAS87 only includes students enrolled on 15 October 1996.
Choy, Susan P.; Premo, Mark D.. How Low Income Undergraduates Financed Postsecondary Education: 1992-93. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.	ED394473	None cited.

Davis, Jerry S., Ed.. Proceedings for the Annual Conference of the NASSGP/NCHELP Research Network (6th, Washington, D.C., June 7-9, 1989).	ED359887	In approaching a study with NPSAS 87 data one should remember their limitations—they are cross-sectional and cover only one point in time. To facilitate research on Hispanic students' educational financing, in the next NPSAS survey the list of nationalities of Hispanics should include Central and south Americans. The expansion of the sample of NPSAS 90 institutions to included those in Puerto Rico should provide much better data on Puerto Rican students.
Dynarski, Mark. Analysis of Factors Related to Default.	ED354801	None cited.
Dynarski, Mark. Who Defaults on Student Loans? Findings from the National Postsecondary Student Aid Study. <i>Economics of Education Review</i> , v13 n1 p55-68 Mar 1994 .	EJ483390	Additional research may be helpful to gain a better understanding of the factors leading to higher default rates among minority groups.
Fitzgerald, Robert; And Others. Descriptive Summary of 1989-90 Beginning Postsecondary Students: Two Years Later. Contractor Report. Statistical Analysis Report.	ED372691	None cited.
Flint, Thomas. Legacies of Paying for College. AIR 1995 Annual Forum Paper.	ED387012	None cited.
Greene, Bernard; Zimpler, Linda. (1989.) Profile of Handicapped Students in Postsecondary Education, 1987. National Postsecondary Student Aid Study. Survey Report. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402	ED310616	NPSAS allows self reporting of disabilities. Questions and data in this regard may differ from other sources.
Horn, Laura J.; And Others. Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1992-93. With an Essay on Undergraduates at Risk. Statistical Analysis Report.	ED392852	None cited.
Horn, Laura; Maw, Carlyle. Minority Undergraduate Participation in Postsecondary Education. Statistical Analysis Report.	ED383276	In the survey, Asian/Pacific Islanders and Hispanic students were asked for their specific subgroup identity. However, those who chose not to identify themselves, those belong to groups too small to be disaggregated, or students of mixed identify were categorized as "other/non-specified".
Horn, Laura; Maw, Carlyle. Undergraduates Who Work While Enrolled in Postsecondary Education:1989-90. Contractor Report.	ED374727	None cited.
Korb, Roslyn, And Others. (1988.) Undergraduate Financing of Postsecondary Education. A Report of the 1987 National Postsecondary Student Aid Study. Analysis Report. National Center for Education Statistics (ED), Washington, DC.	ED298819	NPSAS87 does not represent entire year's enrollment.
Korb, Roslyn, And Others. (1989.) Student Financing of Graduate and Professional Education. A Report of the 1987 National Postsecondary Student Aid Study. Analysis Report. Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.	ED309721	NPSAS87 does not represent entire year's enrollment. Only about 70% of students at traditional 4 year colleges and universities enroll in the fall.

