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ABSTRACT

Requests to the National Center for Education Statistics (NCES) for postsecondary education data were analyzed and compared to previously identified issues. Summaries of telephone requests (log entries) and files of letter requests from January 1977 through December 1977 were studied. A single coding scheme was developed for both letter and phone requests for information; all log entries and letter requests during 1977 were reviewed and those dealing with postsecondary education were coded. For the log entries, 2,426 of the 4,211 entries were coded; for the letters, 2,514 out of 3,131 were coded. Coded requests were sent to key entry where they were transcribed onto discs, verified, and computer edited. The requests are described in terms of the following variables: date, affiliation of requester, publications sent, type of response, trend or projection, educational level of request, student attributes, practical descriptors, and issue areas. Issues identified by the logs and letters are compared to issues identified by a separate content analysis of opinions of educational leaders. A method of coding information when a request is received, entering the information on an interactive computer system, and using standardized editing and summary report programs is suggested. Procedures developed for the collection of data, a description of the study variables, and a summary of typical telephone and log requests are discussed, and a coding manual for NCES coding form is appended. (SW)

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DEVELOPMENT OF A SYSTEM FOR THE EMPIRICAL DETERMINATION OF ISSUES IN POSTSECONDARY EDUCATION

Final Report of Task 2

by
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Prepared for the National Center for Education Statistics by Educational Testing Service, Princeton, New Jersey, July 1978, under Contract No. 300-77-0446.

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EXECUTIVE SUMMARY

I. Purpose, Scope, Method, and Product

A. Purpose

The project reported here was designed and implemented to analyze the requests to the National Center for Education Statistics (NCES) for postsecondary education data and compare these requests to previously identified issues.

B. Scope

The report focuses on the two sources of requests about postsecondary information received by NCES: summaries of telephone requests (log entries) and files of letter requests. Logs and letter files from the Statistical Information Branch of NCES from January 1977 through December 1977 were included in the study.

C. Method

The study team, in consultation with NCES, developed a scheme to code the requests. Each log entry and letter request for 1977 was reviewed and coded if it dealt with postsecondary education. Nine variables were coded: date, affiliation of requester, publications sent, type of response, trend or projection, educational level of request, student attributes, practical descriptors, and issue areas. Coding was checked, keypunched, and edited before the data were analyzed. Results of the analyses were prepared and reviewed by NCES and revised to produce a final report.

D. Product

This is a summary version of the final report prepared by Educational Testing Service. Its preparation reflects and has benefited from input from ETS and NCES staff, but the report is solely the responsibility of ETS.

II. Data Collection Procedures

Given the project's ultimate goals--to determine the range and frequency of requests for postsecondary educational data, to compare the information requests to issues identified in Task 1, and to recommend a procedure for logging in requests--the following procedures were established.

A. Develop a Coding Scheme

A single coding scheme was developed for both letter and phone requests for information. Drafts of the coding manual, code sheet, and coding form were prepared and reviewed by NCES staff and by ETS project staff. Revisions were incorporated into the coding scheme. Nine major variables were coded for each postsecondary information request: date, affiliation of requester, publications sent, type of response, trend or projection, educational level of request, student attributes, practical descriptors, and issue areas.

B. Code and Check Postsecondary Requests for Information

All log entries and letter requests during 1977 were reviewed and those dealing with postsecondary education were coded. All work was checked by another coder.

C. Keypunch and Edit Coded Material

Coded requests were next sent to Key Entry where they were transcribed onto discs and verified. A computer edit of the data was performed and error resolution completed.

III. Results

The results of this study can be classified into the following three categories.

A. Sample Compared to the Population

This study was concerned only with the area of postsecondary education; therefore, only a portion of the requests to NCES during the 1977 year were coded. For the logs, 2,426 of the 4,211 entries (or 60 percent) were coded. Eighty percent (or 2,514 out of 3,131) of the letters were coded.

B. Description of the Variables in Terms of Their Occurrence

During 1977, the most telephone requests for information were received in January, February, and March. The heavy months for responses to letters were June, July, and October. Most telephone requests for information were from the federal government, business and consulting firms, and postsecondary institutions. Letters were predominantly from postsecondary institutions, with postsecondary libraries, private citizens, and business and consulting firms also writing frequently.

Letters were predominantly requests for publications (3,383 publications sent in response to letters). Only 740 publications were identified as being sent as a result of telephone requests from the log entries. The most frequently sent publication was the Education Directory, Colleges and Universities.

Four hundred twenty-seven log entries concerned trends or projections, while only five letters specifically requested this information.

Most log entries were concerned with higher education or all levels of education. Letters were more spread out over the categories of graduate and professional, higher education, general postsecondary, and all levels of education.

Information requests dealing with sex were recorded more often than requests for information on race, foreign students, adult students, or veterans.

Most log entries concerned enrollment (either both undergraduate and graduate or not specified). Also frequently mentioned were degrees conferred (both or not specified), and characteristics of students. Letters most often requested information on job opportunities and on faculty, staff, and salaries.

The most frequently identified subissue areas from the log entries were Institutional Governance and Management - Enrollment, and Curriculum and Processes - Preparation for Employment.

C. Descriptions of the Variables in Relation to Each Other

Cross-tabulations of the month, affiliation of requester, response type, trend or projection, educational level of request, student attributes, practical descriptors, and issue areas were prepared and are presented in detail in Appendix B. Since one major purpose of the study was to compare postsecondary information requests to postsecondary issues identified in Task 1, the summary of results of the cross-classifications will focus on issue areas.

The most interesting findings concerning issues were in relation to the log entries. Most letters were requests for publications and very few letters could be assigned to an issue. For the log entries, Institutional Governance and Management - Enrollment, Curriculum and Processes - Preparation for Employment, General Student Characteristics, and Institutional Governance and Management - Facilities occur most frequently over all educational levels of requests. At the nontraditional and adult education level, General Lifelong Learning is the most frequently occurring subissue area.

In relation to the student characteristics variable, subissue areas occurring most frequently were Curriculum and Processes - Preparation for Employment, Institutional Governance and Management - Enrollment, and General Student Characteristics. Information about sex was most often asked in relation to Curriculum and Processes - Preparation for Employment, while the racial category is most frequently cross-classified with Institutional Governance and Management - Enrollment.

The following is a list of practical descriptors and subissue areas which were most frequently cross-classified according to the log entries:

1. Enrollment - Both Undergraduate and Graduate vs. Institutional Governance and Management - Enrollment;
2. Degrees Conferred - Both Undergraduate and Graduate vs. Curriculum and Processes - Preparation for Employment,

3. Student Characteristics vs. General Student Characteristics, and

4. Institutional Characteristics vs. Institutional Governance and Management - Facilities.

IV. Summary and Recommendations

The summary and recommendations section contains a summary of typical telephone and letter requests, a comparison of issues identified by the content analysis (Task 1) with issues identified by the logs and letters, and, recommended procedures for logging requests.

A. Summary of Typical Telephone and Letter Requests

The typical telephone call was made in February, from a business or consulting firm, for information NCES collects. Publications were usually not sent. Information on trends, projections, or student attributes were usually not requested. Most requests concerned enrollment in higher education and were related to the Institutional Governance and Management - Enrollment subissue area.

The typical letter request was quite different. It was answered in June and only publications were sent (usually the Education Directory). The letter requests usually did not ask about trends or projections, educational level, or student attributes. No specific information related to practical descriptors or issue areas was given.

B. Comparison of Issues Identified in the Two Tasks

Caution should be used in comparing results from the two procedures for identifying issues for the following reasons:

1. People will usually request information that they know is available. (Thus, if information is not available from NCES

on an emerging isue, the request will not necessarily go to NCES.)

2. Inferences were made concerning what issues were related to what log entries.

3. A majority of requests may well be for information on current problems rather than emerging issues.

The specific subissue areas occurring most frequently in Task 1 do not correspond with subissue areas identified in Task 2. The project staff recommend the procedures developed for Task 1 to identify emerging issues in postsecondary education. However, activities such as those used in Task 2 would be appropriate for preparing summaries of activities of the Statistical Information Branch (i.e., for accountability purposes).

C. Recommended Procedures for Logging Requests

The project staff recommends adoption of a procedure similar to the coding system developed for this project for purposes of summarizing the activities of the Statistical Information Branch. A method of coding information when a request is received, entering the information on an interactive computer system, and using standardized editing and summary report programs is suggested. Sample coding procedures for postsecondary education requests are presented. It is recommended that the procedure be expanded to include elementary and secondary education levels.

INTRODUCTION

In October, 1977, Educational Testing Service (ETS) began work on a project entitled "Development of a System for Empirical Determination of Issues in Postsecondary Education." Activities for Task 1, "Content Analysis of the Pronouncements of Educational Opinion Leaders," began in October and a final report has been submitted. Task 1 involved a content analysis of 121 documents, speeches and journal articles to identify emerging issues in postsecondary education. Activities for Task 2, "Anaylsis of Specific Requests to the National Center for Education Statistics (NCES) for Educational Data," began in January, 1978, and are summarized in the following report.

The purposes of Task 2 are to determine the range and frequency of requests for postsecondary educational data, to compare the information requests to issues identified in Task 1, and to recommend a procedure for logging in requests. Procedures, discussed in detail in the next section, included the orientation of the ETS project staff to the Statistical Information Branch of NCES, development of data collection procedures, data collection and quality control. Results are presented in the third section of this report and recommendations are presented in the final section.

PROCEDURES

The purpose of this section is to describe the procedures developed for the collection of data on the information requests about postsecondary education addressed to NCES. During the first week of the project, Cheryl Wild, Mark Kutner and Robert Brennan met with George H. Brown, the NCES project monitor, and Vance Grant and Lee Eiden of the NCES Statistical Information Branch (SIB) to discuss current problems and procedures for logging in the requests for educational data. We were given sample reports prepared by the Statistical Information Branch, reviewed procedures, letter files, and logs and discussed possible limitations of the study.

NCES receives requests for information in two forms, by telephone and by letter. These requests are for all levels of education, although only postsecondary education requests were included in this study. The letter requests, kept in folders by month of response, include requests for publications and questions about specific topics. These files also include slips of paper on which are written a name, address and the name of a publication. These represent phone requests for publications which are routinely handled by the secretary. If the phone requests ask about more specific information, the caller is directed to either Vance Grant or Lee Eiden of the SIB. When these gentlemen respond to a phone request, they record the information in a log book. This entry contains the date of the call, the name and affiliation of the caller, and the information provided. The specific request is occasionally recorded also. When the specific request was missing, inferences were made about the nature of the request.

If it had been possible to contact the person who made the request, different information might have been obtained.*

To facilitate coding and analysis as described in the proposal, a system was developed that would allow the coding of information from both the logs and the letter requests. Inspection of the logs, letters, and sample reports and discussion with NCES staff identified nine different categories needed to record the information included in each entry (an entry is defined as the information from a single letter or phone call). These categories are described briefly below. A more detailed description of these categories is presented in Appendix A.

1) The date of the phone call in the case of the log requests or the date of response to a letter.
2) The affiliation of the requester would identify the type of organization or institution of the caller or letter writer. It could include postsecondary institutions, foundations, businesses, federal government, and educational organizations.
3) The publications sent would identify which of the many NCES publications were sent to the person who called or wrote. If the publication was unavailable, it would not be coded.

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*In the proposal it was suggested that follow-up phone calls be made to those persons who requested information from NCES in order to identify the issues involved in the request. Random phone calls to individuals who had called NCES during October, November, and December, 1977, were made. The result proved to be disappointing. Of the 20 calls attempted, 4 individuals did not remember why they had called, 5 provided information on the purpose of their call, and 11 could not be reached. Since it seemed reasonable to assume efforts to contact those who phoned NCES earlier than the sample period would be even less successful, this step was deleted from the data gatherng process.

4) The type of response would identify whether or not NCES collected that type of information, if the caller or writer was referred to another source, or if only publications were sent.

5) Whether or not the caller or writer wanted information about a trend or a projection.

6) The educational level of the request would give information about whether the requester was interested in community colleges, undergraduate education, graduate or professional education, nontraditional education, vocational/technical education, general postsecondary, education or a combination of all levels.

