
NATIONAL CENTER FOR EDUCATION STATISTICS

Technical Report

July 2002

**Beginning Postsecondary Students
Longitudinal Study: 1996-2001
(BPS:1996/2001)
Methodology Report**

U.S. Department of Education

Office of Educational Research and Improvement NCES 2002-171

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Executive Summary

Introduction

The 1996 Beginning Postsecondary Students Longitudinal Study (BPS:96), sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education, follows a cohort of students who started their postsecondary education during the 1995–96 academic year. These students were first interviewed during 1996 as part of the 1995–96 National Postsecondary Student Aid Study (NPSAS:96). In 1998, 2 academic years after the cohort’s entry into postsecondary education, the first follow-up interview (BPS:96/98) was conducted. BPS:1996/2001 is the second and final follow-up interview with the BPS:96 cohort. This interview, which took place in 2001, focused on persistence and attainment among students enrolled in 4-year institutions and employment among students no longer enrolled. This report describes the procedures and results of the full-scale implementation of BPS:1996/2001.

Sample Design

The respondent universe for the BPS:96/98 and BPS:1996/2001 interviews consisted of all students who began their postsecondary education for the first time during the 1995–96 academic year at any postsecondary institution in the United States or Puerto Rico. The students sampled were first-time beginning postsecondary students who attended postsecondary institutions eligible for inclusion in NPSAS:96 and who were themselves eligible for NPSAS:96.

All BPS:1996/2001 sample members had completed either the NPSAS:96 interview, the BPS:96/98 interview, or both interviews. At the beginning of BPS:96/98, over 12,400 students had been identified as potentially both eligible for NPSAS:96 and first-time beginners (i.e., eligible for the BPS interviews). Of those students, about 10,350 were located and completed a BPS:96/98 interview, with almost 10,300 of them determined to be both NPSAS and BPS eligible. The majority of the BPS:1996/2001 sample consisted of these BPS:96/98 respondents. However, the BPS:96/98 respondents were supplemented by a subsample of about 100 BPS:96/98 nonrespondents. The BPS:1996/2001 sample was representative of the students who first began postsecondary education in 1995–96.

Instrumentation

All sample members were eligible for participation in BPS:1996/2001, having had their eligibility determined as part of either the NPSAS:96 or the BPS:96/98 interview. Consequently, the BPS:1996/2001 interview focused exclusively on activities since the

last interview. The first section of the instrument collected information on postsecondary enrollment and degree attainment. A second section collected information on undergraduate education experiences. A third section, on postbaccalaureate education experiences, was included for those sample members who had completed a bachelor's degree since the last interview. A fourth section collected extensive employment information for the current job if no degree had been earned since the last interview. For those who had earned a degree, employment information was collected for the current job and for the first job held after degree completion, if different. The final section updated the sample members' family, financial, and disability status and their civic participation since the last interview.

Data Collection Design and Outcomes

Interviews were conducted using computer-assisted telephone interviewing (CATI). Cases for sample members for whom no locating information was available were sent directly to a specialized tracing unit for intensive tracing. The tracing unit was also used for intensive tracing once all contact information for sample members was exhausted during attempts to conduct the telephone interview.

In addition to telephone interviewing and intensive tracing, field locating and interviewing were available for certain cases that fell into any one of 30 geographic clusters developed according to the zip code of the last known address for the sample member. Potential field cases were those in which CATI and intensive tracing failed to locate sample members or in which sample members initially refused to participate in the interview. Computer-assisted personal interviewing (CAPI) software was available on laptop computers for field interviewing.

Training

Training programs on successful locating and interviewing were developed for telephone and field staff. Topics covered administrative procedures required for case management; quality control; locating; interactions with sample members, parents, and other contacts; the nature of the data to be collected; and the organization and operation of the CATI and CAPI programs used for data collection. Tracing specialists received an abbreviated training specific to the needs of BPS:1996/2001.

Interviewing

CATI locating and interviewing began at the end of February 2001. Contact information for the BPS:96/98 respondents was loaded into CATI initially, followed by contact information for the BPS:96/98 nonrespondents several weeks after the start of CATI. Field interviewing began about 12 weeks following the start of telephone interviewing.

Of the original starting sample, 21 sample members were found to be deceased since the last interview. The unweighted contact rate among the remaining BPS:1996/2001 sample members was 92 percent. Of those contacted, 96 percent were interviewed for an overall unweighted response rate of 88 percent.

Refusal Conversion

Important to successful interviewing was the ability of the interviewers to gain the cooperation of sample members, thereby avoiding a refusal. The telephone interviewers included refusal conversion specialists with special training in attempting to convert (interview) sample members who have refused to complete the interview. From the point when a sample member refused, the case was handled only by these conversion specialists. In BPS:1996/2001, 1,860 sample members refused at least once to participate in the interview. Of those, 74 percent were converted and interviewed.

Field Interviewing

Field interviewers were assigned a total of 1,213 cases, covering 30 geographic clusters. Cases were identified for the field for a number of reasons, including inability to locate in CATI, Puerto Rico residence, refusal in CATI, and exhaustion of locating leads. Only cases located in reasonable geographic proximity to a field interviewer were assigned to the field. Of the 1,213 cases fielded, 80 percent were contacted, and 90 percent of those were interviewed, for an unweighted response rate of 72 percent.

Nonresponse Incentive

Incentives were offered as necessary to targeted sample members in order to encourage participation among sample members who would otherwise not have participated in the interview. Those offered incentives included the BPS:96/98 nonrespondents, a subset of refusal cases, and those who were hard to reach or could not be located. By the end of data collection, 4,106 sample members had been offered incentives and, of those, 72 percent were converted.

Indeterminate Responses

Efforts were made to encourage response to all items in the BPS:1996/2001 interview and to convert indeterminate responses (i.e., “don’t know” and “refusal” responses), especially for those items that historically have had high nonresponse (e.g., income). As a result, item nonresponse was quite low throughout the interview. Only 9 of the 445 CATI items had indeterminate response rates in excess of 10 percent.

Interview Timing

The average administration time for the BPS:1996/2001 interview was 17.8 minutes, over 2 minutes shorter than the first follow-up interview (BPS:96/98). In the 2001 interview, BPS:96/98 nonrespondents took an average of 3.6 minutes longer than BPS:96/98 respondents. This is because the 2001 interview updated enrollment and employment information since the last interview (in 1996 for BPS:96/98 nonrespondents and in 1998 for BPS:96/98 respondents).

Online Coding

The BPS:1996/2001 instrument included systems allowing the interviewer to perform computer-assisted online coding of literal responses for postsecondary institution, major, occupation, and industry. These online coding systems were designed to improve data quality by capitalizing on the availability of the respondent to clarify responses at the time the coding was performed. Only the postsecondary institution coding system – which included only U.S. institutions – resulted in more than 10 percent uncodeable responses, primarily because some sample members attended foreign institutions.

Analysis Weights

Cross-sectional weights were developed for analyzing the respondents to the BPS:1996/2001 interview. In addition, two longitudinal weights were constructed, one for analyzing the students who participated in all three interviews—NPSAS:96, BPS:96/98, and BPS:1996/2001—and the other for analyzing the students who participated only in NPSAS:96 and BPS:1996/2001. Variances were computed using the Taylor Series and balanced repeated replications (BRR) techniques. Weighted response rates and survey design effect tables are provided in chapter 6.

Data Files

Because BPS:1996/2001 was the third of three interviews, the BPS:1996/2001 data set includes the derived variable and interview files for all three interviews. Also included are data collected from institution records, government databases, and admission test vendors throughout the period covered by the NPSAS:96 interview through the BPS:1996/2001 interview.

Products

In addition to the methodology report, NCES plans to release the following major products for BPS:1996/2001: a public-use Data Analysis System (DAS), restricted-use research files with an associated electronic codebook (ECB), and a descriptive summary of significant findings with an essay on the persistence and attainment of students at 4-year institutions. The DAS, containing derived variables and associated documentation, will enable users to specify and create numerous tables. Restricted-use files will be available to those researchers who need raw data not included in the DAS and who have applied for and received authorization from NCES. The descriptive summary, as the first NCES report based on this data set, will discuss major findings on persistence and attainment and present additional descriptive statistics in a table compendium.

Foreword

This report describes the methods and procedures used for the full-scale data collection effort of the Beginning Postsecondary Students Second Follow-up Study 1996–2001 (BPS:1996/2001). These students, who started their postsecondary education during the 1995–96 academic year, were first interviewed during 1996 as part of the National Postsecondary Student Aid Study: 1996 (NPSAS:96). They were subsequently interviewed in the spring of 1998. The BPS:1996/2001 study is the second follow-up of this cohort.

BPS:1996/2001 included important changes from the BPS:90/94 follow-up surveys, conducted in 1992 and 1994 following the cohort of beginning postsecondary students selected as part of NPSAS:90. The data collection instrument was considerably refined to reduce respondent burden while still collecting key information on postsecondary enrollment, employment, and demographics. In addition, BPS:1996/2001 was conducted during the sixth academic year (compared to the fifth academic year for BPS:90/94), thus collecting attainment information for students who completed their degree in either their fifth or sixth year.

Evaluation of the procedures used in the full-scale data collection were developed and refined as part of the field test conducted in 2000. We hope that the information provided here will be useful to a wide range of interested readers and that the results reported in the forthcoming full-scale descriptive summary report will encourage others to use the BPS data. We welcome recommendations for improving the format, content, and approach, so that future methodology reports will be more informative and useful.

C. Dennis Carroll
Associate Commissioner
Postsecondary Studies Division

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Chapter 1

Overview of BPS:1996/2001

This document describes the procedures and results of the full-scale implementation of the Beginning Postsecondary Students Longitudinal Study: 1996–2001 (BPS:1996/2001). BPS:1996/2001 is the second follow-up data collection conducted with students who started their postsecondary education during the 1995–96 academic year. Research Triangle Institute (RTI), with the assistance of MPR Associates, Inc. (MPR), conducted the study for the National Center for Education Statistics (NCES) of the U.S. Department of Education (Contract No. ED-99-CO-0112), as authorized under Section 404(a) of the National Statistics Act of 1994 [PL103-382].