Lee, John B.; Clery, Suanne B.. Packaging of Undergraduate Student Financial Aid: 1989-90. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.	ED386083	None cited.
Malizio, Andrew G.. National Postsecondary Student Aid Study: Estimates of Student Financial Aid 1992-93. E.D. TABS.	ED384292	Two design features of the 1993 NPSAS sample suggest that the estimates in this tabulation, while generally comparable to NPSAS 90, are not comparable to published estimates from the 1987 NPSAS. These design changes were made to the 1990 NPSAS to improve full-year estimates. The 1987, and 1990 NPSAS sampled students enrolled in the fall (October). However, the 1990 NPSAS also sampled students who were enrolled in the summer (August), Winter (February), and spring (June). In NPSAS 93, institutions were asked to provide one list (if possible), that represented students enrolled at any time during 1992-93 academic year. The 1990 and 1993 NPSAS samples also included a small sample of students from Puerto Rico. Students from Puerto Rico were not included in the 1987 NPSAS.
Malizio, Andrew G.. Who Gets Financial Aid? And Why Low-Income Students Don't Apply for Student Aid?: Key Findings from the National Postsecondary Student Aid Study.	ED362969	Students from Puerto Rico were not included in the 1987 NPSAS.
Marshall, Robert E. (1989.) Guide to Databases Containing Data on Vocational and Adult Education Maintained by the U.S. Department of Education. Office of Vocational and Adult Education (ED), Washington, DC.	ED311257	NPSAS87 does not represent entire year's enrollment, but just fall 1986 students.
McCormick, Alexander C.; And Others. Profile of Part-Time Undergraduates in Postsecondary Education: 1989-1990. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.	ED386117	None cited.
Millett, Catherine M.; MacKenzie, Susan. An Exploratory Study of the Role of Financial Aid in Minority Doctoral Education. ASHE Annual Meeting Paper.	ED391411	While cross-sectional data like NPSAS does give us a sense of what is happening to these students at one point in time, it does not allow generalizations about many of the pressing issues such as the financial aid role in time to degree and completion rates overall. A followup of the same individuals would represent a significant leap forward in this area, allowing researchers to fill in these gaps.
Net Cost of Attending Postsecondary Education. Indicator of the Month	ED387026	None cited.
Research Findings from the 1987 National Postsecondary Student Aid Study.	ED350943	None cited.
Ross, Laurent; And Others. Federal Student Aid Packages: Academic Year 1986-87.	ED323829	None cited.
St. John, Edward P. and others. The Influence of Prices on within-Year Persistence by Traditional College-Age Students in Four-Year Colleges. <i>Journal of Student Financial Aid</i> , v22 n1 p27-38 Win 1992	EJ448777	