7) Student attributes would indicate whether the request dealt with questions about sex, race, foreign students, adult students, or veterans.

8) The practical descriptors would give information about the general nature of the request. These descriptors would be based on examples of summary reports provided by NCES and include enrollment, degrees conferred, revenues and expenditures, and libraries.

9) Issue areas and subissues (from Task 1) would be related to the request. Assumptions were made about which requests for information pertained to an issue area. One example is the assumption that requests about degrees granted pertained to the subissue area, Curriculum and Processes - Preparation for Employment. Also the issue Admissions was used to code requests about high school graduates entering college.

After these categories were established, codes were developed to classify the information in each category. This was done in several ways: 1) by going over the log entries and the letters, 2) by looking over the Summary Reports prepared by NCES and 3) by gathering staff ideas about what was important information in relation to identification of issues in postsecondary education.

After the codes were delineated, a Code Sheet was developed and a Coding Form was then designed. Finally, a Coding Manual was developed. These materials then went through a two-step revision process. In step one, some sample coding was done and revisions and changes were made. When this was completed, the draft materials were presented to the ETS project staff, George H. Brown, Vance Grant, and Lee Eiden, for review. Their comments and suggestions were incorporated in the second set of revisions. Ultimately, a final Code Sheet (see Figure 1) and a final Coding Form (see Figure 2) were developed. Figures 3 and 4 demonstrate how the system works. Figure 3 gives some examples of the log entries, which are then coded in Figure 4. The final form of the Coding Manual can be found in Appendix A of this report.

With the system completed, training of the coders could begin. Because of their location and staff availability, the ETS Education Policy Research Institute (EPRI) office staff in Washington, D.C. coded the letter requests. Training for this group (Robert Brennan, Mark Kutner, and Tin-Swe Thant) began by reading and discussing the Coding Manual, including coded examples. The staff was then instructed to code a group of letters. During this coding, questions were answered as they arose. The coding was then checked

Figure 1

NCES Code Sheet

Spaces

14-17 Entry Number

18 Line Number

19-22 Date: Month/Day

23-24 Affiliation of Requester

01 - Postsecondary Institutions
02 - Foundations
03 - Education Organizations
04 - Media
05 - State/Local Governments
Federal Government
06 - Congress
07 - Executive Branch
08 - HEW: Educational Agencies
09 - HEW: Other Agencies
10 - Business and Consulting Firms
11 - Private Citizens
12 - Miscellaneous Organizations
13 - Foreign and International Organizations
14 - Postsecondary Libraries
15 - Other Libraries
16 - Elementary/Secondary Institutions

25-30 Publications (see attached list)

31 Type of Response

1 - Information NCES collects
2 - Information requested in a form different from what NCES collects
3 - Information not collected by NCES
4 - Caller referred to another source
5 - Information about nature of NCES
6 - Publication only sent
7 - Information requested - supply not available

32 Trend or Projection

1 - Trend
2 - Projection
3 - Both

33-34 Educational Level of Request

01 - Community/Junior Colleges
02 - Undergraduate
03 - Graduate and Professional
04 - Higher Education (both Undergraduate and Graduate)
05 - Nontraditional/Adult Ed.
06 - Vocational/Technical/Proprietary
07 - General Postsecondary
08 - Both Secondary & Undergraduate
09 - All Levels

35 Student Attributes

1 - Sex
2 - Race
3 - Both
4 - Foreign Students
5 - Adult Students
6 - Veterans

36-39 Practical Descriptors

Enrollment
01 - Undergraduate
02 - Graduate
03 - Both
Degrees Conferred
04 - Undergraduate
05 - Graduate
06 - Both
07 - Faculty, Staff, & Salaries
08 - Revenues and Expenditures
09 - Residence and Migration of Students
10 - Facilities and Living Arrangements
11 - How Students Finance Education
12 - Adult Education
13 - Institutional Control
14 - Characteristics of Students
15 - Job Opportunities
16 - Libraries
17 - Institutional Characteristics
18 - Student Charges and Fees
99 - Not Applicable

40-48 Issue Areas (see attached list)

NCES Coding Form

Coded by _____

Checked by _____

Page ____ of ____

Grant's Log (1), Eiden's Log (2) or Letter (3) ____ 01

Log or Letters Dates 02 03 04 05 06 07 08 09 10 11 12 13

Entry #	Line #	Date		Affiliation of Requestee	Publications Sent			Response Type	Trend	Ed. Level	Sex or Race of Request	Practical Descriptors		Issues			Comments
		Month	Date		I	II	III					I	II	I	II	III	
14 15 16 17	18	19 20	21 22	23 24	25 26	27 28	29 30	31	32	33	34 35	36 37	38 39	40 41 42	43 44 45	46 47 48	

Figure 3

Examples of the Log Entries*

Date	Name and Address	Entry #	Request**	Action
5/31/77	Example 1 Gulf & Western	9	discuss projections of higher ed. enrollments	5/31 discussed
6/1/77	Example 2 Western Electric Co.	10	# women w/ degrees in elec/chem/mech eng. # women w/law degrees # women enrolled in eng.	6/1 provided data on degrees from 1974-75
6/3/77	Example 3 OPA-OE	21	copy H. Ed. Dir., 1976-77	6/3 sent with notecard
6/7/77	Example 4 Brown University Providence, RI 02912	38	trend data for earned degrees conf. (partic. 1975-76)	6/7 will send Proj. 6/9 sent w/notecard
4/28/77	Example 5 Member of Congress	4		Salaries in h. ed. 1975-76
4/28/77	Example 6 Freelance Writer	12		males 20-21 and 22-24 years of school completed
4/28/77	Example 7 Philiadelphia National Bank	19		Foreign students in the U.S. and 10 top countries from which they came, 1974-75

*Requester identification deleted.

**Formats of logs kept by Vance Grant and Lee Eiden were slightly different. The actual request was not always recorded and had to be inferred from the action.

Figure 4

NCES Coding Form

Coded by Sample

Checked by Sample

Page 1 of 1

Grant's Log (1), Eiden's Log (2) or Letter (3) ___ 01

Log or Letter Dates ___ - ___
02 03 04 05 06 07 08 09 10 11 12 13

Entry # (14 15 16 17)	Line # (18)	Date: Month (19 20)	Date: Date (21 22)	Affiliation of Requestee (23 24)	Publications Sent I (25 26)	Publications Sent II (27 28)	Publications Sent III (29 30)	Response Type (31)	Trend (32)	Ed. Level of Request (33 34)	Sex or Race (35)	Practical Descriptors I (36 37)	Practical Descriptors II (38 39)	Issues I (40 41 42)	Issues II (43 44 45)	Issues III (46 47 48)	Comments
0009	1	05	31	10				1	2	04		03		26			
0010	1	06	01	10				1		04	1	06	03	43	26		
0021	1	06	03	08	16			6									
0038	1	06	07	01	03			1	3	04		06		43			
0004	1	04	28	06	1			1		04		07		83			
0012	1	04	28	04				1		09	1	14		12			
0019	1	04	28	10				1		09	4	09	14	125			

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and problems discussed. The procedure of coding, checking, and discussing was continued until consistency among the coders was reached.

The logs were coded at the ETS Princeton office. Three coders were trained to use the system. These were Joseph Darlington, Hope Melton, and Rose Marie LaVala. All three had at least a bachelor's degree and were familiar with research and higher education.

Training for coding the log entries began by having the coders read and discuss the Coding Manual. The next step was for the coders to check work that had already been done. This was then checked and discussed to be sure the coders understood the system. They then tried coding some entries and these were checked and discussed. As coding proceeded, regular meetings were held to check the coders' work and to answer their questions.

All work was checked by another coder. Each entry was checked against the original for accuracy and, if necessary, changes, corrections, or additions were made. After this quality control procedure was completed, the data were prepared for analysis. The first step was a final check of the Coding Forms to insure their accuracy. The data were then sent to Key Entry where they were transcribed onto computer discs and verified. Finally, a computer edit of the data was performed and error resolution completed. Edit and error resolution included several specific steps: 1) All entries were checked to make sure they had a line number, a date, an affiliation, and a type of response. These four categories were mandatory for each entry. 2) All out-of-range codes were checked. 3) The issues and subissues were checked to make sure they were coded in the correct spaces and in the correct sequence. These edit procedures continued until all errors located

were corrected. When these steps were completed, the data were ready for analysis.

The initial plan was to include a sample of postsecondary education data requests from 1975 and 1976 and all postsecondary education data requests from 1977 in the data base. Data from 1977 were felt to be the most important, since it was the first calendar year corresponding to the new government fiscal year; therefore, these data were coded first. Coding and checking of the 1977 data required more than the time originally allotted for this portion of Task 2, so data from the earlier two years were not included.

RESULTS

Three types of analyses are presented in the following section: 1) a comparison of the postsecondary education requests and the total requests received by NCES, 2) the number of times each category of the nine main variables occurred, and 3) cross-tabulation of pairs of variables. The log entries and letter requests are presented independently.

Sample Compared to the Population

NCES collects data about many areas of education. The present study was concerned with only the area of postsecondary education. Therefore, only a portion of the entries for the year 1977 was coded. This portion consisted of the following: 1) all entries that dealt with aspects of postsecondary education; 2) entries that were requests for publications, either general or that dealt with postsecondary education; 3) entries that dealt with general educational questions or general questions about NCES; and, 4) any entry that did not specifically relate to elementary or secondary education. For the logs, 2,426 out of 4,211 entries were coded. This represented 60 percent of the entries. Eighty percent or 2,514 out of 3,131 of the letters were coded. Some of the log and letter entries required more than one line to code all the information in the entry. Therefore, 2,534 lines were used to code the 2,426 log entries and 2,514 lines for the 2,383 letter entries.

Description of the Variables in Terms of Their Occurrence

This section presents the frequency distributions for the nine main variables--month, affiliation of requester, publication, response type,

trends, education level of request, student attributes, practical descriptors, and issue areas.

Table 1 gives the breakdown of the log and letter requests by month. As can be seen, there were more telephone calls in January, February and March, while the heavy period for response to letters was June, July and October (for 1977 only).

Table 1

Frequency and Percent of Log and Letter Requests by Month

	Logs		Letters	
Month	Frequency	Percent	Frequency	Percent
January	262	10.8	217	9.1
February	303	12.5	3	.1
March	287	11.8	152	6.4
April	237	9.8	188	7.9
May	218	9.0	119	5.0
June	221	9.1	328	13.8
July	106	4.4	255	10.7
August	192	7.9	200	8.4
September	169	7.0	212	8.9
October	171	7.0	270	11.3
November	173	7.1	205	8.6
December	87	3.6	234	9.8
Total	2,426	100.0%	2,383	100.0%

Table 2 shows the breakdown of the 16 codes in the variable affiliation of requester. Persons associated with business and consulting firms most often (18.9%) called to request information, followed by persons from postsecondary institutions (16.9%). The letter requests for postsecondary education information primarily came from postsecondary institutions (29.0%), postsecondary libraries (11.3%), private citizens (11.1%), and business and consulting firms (11.0%). It appears that the various parts of the federal government--Congress, the Executive Branch, and HEW--are more

likely to call for information instead of writing. There is a large discrepancy between log and letter requests by the media; they called for information relatively more often than they wrote (10.1% compared to 1.0% of the respective totals). Private citizens were almost twice as likely to write for information as to call. It seems that postsecondary libraries and other libraries seldom called for information (.7% and 1.4%) but they did write for it (11.3% and 5.2%).

Table 2

Frequency and Percent of Log and Letter Requests by Affiliation of the Requester

Affiliation	Logs Frequency	Logs Percent	Letters Frequency	Letters Percent
Postsecondary Institutions	411	16.9	691	29.0
Foundations	32	1.3	9	.4
Educational Organizations	219	9.0	79	3.3
Media	245	10.1	25	1.0
State and Local Governments	69	2.8	97	4.1
Congress	131	5.4	41	1.7
Executive Branch	259	10.7	114	4.8
HEW: Educational Agencies	183	7.5	34	1.4
HEW: Other Agencies	42	1.7	14	.6
Business and Consulting Firms	459	18.9	261	11.0
Private Citizens	148	6.1	265	11.1
Miscellaneous Organizations	121	5.0	76	3.2
Foreign and International Org.	31	1.3	73	3.1
Postsecondary Libraries	16	.7	270	11.3
Other Libraries	34	1.4	123	5.2
Elementary & Secondary Schools	26	1.1	211	8.9
Total	2,426	99.9%*	2,383	100.1%*

*Discrepancy from 100% due to rounding error.