This introductory chapter describes the background, purposes, schedule, and products of BPS:1996/2001. The second chapter describes the design and methods used during the full-scale study. A discussion of data collection outcomes is presented in chapter 3. A description of the procedures implemented to ensure the quality of the BPS data and an evaluation of the quality of the data collected are provided in chapter 4. Data file construction is discussed in chapter 5. Results of sample weighting and variance estimation are presented in chapter 6. Additional materials used during the study are provided as appendices to the report and cited, where appropriate, in the text.

A. Background and Objectives of BPS

Each academic year, several million students begin postsecondary education for the first time. The Beginning Postsecondary Students Longitudinal Study (BPS) series provides an opportunity to describe these students during their first year and at multiple time points after their first year. As one of several studies sponsored by NCES to respond to the need for a national, comprehensive database on postsecondary education, the BPS series addresses issues related to enrollment, persistence, progress, attainment, continuation into graduate/professional school, employment, and rates of return to society.

Since nearly half of all beginning students enroll at more than one institution during the 5 years after they begin postsecondary education,¹ being able to monitor the progress of these students across postsecondary institutions has become increasingly important. Through its unique design, the BPS study series makes it possible to trace the paths of first-time beginning students (FTBs) throughout the entire system of postsecondary education over a number of years. Consequently, whereas typical retention and attainment studies of entering freshmen provide

¹ Berkner, L.K., Cuccaro-Alamin, S., and McCormick, A.C. (1996). *Descriptive Summary of 1989–90 Beginning Postsecondary Students: 5 Years Later, with an Essay on Postsecondary Persistence and Attainment* (NCES-96-155, ED396597). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

data at a single institution, BPS allows for the study of student persistence and attainment *anywhere*. The BPS series is also unlike previous longitudinal studies of high school age cohorts in that its student sample includes nontraditional postsecondary students who delayed continuation of their education after high school for a variety of reasons.

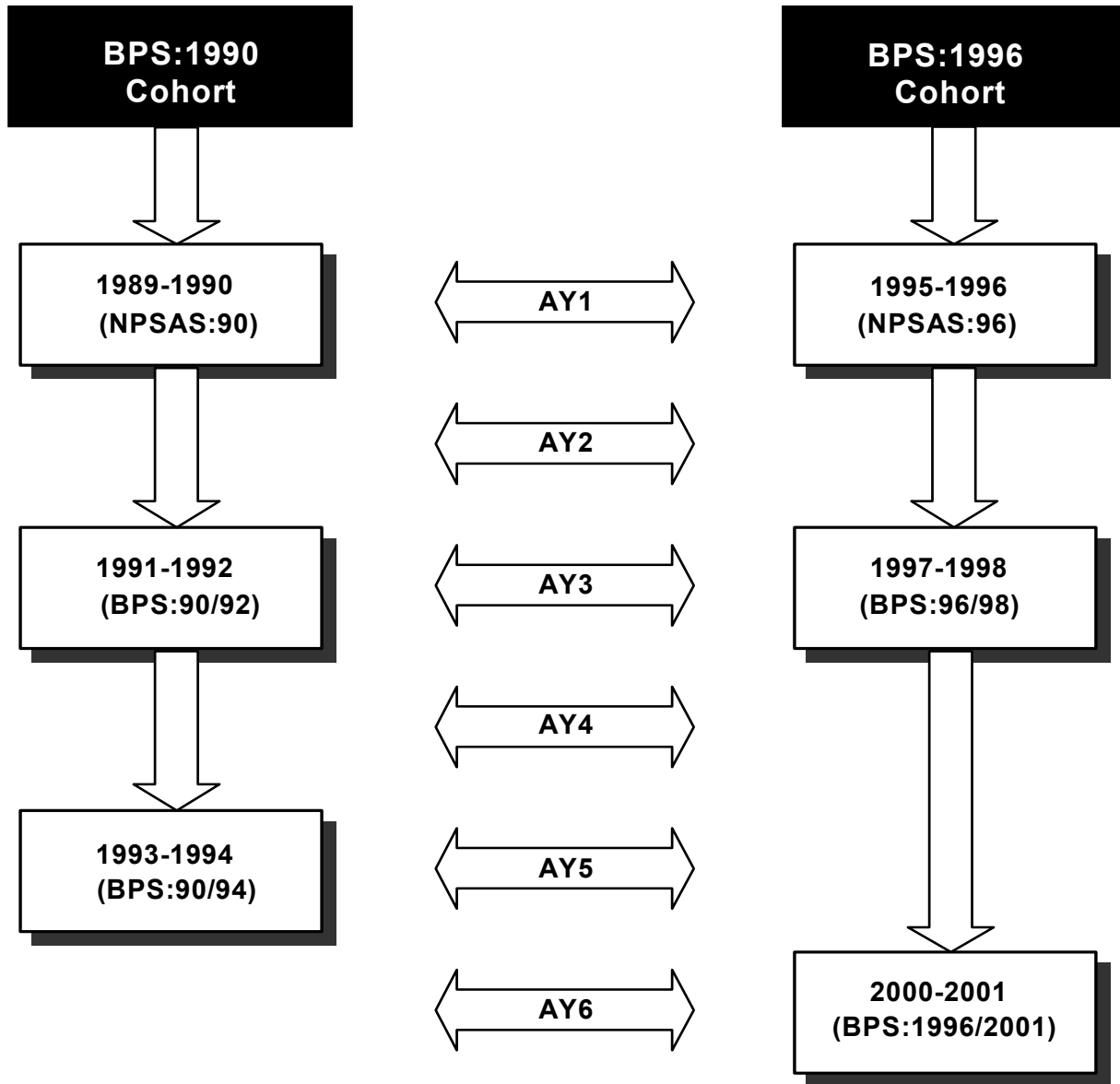
The first BPS series, BPS:90, involved data collection at three points in time (see **figure 1.1**). Base year data collection during the first year of postsecondary study occurred during the 1989–1990 academic year for the 1990 cohort, as part of the 1990 National Postsecondary Student Aid Study (NPSAS:90). Two subsequent data collections took place in the third (BPS:90/92) and fifth academic years (BPS:90/94) following initial enrollment.

The current series, BPS:96, collected data at three similar points in time (**figure 1.1**). Consistent with BPS:90, base year data collection occurred as part of NPSAS:96, the first year of postsecondary study for the 1996 cohort, and the first follow-up (BPS:96/98) occurred 2 years later, during the third academic year following entry. However, unlike BPS:90, the second follow-up of the 1996 cohort (BPS:1996/2001) was conducted 6 academic years following entry, rather than 5. This timing allowed for the collection of attainment information for students who completed their degree in either their fifth or sixth year.

Only students who had never completed a postsecondary course prior to the 1995–96 academic year were eligible for participation in BPS:96. Questions for FTB-determination, along with items addressing how students and their families pay for postsecondary education, were administered as part of the base year studies (NPSAS:90; NPSAS:96). Items in the first follow-up studies (BPS:90/92; BPS:96/98) focused on issues of *persistence*—academic progress through the first 3 years of postsecondary study—among students enrolled in 4-year institutions, and *attainment* among students enrolled in less-than-2-year and 2-year colleges. Nontraditional students were asked about the reasons they delayed enrollment, their prior employment experience, and their purpose for enrolling. Interviews addressed the differences between those with immediate vocational goals and those intending to earn a bachelor’s degree, including those beginning at community colleges. In addition, sets of items identified transfers, stopouts, and dropouts, and the reasons for these enrollment behaviors.

Because the second follow-up of the BPS:90 cohort, BPS:90/94, occurred during the fifth academic year and the second follow-up of the BPS:96 cohort, BPS:1996/2001, took place during the sixth academic year since first enrollment, some items in the BPS:1996/2001 interview collected retrospective information about the fifth academic year to allow cross-cohort comparisons. Persistence and attainment among students enrolled in 4-year institutions and employment among students no longer enrolled were the primary topics for the second follow-up. These studies serve to monitor academic progress over time, allowing assessment of completion rates for 4-year programs in the normal time expected. For students who graduated in the 4-year time period, the BPS:1996/2001 survey occurred 2 years after receipt of the bachelor’s degree and addressed issues of attainment, graduate school access, and initial rate of return.

Figure 1.1.—Chronology of the Beginning Postsecondary Students Longitudinal Study



NOTE: AY1 through AY6 indicate the first through sixth academic years covered by the longitudinal period for each study. BPS sample members first entered postsecondary education during AY1.

For those students who terminated their postsecondary education prior to completion of a baccalaureate degree, the BPS:1996/2001 follow-up 6 years after college entry collected more detailed information on continuation and rate of return. It provided information on how many FTBs returned for additional education either in the same or a different field within the limited time period. For those who did not continue, it provided some rate of return information for employment and other societal benefits related to education.

By following a cohort of new entrants into postsecondary education (PSE), the BPS series of studies provides a unique perspective of what happens to persons as they enter and pursue education beyond high school. Because it includes both nontraditional and traditional students who entered PSE immediately after high school, BPS permits study of educational aspirations, progress, persistence, and attainment for both groups of students. By providing longitudinal data for a single cohort and trend data across cohorts, the BPS series contributes to our understanding of the value of a student’s postsecondary education both to the student and to society, and to the comprehensive national database addressing policy issues at the postsecondary level.

B. Schedule and Products of BPS:1996/2001

The operational schedule for BPS:1996/2001 is presented in **table 1.1**.

Table 1.1.—Operational schedule for BPS:1996/2001

Activity	Start date	End date
Sampling	12/2000	4/2001
RIMG/OMB forms clearance	6/2000	2/2001
Instrument development	8/2000	2/2001
Tracing	7/2000	12/2001
CATI training	2/2001	4/2001
CATI data collection	2/2001	9/2001
CAPI training	5/2001	5/2001
CAPI data collection	5/2001	9/2001
Data files and documentation	3/2001	12/2001
Methodological reporting	3/2001	6/2002
Descriptive reporting	3/2001	2/2003

The major products of BPS:1996/2001 include

- restricted-use research files with an associated Electronic Codebook (ECB) containing all data collected for BPS:1996/2001, all BPS:96 data from the base year and first follow-up data collections, derived analytic variables, and sampling weights;

- a public-use Data Analysis System (DAS) containing analytic variables, associated documentation, and tools to produce a variety of user-specified tables;
- methodology reports for the field test and full-scale studies, providing details of sample design, data collection procedures, data file construction, sample weighting, variance estimation, and the results of nonresponse bias analyses;
- special tabulations of issues of interest to the higher education community; and
- a descriptive summary of significant findings with an essay on persistence and attainment of students at 4-year institutions.