<p>St. John, Edward P.; And Others. The Influence of Prices and Price Subsidies on Within-Year Persistence by Students in Proprietary Schools. <i>Educational Evaluation and Policy Analysis</i>, v17 n2 p149-65 Sum1995 .</p>	<p>EJ511049</p>	<p>NPSAS-87 does have a few limitations for persistence research on proprietary schools. First, NPSAS-87 did not include all the types of information that would be needed for an "ideal" persistence study. The national longitudinal studies have included additional variables related to high school experiences (e.g., grades, test scores, and academic track), but these data were not available from NPSAS-87.</p> <p>Second, there were missing values for the variables in the model.</p> <p>Third, because NPSAS-87 was a fall sample, it was not representative of all college students. This was a more serious problem for proprietary schools than for other types of colleges, because students often enroll in proprietary schools at times other than the fall semester. Thus the reader is reminded that this sample, even with the use of sample weights, is not necessarily representative of all students attending proprietary schools. Rather, it is representative of the population of proprietary students who enrolled at the start of the fall semester.</p> <p>Fourth, some fall enrollees were excluded from the sample because of NPSAS-87 data collection procedures. Any student enrolled in fall 1986 who was no longer enrolled at the time of data collection was not included in NPSAS-87. As a result, some early dropouts were not included in the study.</p> <p>Fifth, because most students with work study responded affirmatively to the question asked about current work, there was an overlap between the economic background variables for working and the receipt of college word study.</p>
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<p>St. John, Edward P. and others. The Nexus Between College Choice and Persistence. <i>Research in Higher Education</i>, v37 n2 p175-220 Apr 1996</p>	<p>EJ523071</p>	<p>First, the NPSAS-87 database did not include measures of precollege student ability such as school grades or entrance test scores that have been used in many persistence studies. Second, although NPSAS-87 did include some indicators of the social and academic integration processes in the Tinto and Bean frameworks—such as on-campus residence, attendance at private colleges, years in college, and college grades (all included in this study—comprehensive measures of social and academic integration were not available. Third, although there were some missing values for each of the variables included in the study and students with missing values for one or more variables had to be excluded, the number of missing values in NPSAS-87 is small. Fourth, NPSAS-87 was a sample of students identified in the fall semester and, therefore, was not representative of college students who enrolled in the spring semester. This could have been a more serious problem in a study of students attending two-year colleges and proprietary schools where more students enroll in the spring semester....Furthermore, students who enrolled in a college at the beginning of the fall semester, but dropped out before the time of data collection in the first half of the fall semester, were not included in the sample. This means some very early-semester dropouts were excluded from the analysis. Fifth, when a sample student is at extremely high or low values on other independent variables, the validity of the estimated effect of the variable on the probability of persistence(delta-p) is reduced. The delta-p measure is of questionable validity when sample members are at extremes on other variables. This condition warrants the use of caution in the application of the delta-p statistic in extreme cases.</p>
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<p>St. John, Edward P. Andrieu, Sandra Carlin. The Influence of Price Subsidies on Within-Year Persistence by Graduate Students. <i>Higher Education</i>, v29 n2 p143-68 Mar 1995.</p>	<p>EJ503328</p>	<p>First, NPSAS-87 does not include all of the variables needed to predict persistence. Ideally a model of graduate student persistence would also include information on undergraduate student achievement, but unfortunately this type of information was not collected as part of NPSAS-87. Second, there were missing values for each of the variables included in the model. Third, NPSAS-87 was a fall sample and was not representative of all college students. Fourth, some fall enrollees were excluded from the sample due to the data collection procedures used in NPSAS-87. Any student enrolled in a postsecondary institution in fall 1986 who was no longer enrolled at the time of the data collection was not included in NPSAS-87. This means some early drop outs were not included in the study. Fifth, there was an overlap between the background variables for working and the receipt of graduate assistantships. This happened because most students with assistantships responded affirmatively to the question asked about current work.</p>
<p>St. John, Edward P.; Starkey, Johnny B.. The Influence of Costs on Persistence by Traditional College-Age Students in Community Colleges. <i>Community College Journal of Research and Practice</i>, v18 n2 p201-13 Mar-Apr 1994 .</p>	<p>EJ479909</p>	<p>First, NPSAS-87 does not include all of the variables needed for an ideal persistence model. In particular, variables related to standardized test scores and high school grades are missing, These missing variables are not considered sufficiently problematic as to detract from the analysis of the influence of prices on persistence. Second, NPSAS-87 sampled students a few weeks after the start of the fall semester, therefore missing some students who enrolled initially then dropped out. Third, NPSAS-87 was a fall sample with a spring follow-up student survey. This sampling procedure missed some students who enrolled in the spring for the first time, s phenomenon that is more common at community colleges than 4-year colleges and universities. Our findings may not be applicable to students who enroll for the first time in the spring.</p>
<p>Stowe, Peter; Zimbler, Linda". Characteristics of Stafford Loan Recipients, 1988. 1987 National Postsecondary Student Aid Study, E.D. Tabs.</p>	<p>ED322859</p>	<p>Estimates for the in-school portion of NPSAS are based on students enrolled in postsecondary education in the fall of 1986, rather than for the entire 1986-87 school year.</p>
<p>Stowe, Peter;. Undergraduate Financial Aid Awards: A Report of the 1987 National Postsecondary Student Aid Study. Analysis Report</p>	<p>ED326145</p>	<p>Because the sample is of students enrolled in the fall, it does not represent all students enrolled in a postsecondary institution at all times during the 1986-87 school year.</p>
<p>Student Aid and the Cost of Postsecondary Education. A CBO Study</p>	<p>ED329158</p>	<p>The data collected in the 1987 NPSAS were only on students enrolled in the fall of 1986, and hence are not representative of all students enrolled over the 1986-87 academic year.</p>
<p>Student Education Expenses, 1987. 1987 National Postsecondary Student Aid Study. E.D. Tabs</p>	<p>ED309711</p>	<p>None cited.</p>