Table 3 shows the most frequently sent NCES publications. Because there were over 76 codes on the original publications list provided by NCES (see

Appendix A), only those publications requested a total of 100 or more times are presented. The table is arranged so that the publication sent the most frequently is at the top and the publication sent the least frequently is at the bottom. Bear in mind that this arrangement is across both letter and log requests. The publication most frequently requested and sent in both the logs and the letters was the Education Directory, Colleges and Universities. The people who made letter requests then seemed most interested in the Digest of Educational Statistics and The Condition of Education. It is interesting to note that these were not identified as being sent from the log entries. Almost 10 percent (9.9%) of the phone requests were for publications not on

Table 3

Most Frequently Sent Publications from Letter and Log Requests

Publication	Logs Frequency	Logs Percent	Letters Frequency	Letters Percent
ucation Directory, Colleges & Universities	146	19.7	360	10.6
gest of Educational Statistics	-	-	323	9.5
e Condition of Education	-	-	321	9.5
ojections in Educational Statistics	71	9.6	249	7.4
blications List Sent	43	5.8	266	7.9
em Not on Publications List	73	9.9	159	4.7
atistics of Trends in Education	16	2.2	179	5.3
rned Degrees Conferred, Summary Data	22	3.0	136	4.0
ojects, Products, and Services of the National Center for Education Statistics	11	1.5	145	4.3
laries, Tenure, and Fringe Benefits of	9	1.2	134	4.0
ll Enrollment in Higher Education	39	5.3	81	2.4
structional Faculty in Institutions of Higher Education				
men's Representation among Recipients of Doctors' and First-Professional Degrees	3	0.4	115	3.4
men's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law	1	0.1	112	3.3
ble Total	434	58.7%	2,580	76.3%
tal Publications Sent	740		3,383	

the list given to us by NCES. Projections in Educational Statistics was the third most frequently sent publication.

Table 4 illustrates the major difference in type of response between the log and letter entries. The letter requests were predominantly (94.7%) requests for publications. The phone requests most frequently (54.5%) provided information NCES collects. In contrast to the letter requests, 15.1 percent of the log entry responses were to send publications. Another interesting point is that for 14.9 percent of the phone requests, the caller was referred to another source of information. Only 1.1 percent of the letter requests and 1.5 percent of the log entries were information not collected by NCES.

Table 4

Frequency and Percent of Log and Letter Requests by Response Type

	Logs		Letters	
	Frequency	Percent	Frequency	Percent
Information NCES Collects	1,380	54.5	20	0.8
Information Requested in a Form Different from What NCES Collects	46	1.8	10	0.4
Information Not Collected by NCES	39	1.5	27	1.1
Caller Referred to Another Source	377	14.9	57	2.3
Information About Nature of NCES	261	10.3	3	0.1
Publication Only Sent	383	15.1	2381	94.7
Information Requested - Supply Not Available	48	1.9	16	0.6
Total	2,534*	100.0%	2,514*	100.0%

*The table totals shown here are larger than those that appear in Tables 1 and 2 because the lines, rather than individual letter or log entries, are being counted. Often the log entry or letter request required more than one line to code all of the information.

The code information not collected by NCES deserves a little more definition. A total of 66 entries were given this code. They fall into ten different categories:

1) Questions related to community colleges. There were three of these, all from the logs, asking for information about the age of the students, the starting salaries, and retention rates.
2) Questions related to employment. There were seven altogether, five from the logs and two from the letters. The log entries were interested in openings available in higher education, manpower recruitment criteria, employment for undergraduates, employment of college teachers, and information about people who are not enrolled in college and not in the work force. The letter requests were interested in the percent of students who get jobs in their field and the educational training levels of workers in the heating, ventilating, or air conditioning business.
3) Questions related to the handicapped. There were two log entries and three letter requests for a total of seven questions relating to the handicapped. The log entries dealt with expenditures and facilities while the letters were interested in education of the deaf, incidence of physical handicaps by age, and colleges and universities with graduate programs in learning disabilities.
4) Questions related to discrimination on the basis of sex. All four of these questions were from the letter requests. Three dealt with discrimination in education and the other one wanted information about Title IX in relation to discrimination in athletics.

5) Questions about minorities. Eight questions from the logs related to minorities. Four people wanted information about earned degrees conferred, five by race and one by ethnic group. The other requests asked about medical specialties by race and money spent by colleges for recruiting minority students.

6) Questions regarding institutional characteristics. Of the seven questions which dealt with institutional characteristics, four were from the log entries and three from the letter requests. The log entry questions asked about the 50-100 top schools, a ranking of college departments, schools not listed in the Education Directory, Colleges and Universities, and schools that do not charge average college tuition to senior citizens. The letters asked for information on art schools and art education, data on undergraduates in schools and colleges of business, four-year institutions with business programs, also data on small institutions especially financial and number of closings within the last 10 years.

7) Questions related to educational programs and process. Three different topics occur under this main heading. These are A) five enrollment questions from the logs, B) four achievement questions from the logs and C) five general questions, three from the logs and two from the letters.

A. Enrollment questions were asked four times about specific courses and once about adults enrolled in specific courses.

B. Achievement questions were asked three times in relation to college achievement and once in regards to the difference in

achievement between college students receiving college aid and those who do not receive aid.

C. General questions from the logs dealt with change of majors, data on transfers, and the college attendence of Irish-Americans, Italian-Americans, etc. The letters were concerned with graduate programs in bilingual education and special education. Also with the percentage of students entering medical school from individual colleges.

8) Questions related to funding. The three log entries about funding related to per student cost of higher education, monies received from the Federal Government, and funds to Texas institutions from HEW. One of the two letter requests dealt with the correlation between per pupil expenditures and academic achievement. The other asked about the availability and source of public education and health grants.

9) Questions about students. The six requests in this category are evenly split between the log entries and the letter requests. The log requests dealt with the number of divorced women with children who are attending college, the expected earnings of Harvard Ph.D., and the number of veterans who have graduated from college. The letter requests asked for information about the marital status of people enrolled in college, data on cultural groups by geographic areas, and data on the age of persons attending or employed at institutions of higher education.

10) General questions. There were seven general questions, three from the logs and four from the letters. The three log entries asked

about the United Nations University, personnel characteristics of members of the State Boards of Education, and a report that was unfamiliar to the person answering the call. The letter requests asked for documentation description of HEGIS, statistics on education related unions and associations, literature on in-service teacher education, and information about research studies on computer assisted learning and other learning devices.

Table 5 shows that of the 2,383 letter requests, only five dealt with questions about trends or projections in education, while 427 of the 2,426 log entries mentioned this type of information. Most of the entries, which were given one of the codes of this variable, dealt with information about trends (77.5% in the log entries).

Table 5

Frequency and Percent of Log and Letter Requests by Trend or Projection

	Logs		Letters	
	Frequency	Percent	Frequency	Percent
Trend	331	77.5	1	20.0
Projection	61	14.3	3	60.0
Both	35	8.2	1	20.0
Total	427	100.0%	5	100.0%

Table 6 presents the frequencies of requests that were coded at the various educational levels. The majority of log requests (58.3%) were for higher education information. The letter requests most frequently concerned all levels of education (28.0%). The following levels were infrequently requested in either the logs or letters: community and junior colleges (1.5%

Table 6

Frequency and Percent of Log and Letter Requests by Educational Level of Request

Educational Level	Logs Frequency	Logs Percent	Letters Frequency	Letters Percent
Community/Junior Colleges	28	1.5	3	2.2
Undergraduate	137	7.3	14	10.1
Graduate and Professional	166	8.9	24	17.3
Higher Education (both Undergraduate and Graduate)	1,088	58.3	23	16.5
Nontraditional/Adult Education	40	2.1	7	5.0
Vocational/Technical/Proprietary	44	2.4	1	0.7
General Postsecondary	32	1.7	25	18.0
Both Secondary and Undergraduate	66	3.5	3	2.2
All Levels	266	14.3	39	28.1
Total	1,867	100.0%	139	100.1%*

*Discrepancy from 100% due to rounding error.

and 2.2%, respectively); nontraditional or adult education (2.1% and 5.0%, respectively); vocational, technical, or proprietary (2.4% and 0.7%, respectively); or both secondary and undergraduate (3.5% and 2.2%, respectively). Only 139 letters requested information on a specific educational level (letters that only requested a publication were not given a code for this variable).

The frequency with which people requested information on student attributes is recorded in Table 7. Four hundred eighty-nine such requests were coded from the logs and only 46 from the letters. Most frequently, requests were for information according to sex (47.2% of log requests and 60.9% of letter requests). Next frequently, requests for racial information were recorded (34.2% for logs and 10.9% for letters). Others asked for information about both sex and race, or for information on foreign students, adult students, or veterans.

Table 7

Frequency and Percent of Log and Letter Requests by Student Attributes

Request for Information Dealing with:	Logs Frequency	Logs Percent	Letters Frequency	Letters Percent
Sex	231	47.2	28	60.9
Race	167	34.2	5	10.9
Both Sex and Race	21	4.3	10	21.7
Foreign Students	19	3.9	-	-
Adult Students	42	8.6	3	6.5
Veterans	9	1.8	-	-
Total	489	100.0%	46	100.0%

Frequency of requests for practical descriptor classifications for letters and logs are presented in Table 8. Again, very few (145) practical descriptors were applied to letter requests. For logs, 2,390 practical descriptors were coded. Log requests were most frequently about enrollments - both undergraduate and graduate (21.8%), and degrees conferred - both undergraduate and graduate (13.2%). Two other categories--characteristics of students and institutional characteristics--occurred more than 200 times in the logs. For the letter requests, the most frequently requested categories were job opportunities and faculty, staff, and salaries, which occurred 25 and 22 times (or 17.2% and 15.2%), respectively. Information requested least often in both letters and logs were about libraries, facilities and living arrangements, and how students finance education.

Table 8

Frequency and Percent of Log and Letter Requests by Practical Descriptors

	Logs		Letters	
	Frequency	Percent	Frequency	Percent
Enrollment				
Undergraduate	137	5.7	5	3.4
Graduate	66	2.8	4	2.8
Both or not specified	522	21.8	9	6.2
Degrees Conferred				
Undergraduate	83	3.5	7	4.8
Graduate	101	4.2	12	8.3
Both or not specified	315	13.2	12	8.3
Faculty, Staff, and Salaries	150	6.3	22	15.2
Revenues and Expenditures	134	5.6	8	5.5
Residence and Migration of Students	37	1.5	9	6.2
Facilities and Living Arrangements	10	0.4	-	-
How Students Finance Education	23	1.0	1	0.7
Adult Education	38	1.6	4	2.8
Institutional Control	89	3.7	2	1.4
Characteristics of Students	246	10.3	9	6.2
Job Opportunities	49	2.1	25	17.2
Libraries	5	0.2	-	-
Institutional Characteristics	230	9.6	12	8.3
Student Charges and Fees	92	3.8	-	-
Not Applicable*	63	2.6	4	2.8
Total	2,390	99.9%**	145	100.1%**

*Log entries or letters that were fully coded but could not be related to a specific practical descriptor were given this code.

**Discrepancy from 100% is due to rounding error.

Frequencies of requests for information related to issue and subissue areas are presented in Table 9. Only two subissue areas received more than 10 requests by letters: Curriculum and Processes - Preparation for Employment and Faculty and Personnel - Affirmative Action.

Many more of the log entries could be related to issues. The most frequent subissue areas indicated with log entries are Institutional Governance,

and Management - Enrollment (631 or 26.0%) and Curriculum and Processes - Preparation for Employment (419 or 17.3%). A big drop in the number of requests occurred before the next most frequently mentioned subissue, General Student Characteristics (175 or 7.2%). These results are consistent with those presented for the practical descriptors, where the top three categories in order of occurrence are enrollment, degrees conferred, and characteristics of students.