Chapter 2

Design and Method

A. Sampling Design

1. Respondent Universe

The respondent universe for the BPS:1996/2001 full-scale study consisted of all students who began their postsecondary education for the first time during the 1995–96 academic year at any postsecondary institution in the United States or Puerto Rico. The sample students were the first-time beginning students (FTBs) who attended postsecondary institutions eligible for inclusion in NPSAS:96 and who were themselves NPSAS-eligible.

a. Institution Universe

Consistent with previous NPSAS studies, institutions eligible for NPSAS:96 and, consequently, eligible for the BPS:96 cohort, were those that satisfied all of the following conditions for the 1995–96 academic year:

- offered an educational program designed for persons who have completed secondary education;
- offered more than just correspondence courses;
- offered at least one academically, occupationally, or vocationally oriented program of study requiring at least 3 months or 300 contact hours of instruction;
- offered courses that were open to the general public (i.e., not just to specific populations such as prison inmates or members of the organization offering the courses); and
- were located in the United States or Puerto Rico.

U.S. service academies were excluded from participation because of their atypical funding and tuition base. Also ineligible were institutions offering only avocational, recreational remedial, or correspondence courses; institutions not open to the public; hospitals offering only internships or residency programs; institutions offering only noncredit continuing education units (CEUs); schools whose only purpose was to prepare students to take a particular examination (e.g., CPA or Bar exams); institutions offering only programs of study which required less than 3 months or 300 contact hours of instruction; and branch campuses of U.S. institutions in foreign countries.

b. Student Universe

Students eligible for the BPS:96 cohort were those students eligible for NPSAS:96 who were FTBs at NPSAS sample institutions during the 1995–96 academic year (except those who were deceased). NPSAS:96-eligible students were enrolled in NPSAS-eligible institutions during the 1995–96 academic year *and* satisfied *all* of the following eligibility requirements:

- were enrolled in a term or course that began between May 1, 1995, and April 30, 1996;¹
- were enrolled in either (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; *or* (c) an occupational or vocational program that required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award;
- were *not* concurrently enrolled in high school; and
- were *not* enrolled *solely* in a GED or other high school completion program.

The NPSAS-eligible students who had never enrolled in a postsecondary institution after completing high school were considered “pure” FTBs and were, of course, eligible for the BPS:96 cohort. However, those NPSAS-eligible students who had enrolled for at least one course after completing high school but had never completed a postsecondary course before the 1995–96 academic year were considered “effective” FTBs and were also eligible for the BPS:96 cohort.

2. Statistical Methodology

The NPSAS:96 sampling design was a two-stage design in which eligible institutions were selected at the first stage and eligible students were selected at the second stage within eligible, responding sample institutions. The NPSAS:96 sample, the process of identifying and selecting FTBs for the BPS follow-up studies, and the BPS:1996/2001 subsampling procedures are described below.

a. NPSAS:96 Institution Sample

The institution-level sampling frame for NPSAS:96 was constructed from the 1993–94 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics (IC) file².

¹ This full year of enrollment is the operational survey population. The ideal target population consists of the terms in the 1995–96 financial aid award year, those beginning between July 1, 1995, and June 30, 1996. The survey year is slightly shifted from the ideal year to allow more timely data collection and dissemination of results.

² The 1993–94 IPEDS IC file was the latest version available at the time of NPSAS:96 institutional sampling.

The following sets of records that did not correspond to institutions eligible for NPSAS:96 were deleted:

- administrative units (SECTOR=0);
- U.S. Service academies (OBereg = 00);
- U.S. Territories, except Puerto Rico (OBereg = 09 and STABBR not 'PR');
- institutions that offer no programs of at least 300 contact hours, 6 semester or trimester hours, or 12 quarter hours *and* for which the highest level of offering was a certificate or diploma of less than 1 academic year (PG300 = 2 and HLOFFER ≤ 1);
- institutions offering only correspondence courses (UNITID=249928, 137379, 367644, and 385363);³ and
- 12 institutions with reported real (not imputed) zero enrollment (based on unduplicated head counts) for the 1992–93 academic year.⁴

These edits resulted in a sampling frame consisting of 9,468 institutions that appeared to be eligible for NPSAS:96 based on their 1993–94 IPEDS IC data.

Sample institutions were selected for NPSAS:96 with probabilities proportional to composite measures of size based on overall sampling rates by type of institution and type of student. The overall institution sample sizes and sampling rates are shown in **table 2.1** for each of the nine institutional sampling strata. The expected frequency of selection exceeded unity (1.00) for some institutions because of their relatively large enrollment within their stratum. These institutions were included in the sample with certainty. The numbers of certainty and noncertainty institutions selected are shown for each stratum in **table 2.2**.

Within each of the nine institutional strata, additional implicit stratification was accomplished by sorting the sampling frame for each stratum in a serpentine manner⁵ by the following variables:

- institutional level;
- the Office of Business Economics (OBE) Region (from the IPEDS IC file) with Alaska and Hawaii moved to Region 9 with Puerto Rico; and
- the institution measure of size.

³ These were identified by calling the institutions. The calls resulted from searching for “corr” in the name of the institution and from checking discrepant/outlier enrollment data.

⁴ Unduplicated head count data are collected for the academic year prior to the one in which the IPEDS data collection is conducted.

⁵ Williams, R.L., and Chromy, J.R. (1980). “SAS Sample Selection MACROs.” *Proceedings of the Fifth Annual SAS Users Group International Conference*, 392-396.

Table 2.1.—Institution sampling rates by institutional stratum

Institutional stratum	Size of universe ¹	Sample size ²	Sampling rate
Total	9,468	973	0.10
Public less-than-2-year	273	39	0.14
Public 2-year	1,265	165	0.13
Public 4-year non-doctorate-granting	376	125	0.33
Public 4-year doctorate-granting	243	124	0.51
Private not-for-profit less-than-4-year	902	56	0.06
Private not-for-profit 4-year non-doctorate-granting	1,306	120	0.09
Private not-for-profit 4-year doctorate-granting	681	143	0.21
Private for-profit less-than-2-year	3,516	120	0.03
Private for-profit 2-year or more	906	81	0.09

¹Based on the 1993–94 IPEDS IC file.

²Inflated to account for ineligible and nonresponding sample institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study:1996/2001 (BPS:1996/2001).

Table 2.2.—Number of certainty and noncertainty institutions by institutional stratum

Institutional stratum	Sample institutions			Number participating	
	Total	Certainty	Non-certainty	In NPSAS:96 ¹	With FTBs ²
Total	973	131	842	836	788
Public less-than-2-year	39	10	29	31	30
Public 2-year	165	7	158	159	156
Public 4-year non-doctorate-granting	125	14	111	119	114
Public 4-year doctorate-granting	124	29	95	125	120
Private not-for-profit less-than-4-year	56	6	50	42	36
Private not-for-profit 4-year non-doctorate-granting	120	2	118	102	98
Private not-for-profit 4-year doctorate-granting	143	54	89	130	114
Private for-profit less-than-2-year	120	2	118	61	59
Private for-profit 2-year or more	81	7	74	67	61

¹Institution classifications used here were verified by the institutions to correct classification errors on the sampling frame.

²Some NPSAS:96 institutions had no FTB students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study:1996/2001 (BPS:1996/2001).

The objectives of this additional, implicit stratification were to ensure proportionate representation of institutions by level for the two strata that include institutions at two levels; to ensure proportionate representation of all geographic regions; and to ensure proportionate representation of small institutions.

The effect of the implicit geographic stratification is seen in **table 2.3**, which shows that the geographic distribution of the sample is comparable to that of the survey population (the eligible institutions in the 1993–94 file).

Table 2.3.—Distribution of NPSAS:96 sample by region

Region	Sample institutions		IPEDS universe	
	Number	Percent	Number	Percent
Total	973	100.0	9,468	100.0
1. New England	62	6.4	542	5.7
2. Mid East	181	18.6	1,557	16.4
3. Great Lakes	150	15.4	1,486	15.7
4. Plains	70	7.2	801	8.5
5. Southeast	194	19.9	2,105	22.2
6. Southwest	89	9.1	878	9.3
7. Rocky Mountains	34	3.5	322	3.4
8. Far West	170	17.5	1,622	17.1
9. Outlying Areas	23	2.4	155	1.6

Legend:

1 = CT, ME, MA, NH, RI, VT

2 = DE, DC, MD, NJ, NY, PA

3 = IL, IN, MI, OH, WI

4 = IA, KS, MN, MO, NE, ND, SD

5 = AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV

6 = AZ, NM, OK, TX

7 = CO, ID, MT, UT, WY

8 = AK, CA, HI, NV, OR, WA

9 = PR

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study:1996/2001 (BPS:1996/2001).

b. NPSAS:96 Student Sample

Each sample institution was asked to provide a database or hard-copy list of all its NPSAS-eligible students enrolled during the NPSAS year. Students were sampled on a flow basis as the student files and lists were received. Machine-readable lists were unduplicated by student ID number prior to sample selection. Stratified systematic sampling was used to facilitate sampling from both hard-copy and machine-readable lists. For each institution, the student sampling rates, rather than the student sample sizes, were held constant (fixed) for the following reasons:

- to facilitate sampling students on a flow basis as student lists were received;
- to facilitate the procedures used to “unduplicate” the sample selected from duplicated hard-copy lists; and
- because sampling at a fixed rate based on the overall stratum sampling rate and the institutional probabilities of selection results in approximately equal overall probabilities of selection within the ultimate student strata.

For each sample institution, the student sampling rates were determined for each of four student sampling strata:

- potential FTBs,
- other undergraduate students,
- first professional students, and
- other graduate students.

The institutions were asked to specify the student level (undergraduate, first professional, or other graduate student) based on the student's last term of enrollment during the NPSAS year. Furthermore, they were asked to identify their undergraduate students whose *first* term of enrollment at the institution was during the NPSAS year, who were freshman or first-year students at that time, and who did not have any transfer credits from another postsecondary institution. Those students were classified as the potential FTBs. The sampling rates depended on the overall population sampling rates for the four types of students, the probability of selecting the institution, and a requirement for a minimum of 40 sample students per institution whenever possible.