Trammell, Mary Louise. Estimating the Enrollment Effects of a Mid-Year Surcharge: Using National Price Response Measures in Institutional Planning. AIR 1994 Annual Forum Paper.	ED373660	None cited.
Tuma, John E., And Others. (1989.) Student Financial Aid and Postsecondary Vocational Education. National Assessment of Vocational Education (ED), Washington, DC.	ED315542	NPSAS87 underestimates numbers of students in programs that do not follow the traditional academic term pattern, particularly vocationally-oriented programs.
Tuma, John. Patterns of Enrollment in Postsecondary Vocational and Academic Education. <i>Journal of Vocational Education Research</i> , v19 n3 p107-30 1994	EJ507747	
Tuma, John; And Others. Student Financing of Undergraduate Education, 1992-93, with an Essay on the Costs of Undergraduate Education before and after Student Financial Aid. National Postsecondary Student Aid Study: 1992-93. Statistical Analysis Report.	ED389240	None cited.
Undergraduate College Financing in New York State. A Report of the New York State Augmentation of the 1987 National Postsecondary Student Aid Survey. Executive Summary	ED321719	Unfortunately, the sample for CUNY community colleges was too small to be reliable and, therefore, no information on CUNY community college students is included in this report.
Undergraduate College Financing in New York State. A Report of the New York State Augmentation of the 1987 National Postsecondary Student Aid Survey	ED321720	Ibid.
Volkwein, J. Fredericks; And Others. Characteristics of Student Loan Defaulters among Different Racial and Ethnic Groups. AIR 1995 Annual Forum Paper.	ED386972	Research is needed on the dynamics of marital status and family size as influences on loan default. Our measures of marital status and family size are at the time of first loan repayment or default. We do not know the marital status or family size at the time of enrollment.
Volkwein, J. Fredericks; Szelest, Bruce P.. The Relationship of Student Loan Default to Individual and Campus Characteristics. AIR 1994 Annual Forum Paper.	ED373616	In over 1100 cases, the missing IPEDS and college Board information involves borrowers who attended proprietary institutions. This limits some of the power of our analysis.
Yankosky, Richard E.; Andrew, Loyd. The Proprietary School Sector: A Demographic and Financial Aid Profile	ED330269	None cited.

RCG

Brick, J. Michael, and Others. (1994.) A Study of Selected Nonsampling Errors in the 1991 Survey of Recent College Graduates. Technical Report. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.	ED379314	Sampling errors in the RCG are due to nonresponse, random measurement errors, and systematic errors due to interviewers. Sampled units that do not participate in survey are a source of bias.
Stowe, Peter. (1993.) Estimates of 1985-86 Bachelor's Degree Recipients' Course-Taking Behavior. Recent College Graduates Study. National Center for Education Statistics (ED), Washington, DC.	ED354809	Many institutions and individuals refused to release their transcripts, or did not respond to requests for transcripts. Sampling error may result from using a sample of bachelor's degree recipients' transcripts rather than the transcripts of all bachelor's degree recipients. Some transcripts had missing course titles.

2. Faculty data sets

ACE-72

Leverenz, Theo R. and Lewis, Bruce R. (1981). An Analysis of Faculty Consistency in the Academic Professions.	ED201254	None cited.
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HERI Faculty Survey