Table 9

Frequency and Percent of Log and Letter Requests by Issue Areas

Code	Issue/Subissue Area	Logs Frequency	Logs Percent	Letters Frequency	Letters Percent
	Institutional Finance				
10 -	General Institutional Finance	106	4.4	1	0.8
11 -	Endowments	5	0.2	1	0.8
12 -	Federal Aid	28	1.2	3	2.5
13 -	State Aid	8	0.3	-	-
14 -	Tuition and Fees	91	3.7	4	3.4
15 -	Public vs. Private	79	3.3	-	-
16 -	Health of Institutions	16	0.7	4	3.4
	Total	333	13.8	13	10.9
	Institutional Governance and Management				
20 -	General Institutional Governance and Management	5	0.2	-	-
21 -	Management Systems	-	-	-	-
22 -	Productivity	-	-	-	-
23 -	Division of Funding	-	-	-	-
24 -	Accreditation	7	0.3	-	-
25 -	Institutional Goals	-	-	-	-
26 -	Enrollment	631	26.0	7	5.9
27 -	Facilities	154	6.3	4	3.4
	Total	797	32.8	11	9.3
	Student Aid				
30 -	General Student Aid	13	0.5	-	-
31 -	Federal Programs	5	0.2	-	-
32 -	State Programs	1	-	-	-
33 -	Institutional Programs	4	0.2	-	-
34 -	Tax Relief	-	-	-	-
35 -	Selective Entitlement	-	-	-	-
36 -	Who Benefits	-	-	-	-
37 -	Default Rates on Loans	-	-	-	-
	Total	23	0.9	0	0.0
	Curriculum and Processes				
40 -	General Curriculum and Processes	21	0.9	-	-
41 -	Grading	2	0.1	-	-
42 -	New Programs and Courses	57	2.3	8	6.8
43 -	Preparation for Employment	419	17.3	17	14.4
44 -	Retention	59	2.4	-	-
45 -	Quality	6	0.2	-	-
46 -	Institutional Climate	1	-	-	-
	Total	565	23.2	25	21.2

Table 9 (Continued)

Frequency and Percent of Log and Letter Requests
by Issue Areas

Code	Issue/Subissue Area	Logs Frequency	Logs Percent	Letters Frequency	Letters Percent
	Research				
50 -	General Research	4	0.2	-	-
51 -	Federal Control	-	-	-	-
52 -	Setting of Priorities	-	-	-	-
53 -	Institutional Concerns	-	-	-	-
	Total	4	0.2	0	0.0
	Legal				
60 -	General Legal	-	-	-	-
61 -	State Aid	-	-	-	-
62 -	Constitutional Issues	-	-	-	-
	Total	0	0.0	0	0.0
	Admissions				
70 -	General Admissions	61	2.5	-	-
71 -	Recruitment	2	0.1	-	-
72 -	Selection	1	-	1	0.8
73 -	Affirmative Action	2	0.1	8	6.8
74 -	Transfer/Migration	29	1.2	2	1.7
	Total	95	3.9	11	9.3
	Faculty and Personnel				
80 -	General Faculty and Personnel	85	3.5	7	5.9
81 -	Faculty Renewal and Development	1	-	1	0.8
82 -	Retirement	-	-	-	-
83 -	Tenure/Reward System	68	2.8	3	2.5
84 -	Collective Bargaining	1	-	1	0.8
85 -	Academic Freedom	-	-	-	-
86 -	Affirmative Action	9	0.4	11	9.3
	Total	164	6.7	23	19.3
	Values and Benefits of Post-secondary Education				
90 -	General Values and Benefits of Postsecondary Education	3	0.1	-	-
91 -	Manpower/Job/Career Training	32	1.3	9	7.6
92 -	Educational Outcomes	11	0.5	7	5.9
93 -	Economic Return	33	1.4	5	4.2
94 -	Personal Return	-	-	-	-
	Total	79	3.3	21	17.7

Table 9 (Continued)

Frequency and Percent of Log and Letter Requests
by Issue Areas

Code	Issue/Subissue Area	Logs Frequency	Logs Percent	Letters Frequency	Letters Percent
	Government Regulation Aid Policy				
100 -	General Government Regulation Aid Policy	1	-	-	-
101 -	Federal, State and Local Relationships	2	0.1	1	0.8
102 -	Lobbying	-	-	-	-
	Total	3	0.1	1	0.8
	Lifelong Learning				
110 -	General Lifelong Learning	34	1.4	1	0.8
111 -	Institutions	2	0.1	-	-
112 -	Programs	2	0.1	2	1.7
113 -	Students	9	0.4	1	0.8
114 -	Vocation	-	-	-	-
	Total	47	2.0	4	3.3
	Student Characteristics				
120 -	General Student Characteristics	175	7.2	3	2.5
121 -	Resident/Commuter	10	0.4	1	0.8
122 -	Family Characteristics	11	0.5	2	1.7
123 -	Full-time/Part-time	26	1.1	-	-
124 -	Working Student	3	0.1	-	-
125 -	Nationality	15	0.6	-	-
	Total	240	9.9	6	5.0
999 -	Not Applicable*	78	3.2	3	2.5
Grand Total		2,428	100.0	112	99.3**

*Letters or log entries that were fully coded but did not relate to an issue were given this code.

**Discrepency from 100% due to rounding error.

Description of the Variables in Relation to Each Other*

The second phase of the data analysis was to compare pairs of the variables in a matrix format called cross-tabulation. This permits observation of the variation in the relationship between two variables. Cross-tabulations are arranged in groups in the order in which they appear on the Code Sheet. Therefore, month is the first variable. All of the variables, broken down by month, are also arranged so the order follows the variables as they appear on the Code Sheet (see Figure 1).

Month. Tables Ia and Ib give the cross-tabulation for month and affiliation of requester for the logs and letters, respectively. By looking at the cells in these two tables, one can see how many entries fall into each cell (upper left-hand box), what percentage of the column total this represents (upper right-hand block), what percentage of the grand total the cell represents (lower right-hand block; if this is blank, it represents less than 1 percent), and what percentage of the row total this represents (lower left-hand block). The last column and row give the totals. As can be seen in Table Ia, businesses and postsecondary institutions made up the largest parts of the total sample. Business and consulting firms phoned in the largest number of requests, with their peak period January through June. Postsecondary institutions' peak periods extended from January through March.

*All tables referred to in this section are presented in Appendix B.

The letters (Table Ib) showed a steady flow of responses to requests from postsecondary institutions across the whole year. The heaviest periods of response to the letter requests for 1977 was June, July, and October.

Tables IIa and IIb give the cross-tabluation of publications sent by month for the logs and letters. The beginning of 1977 was a heavy time for publication requests in the logs. This tapered off at the end of the year. The Education Directory, Colleges and Universities enjoyed a continuous popularity throughout the year. This was true of the letter requests also (see Table IIb). Responses to letter requests most frequently occurred during June and October. The Digest of Educational Statistics was in constant demand also by people who wrote in for publications.

Educational level of request is displayed by month in Tables IIIa and IIIb. Requests about higher education were the most frequent and were spread out fairly evenly across months for the log requests (see Table IIIa). Requests that dealt with all levels were the next highest group and these also spread evenly across the year. Very few (only 28) requests concerning community and junior colleges occurred, none in June, July, or August. Table IIIb shows that the pattern for the letter requests was slightly different. Responses to information requests about all levels was the highest group and these requests clustered in October, November, and December, as did most of those about the other levels. Note that only a total of 139 letter requests were coded according to educational level.

The major interests of those who made telephone requests were both undergraduate and graduate enrollment and degrees conferred at both undergraduate and graduate levels. From Table IVa, which shows practical descriptors by month, one can see that there was a steady flow of questions on this subject. For those who wrote in for information (see Table IVb), the requests were most frequently about job opportunities or questions concerning faculty, staff, and salaries.

One of the important goals of Task 2 was to tie NCES's activities to the issues in postsecondary education identified in Task 1. Tables Va and Vb show the issue areas and subissue areas broken down by month. Questions related to the two largest subissues; Institutional Governance and Management - Enrollment (26) and Curriculum and Processes - Preparation for Employment (43), found in the logs were fairly evenly distributed across time (see Table Va). Questions relating to student characteristics, although much smaller than the first two, were still very evenly spread across time. The letter requests (Table Vb) were different. Curriculum and Processes - Preparation for Employment was the most frequently coded subissue (14%), but it was not as evenly spread out as it was in the log requests. The second largest group (9%), Faculty and Personnel - Affirmative Action, was more concentrated at the end of the year. Values and Benefits of Postsecondary Education - Manpower/Job Training/Career Training came next with 8 percent.

Affiliation of the Requester. The second major cross-tabulation of variables is by affiliation of the requester. There are five of these. The first, displayed in Tables VIa and VIb, compares affiliation and publications sent. As can be seen from the row totals for the log entries in

Table VIa, business and consulting firms received 22 percent of the publications sent and postsecondary institutions received 20 percent. Both affiliation groups frequently received the Digest of Educational Statistics and Projections of Educational Statistics. Of the publications sent to postsecondary institutions, 11 percent received The Digest and 10 percent received Projections. This represented 22 percent and 21 percent, respectively, of the total number of these publications sent. Also, these two publications each made up 12 percent of the publications sent to business and consulting firms while for each publication these requests represented 26 percent and 27 percent, respectively, of those that were sent. The Education Directory, Colleges and Universities was the other publication most frequently sent to these two affiliations.

The letter requests, Table VIb, show a slightly different picture. In this table, four groups frequently requested publications. These include the two discussed when dealing with the logs plus private citizens and postsecondary libraries. The two largest groups are postsecondary institutions and postsecondary libraries. It is interesting to note that for both of these groups, no large percentage of any one publication was sent. Only the Education Directory came close for the postsecondary institutions, but scanning across the Education Directory, Colleges and Universities row, one finds that this was the most frequently sent publication for all affiliations but postsecondary libraries. The other two largest groups were business and consulting firms and private citizens. Business and consulting firms, again, were most frequently sent The Digest and Projections, along with the Higher Education Directory. Private citizens received four publications

most often: Digest, The Condition of Education, Higher Education Directory, and Projections.

Tables VIIa and VIIb present educational level of request cross-tabulated with the affiliation of the requester. As can be seen, most of the requests dealt with questions about higher education. The second ranked category was all levels, with graduate and professional ranked third. By looking across the column percents for higher education, one can see that it represented more than half of the requests for all but one of the affiliations (48% to 86%). The all levels code represents between 8 percent and 26 percent of the requests when looking across the affiliation columns. Business and consulting firms requested more information about community and junior colleges (29%) and undergraduates (28%) than the other affiliations.

The letter requests, Table VIIb, present a similar picture. Postsecondary institutions and private citizens made the majority of the requests, 35 percent and 26 percent, respectively. Again, higher education (27%) and all levels (25%) made up the majority of the requests from postsecondary institutions. Also, requests for information about the graduate and professional level (19%) and general postsecondary level (15%) were frequent. Business and consulting firms usually asked questions at the general postsecondary level (50%) and the community and junior college level (25%), but they had few overall requests (6%). Private citizens showed a much larger tendency (26%) to write in their requests. Their interests seemed to be mostly at the graduate and professional level (31%), with higher education questions asked the second most frequently (19%).

Tables VIIIa and VIIIb give the results of cross-tabulating affiliation of requester with information about student attributes. These include sex,

race, nationality, age, and military involvement. Of all the log entries given student attribute codes, 47 percent were in the sex category. Only three affiliation categories, educational organizations, congress, and the educational agencies in the Department of Health, Education, and Welfare (HEW), were interested in race. Thirty-four percent of the log entries dealt with questions about race. Congress was also very interested in adult students (24%). The executive branch of the federal government had the most interest in veterans (44%), but only 2 percent of all questions given these codes inquired about veterans. It is interesting to note that business and consulting firms showed the most interest in foreign students (37%).

The letter requests (Table VIIIb) show that postsecondary institutions most frequently (43%) were interested in information related to the student attributes category. Their largest area of interest was the sex category. Seventy percent of the postsecondary institutions' questions were given this code. This cell contains 50 percent of the questions about sex and 30 percent of all of the codings in this table. The next largest group was private citizens. They asked 15 percent of the questions that could be coded in this manner and they, too, were interested in information according to sex (43%). None of the letter requests dealt with questions about foreign students and veterans, and only a few (7%) dealt with adult students.