NPSAS:96 data collection consisted of computer-assisted data entry (CADE) from records maintained by the institutions (e.g., at the financial aid or registrar's office) for all sample students as well as computer-assisted telephone interviews (CATI) with sample students. Unfortunately, a sample student's FTB status could not be determined until the student's CATI interview had been completed. Therefore, potential FTBs were oversampled in NPSAS in an attempt to yield a sufficient number of BPS-eligible sample members. A total of 12,410 cases were identified as either pure or effective FTBs and thus were eligible for the BPS:96 cohort.

c. BPS:1996/2001 Sample

Of the 12,400 eligible for the BPS:96 cohort, 10,300 completed the BPS:96/98 interview and were verified to be FTBs. The BPS:1996/2001 sample consisted of these BPS:96/98 respondents plus almost 1,800 NPSAS:96 respondents (BPS:96/98 nonrespondents) who were verified to be FTBs. Excluding those cases identified as deceased since their last interview, almost 12,100 sample members eligible for BPS:1996/2001.

To contain costs for the full-scale study, the eligible BPS:96/98 nonrespondents were subsampled. A sample of BPS:96/98 nonrespondents with probabilities proportional to their initial weights was selected. Of these cases, a stratified random subsample was selected to include at the beginning of data collection. The remaining cases were reserved for possible fielding at a later date if necessary and not cost-prohibitive, but ultimately were not included in the BPS:1996/2001 sample. The details of this sampling are described below.

The first step entailed defining three nonrespondent subsampling strata based on whether the parent postcard was returned and whether the sample member either matched to the Central Processing System (CPS) database or Telematch produced a good telephone number. It was expected that sample members whose parents returned the postcard were most likely to be located and interviewed. Those whose parents did not return the postcard but who matched to CPS or Telematch were assumed to be somewhat less likely to be located and interviewed. Sample members whose parents did not return the postcard and who did not match to CPS or Telematch were assumed to be least likely to be found and interviewed. These three sampling strata were then subdivided based on institutional strata because FTBs were sampled at different rates at different types of institutions. Preliminary analyses showed that without this subdivision of the sampling strata, the unequal weighting design effects for institutional analysis strata become unacceptably large. A sample allocation was chosen that maximized the unweighted response rates and those rates were then scaled to achieve the desired sample sizes. The sampling strata and sampling rates, are shown in **table 2.4**.

Table 2.4.—Sampling rates for BPS:96/98 nonrespondents

Stratum	Mail/merge result	Institutional stratum	Sampling rate
Total			
1	Parent postcard returned	1 or 2	0.423
2		3	0.265
3		4	0.198
4		5 or 6	0.312
5		7	0.365
6		8 or 9	0.388
7	Matched CPS or Telematch	1 or 2	0.140
8		3	0.066
9		4	0.053
10		5	0.193
11		6	0.083
12		7	0.057
13		8	0.155
14		9	0.179
15	Postcard not returned and no match to CPS or Telematch	1 or 2	0.170
16		3	0.058
17		4	0.068
18		5	0.145
19		6	0.069
20		7	0.059
21		8	0.129
22		9	0.160

Legend for institutional stratum:

1= public less-than-2-year

2= public 2-year

3= public 4-year non-doctorate-granting

4= public 4-year doctorate-granting

5= private not-for-profit less-than-4-year

6= private not-for-profit 4-year non-doctorate-granting

7= private not-for-profit less-than-2-year

8= private for-profit less-than-2-year

9= private for-profit 2-year or more

NOTE: The CPS (Central Processing System) contains locating information for all sample members who applied for federal financial aid for a given year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study:1996/2001 (BPS:1996/2001).

Finally, a stratified sample of nonrespondents with probabilities proportional to their initial weights was selected, using the sample allocation computed in the previous step. A stratified random subsample of these cases was selected to include as part of the initial BPS:1996/2001 sample. Due to the high cost of locating these sample members and their relatively low interview rates, the remaining nonrespondents were not added to the sample.

3. BPS:1996/2001 Field Cluster Selection

Field interviewing, discussed in detail later in this chapter, required the selection of geographic clusters. These geographic clusters were selected at the start of data collection to maximize the likelihood of having a high number of sample members in each area. The geographic clusters were defined by the following multistep process:

- First, a unique zip code was associated with each sample member, based on their “best address” available. The U.S. Postal Service’s address standardizing service was used to clean addresses and obtain zip codes for as many addresses as possible.
- Next, RTI’s geographic information system (GIS) was loaded with each sample member’s zip code.
- Finally, the GIS plotted each zip code, identifying concentrations of sample members within 50-mile radii.

This process resulted in 30 geographic clusters, each containing between 63 and 900 potential field cases. CATI nonrespondents were assigned to one of the 30 geographic clusters based on the latest tracing information available at the time that a sample member was identified for field interviewing. If the most recent locating information fell outside the 30 clusters, the case was treated as a “hard to reach” case (described below).

B. Data Collection Design

1. Instrument Development

The BPS:1996/2001 interviews were conducted using computer-assisted interviewing (CAI) technology to conduct both telephone and in-person interviews. In preparation for the development of the CATI/CAPI instrument, a comprehensive set of data elements was developed from a review of the data elements used for the BPS:90 cohort, their relationship to the NPSAS:96 and BPS:96/98 data elements, the reliability of responses obtained in BPS:90, and their relevance to current research and policy issues. To allow for cross-cohort comparisons with BPS:90/94, the data elements included retrospective information.⁶ A preliminary set of BPS:1996/2001 data elements was refined with input from the study’s Technical Review Panel (TRP; see **appendix A** for a list of members) as well as from NCES and other Department of

⁶ Because BPS:90/94 occurred in the fifth academic year and BPS:1996/2001 occurred in the sixth academic year, retrospective information was collected to allow comparisons between the two cohorts. See **figure 1.1** and the accompanying discussion in chapter 1 regarding the timing of the follow-ups of the two cohorts.

Education staff. The final set of data elements is presented in **appendix B**.

Based on the data elements, the BPS:1996/2001 CATI/CAPI instrument was first developed for the field test data collection effort and then, with feedback from NCES and recommendations from the TRP, revised for the full-scale data collection. The instrument was structured by identifying section topics and determining the progression of items within sections. Individual items were designed with several goals in mind: (1) using existing items (that have been previously tested) when feasible; (2) ensuring consistency with NPSAS:96, BPS:96/98, and BPS:90/94 items when items were not identical; and (3) identifying and preparing wording for item verifications and probes as necessary. Detailed instrument specifications were written for each item, including variable names and definitions, skip patterns, and out-of-range limits.

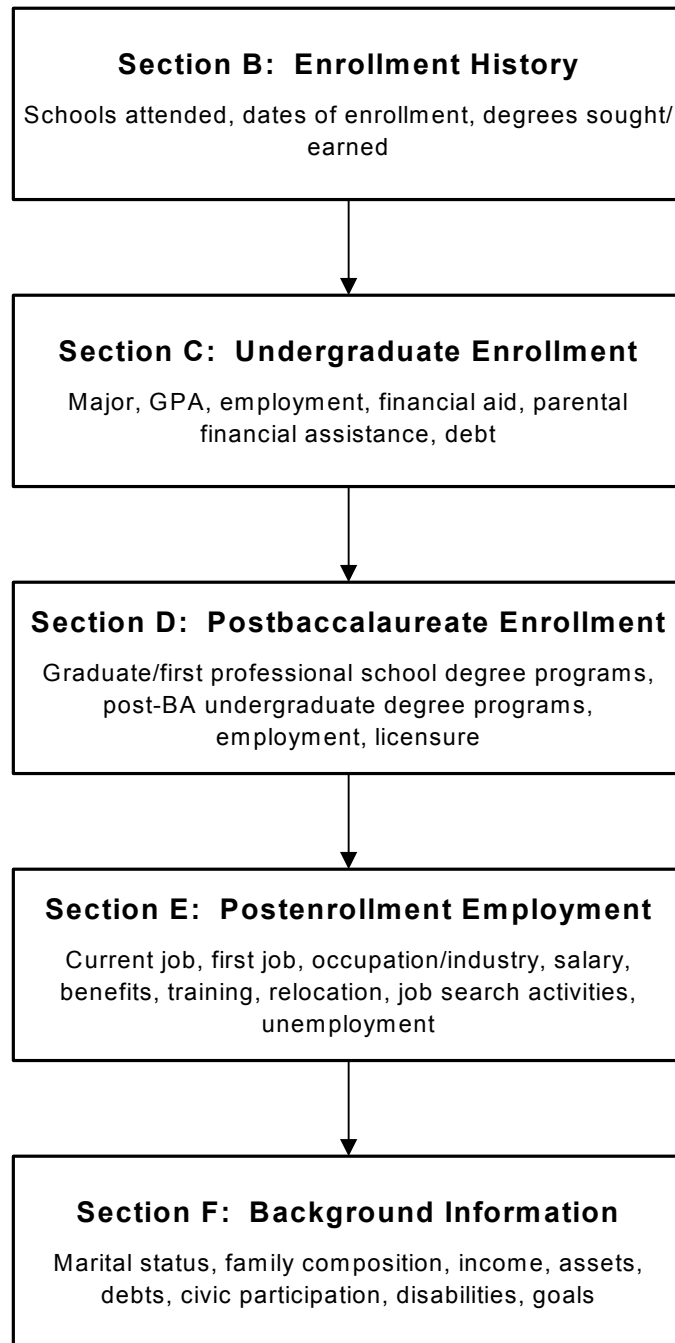
Instrument sections were reviewed on a flow basis by NCES. As depicted in **figure 2.1**, the first section collected information about all postsecondary enrollment since the previous interview.⁷ The next two sections collected information about undergraduate and post-baccalaureate (graduate or additional undergraduate) school experiences, respectively. Employment, particularly addressing rate of return policy issues, was the focus of the fourth section. This section asked about the first job after leaving school for those who were not asked about first job in the BPS:96/98 interview (because they were still enrolled), as well as current job information. The final section collected background and current status information such as family formation/household composition, income, debts, civic participation, disabilities, and goals. A facsimile interview is provided in **appendix C**.

Despite different data collection methods, the CATI and CAPI interviews were programmed identically, using version 4.3 of the Computer-Assisted Survey Execution System (CASES) software. The CATI/CAPI system presented interviewers with screens of questions to be asked of the respondents, with the software guiding the interviewer and respondent through the interview. Inapplicable questions were automatically skipped based on prior response patterns and preloaded information. Wording for probes was suggested when a respondent provided a response that was out of range for a given item. Help text was provided for each screen in the event that clarification of question intent was required. Online coding programs for IPEDS, enrollment terms, major, financial aid, and occupation/industry were incorporated to allow standard coding of responses.