Arredondo, M. (1995). Faculty-student interaction: Uncovering the types of interactions that raise undergraduate degree aspirations. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Orlando, FL.	ED391423	Need longitudinal data on faculty interaction to merge with student data to prove or disprove causation. (HERI faculty data used as a merge with CIRP.)
Dey, E. L. & Hurtado, S. (1996). Faculty attitudes toward regulating speech on college campuses. <i>Review of Higher Education</i> , 20(1), 15-32.	EJ532620	Faculty attitudes measures are often only single-item questions measuring broad areas or constructs Data is cross-sectional, so cannot deduce cause and effect relationships Response bias, which is corrected for with weights Lacking measures on campus dynamics related to context, such as historical legacy or institutional traditions of racism/sexism, history of activism, and institutional decision making process
Dey, E. L., Korn, J. S., & Sax, L. J. (1996). Betrayed by the academy: The sexual harassment of women college faculty. <i>Journal of Higher Education</i> , 67(2), 149-73.	EJ520133	Only has single-item measure of harassment and no information on timing, nature, or severity of harassment experience, status of harassment, nor the number of times harassment was experienced Not longitudinal, so cannot uncover history of harassment
Hurtado, S., Carter, D. F. & Sharp, S. (1995). Social interaction on campus: Differences among self-perceived ability groups. Paper presented at the Annual Forum of the Association for Institutional Research, Boston, MA.	ED387014	None cited. (HERI faculty data as a merge with CIRP.)
Opp, R. D. (1994). Promoting a talent development view of excellence for 2-year colleges. <i>Community College Journal of Research and Practice</i> , 18(3), 279-88.	EJ485343	None cited.
Tsui, L. (1995). Boosting female ambition: How college diversity impacts graduate degree aspirations of women. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Orlando, FL.	ED391429	None cited. (HERI faculty data used as a merge with CIRP.)

NSOPF

<p>Blackburn, Robert and Others. (1994). Minority vs. Majority Faculty Publication Performance: A Research Note. <i>Review of Higher Education</i>, v17 n3 p271-82 Spr 1994</p>	<p>EJ481734</p>	<p>In the social knowledge domain, how much time faculty believe their organization wants them to devote research is a consistent predictor of output. The variables, unfortunately, are not contained in the NSOPF88 survey for in any other survey than NCRIPAL's.</p>
<p>Fairweather, James S. and Rhoads, Robert A. (1995). Teaching and the Faculty Role: Enhancing the Commitment to Instruction in American Colleges and Universities. <i>Educational Evaluation and Policy Analysis</i>, v17 n2 p179-94, Sum 1995.</p>	<p>EJ511051</p>	<p>Longitudinal data are better suited for estimating relationships between early socialization and later performance. Although percentage of time spent on instruction does reflect effort and commitment above and beyond work requirements, the measure is an imperfect indicator of commitment to teaching.</p>
<p>Pollicino, Elizabeth A. (1996). Faculty Satisfaction with Institutional Support as a Complex Concept: Collegiality, Workload, Autonomy. Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).</p>	<p>ED394428</p>	

3. Institutional data set

IPEDS

Barbett, S. & Korb, R. A. <i>Current Funds Revenues and Expenditures of Institutions of Higher Education: Fiscal Years 1984 through 1992</i> . E.D. Tabs.	ED374726	STRENGTH: Revenue and Expenses lines are totaled and checked against Grand Total lines. Inconsistencies are followed-up on with the respective institution. Specific imputations are detailed in appendix--imputations only used for this report.
Barnes, Michael W. (1993). <i>Expenditure Data and Their Accuracy for Peer Institutional Comparisons</i> .	ED373681	This study found that error is still present and that the improvement predicted in the 1970's has not yet occurred. Institutions of higher education probably will never report expenditure data in a totally accurate manner, regardless of the rigidity of the guidelines. An analysis of data from the nine institutions that provided any information found discrepancies in reporting computing, academic administration, retiree and staff benefits, registration, and campus security and safety. It did not find public relations activities, and admissions.
Brown, P. Q. <i>Salaries of Full-time Instructional Faculty on 9- and 10-Month Contracts in Institutions of Higher Education, 1982-83 through 1992-93</i> . E.D. Tabs.	ED367202	N/A, but does give detailed information about imputations designed for the study that may be of benefit in future studies.
Broyles, S. G. <i>Characteristics of the Nation's Postsecondary Institutions: Academic Year 1992-93</i> . E. D. Tabs.	ED365265	None cited
Broyles, S. G. & Morgan, F. B. <i>Basic Student Charges at Postsecondary Institutions: Academic Year 1992-93. Tuition and Required Fees and Room and Board Charges at 4-year, 2-year, and Public less-than-2-year institutions</i> . Statistical Analysis Report.	ED365261	N/A - Only summary statistics on student charges at PSIs.
Cohen, Michael P. (1988.) <i>Error Analysis of Estimates for Less-Than-Two-Year Postsecondary Education Institutions</i> .	ED324353	"The reluctance of (less than two year) institutions to respond, the volatile nature of the population, the highly skewed distribution of sizes of the institutions, the sensitivity of the data to precise definitions, among other issues, all contribute to the difficulties (to get statistics)."
Fall Enrollment in Postsecondary Institutions: National Estimates for Fall 1987 and Reported Data for Fall 1986. Survey Report.	ED299942	Extremely small sample size for private 2-year institutions and standard errors large for that group. Enrollment data at <2-year institutions not collected by attendance status. Students enrolled in non-credit courses, students purely auditing for-credit courses, and students studying abroad not counted in enrollment figures.
Henderson, Cathy. (1993.) <i>A Contemporary Profile of Baccalaureate Colleges. Research Briefs</i> , 4(5).	ED382084	"Historically, response rates have been consistently high. (1978-1979 through 1991-1992 – 69%-95%)""All proprietary schools have been excluded from this analysis." (Unclear whether this has been done by IPEDS collectors or by the researchers for this study.)
Hurtado, S. & Others. <i>Latino Student Transition to College: Assessing Difficulties and Factors in Successful College Adjustment</i> . 1994 AIR Annual Forum Paper.	ED373663	No limitations referenced. Primary dataset used in study was National Survey of Hispanic Students.