Affiliation by practical descriptors, Table IXa, describes the log entries by each of the groups. As can be seen, the questions by all groups dealt mostly with the enrollment - both category. Only the executive branch, miscellaneous organizations, and elementary or secondary institutions

were more interested in degrees conferred - both, which was of secondary overall interest. The third and fourth largest areas of interest were characteristics of students and institutional characteristics, respectively. The affiliation groups split with postsecondary institutions, media, all of the government groups except the educational agencies of Health, Education, and Welfare, and miscellaneous organizations more interested in student characteristics than institutional characteristics. The rest, except business and consulting firms, which were evenly split, were more interested in institutional characteristics than in student characteristics.

Table IXb gives similar results for the letter requests. Postsecondary institutions were interested in faculty, staff, and salaries (27%). Private citizens, on the other hand, were interested in questions related to job opportunities (24%), as were persons affiliated with the media (29%), state and local government (27%), and elementary and secondary institutions (30%).

Table Xa again shows that questions about the subissue Institutional Governance and Management - Enrollment generated the largest interest for all the affiliations. Twenty-six percent of the questions related to this subissue. Curriculum and Processes - Preparation for Employment, which is related to the practical descriptor degrees conferred, was the next largest concern. The executive branch was also very interested in this subissue. Student Characteristics - General was the next subissue of interest. The media seemed to be the most interested in this type of issue (19%), followed by business and consulting firms (16%) and postsecondary institutions (15%).

Postsecondary institutions who wrote for information were primarily interested in the subissue Faculty and Personnel - Affirmative Action. Table Xb shows that 19 percent of their questions were in this area. Twelve percent of their questions dealt with the subissue Curriculum and Processes - Preparation for Employment. Private Citizens also were interested in the subissue (13%), as well as in Values and Benefits of College Education - Educational Outcomes.

Response Type. This variable is used in the third major breakdown. It is cross-tabulated with educational level, student attributes, practical descriptors, and issue areas. Table XIa compares response type with education level for the log entries. As can be seen for all response types, the level labeled higher education received the most codes (58%). Responses about all levels occurred the next most frequently (14%). Also, most of the responses were information NCES collects (74%). The column labeled caller referred to another source was the second most frequent code under response type (19%).

The letter requests show a much different picture (Table XIb). The educational level of requests was more evenly spread and, in the majority of the cases, publications were sent. Referrals to other sources of information was the second most frequent type of response. The questions coded with the level graduate and professional were the most frequently referred to another source (24%), with questions about the category all levels referred next most frequently (22%). Thirty-five percent of the all levels category and 30 percent of the graduate and professional level questions asked about information not collected by NCES.

Table XIIa compares response type with student attributes. Ninety-three percent of the questions that dealt with the sex were coded in the information NCES collects category. Eighty percent of the questions that dealt with the race were referred to another source, 67 percent of the questions that dealt with both sex and race were also referred. Questions dealing with foreign students were almost evenly split between the information NCES collects and caller referred to another source categories. NCES also collects information pertinent to 95% of the questions about adult students, but 56% of the questions about veterans were referred to another source.

Half of the 46 letter requests that could be coded in this manner were requests for publications (see Table XIIb). Thirty-five percent of the questions which were coded with one of the student attributes codes were referred to another source.

Table XIIIa gives the comparison between response type and practical descriptors for the log entries. Seventy-four percent of the inquiries that could be given a practical descriptor code were in the information NCES collects category. Eighteen percent of the questions were referred to another source.

Table XIIIb shows the comparison between response type and practical descriptors for the letter requests. Thirty-nine percent of the requests given a practical descriptor code were requests for publications. Twenty-nine percent were referred to another source. Requests that dealt with faculty, staff, and salaries (21%) and job opportunities (26%) were most often referred.

The next set of tables (Tables XIVa and XIVb) compare response type with the issue areas. The first table (Table XIVa) shows that 75 percent of

the log entries that were coded with a subissue were in the information collected by NCES category and only 18 percent of these were referred to another source. Twenty-eight percent of the entries coded as information collected by NCES were also coded as relating to the subissue Institutional Governance and Management - Enrollment. Twenty percent of the inquiries that were referred were also related to this issue. Eighteen percent of the former responae type related to the subissue Curriculum and Processes - Preparation for Employment, while 15 percent of the referrals were associated with this subissue. Requests classified in General Student Characteristics were referred to another source 42 percent of the time and were coded information NCES collects half of the time.

Thirty-six percent of the letter requests associated with an issue or subissue were coded as publication sent (see Table XIVb). Twenty-seven percent were referred to another source, 19 percent of these were related to the subissue Faculty and Personnel - Affirmative Action. Two subissues were referred 13 percent of the time: Values and Benefits of College Education - Educational Outcome and Curriculum and Processes - Preparation for Employment.

Trend or Projection. The fourth major comparison of variables is by the set of codes designating a trend or a projection. These codes are cross-tabulated with the variables practical descriptors and issue areas. Tables XVa and XVb give the breakdown for practical descriptors and Tables XVIa and XVIb for issue areas. The majority (79%) of all the log entries coded as either a trend or a projection were coded as a trend; this is consistent across all practical descriptors. The practical descriptor

code enrollment - both was most frequently coded with one of the trend or projection codes (28%). Degrees conferred - both was the next most frequent (13%). Only five of the letter requests inquired about trends or projections (see Table XVb).

Table XVIa shows, again, that most of the log entries concerning requests about trends or projections were more interested in trends (79%). This was as consistent across subissues as it was across practical descriptors. Two subissues, Institutional Governance and Management - Enrollment and Curriculum and Processes - Preparation for Employment, were most frequently coded as requesting both a trend and a projection. Table XVIb shows again that there were too few letter requests coded in this manner to draw any conclusions.

Educational Level of Request. In the fifth major breakdown, educational level of the request is compared with student attributes, practical descriptors, and issue areas. Educational level of request is compared to the student attributes categories in Tables XXIIa and XXIIb, to practical descriptor categories in Tables XVIIIa and XVIIIb, and to issue area categories in Tables XIXa and XIXb. As described earlier in Table 6, the majority of requests for information were in the higher education category. Of the ~~1,088 log~~ requests in that category, only 296 requested information concerning any of the student attributes categories. One hundred thirty-one of these higher education level requests are for information about sex, 125 for information on race, and 14 for information on both sex and race (see Table XVIIa).

At the higher education level, information was also requested on foreign students (3% of the higher education requests), adult students (3%)

and veterans (2%). Few requests concerning any of these categories were in conjunction with requests for community or junior college information, vocational, technical, or proprietary information, or general postsecondary information. Requests for information at the nontraditional or adult education level usually concerned adult students (94 percent of this education level). All other educational levels most frequently asked about sex or race.

Table XVIIb presents the same breakdown for letter requests. Only 39 letters specifically asked for information concerning one of these categories. Most (59%) of these 39 letters asked for information about the attribute of sex. No letter requests asked for information concerning veterans and only three (8%) at the nontraditional or adult education level, asked about adult students. No requests concerning student attributes were coded in conjunction with the following educational levels of requests: community and junior colleges, undergraduate, or vocational, technical, or proprietary.

Tables XVIIIa and XVIIIb present cross-tabulations of educational level versus practical desciptors for the logs and letters requests, respectively. In the logs, the majority of the requests were for enrollment - both undergraduate and graduate (22%). Ranking second, third, and fourth were degrees conferred - both undergraduate and graduate (13%), characteristics of students (10%), and institutional characteristics (10%). Fifty-nine percent of the requests across all practical descriptors were at the higher education level with the same first (30%) and second (21%) ranked practical descriptors as for the total group. However, at this level institutional characteristics rank third (10%) and student characteristics ranked fourth

(8%). At the next most frequent category of educational level of request, all levels, enrollment - both undergraduate and graduate still ranked first (21%), but student characteristics ranked second (20%), revenues and expenditures ranked third (19%), and faculty and salaries ranked fourth (8%). At the community and junior college level, the most frequent practical descriptor was enrollment - undergraduate (39%). At the undergraduate level, enrollment - undergraduate (37%) and both undergraduate and graduate (39%) occur most frequently.

Graduate degrees conferred (47%) and graduate enrollment (26%) are most frequently, and almost exclusively, asked at the graduate and professional education level in the log entries. Nontraditional or adult educational level requests generally are for information about adult education (64%).

Letter requests were very rarely categorized into practical descriptors. Overall, only the job opportunities and faculty, staff, and salaries categories were used more than 20 times (18% and 15%, respectively). Only higher education (20%) and all levels (18%) of the educational level of the request occurred more than 25 times. With samples this small, conclusions are difficult to draw. However, it appears that requests in the all levels category were generally about faculty, staff, and salaries, and, at the graduate and professional level, about job opportunities.

Tables XIXa and XIXb present issue areas by educational level of request for logs and letters, respectively. Over all educational levels, the following subissue areas appeared most frequently: Institutional Governance and Management - Enrollment (630 or 26 percent of the total), Curriculum and Processes - Preparation for Employment (419 or 17 percent of the total), General Student Characteristics (175 or 7 percent of the total),

and Institutional Governance and Management - Facilities (153 or 6 percent of the total). At the community and junior college level, Institutional Governance and Management - Enrollment occurred most frequently (33%), but only 39 issue entries were categorized at this level. At the undergraduate level, the graduate and professional level, as well as the higher education level, Institutional Governance and Management - Enrollment and Curriculum and Processes - Preparation for Employment were the most frequent subissues. At the nontraditional and adult education level, General Lifelong Learning (59%) was the most frequently occurring subissue area. Institutional Governance and Management - Enrollment (26%) and General Curriculum and Process (27%) occurred most frequently at the vocational, technical, or proprietary education level. Requests concerning the higher education level were most frequently classified under the General Admissions issue category (43%). The all levels category most frequently occurred with General Student Characteristics (17%) issue.

Table XIXb shows that only 114 subissue areas were coded in conjunction with education level of request for the letters. No single subissue area received more than 20 categorizations, with Curriculum and Processes - Preparation for Employment occurring most frequently (15%). The most subissues were classified at the higher education (24%) and all levels (25%) categories.

Student Attributes. The cross-tabulations between student attributes and practical descriptors and issue areas make up the sixth major comparison of variables. Tables XXa and XXb present cross-tabulations of student attributes with practical descriptors for logs and letters, respectively. Across the six student attributes, three descriptors occurred with the

greatest frequency: 1) enrollment - both undergraduate and graduate (24%), 2) degrees conferred - both undergraduate and graduate (22%), and 3) student characteristics (15%). Information about sex and race were asked for most often (47% and 35%, respectively). The third most frequent category, adult students, appeared most often in the practical descriptor category adult education.

Of the letter requests, only 42 categorizations appear for both the student attributes and practical descriptor variables (Table XXb). Sex and both sex and race categories occur most frequently (57% and 24%, respectively), while foreign students and veteran categories do not appear. The most frequent practical descriptor is faculty, staff, and salaries (33%), almost always classified with a coding of sex (93%).

Information on the student attributes variable versus the issue areas appears in Table XXIa and XXIb for logs and letters, respectively. The three most frequently occurring subissue areas in conjunction with this variable were Curriculum and Processes - Preparation for Employment (30%), Institutional Governance and Management - Enrollment (31%), and General Student Characteristics (10%). Information about sex was asked most often in relation to Curriculum and Processes - Preparation for Employment (41%), while the racial category appeared most often in conjunction to the Institutional Governance and Management - Enrollment subissue (33%). For this subissue, 45 percent of the entries were given the sex code and 38 percent the race code. Seven percent of the entries related to this subissue were also related to adult students. Fifty-two percent of the entries that could be coded with a student attribute and were related to the General Student Characteristics issue were inquiring about the race category; while thirty-five percent were inquiring about the sex category.

Only 35 categorizations appear in Table XXIb. Over half of these letter requests related to the sex category. One third of the categorizations appear in the Faculty and Personnel - Affirmative Action subissue area.