Concurrent with the design and programming of the CATI/CAPI instrument, instrument documentation was entered into an integrated data dictionary system (DDS), which subsequently facilitated production of data files with CATI/CAPI variable documentation. An abbreviated instrument was developed for the purpose of interviewing special respondent groups such as sample members whose primary language is Spanish. The abbreviated instrument, also presented in **appendix C**, focused on the respondent's postsecondary enrollment history, undergraduate experiences, employment, and family formation.

⁷ The instrument consisted of sections B through F. The need for section A, Eligibility Determination, was eliminated as all sample members were either NPSAS:96 or BPS:96/98 respondents.

Figure 2.1.—Structure and flow of the BPS:1996/2001 interview



To minimize the interview burden on respondents, the CATI/CAPI instrument used extant data whenever feasible. Preloaded values from the locator database and data from the NPSAS:96 and BPS:96/98 interviews were used to confirm the identity of sample members and to reduce data collection time, effort, and cost. The preloaded data dictated the flow of many portions of the interview. Certain questions were asked only if the data were missing from prior interviews. Other questions used the NPSAS:96 and BPS:96/98 preloads to provide context (e.g., “I'd like to begin by asking you some questions about your school enrollment since the last time we talked to you in 1998. According to our records, you were enrolled at *North Carolina State University* at that time. Are you still enrolled there?”). In other questions, respondents were asked to update information since the last interview based on preloaded information (e.g., “Last time we talked to you, your major or program of study while attending North Carolina State University was *electrical engineering*. Is that still your major?”).

Once CATI/CAPI programming was completed, test cases were developed and loaded for instrument testing and interviewer training. Project staff systematically tested the CATI/CAPI instrument prior to the start of interviewer training. Finally, preload files containing data from NPSAS:96, BPS:96/98, and the Department of Education databases were prepared and loaded into the CATI/CAPI system to both guide the interview and assist sample member locating efforts. Data collection commenced only after all of these tasks were complete.

2. Locating

The BPS:1996/2001 sample members were at a stage in their lives where they tended to be highly mobile, having moved at least once, if not multiple times, since they were last interviewed. Consequently, it was a difficult population to locate. The BPS:1996/2001 design involved tracing sample members to their current location and conducting an interview by telephone (CATI) or in person (CAPI) with them about their experiences since their last interview (the BPS:96/98 interview 3 years earlier or the NPSAS:96 interview 5 years earlier). The locating activities, depicted in **figure 2.2** and discussed in the following sections, involved advance locating conducted before the start of CATI, locating activities performed by telephone interviewers as part of CATI operations, intensive tracing by RTI's Tracing Operations Unit (TOPS), and field locating.

a. Advance Locating

Locating information was collected during the NPSAS:96 and BPS:96/98 interviews and incorporated into the locator database. The locating information included the sample members' local and permanent addresses and telephone numbers, the addresses and telephone numbers of parents and friends of sample members, drivers license information, and Social Security Numbers. These locating data were updated by the U.S. Postal Service National Change of Address (NCOA) and by Telematch operations, which provided updated address and telephone number information, respectively. Department of Motor Vehicle (DMV) searches were conducted in the six states containing the largest concentrations of sample members (California, Texas, Florida, New York, Illinois, and Michigan) to obtain additional locating information.

Figure 2.2.—BPS:1996/2001 full-scale data collection: tracing activities

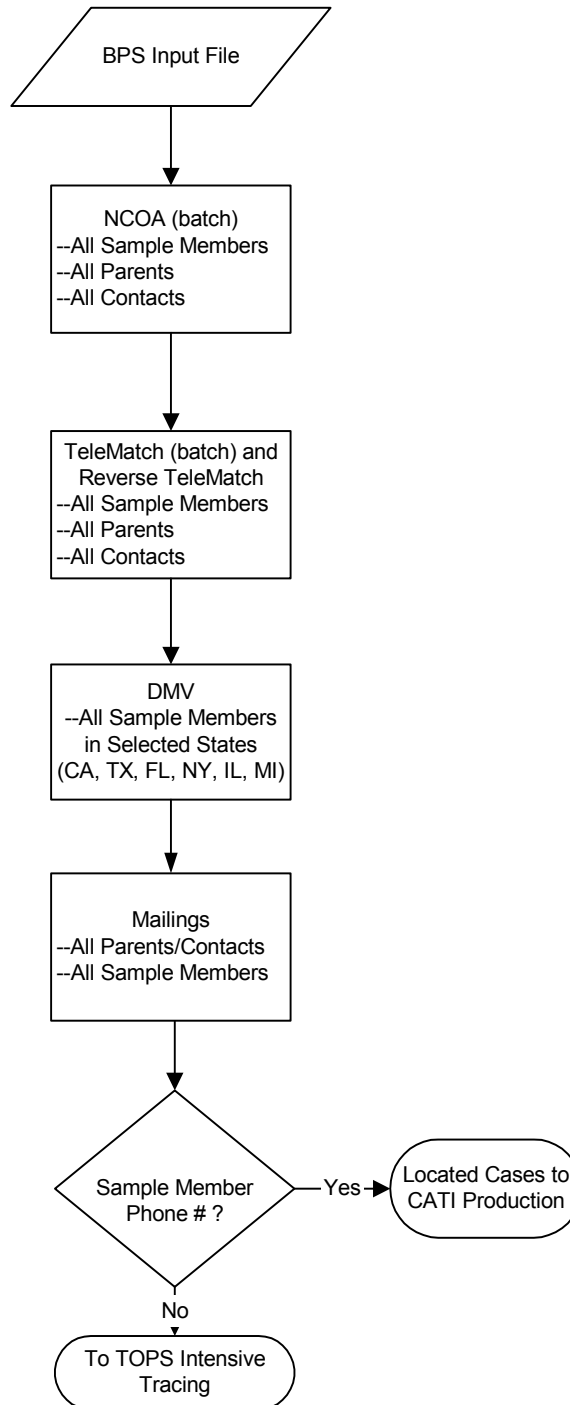
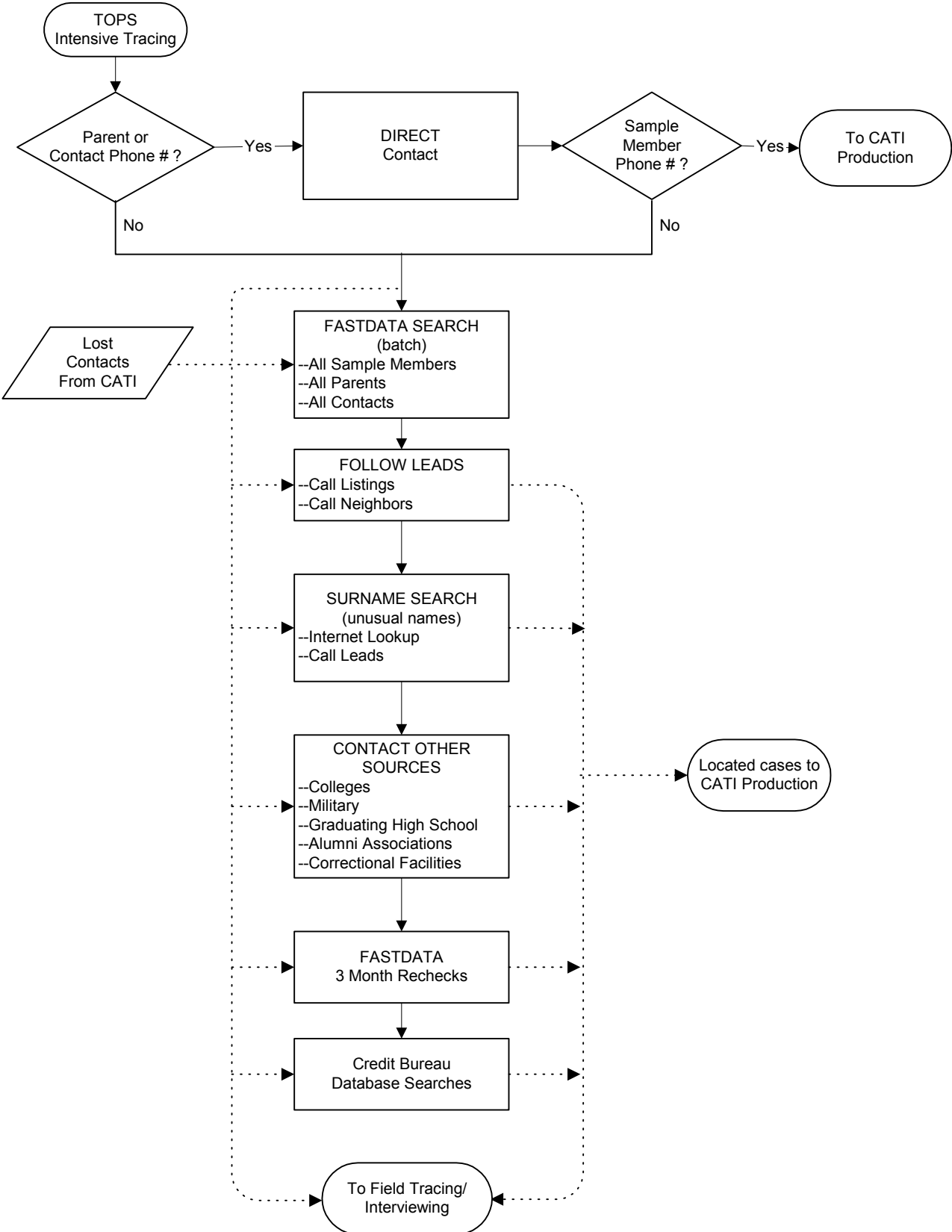


Figure 2.2.—BPS:1996/2001 full-scale data collection: tracing activities—
Continued



Four months prior to the start of data collection, a mailing, consisting of a letter, a study leaflet, and an address update information sheet, was sent to the parents or other contacts of sample members to update the most recent sample member addresses and to gain cooperation by explaining the purposes of the study. A similar mailing, consisting of a letter, a study leaflet, a call-in card, and an address update information sheet (examples of each are in **appendix D**), was sent to sample members immediately prior to the start of data collection. The purpose of this mailing was to notify the sample members of the upcoming interview, inform them of their rights as participants, stress the importance of the study and urge their participation, and obtain additional postal service address updates. The mailing also gave sample members the opportunity to complete and return an address update form. New contact information obtained from the mailing was entered into the locator database.