Ingram, John A. (1995). Using IPDES Data for Selecting Peer Institutions. AIR 1995 Annual Forum Paper.	ED387010	None cited.
Orfield, Gary; Paul, Faith G. (1992.) <i>State Higher Education Systems and College Completion. Final Report to the Ford Foundation.</i> Ford Foundation, New York, N.Y.	ED354041	p 6-7: "All of the state level data was aggregate because Indiana was the only state with an individual level data base, which was very recent and still limited in important respects. We were, therefore, limited to descriptive statistics rather than multivariate regression or other methods in this first phase of the research."
Pena, Deagelia M. (1994). Factor Scores from Higher Education Finance Variables as Indicators of Salary. Presented at the AERA Annual Conference, New Orleans, Louisiana, April 5, 1994.	ED381090	The multiplicity of variables describing the financial conditions of post secondary institutions in the nation makes it difficult to assess changes in higher education finance from year to year.
Pluta, M. J. <i>National Higher Education Statistics: Fall 1991. Early Estimates.</i>	ED340314	None cited
Pluta, M. M. <i>National Postsecondary Statistics, Collegiate and Noncollegiate: Fall 1991. Early Estimates.</i>	ED350954	<2-year institutions are not surveyed on a "census" basis but on a sample basis. Weights for this populations are based upon "average" institutions.
Schantz, N. B., Brown, P. Q. <i>Trends in Racial/Ethnic Enrollment in Higher Education: Fall 1978 through Fall 1988.</i> Survey Report.	ED322834	Racial/ethnic data prior to 1986 was underreported/nonreported. Prior to 1984, in cases where the institution provided no racial/ethnic data, IPEDS imputed data from previous years. Students attending postsecondary institutions on a non-degree seeking basis were not included in the data.
Schantz, N. P. <i>Fall Enrollment in Institutions of Higher Education, 19871.</i> Survey Report.	ED315017	1987 data were imputed for total non-respondents (9.2% of HEGIS institutions) and for institutions that did not respond to specific items, based upon prior year responses. Some individual item non-responses were hot deck matched. Students enrolled in non-credit courses, students purely auditing for-credit courses, and students studying abroad not counted in enrollment figures Students enrolled in non-credit courses, students purely auditing for-credit courses, and students studying abroad not counted in enrollment figures. STRENGTH: All data edited for addition errors and for consistency with prior year's responses.
Williams, J. <i>Academic Libraries: 1990.</i> E.D. Tabs.	ED355943	N/A Info on academic libraries