Practical Descriptors versus Issue Areas. Tables XXIIa and XXIIb present the final variable breakdown, practical descriptors versus issue areas. The most frequently occurring subissue areas in the log entries were Institutional Governance and Management - Enrollment (910 or 27 percent of the total), Curriculum and Processes - Preparation for Employment (546 or 16 percent of the total), and General Student Characteristics (262 or 8 percent of the total). The most frequent practical descriptors were enrollment - both undergraduate and graduate (772 or 23 percent of the total), degrees conferred - both undergraduate and graduate (424 or 3 percent of the total), characteristics of students (359 or 11 percent of the total), and institutional characteristics (313 of 9 percent of the total). Institutional Governance and Management - Enrollment and enrollment - both undergraduate and graduate occurred most frequently with each other, as did Curriculum and Processes - Preparation for Employment and degrees conferred - both undergraduate and graduate. Subissue area General Student Characteristics occurred most frequently with the student characteristics practical descriptor, as did Institutional Governance and Management - Facilities with institutional characteristics.

The grand total of frequencies in Table XXIIb, practical descriptors versus issue areas for the letter requests, is only 122. Only one subissue area, Curriculum and Processes - Preparation for Employment, had more than

20 occurrences. The most frequent practical descriptor was faculty, staff, and salaries. No single cell in the table contains 10 or more entries, therefore, no substantive comments will be made about this table.

SUMMARY AND RECOMMENDATIONS

In the previous section of this report, information concerning the range and frequency of requests for postsecondary educational data was presented. The purposes of this section are to summarize the most typical letter and log requests, to compare information requests to issues identified in Task 1 and to recommend a procedure for logging in requests.

Summary of Typical Telephone or Log Requests

Based on the frequency distributions presented in the earlier section, it is possible to describe typical telephone and letter requests (see Table 10).

Table 10

Description of Typical Requests

Variable	Log	Letter
Date	February	June
Affiliation	Business & Consulting Firm	Postsecondary Institution
Publication Sent	(usually none sent)	Education Directory
Type of Request	Information NCES Collects	Publication Only Sent
Trend/Projection	(usually not specified)	(usually not specified)
Level of Request	Higher Education	(usually not specified)
Student Attribute	(usually not specified)	(usually not specified)
Practical Descriptor	Enrollment	(usually not specified)
Issue Area	Institutional Governance and Management-Enrollment	(usually not specified)

Log entries most frequently were in February from a business or consulting firm for information NCES collects. Publications were usually not sent. Information on trends, projections, or student attributes were usually not requested. Most requests concern enrollment in higher education. The requests were most frequently related to the Institutional Governance and Management - Enrollment subissue area.

The typical letter request was quite different. It was answered in June and usually only publications were sent. The person requesting the publication was affiliated with a postsecondary institution and usually requested the Education Directory. The letter request usually did not specifically ask about trends or projections, educational level, or student attributes. No specific information to relate the request to a practical descriptor or issue area was given.

Comparison of Issues Identified in the Two Tasks

Comparison of frequencies of occurrence of issue areas in the two tasks should be made with caution for several reasons. First, persons requesting information from NCES usually have an idea of what information is available. Therefore, even if an issue is very important to the postsecondary education world, the information will not necessarily be requested of NCES. Second, inferences were made concerning which issue log entries and letter requests were related to. If people were asked directly the issue of concern, quite different classifications might occur. Third, the focus of Task 1 was on identifying emerging issues while a majority of requests will be for information on current problems.

The most frequently occurring subissue areas in the logs were: 1) Institutional Governance and Management - Enrollment; 2) Curriculum and Processes - Preparation for Employment; 3) Student Characteristics - General; and 4) Institutional Governance and Management - Facilities. Very few issue areas could be identified from letter requests. Log entries, such as "higher education enrollment by type and control," "degree credit enrollment," "women in education," and "enrollment by various age groups" were

coded as Institutional Governance and Management - Enrollment. Examples of log entries related to Curriculum and Processes - Preparation for Employment include "degrees by fields," "doctor's degrees and percentage of women," and "degrees by level." Student Characteristics - General was coded for log entries such as "educational attainment," "percent of ages 20-24 completing high school and college," and "veterans." Institutional Governance and Management - Facilities sample entries include "institutions by type," "institutions by size," "libraries," and "number of schools."

The specific subissue areas identified most frequently from the content analysis in Task 1 do not correspond well with subissue areas identified in Task 2. For example, Institutional Governance and Management - Enrollment ranked first in Task 2, but was not in the top ten ranks for Task 1. (It did rank tenth at the graduate and professional level in Task 1.) Curriculum and Processes - Preparation for Employment and Institutional Governance and Management - Facilities did not rank in the top 10 of Task 1 at any level. However, Student Characteristics - General ranked sixth at the General Postsecondary Level in Task 1. The highest ranking subissue in Task 1, Government Regulation and Policy - Federal, State, and Local Relationships, received almost no entries from the log and letter requests.

The difference in results from the two tasks exists; although the exact reason is unknown, several reasons were presented earlier to suggest that more weight should be given to Task 1 results for the purpose of identifying emerging issues.

Although results of the content analysis are considered a more appropriate procedure for identifying emerging issues, summarization of information requests to the Statistical Information Branch is useful to NCES for other

purposes: For example, this summarization can be used to evaluate the information collected by NCES. The fact that over 600 requests were received for information about enrollment provides ample evidence of the usefulness of this information whether or not it relates to an emerging issue. Summarizations such as these also provide NCES with information about constituency - who calls and writes for information. Knowledge of the constituency can help NCES plan for further data collection. For example, knowledge that twenty-five percent of the telephone requests were from the federal government categories might suggest that NCES collect information that will help in federal planning. However, twenty-nine percent of the letter requests and almost 17 percent of the log entries were from postsecondary institutions, so a balance of interests of these groups must be considered in further data collection efforts.

Based on the anticipated usefulness of such summary information for self-evaluation and planning by NCES, the project staff recommend that NCES institute a systematic procedure of recording information requests and analyzing these requests using standardized computer programs.

Recommended Procedures for Logging Requests

The adoption of a procedure similar to the coding system developed in Task 2, with some alterations, would be an advantageous method of data collection. The system used at the present time creates a large amount of data in a form that does not easily lend itself to statistical interpretation. Also, coding the logs as they stand now depends on a large amount of subjective interpretation by the coder. A more systematic and standardized method, which might include the use of an interactive computer system for

processing of these data, would result in more useful analysis of the plethora of information requests now being processed through the Statistical Information Branch of NCES. Preparation of the monthly reports could then be assigned to an assistant so that the professional staff time currently devoted to this task could be freed for pursuit of other tasks, such as examining the types of requests for which NCES does not collect data to recommend areas that require further study.

In the following pages a systematic procedure for recording the postsecondary information requests received by the Statistical Information Branch of NCES is described. This includes expansion of the coding system developed during Task 2 so that it will allow for recording the entries now made in the logs directly onto a coding form. Recommendations are also made about what postsecondary education variables should be coded. Several questions for NCES to answer are also presented.

One general alteration needed is to expand the entire system to include questions at the elementary and secondary levels. All the variables should be examined in terms of elementary and secondary levels and any necessary codes should be added. Whether letter requests should be included in the system is a second question to be answered by NCES. Letters are not very helpful in yielding information about practical descriptors and issues. However, they do provide information on publications sent. If NCES desires summary information on publications sent, letter requests should be incorporated into the coding system.

One recommendation is to reformat the Coding Form to allow more space for comments (see Figure 5). Entries, similar to those now present in the log books, could be written in this space and coding of the variables could

Figure 5

Sample of an Altered Coding Form

NCES Coding Form

Grant's Log (1), Eiden's Log (2) or Letter (3) or Telephone publication request (4) ____ 01

Coded by ____

Checked by ____

Log or Letters Dates ____ 02 03 04 05 06 07

____ 08 09 10 11 12 13

Page ____ of ____

	Line #	Date		Affiliation of Requestee		Publications Sent						Response Type	Ed. Level of Request		Practical Descriptors							
		Month				I		II		III					I		II		III		IV	
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Codes																						
Comments																						
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Codes																						
Comments																						
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Codes																						
Comments																						
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Codes																						
Comments																						
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Codes																						
Comments																						
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Codes																						
Comments																						
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Codes																						
Comments																						
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Codes																						
Comments																						

be done following the conversation. In this way, instead of using a log book, the information would be entered directly on to the Coding Form where it would be in a form that could be more easily analyzed. Telephoned publication requests could be recorded directly onto the Coding Form and this would eliminate the present system of writing them down on small pieces of paper.

Recommended changes in the variables coded are given below. The entry number could be deleted since it serves no useful function on the expanded coding form. Line number, however, should remain because it is often necessary to use more than one line to record the data of a single phone or letter request; this also would allow additional lines for comment.

It also seems appropriate to reduce the coding of the date of the entry to include only the month. The year, month, and date range of the series is already present in the codes at the top of the page. It is doubtful that any useful analysis can be performed by the day on which a request is received.

The codes included under affiliation of requester seem to include all necessary groups. If the system is expanded to include elementary and secondary data, it might be advisable to include one or more codes for elementary and secondary libraries. Also the code for elementary and secondary institutions might be broken into two codes.

It might also be necessary to increase the number of spaces for the codes for publications sent. A problem encountered in coding the publications was that some of them did not appear on our lists. It would be advisable to try to create as complete a list of publications as possible for future analyses.

At present it appears that the variable type of response covers most situations, but it might be advisable for the Statistical Information Branch to study these codes and see if any should be altered or new ones created. The variable educational level of request seems to include all necessary codes for postsecondary education, although it would be necessary to expand it to include elementary and secondary data. One problem that exists in the present system is the lack of distinction between the higher education code and the general postsecondary code. It is our feeling that the code general postsecondary could be dropped without any loss of information.

As for the variable practical descriptors, extensive changes could be made. The first of these would be to expand the number of practical descriptors for each coding line, possibly to four but maybe more. Also, the codes should be expanded to the point where a separate coding of issues is unnecessary. As could be seen in the cross-tabulation between issues and practical descriptors (Tables XXIa and XXIb), these two variables tended to provide similar information. Also the present categories trend or projection and student attributes could be included under the expanded practical descriptors which is shown in Figure 6. In addition to the expansion shown in Figure 6, additional changes should be made to include descriptors related to questions dealing with the elementary and secondary levels.

Figure 6

Expanded Practical Descriptors

Code Name

- Enrollment
  - General
  - Associate
  - Baccalaureate
  - Undergraduate
  - Master's
  - Doctorate and Professional
  - Graduate
  - By Field or Course
  - Admissions
  - Retention
- Degrees Conferred
  - General
  - Associate
  - Baccalaureate
  - Undergraduate
  - Master's
  - Doctorate and Professional
  - Graduate
  - By Field
- Faculty and Personnel
  - General
  - Salaries
  - Sex
  - Race
  - Tenure
  - Collective Bargaining
  - Part-time/Full-time
  - Affirmative Action
- Revenues and Expenditures
  - Federal Aid
  - State Aid
  - Local Funding
  - Basic Student Charges
  - Student Aid
- Residence and Migration of Students
  - General
  - Migration and Transfer
  - Foreign Students

Code Name

- Adult Education
  - General
  - Programs
  - Students
  - Institutions
- Institutional Characteristics
  - General
  - Government Regulation and Policy
  - Facilities
  - Colleges with Particular Student Populations
  - Public vs. Private
- Student Characteristics
  - General
  - Family Characteristics
  - Full-time/Part-time
  - How Students Finance Education
  - Race
  - Sex
  - Veterans
  - Handicapped
- Job Opportunities
  - General
  - Manpower/Job Training/Career Training
  - Types of Employment and Their Relationship to Education
- Curriculum and Processes
  - General
  - Programs
  - Quality
- Libraries
  - General

Appendix A

Coding Manual for NCES Coding Form

Instructions

Put name in upper right-hand corner next to "Coded by."

In upper left-hand corner, fill in space 1 with appropriate number (1 for Grant's log, 2 for Eiden's log, 3 for letters).

Next fill in the date.

For the logs: Record the date on the first page of the log book in spaces 2-7 and the date on the last page of the log book in spaces 8-13.