To expand efforts to gain parent cooperation, a postcard was mailed to the parents of sample members at the beginning of the data collection period, informing them of the upcoming data collection. The postcard consisted of a note explaining the study as well as a perforated card for the parent to tear off and give to the sample member (see **appendix D**). The card asked the sample member to call in using the toll-free telephone number shown and complete the interview at his or her convenience. This addressed a problem encountered in the field test and other NCES studies, namely, that parents sometimes acted as “gatekeepers” making it difficult to locate and speak with the sample member.

Additional pre-CATI tracing was performed for sample members identified as BPS:96/98 nonrespondents, those with insufficient telephone number information, and those for whom we received undeliverable mail returns through RTI’s TOPS Unit. TOPS’s intensive tracing operations are described below.

b. CATI Locating

In addition to the advance locating activities described above, tracing efforts were undertaken by interviewers in the Telephone Survey Unit (TSU), concurrent with their efforts to gain cooperation from and interview sample members. When assigned a case, the telephone interviewer called the telephone number designated by the system as the best number (i.e., the number among all available locator numbers that appeared to have the greatest potential for contacting the sample member) and attempted to interview the designated sample member. If the person at that number indicated that the sample member could not be reached there, the interviewer requested additional contact information for the sample member. If the person was unable to provide additional information, the interviewer called additional telephone numbers associated with the case in an attempt to locate the sample member. After all possible telephone numbers for the case were exhausted without success, the case was assigned to TOPS for intensive tracing.

c. Intensive Tracing

Intensive tracing was performed by RTI's TOPS unit, which had access to both proprietary and public domain data. TOPS tracers had real-time access to consumer databases that contained current address and phone listings for the majority of consumers with credit histories. In addition to proprietary databases, TOPS had access to various other information sources, such as Dataminers, commercial list-houses, and NCOA via leased line. These sources searched for name, address, neighbor, business, telephone number, and status (decedent, incapacitated, military).

A two-tiered intensive tracing plan was used to locate sample members. The first tier involved identifying sample members with Social Security Numbers and processing that information through two credit bureau searches. If the searches generated a new telephone number, that case was returned to TSU for telephone interviewing. If a new address was generated but no telephone number was provided, tracers called directory assistance or queried other databases to obtain telephone numbers for CATI. This first level of effort minimized the time that cases were out of production.

The more intensive second tier was implemented for those cases where the first level searches were unsuccessful. This involved the following tracing procedures: (1) checking directory assistance for telephone listings at various addresses; (2) using reverse-match databases to obtain the names and telephone numbers of neighbors and then calling the neighbors; (3) calling persons with the same unusual surname in small towns or rural areas to see if they were related to or knew the sample member; (4) contacting the current or last known residential sources such as the neighbors, landlords, current residents, tax assessors, realtors, and other business establishments related to previous addresses associated with the sample member; (5) calling colleges and military establishments to follow up on leads generated from other sources; and (6) checking various tracing Web sites. Tracers checked new leads produced by these tracing steps to confirm the address and telephone numbers for the sample members. When the information was confirmed, the case was returned to TSU for telephone interviewing. If the information could not be confirmed (e.g., there were no working telephone numbers or numbers for relevant neighborhood sources were unpublished), and the sample member was thought to be located in one of the geographic clusters, the case was assigned to field interviewers for locating.

d. Field Locating

Locating activities were performed by field interviewers, concurrent with their efforts to interview sample members. Since the costs of conducting field locating were high, field locating efforts were implemented only when less costly efforts were exhausted. Sample members were identified as needing field locating/interviewing if they were not located using CATI-locating and centralized intensive tracing. Additionally, sample members who were located by telephone but initially refused to participate were identified as potential field cases.

Thirty geographic clusters of sample members were identified and staffed with field interviewers. The interviewers were trained to locate and interview sample members using a laptop computer. Field interviewers were provided with a checklist which included sample questions to help with tracing operations and that demonstrated the correct order in which tracing activities should be performed. The checklist was completed for each case to help identify sources considered to be most useful in locating sample members. Field interviewers documented every telephone call or field contact.

Primary tracing sources included: current or former neighbors, postsecondary schools attended, past or present employer, social agencies' records, and city and county offices. Secondary tracing sources included directory assistance, chambers of commerce, public libraries, the U.S. Postal Service, and Departments of Motor Vehicles. Other miscellaneous sources, useful in some cases, included small town police or sheriff's departments, fire departments or emergency rescue squads, local newspapers, public housing authorities, mobile home park managers, motel staff, probation officers, and permit issuing departments at the city level (new construction). A contact script guided interviewers in soliciting information from various sources.

3. Interviewing

a. Training of Interviewers

The training program for telephone and field interviewers was designed to maximize active participation. Training for telephone interviewers and their supervisors, conducted immediately prior to the start of telephone interviewing, consisted of a study overview, review of confidentiality requirements, demonstration interview, question-by-question review of the BPS:1996/2001 instrument, and hands-on practice exercises with the instrument, tracing module, and online coding modules. Interviewers were also trained in techniques for gaining cooperation with sample members, parents, and other contacts, as well as techniques for addressing the concerns of reluctant participants and avoiding refusals. Training for field interviewers and their supervisors similarly consisted of lectures, demonstrations, and hands-on practice exercises with the instrument and online coding modules. In addition, field interviewers were trained on field-specific operations, including the field management system and field tracing procedures. The BPS:1996/2001 telephone and field interviewer training agendas and the table of contents from their respective training manuals are located in **appendix E**.

b. Telephone Interviewing

CATI locating and interviewing began in February 2001 upon completion of telephone interviewer training. CATI procedures included attempts to locate, gain cooperation from, and interview study sample members by telephone.

Locating information gleaned from the advance locating sources described above and from prior interviews with the sample member was preloaded into the CATI system. Each case had a call roster with names and telephone numbers associated with the sample member (e.g., parents, other contacts such as friends or relatives, sample member) for the interviewers to call.

Up to five roster-lines were preloaded with contact information. Additional roster-lines were added when CATI tracing or intensive tracing produced new contact information.

An automated call-scheduler, embedded within the CATI software, assigned cases to interviewers. This system allowed calls to be scheduled on the basis of established case priority, time of day, and history of success of prior calls at different times and on different days. Scheduler case assignment was designed to maximize the likelihood of contacting and interviewing sample members. Cases were assigned to various queues for this purpose. Some of the queues included new cases, Spanish language cases, initial refusals, and various appointment queues (e.g., firm appointments set by the sample member, appointments suggested by locator sources, and appointments for cases which were initial refusals).

Once located, some cases required special treatment. To deal with those who initially refused to participate (including locator sources who acted as “gatekeepers,” preventing access to the sample member), certain interviewers were trained in refusal conversion techniques. Sample members and their locator sources who spoke only Spanish, primarily located in Puerto Rico, were assigned to bilingual interviewers.

Results of CATI interviewing were monitored daily through the study Integrated Management System. Daily reports of production, with revised projections of future production to satisfy study requirements, were available to both NCES and contractor staff.

Finally, in an effort to increase study response rates, a modest incentive was used with particular types of nonrespondents: (1) cases where the sample member initially refused the interview, (2) sample members for whom intensive tracing yielded a good mailing address, but no telephone number, and (3) cases identified as “hard to reach” (i.e., those with 15 or more call attempts, where contact had been established with the sample member but no appointment could be scheduled). The subsample of BPS:96/98 nonrespondents was offered an incentive as well, although because subsample members were expected to be difficult cases, their incentive was offered before any attempt was made to interview them. The incentive mailing consisted of a letter from the project director tailored to the specific type of nonrespondent (i.e., refusal or no telephone number/hard to reach). A \$5 bill was included with the letter. Respondents received a check for an additional \$15 when they completed the interview. The incentive letters, shown in **appendix D**, were mailed on a flow basis as respondents met one of the criteria described above. All cases assigned to field interviewers were automatically eligible to receive the incentive.

c. Field Interviewing

Field interviewing activities began upon completion of interviewer training and assignment of field cases, approximately 12 weeks after the start of CATI interviewing. CAPI procedures included attempts to locate, gain cooperation from, and interview study sample members either by telephone or in person. The goal of the field interviewing effort was to increase the response rate by locating hard to reach sample members and by persuading reluctant sample members to complete the interview. Field interviewers were often successful in gaining cooperation where CATI failed to do so for a number of reasons: (1) a sample member using Caller ID to screen out calls from our CATI call center may have been more inclined to answer

the phone when the field interviewer's local telephone number was displayed, (2) many of the field interviewers were more experienced in refusal conversion, and (3) sample members were less likely to refuse in person.

All sample members who were finalized in CATI and by TOPS as "unlocatable" were eligible for assignment to the field for CAPI interviewing. Sample members who had not completed the BPS:1996/2001 interview at the time field interviewing began and who resided in an identified geographic cluster were immediately assigned to a field interviewer. Field interviewers were provided with a detailed case history documenting all prior activity taken for the case. Nonrespondent cases not in a geographic cluster were sent for additional intensive tracing with RTI's TOPS unit. An additional mailing was sent to the best address identified for the sample member, and the case incentivized as "hard to reach."

Upon successfully locating sample members, field interviewers attempted to complete the interview using the same instrument used by telephone survey personnel. The field staff were supported by a computerized control system that tracked field assignments and assigned interview status codes. Daily reports tracked the field effort.

C. The Integrated Management System

All aspects of the study were under the control of an Integrated Management System (IMS). The IMS was a comprehensive set of desktop tools designed to give project staff and NCES access to a centralized, easily accessible repository for project data and documents. The BPS IMS consisted of several components, or modules: the management module, the Receipt Control System (RCS) module, and the CATI/CAPI module.

The *management* module of the IMS contained tools and strategies to assist the project staff and the NCES project officer in managing the study. All information pertinent to the study could be found here, accessible via the World Wide Web, in a secure desktop environment. Available on the IMS were the current project schedule, monthly progress reports, daily data collection reports and status reports (available through the *Receipt Control System* described below), project plans and specifications, key project information and deliverables, instrument specifications, staff contacts, the project bibliography, and a document archive. Also accessible from the management module was a downloadable version of the CATI/CAPI instrument for testing and review.

The *Receipt Control System* (RCS) is an integrated set of systems that was used to monitor all activities related to data collection, including tracing and locating. Through the RCS, project staff were able to perform stage-specific activities, track case status closely, identify problems early, and implement solutions effectively. The RCS's locator data were used for a number of daily tasks related to sample maintenance. Specifically, the mailout program produced mailings to parent/contacts and sample members, the query system enabled administrators to review the locator information and status for a particular case, and the mail return system enabled project staff to update the locator database as mailings or reply sheets were returned or forwarding information was received.

Another component of the RCS was the *Field Case Management System* (FCMS) which controlled field interviewing activities. The FCMS allowed field staff to conduct tracing and interviewing activities, communicate with RTI staff via electronic mail, transmit completed cases, and receive new cases. The RCS also interacted with the TOPS database sending locator data between the two systems as necessary.

The *CATI/CAPI* module managed development of the CATI/CAPI instrument within the Data Dictionary System (DDS). The DDS consisted of a set of linked relational files and associated utilities for developing and documenting the instrument. Developing the CATI/CAPI instrument with the DDS ensured that all variables were linked to their item/screen wording and were thoroughly documented. Also included within the CATI/CAPI module was online coding software (“user exits”) that collected detail on schools attended, enrollment, major, financial aid, occupation, and industry.

D. The Variable Tracking System

The central mechanism for constructing input files for the electronic codebook (ECB) developed by NCES is a software application called the Variable Tracking System (VTS). The VTS tracks and stores documentation for both interview and derived variables required for the ECB and Data Analysis System (DAS). This includes weighted and unweighted variable distributions, variable labels and codes, value labels, and a text field describing the development of each variable and the programming code used to construct it. Input files for the ECB and DAS systems are automatically produced by the VTS according to NCES specifications.

Chapter 3

Data Collection Outcomes

Successful data collection for BPS:1996/2001 involved several steps: updating existing locating information for the sample member, attempting contacts at the available addresses, initiating intensive locating efforts when contacts failed, and completing the interview. Chapter 3 describes these data collection outcomes and examines the effectiveness of our data collection methods.

A. Response Rates

Overall contacting and interviewing results for BPS:1996/2001 are presented in **figure 3.1**. The starting sample consisted of those sample members who participated in the first follow-up, BPS:96/98, plus sample members selected from among the BPS:96/98 nonrespondents. Of those cases, less than 1 percent was excluded because the sample members were deceased. Among the remaining cases, 92.4 percent were successfully contacted and 95.5 percent interviewed, given contact, for an overall unweighted response rate of 88.3 percent. Weighted response rates are presented separately in chapter 6.

Table 3.1 shows a distribution of response rates by type of interview completed and prior response status. From the table, 97 percent completed full interviews, while the remaining 3 percent completed less than a full interview, either in the form of a partial interview (i.e., sample members completing at least the interview section on enrollment history) or an abbreviated interview (i.e., a condensed version of the full interview containing key data elements from each of the five sections of the survey). Partial and abbreviated interview response rates have been combined for reporting purposes.

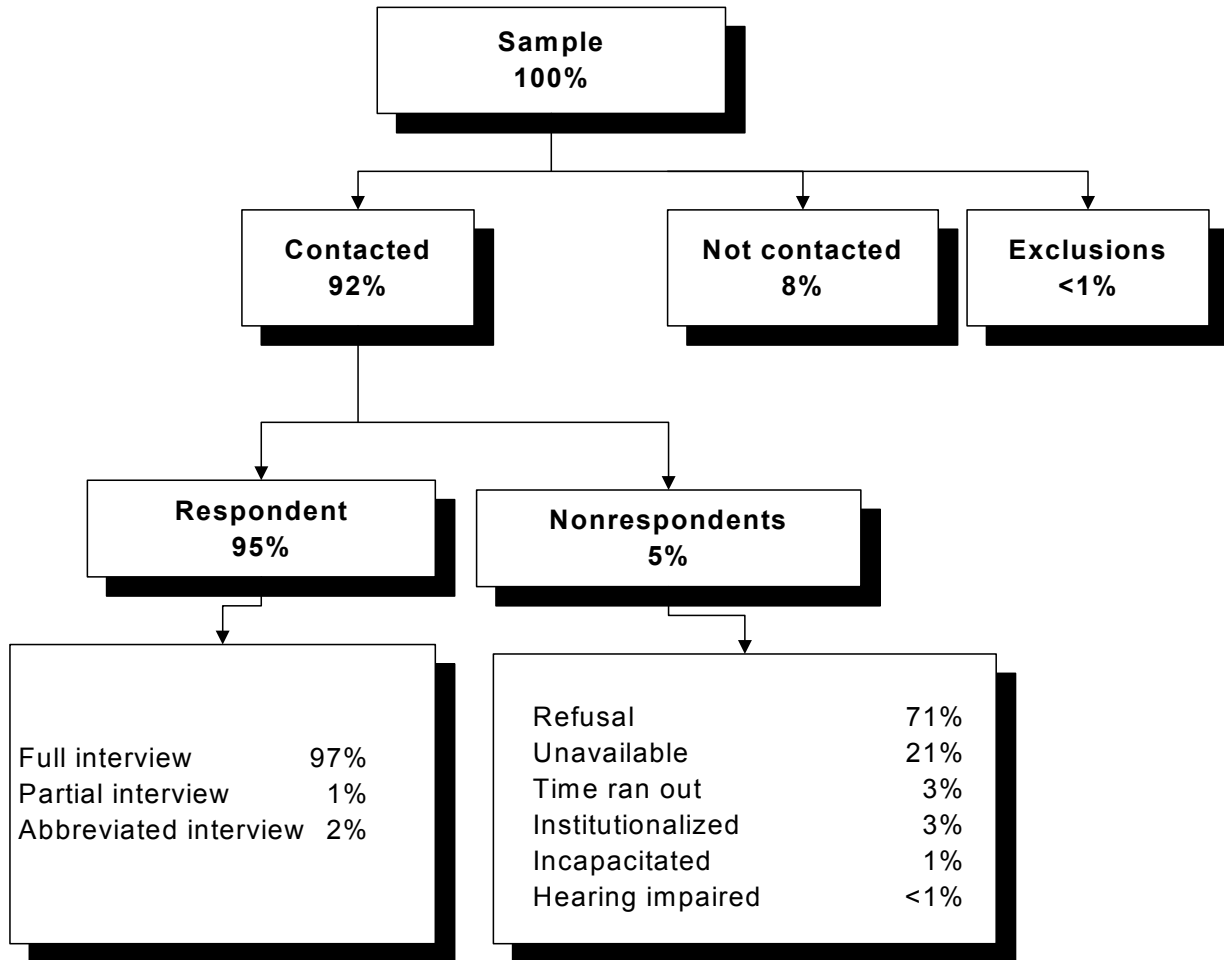
Table 3.1.—Completeness of the BPS: 1996/2001 interview by BPS: 96/98 response status

Type of response	Total ¹	BPS:96/98 response status	
		Respondents	Nonrespondents
Total	100.0	99.3	0.7
Full interview	96.8	96.2	0.7
Partial/abbreviated interview	3.2	3.1	<0.1

¹Percents based on BPS:1996/2001 respondents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Figure 3.1.—Locating, contacting, and interviewing outcomes



NOTE: Detail may not sum to totals because of rounding.

A comparison of conditional interview rates (i.e., interview given contact) in **table 3.2** shows that contacting and interviewing rates varied according to prior response status. The percentage of sample members who were interviewed, given contact, was 96 percent for those interviewed in both NPSAS:96 and BPS:96/98. A 90 percent response rate (given contact) resulted from those sample members who were only interviewed in BPS:96/98, while NPSAS:96-only respondents had a response rate of 81 percent. When compared, NPSAS:96 nonrespondents (BPS:96/98-only respondents) were easier to both contact ($t = -2.3$; $p < .05$) and interview ($t = -2.2$; $p < .05$) than those who responded during NPSAS:96 but not during BPS:96/98.

Contacting and interview rates by type of school, presented in **table 3.3**, show the same general results as in the prior follow-up (BPS:96/98). That is, students who attended private for-profit schools continued to be difficult to contact and students from 4-year institutions tended to be relatively easy to contact. As in the prior follow-up, interviewing rates varied little by institution type, ranging from 92 to 97 percent once the person was contacted.

Table 3.2.—BPS:1996/2001 contact and interview rates by prior response status

Prior response status	Total	Contacted ¹	Interviewed, given contact ²
Total	100.0	92.4	95.5
Interviewed in NPSAS:96 and BPS:96/98	97.5	92.6	95.7
Interviewed in NPSAS:96 only	1.0	80.8	81.3
Interviewed in BPS:96/98 only	1.6	91.9	90.5

¹ Percentages are based on the total within the row under consideration.

² Percentages are based on the number contacted within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 3.3.—BPS:1996/2001 contact and interview rates by NPSAS:96 institutional sector

Institutional sector	Total	Contacted ¹	Interviewed, given contact ²
Total	100.0	92.4	95.5
Public less-than-2-year	1.8	92.8	94.0
Public 2-year	12.2	91.2	94.8
Public 4-year non-doctorate-granting	19.9	92.7	96.0
Public 4-year doctorate-granting	24.0	93.4	96.5
Private not-for-profit 2-year or less	3.2	88.4	94.1
Private not-for-profit 4-year non-doctorate-granting	13.0	93.1	95.8
Private not-for-profit 4-year doctorate-granting	14.9	95.8	95.7
Private for-profit less-than-2-year	6.6	85.5	92.6
Private for-profit 2-year or more	4.6	89.5	93.6

¹ Percentages are based on the total within the row under consideration.

² Percentages are based on the number contacted within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

B. Respondent Locating and Interviewing Outcomes

Tracing and locating sample members in any longitudinal study is a complex task, oftentimes requiring the use of multiple sources of information to locate the current address and telephone number of a sample member. Successful completion of the BPS:1996/2001 locating effort required a combination of pre-CATI locating activities (advance tracing, updating the BPS locator database, mailings), telephone tracing during the CATI phase of data collection (tracing activities conducted by telephone interviewers/supervisors), centralized tracing efforts (tracing activities conducted by the TOPS unit), and tracing by field interviewers. Descriptions of these locating activities are presented in detail in chapter 2 and highlighted throughout this section.