For letters: Arrange the letters within a folder by date of response. Then, in spaces 2-7, put the date of the earliest response and, in spaces 8-13, put the latest date of response.

Entry number - In the log books and the letter files, number the entries starting with 0001 and continuing through the end of the log or file. These numbers will be used to identify each entry in the log book or each letter. Record the number on the coding form as you code each entry.

Line number - Sometimes, while coding an entry, it will be necessary to use more than one line. This column will be used to indicate this occurrence. One of the most common reasons for using two lines would be a situation in which two questions dealing with different educational levels are asked within one entry. In this instance, the information for the first question and its level would be recorded on line 1 and the second question with its level and information would be recorded on line 2. If there is no need to use two lines for the entry, it can be left blank and be coded with a 1 when the form has been completed.

Date - The month and day of the particular log entry or letter will be recorded next. The first two digits will record the month and the second two the day. The year can be picked up from the information given at the top of the coding form.

Affiliation of Requester - This information on the coding form will give the type of organization or institution with which the caller or the letter writer is associated. A two-digit code has been

developed for this information. The coding was designed to coincide with the breakdown of the opinion leaders developed for the content analysis and the breakdown NCES uses in its analyses.

01 - Postsecondary Institutions - All persons associated with postsecondary institutions. This includes community and junior colleges, universities, vocational/technical schools, proprietary schools, etc.

02 - Foundations - All persons associated with foundations. These include Carnegie, Rockefeller, Russel Sage, Ford, Educational Research Funding Council, Robert Wood Johnson Foundation, etc.

03 - Educational Organizations (nonprofit) - All persons associated with organizations involved with education. These include Educational Teting Service (ETS), American Council on Education (ACE), Stanford Research Institute (SRI), American Chemical Society, Student National Educational Association (NEA), American Federation of Teachers, Council for Private Education, Bureau for Social Science Research, etc.

04 - Media - All persons associated with radio, television, newspapers, magazines, etc.

05 - State and Local Government - All persons associated with state or local governments. This includes elected officials or their representatives, state departments of education, and state agencies.

Federal Government - To facilitate the coding of requests from those involved with the federal government, it has been broken down into the following categories:

06 - Congress - All elected members of Congress and their representatives, the Library of Congress, Congressional Budget Office or the House and Senate Budget committees, General Accounting Office (GAO), Office of Technology Assessment, House Committee on Ageing, or any other Congressional committees.

07 - Executive Branch - All persons representing the executive branch of government and all federal agencies except HEW. These include Department of Defense, Census Bureau, U.S. Civil Service Commission, Department of Labor, Bureau of Labor Statistics, Equal Employment Opportunity Commission, Army Corps of Engineers, Office of Science and Technology, Council of Economic Advisory, etc.

08 - HEW: Educational Agencies - All persons representing an educational agency under HEW. These include Office of Education (OE), National Institute of Education (NIE), Fund for the Improvement of Postsecondary Education (FIPSE), etc.

09 - HEW: Other Agencies - All other agencies under HEW. These include National Institute of Health (NIH), Office of Civil Rights (OCR), Public Health Service, Social Security, etc.

10 - Business and Consulting Firms (profit-making) - All persons involved with a business or a consulting firm. This includes organizations such as Market Data Retrieval, Ralston Purina Company, Opportunity Systems Corporation, IBM, Taft Corporation, Mathematica, publishing houses, etc.

11 - Private Citizens - All persons who are not affiliated with any of the above or whose affiliation cannot be identified.

12 - Miscellaneous Organizations - All persons associated with organizations that do not fit any of the above categories. These include B'nai Brith, Defenders of Wildlife, League of Women Voters, Institute for Energy Analysis, etc.

13 - Foreign and International Organizations - All persons associated with foreign governments or international agencies. These include foreign embassies, foreign ministries of education, UNESCO, etc.

14 - Postsecondary Libraries - All persons associated with a library in a postsecondary institution.

15 - Other Libraries - All persons associated with a library that is not involved in postsecondary education. This does not include the Library of Congress.

16 - Elementary/Secondary Institutions - All persons associated with elementary or secondary school systems. This includes teachers, administrators, counselors, etc.

Publications - If any of the log entries or letters request an NCES publication, a two-digit code will be included to indicate this. The codes can be obtained from the following list. If no publications are requested, these spaces will be left blank.

General Statistics

01 - The Condition of Education
02 - Digest of Educational Statistics
03 - Projections of Educational Statistics
04 - Statistics of Trends in Education

Elementary/Secondary

05 - Any elementary or secondary education publication except Education Directory
06 - Education Directory: Public School Systems
07 - Multiple elementary or secondary education publications
08 - Consolidated Program Information Reports (CPIR)
09 - National Longitudinal Study (NLS) of the High School Class of 1972

Postsecondary

10 - Associate Degrees and Other Formal Awards Below the Baccalaureate, 1972-73 and 1973-74
11 - Associate Degrees and Other Formal Awards Below the Baccalaureate, Summary Report
12 - Barriers to Women Participating in Postsecondary Education: A Review of Research and Commentary
13 - Basic Student Charges
14 - Earned Degrees Conferred, Summary Data
15 - Earned Degrees Conferred, Institutional Data
16 - Education Directory, Colleges and Universities
17 - Fall Enrollment in Higher Education
18 - Fall Enrollment in Higher Education (Analytic Report)
19 - Manual for Budgeting and Accounting for Manpower Resources in Postsecondary Education
20 - Financial Statistics in Institutions of Higher Education: Current Funds, Revenues, and Expenditures
21 - Financial Statistics of Higher Education: Property
22 - Higher Education Facilities Inventory and Classification Manual
23 - Higher Education Finance Manual
24 - Institutions of Higher Education Index by State and Congressional District
25 - Inventory of Physical Facilities in Institutions of Higher Education
26 - Students Enrolled for Advanced Degrees
27 - Vocational Plans of Full-time College Students

28 - Women's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law
29 - Women's Representation among Recipients of Doctors' and First-Professional Degrees
30 - Numbers of Employees in Institutions of Higher Education
31 - Salaries, Tenure, and Fringe Benefits of Instructional Faculty in Institutions of Higher Education

Educational Technology and Libraries

32 - Handbook X: Education Technology: A Handbook of Standard Terminology and a Guide for Recording and Reporting Information about Educational Technology
33 - Library Statistics of Colleges and Universities, Summary Data
34 - Library Statistics of Colleges and Universities, Institutional Data
35 - A General Information System for Educational Technology (ETGIS): A Conceptual Scheme
36 - Broadcast and Production Statistics of Public Television Licenses
37 - Employment Practices of Public Television Licenses
38 - Financial Statistics of CPB Qualified Public Radio Stations
39 - Financial Statistics of Noncommercial Television License Holders
40 - Financial Statistics of Public Television Licenses
41 - National Inventory of Library Statistics Practices: Data Collection on the National, State, and Local Levels
42 - Social and Economic Characteristics of U.S. School Districts
43 - Status Report on Public Broadcasting
44 - Summary Statistics of CPB-Qualified Public Radio Stations
45 - Summary Statistics of Public Licenses
46 - Survey of Federal Libraries

Adult and Vocational Education

47 - Adult Basic Education Program Statistics: Students and Staff Data
48 - Adult Education in Community Organizations
49 - Adult Education in Public Education Systems
50 - Directory of Secondary Schools with Occupational Curriculums: Public and Nonpublic
51 - Directory of Postsecondary Schools with Occupational Programs
52 - Participation in Adult Education
53 - Vocational Education: Characteristics of Students and Staff

State Educational Records and Reports Series

54 - Combined Glossary: Terms and Definitions from the Handbooks of the State Education Records and Reports Series

55 - Handbook II (Revised): Financial Accounting, Classifications, and Standard Terminology for Local and State School Systems
56 - Handbook IV: Staff Accounting (Revised)
57 - Handbook V: Student/Pupil Accounting (Revised 1974): Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education
58 - Handbook VI: Standard Terminology for Curriculum and Instruction in Local and State School Systems
59 - Handbook VII: The State Education Agency: A Handbook of Standard Terminology and a Guide for Recording and Reporting Information about State Education Agencies

Miscellaneous

60 - A Bibliography of Demand and Supply of Education Personnel
61 - A Proposal for a "SIR" Adjusted Index of Educational Competence
62 - Projects, Products, and Services of the National Center for Education Statistics
63 - [illegible] of Federal Agency Education Data Tapes. Federal [illegible] Consortium

Added Code[illegible]

65 - [illegible] or discontinued publication
66 - [illegible]on sent was specific to the request
67 - [illegible] locate items on publications list
68 - [illegible]ons List sent
69 - [illegible]ondence with ERIC

Form Letter[illegible]

80 - Career Information Officer
81 - Dear Reader, 1 Page
82 - Dear Reader, 2 Pages
83 - Dear Friend
84 - Dear Student
85 - GPO form letter
86 - Miscellaneous form letters

Type of Response - A one-digit code will be recorded to indicate the type of response the caller or writer receives from NCES. They are:

1 - Information NCES collects - All requests for which the information asked was given completely will be coded with a 1.

2 - Information requested in a form different from what NCES collects - Any entry or letter for which NCES has data but not in the form requested will be coded with a 2. Examples of this are: "We have annual data on Master's in business taught, not on M.B.A. degrees per se" or "We get statistics on enrollment, not on applications."

3 - Information not collected by NCES - This may be underestimated if these requests are not usually entered in the log.

4 - Caller referred to another source - This number will be coded when the caller or writer is referred to another source to obtain the requested information. Examples of this are: "Source of data on family and demographic trends" or "Source of data on veterans in higher education." Also, questions concerning race will be given this code, since NCES refers all of these calls to the Office of Civil Rights (OCR).

5 - Information about nature of NCES - Responses to general requests about the nature of NCES and its data collection procedures. For example: "Kinds of data we do and don't collect."

6 - Publications only sent - This will be used to indicate all requests whose sole purpose was to ask for a publition.

7 - Information requested - supply not available - This will be used to indicate the inability to supply the information requested, especially publications, because it is not available at that time.

Trend or Projection - This information on the coding form will give an indication of whether or not the request or response deals with trends or projections. If this column is left blank, it will indicate the absence of either a trend or a projection.

1 - Trend - Indicates that the information requested covered a period of more than one year. An example would be:

"Doctor's degrees in agriculture and natural resources, 1972 to 1975." You would not code 1 for this request: "Enrollment in postsecondary occupational programs, 1975-76."

2 - Projection - This will indicate a request that requires an extrapolation of present data. For example: "Projected teacher supply and demand."

3 - Both - When a response includes both trend and projected information. For example: "Trends in college enrollment, present and projected."

Educational Level of Request - This two-digit code will give information about the type of information requested according to the educational level of the request. If information is requested for more than one level, a different line will be used to code the information requested at each level.

01 - Community/Junior Colleges - All requests dealing with two-year colleges. An example would be: "Two-year colleges and their enrollment trends."

02 - Undergraduate - All requests dealing with four- or five-year degrees or four- or five-year institutions. Examples: "Bachelor's degrees, 1975" or "Percent of full-time freshmen receiving financial aid, 1972-73."

03 - Graduate and Professional - This code will be used for all requests that deal with graduate or professional degrees or institutions. An example of this would be: "Master's degrees in interdisciplinary fields, 1973-75."

04 - Higer Education (Both Undergraduate and Graduate) - This will be used in cases where both undergraduate and graduate information is specifically requested. An example is: "Bachelor's and master's degrees, 1975."

05 - Nontraditional/Adult Education - This code includes all requests involved with adult or nontraditional education. Examples would be: "Median school years completed by adult women, 1947-1964" or "Adult education in colleges and universities, 1969-1975."

06 - Vocational/Technical/Proprietary - All requests that deal with vocational, technical, or proprietary schools or information. Examples would be: "Listing of postsecondary schools with vocational programs" or

"Where to get info on information systems for vocational education."

07 - General Postsecondary - All requests that do not deal with a specific level in postsecondary education. An example would be: "Foreign students in the U.S. and American students overseas, latest data."

08 - Both Secondary and Undergraduate - All requests that deal with a comparison between high school and college students, especially freshmen. Examples would be: "Long-range trend in high school graduates going on to college" or "Trends in high school grades and first-time freshmen."

09 - All Levels - All requests that deal with a question about education in general, from elementary to life-long learning

Student Attributes - This column will be used to indicate whether or not a question deals with sex, race, foreign students, or the adult students. If none of these is the case, this column will be left blank.

1 - Sex - When information is requested that pertains to the sex of students or faculty, this code will be used. Examples: "Women doctor's degrees, 1970 to 1975; women full-time institution faculty, 1972-73 and 1975-76" or "Higher education by sex, salaries, 1975-76."

2 - Race - This code will be used if a request involves questions about race. An example: "Enrollment data: total, black, Hispanic, 1975."

3 - Both - If a request deals with both race and sex, this code will be used. For example: "Degrees available by level, field, and sex; not by race."

4 - Foreign Students - This will indicate requests for information about foreign students. For example: "Foreign students in U.S. and American students overseas, latest data."

5 - Adult Students - This will indicate requests for information about older students. For example: "Adult education in colleges and universities, 1969 to 1975."

6 - Veterans - This will indicate requests for information about veterans. For example: "educational attainment of veterans."

Practical Descriptors - A two digit code will be used to give an actual description of the type of information requested. The discriptors follow NCES's breakdown of the way their information is collected, with some revision. Also two sets of spaces (32-33 and 34-35) will be allowed for coding so that two different descriptors can be coded. The codes are:

01-03 - Enrollment - Will be broken down into three categories, in order to make finer distinctions in the data. The three categories are:

01 - Undergraduate - Enrollment questions that deal with undergraduates.

02 - Graduate - Enrollment questions that deal with graduate students.

03 - Both - Enrollment questions that deal with both graduate and undergraduate or postsecondary students in general.

04-06 - Degrees Conferred - Will be treated in the same manner as enrollment:

04 - Undergraduate

05 - Graduate

06 - Both

07 - Faculty, Staff, and Salaries - Questions about faculty characteristics, concerns, and/or salaries will be given this code. Examples: "Faculty and faculty salaries by sex (trend data)" or "Women full-time institution faculty, 1973-74 and 1975-76" or "Higher education salaries or tenure, 1974-75."

08 - Revenues and Expenditures - Questions about institutional finance will be given this code. For example: "Educational expenditures by source of funds, 1975-76."

09 - Residence and Migration of Students - Questions dealing with mobility of students will be given this code. For example: "Residence and migration of first-time students, in and out of New York." This code will also refer to foreign students in the United States and the countries they come from.

10 - Facilities and Living Arrangements - Requests for information about the physical structures, buildings, and housing involved in postsecondary education will be given this code. For example: "Living arrangements of college students, 1971."

11 - How Students Finance Education - Requests for information about financial aid and the cost of postsecondary education will be coded using this number. For example: "First-time freshmen receiving financial aid" (NLS data).

12 - Adult Education - All questions that pertain to the adult as a student will be given this code number. For example: "Median school years completed by adult women, 1947 to 1964."

13 - Institutional Control - All questions that ask for a comparison between public and private institutions. For example: "Public and private universities, 1975-76."

14 - Characteristics of Students - This will be used to code requests about student descriptors.

15 - Job Opportunities - This category will include all requests about what happens after education. For example: "Where to get information on employment outlook in various fields."

16 - Libraries - This category will include all requests that deal specifically with libraries.

17 - Institutional Characteristics - This category will include all requests that deal with describing postsecondary institutions, including questions about defunct institutions.

18 - Student Charges and Fees - This category will include all requests that deal with tuition, fees, and/or charges paid by students. This is often referred to as "basic student charges."

99 - Not Applicable - This code will be used if the entry is fully coded but cannot be described in terms of any of the other Practical Descriptors, or if it does not apply to the entry. For example: "Where to get information on CLEP tests."

Issue Areas - Three-digit codes will be used to associate the requests with the issue and subissues areas developed in Task 1 with only minor redefinement. Three sets of issues and subissues (spaces 40-42, 43-45, and 46-48) can be coded. The twelve issues and their subissues are listed in the following pages with examples of each.

Issue Areas	Example of Entries/Requests
Institutional Finance	
10 - General	Revenue Expenditures by source Higher education expenditures Federal funds for higher education
11 - Endowments	Information regarding most current figures on endowment funds
12 - Federal Aid	
13 - State Aid	Amount of money private institutions receive from the public section % fund revenues from State government, 1966-67 and 1974-75 Possible sources of data on aid programs
14 - Tuition and Fees	Other student costs Student charges and fees Basic student charges Tuition and fees received from students, 1972-73 Increase in enrollment and BSC (percentages) from 1978 to 1979
15 - Public vs. Private	BSC - public/private; same times Publfc and nonpublic enrollment; public two-year college enrollment; Copy - 1976 OFE, by control, sex, and attendance status % revenue receipts from private sources;

Issue Areas	Example of Entries/Requests
	Full time equivalent enrollment in private colleges, 1970-1975
	Degree-credit enrollment in private institutions - by attendance status for undergradute, first professional and graduate degrees for years 1970-76
	Expenditures by level and control
16 - Health of Institutions	Schools that have closed or merged in last 10 years
	Article on college closings
	Colleges established in 1960 to 1969-70 - historical data on number of closings
Institutional Governance and Management	
20 - General	
21 - Management Systems	
22 - Productivity	
23 - Division of Funding	
24 - Accreditation	Public-accredited higher education
	Discuss higher education criteria of accreditation
25 - Institutional Goals	
26 - Enrollment	Institution by type with 10,000 or more students
	Higher education enrollment by type and control
	Enrollment by various age groups
	Trends in degree credit enrollment
	Trends and projection of enrollment in two-year colleges
	Women in higher education
	Women and total graduate students
27 - Facilities	Libraries
	Number of schools
	Institution By type
	Institution by size
	Institutions attended primarily by Negro students
Student Aid	
30 - General	% full-time freshmen receiving financial aid

Issue Areas	Example of Entries/Requests
	Where to look for data on student aid recipients
	Source of [illegible] on student financial assist[illegible]
	Source [illegible] on how students finance [illegible]lege education
	Where to get data on student loan programs
	Where to get data on student loan programs
31 - Federal Programs	
32 - State Programs	
33 - Institutional Programs	Amount monies spent nationally on recruitment of minorities by college.
34 - Tax Relief	
35 - Selective Entitlement	
36 - Who Benefits	
37 - Default Rates on Loans	
Curriculum and Processes	
40 - General	Vocational education
	Where to get information on information systems for vocational education
	Information regarding the operation of vocational/technical schools
41 - Grading	Statistics on grade inflation
42 - New Programs and Courses	Institutions offering degrees in . . .
	Information concerning enrollment in course area of computers - how much used
	Differences between degrees in music and music education; how we obtain degree data
43 - Preparation for Employment	Degrees by fields
	Degrees by data
	Degree-student/full time/part time
	Degree by level
	Degree in fish, game, and wild-life managment
	Trends in degree-credit enrollment
	Doctor's degrees and percentage of women
	Degree and enrollment for advanced degrees in industrial relations

Issue Areas	Example of Entries/Requests
44 - Retention	% completing college % of first-time freshmen who earn bachelor's degrees Retention rates, class of 1976; educational attainment by states % students - graduating high school - going on to college - graduating with degrees
45 - Quality	Ranking of different departments of higher education for specific subject areas
46 - Institutional Climate	Information on number of students residing on campus
Research	
50 - General	R&D funds Possible sources of data on educational research and development (wanted State data) Agricultural education - capital investment (current and cumulative) for research and extension
51 - Federal Control	
52 - Setting of Priorities	
53 - Institutional Concerns	
Legal Issues	
60 - General	
61 - State Aid	
62 - Constitutionl Issues	
Admissions	
70 - General	High school graduate in '75 and first-time college enrollment in '75 High school graduates and percent entering college; Bachelor's degree recipients who go to graduate school
71 - Recruitment	Amount monies spent nationally on recruitment of minorities by college
72 - Selection	We get statistics on enrollment, <u>not</u> on applications
73 - Affirmative Action	Trends in higher education enrollment by sex Amount monies spent nationally on recruitment of minorities by college

Issue Areas	Example of Entries/Requests
74 - Transfer/Migration	Residences and migration, '75 - number of first-time students from New York Residences and migration of college students, 1972
Faculty and Personnel	
80 - General	Faculty data vs. institutional staff Administrative personnel in colleges and universities Latest report on total faculty for 1972; possible source of data on faculty-student ratios in 2-year colleges Ratio faculty/students for all U.S. schools American students and teachers abroad % black higher education faculty % black tenured faculty % blacks in graduate school trend data
81 - Faculty Renewal and Development	Projected demand for college teachers
82 - Retirement	
83 - Tenure/Reward System	Faculty salaries Numbers, salary, and tenure, full-time institutional faculty, 1974-75 and 1975-76 Questions on the 1975-76 Salary, Tenure, and Fringe Benefits Check on available data - number of faculty by academic area
84 - Collective Bargaining	Information on collective bargaining in higher education
85 - Academic Freedom	
86 - Affirmative Action	Faculty and salary by sex Percent of women in administration No E.D.C. (totals) and % women for 1966-67 and 1974-75 administrators who are women Men and women employed on college faculties and competitive salaries
Values and Benefits of Postsecondary Education	
90 - General	College graduates by occupation
91 - Manpower/Job Training/ Career Training	Teacher supply/demand Employment outlook by field Advanced vocational programs New graduates prepared to teach Manpower accounting

Issue Areas	Example of Entries/Requests
	Working on Affirmative Action Report - women and minorities available for employment in higher education teaching positions - locate EDC 1972-73 institutional data
	Need for employees in field of preschool education career outlook
92 - Educational Outcome - What Does Society Get - What Does Student Get	Data relating degree by field to type of employment Bachelor's degree recipients who go to graduate school Occupational outlook and salary offered Occupational outlook in day care areas Sources of data on personal income and educational attainment
93 - Economic Returns	Best sources of data on college grads in population is Census, p. 20 Employment of new graduates Salary offers to persons receiving PhD degree Income by year of school completed College enrollment, population 25 and over, 1974 and 1975; sources of data on income and employment statistics Information on best career areas to enter; projected needs of colleges in future to deal with changing orientations
94 - Personal Returns	Sources of data on salary offers to new graduates
Government Regulation and Policy	
100 - General	Cost of federally mandated studies to colleges/universities
101 - Federal, State, and Local Relation	Increasing Access to Postsecondary Education: The Federal Role
102 - Lobbying	
Lifelong Learning	
110 - General	Adult education Enrollment - various age groups Reports on basic adult education Final report, adult education
111 - Institutions	Adult education participants, programs and types of institutions, 1960 - 1970

Issue Areas	Example of Entries/Requests
112 - Programs	Adult vocational programs Adult education participants, programs and types of institutions, 1969 to 1972
113 - Students	Adult education participants, 1957, 1969, 1972, 1975 Trends in ages of college students: 1966, 1974, 1976 % college students who are 25 and over and 35 and over, 1972 and 1976; segments of college enrollment that have increased fastest in recent years
114 - Vocation	
Student Characteristics	
120 - General	Educational attainment % ages 20-24, black or white, completing high school and college Persons with one or more years of college, 1975; total college enrollment, 1977 20-21 and 22-24 by years of school completed, 1975 % students - graduating high school - going on to college - graduating with degrees 21-year-old population, 7/1/74 Educational attainment of veterans Males 20-21 and 22-24 by year of school completed
121 - Resident/Commuter	Living arrangements of college students, 1971 Distance from home to college, freshmen, fall 1976
122 - Family Characteristics	Income of first-time college students' parents Source of data on relationship between educational attainment of fathers and sons % adult population with four or more years of college, 1940 to 1976; supply and demand for teachers

123 - Full-time/Part-time	Degree students - full time/part time Total college enrollment, estimated full time and part time, 1976 and 1977 Latest OFE report - institution data broken into full time/part time
124 - Working Student	Enrollment in work - metropolitan school systems and colleges, 1974-75
125 - Nationality	Foreign students Source for data on foreign students in the U.S. Origin of country of foreign students in American colleges
999 - Not Applicable	Material for a back-to-school article Where to get information on CLEP tests