1. Locating

Pre-CATI locating. An important first step in contacting and interviewing BPS:1996/2001 sample members was the updating of address information collected during the BPS:96/98 and NPSAS:96 interviews, as well as any new information collected since the last interview. This *new* information could have been obtained from annual matches to the Central Processing System for federal financial aid applicants occurring as part of sample maintenance or from batch processing to the NCOA and Telematch databases. In addition, sample members' parents and other individuals identified by the sample member in prior interviews were contacted by mail for address updates for the sample members. Address information was available for parents or other locators for 81 percent of the sample, and address update forms were received from 32 percent of those who were sent the mailing.

One week before the start of CATI data collection, a second mailing was sent to inform sample members of the upcoming telephone interview and to request that they correct and return an address update sheet. The prenotification mailing was sent to every sample member with the exception of 38 cases for whom no address information was available. Address update sheets with new or confirmed information were received from 8 percent of those sent the mailing. As shown in **table 3.4**, contact ($t = -13.9$; $p < .001$) and interview ($t = 16.0$; $p < .001$) rates were higher for those respondents who returned an address update sheet or had it returned on their behalf.

Table 3.4.—BPS:1996/2001 contact and interview rates by return of address update form

Mailing	Total	Contacted¹	Interviewed, given contact²
Total	100.0	92.4	95.5
Parent/other contact mailing			
Returned update form	25.5	97.9	97.8
Did not return update form	74.5	90.6	94.6
Sample member mailing			
Returned update form	8.0	99.6	99.3
Did not return update form	92.0	91.8	95.1

¹ Percentages are based on the total within the row under consideration.

² Percentages are based on the number contacted within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Intensive tracing. Intensive tracing was conducted by the TOPS unit at RTI both *prior* to data collection, for cases with no contact information at all (advance tracing), and *during* data collection, for cases where all leads were exhausted. A number of locating sources were used to trace sample members—including consumer databases, directory assistance, and Internet sources—in two tiers of tracing; the second, more intensive tier was used when the first failed to locate the sample member. Results of the intensive tracing effort are shown in **table 3.5**.

Table 3.5.—BPS:1996/2001 contact and interview rates by TOPS tracing stages

Intensive tracing stages	Total	Contacted ¹	Interviewed, given contact ²
Total cases traced	100.0	92.4	95.5
Pre-CATI tracing			
TOPS advance tracing (pre-CATI)	1.3	80.7	84.4
Advance tracing not required	98.7	92.6	95.6
CATI tracing			
TOPS tier 1 tracing	30.6	76.0	92.5
Tier 1 tracing not required	69.5	99.7	96.5
TOPS tier 2 tracing	1.7	44.4	96.2
Tier 2 tracing not required	98.3	93.3	95.5

¹ Percentages are based on the total within the row under consideration.

² Percentages are based on the number contacted within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Advance tracing prior to the start of data collection was very successful. Of the cases traced, 81 percent was contacted and of those, 84 percent was interviewed. A total of 31 percent of sample members was traced using the first tier, resulting in 76 percent contacted and 93 percent (of those contacted) interviewed. The second tier tracing was implemented for 1.7 percent of all cases, 44 percent of whom was contacted and 96 percent of those contacted interviewed.

2. Refusal Conversion

Refusal conversion procedures were used to gain cooperation from individuals who, over the course of data collection, refused to participate when contacted by telephone interviewers. Eighteen percent refused to be interviewed at some point during data collection and 74 percent of these refusals were successfully converted into completed interviews.

The refusal rate and success of converting refusals varied according to the sample member's response status on the previous interviews and type of school, as shown in **tables 3.6** and **3.7**, respectively. As expected, initial refusal rates were lower ($t = 4.7$; $p < .001$) and refusal conversion rates higher ($t = -4.7$; $p < .001$) for those who had participated in both the NPSAS:96 and BPS:96/98 interviews.

Table 3.6.—BPS:1996/2001 refusal and refusal conversion rates by prior response status

Prior response status	Total	Ever refused BPS:1996/2001 Interview ¹	Interviewed, given refusal ²
Total	100.0	18.0	73.9
Interviewed in NPSAS:96 and BPS:96/98	97.5	17.7	74.9
Interviewed in NPSAS:96 only	1.0	32.3	40.6
Interviewed in BPS:96/98 only	1.6	26.9	58.1

¹ Percentages are based on the total within the row under consideration.

² Percentages are based on the number ever refused within the row under consideration.

Study: 1996/2001 (BPS:1996/2001).

Table 3.7.—BPS:1996/2001 refusal and refusal conversion rates by NPSAS:96 institutional sector

Institutional sector	Total	Ever refused BPS:1996/2001 Interview ¹	Interviewed, given refusal ²
Total	100.0	18.0	73.9
Public less-than-2-year	1.8	24.9	80.0
Public 2-year	12.2	22.3	71.3
Public 4-year non-doctorate-granting	19.9	18.0	76.8
Public 4-year doctorate-granting	24.0	16.1	76.4
Private not-for-profit 2-year or less	3.2	21.4	70.0
Private not-for-profit 4-year non-doctorate-granting	13.0	16.5	74.7
Private not-for-profit 4-year doctorate-granting	14.9	14.5	75.8
Private for-profit less-than-2-year	6.6	21.2	64.6
Private for-profit 2-year or more	4.6	22.4	68.9

¹ Percentages are based on the total within the row under consideration.

² Percentages are based on the number ever refused within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

3. Field Interviewing

Cases were selected for field interviewing if they could not be located in CATI or had been extensively worked in CATI but the subject could not be reached (e.g., calls always reached an answering machine). Only cases located in close geographic proximity to one of the 30 geographic field clusters selected for BPS:1996/2001 were eligible for field interviewing. A total of 11.7 percent of cases were assigned to field interviewers. As shown in **table 3.8**, 80 percent of cases sent to the field was contacted, either in CATI or in the field, and 90 percent of those contacted was interviewed. Field interviewing rates by sector of the NPSAS:96 institution are presented in **table 3.8**.

Table 3.8.—BPS:1996/2001 field contact and interview rates by NPSAS:96 institutional sector

Institutional sector	Total	Ever in field ¹	Contacted ²	Interviewed, given contact ³
Total	100.0	11.7	79.8	90.2
Public 2-year or less ⁴	14.0	12.4	82.1	90.5
Public 4-year non-doctorate-granting	19.9	9.2	82.0	87.1
Public 4-year doctorate-granting	24.0	10.8	80.1	89.7
Private not-for-profit 2-year or less	3.2	14.1	76.1	97.1
Private not-for-profit 4-year non-doctorate-granting	13.0	10.6	80.3	90.4
Private not-for-profit 4-year doctorate-granting	14.9	10.1	84.5	94.7
Private for-profit less-than-2-year	6.6	21.1	69.9	86.0
Private for-profit 2-year or more	4.6	19.4	78.3	91.7

¹ Percentages are based on the total within the row under consideration.

² Percentages are based on the number ever in field within the row under consideration.

³ Percentages are based on the number contacted within the row under consideration.

⁴ Public less-than-2-year and public 2-year sectors were combined due to the small number of cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

4. Nonresponse Incentive

As discussed in chapter 2, incentives were offered to targeted sample members in order to encourage participation and help to compensate them for the time required to complete the interview, thereby reducing the number of nonrespondents. Response rates by nonrespondent type are provided in **table 3.9** and by sector of the NPSAS:96 institution in **table 3.10**. The first group of *potential* nonrespondents to BPS:1996/2001 included refusals that had not been converted, hard-to-reach sample members, and unlocatable sample members. All nonrespondents from BPS:96/98 were offered an incentive because they already had not responded (either refused or could not be located) in the prior interview. Interviews were completed with 72 percent of the incentivized cases.

Table 3.9.—BPS:1996/2001 interview rates by incentive group type

Incentive group	Percent offered incentive	Interviewed, given incentive ¹
Total	100.0	72.2
BPS:1996/2001 potential nonrespondent	97.7	72.2
BPS:96/98 nonrespondent	2.3	69.9

¹ Percentages are based on the number offered incentive within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 3.10.—BPS:1996/2001 incentive and interview rates by NPSAS:96 institutional sector

Institutional sector	Total ¹	Incentive offered ²	Interviewed, given incentive ³
Total	100.0	39.7	72.2
Public less-than-2-year	1.8	44.2	72.5
Public 2-year	12.2	46.2	72.3
Public 4-year non-doctorate-granting	19.9	38.9	73.4
Public 4-year doctorate-granting	24.0	35.5	73.8
Private not-for-profit 2-year or less	3.2	49.5	66.7
Private not-for-profit 4-year non-doctorate-granting	13.0	36.5	71.0
Private not-for-profit 4-year doctorate-granting	14.9	33.7	76.2
Private for-profit less-than-2-year	6.6	51.2	63.7
Private for-profit 2-year or more	4.6	51.3	71.2

¹Detail may not add to total because of rounding.

²Percentages are based on the total within the row under consideration.

³Percentages are based on the number of incentives offered within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

C. Interview Burden and Effort

This section reviews the burden and effort associated with the BPS:1996/2001 interview. The first section examines the burden on respondents by examining the time required to complete the interview overall and by section. We then consider the effort required to locate and interview sample members for the study by considering the average time and number of calls that were required to complete interviews.

1. Timing

During instrument development, project staff embedded “time stamps” at the start and end of the interview, at the start of each section, and around each interview screen (which could include multiple, related items). The time stamps measured elapsed time, allowing project staff to monitor the time required to complete specific interview items, online coding programs, sections of the interview, and the entire interview.

Average time to administer the BPS:1996/2001 interview, overall and by section, is shown in **table 3.11**. Sections are listed in the table in the order in which they occurred in the interview. The number of cases completing each section fluctuated because some respondents broke off the interview early (partial interview); the timing figures for partial interviews are included through the end of the section prior to the point where the interview was terminated. In addition, sample members enrolled at the time of the interview who considered themselves to be primarily students (rather than employees) were skipped around the section on postenrollment employment. As a result, the number completing that section was low relative to the other sections.

Average time by BPS:96/98 response status is presented in **table 3.11**. BPS:96/98 nonrespondents were asked to provide data back to 1996, the time of the NPSAS base-year interview. Consequently, BPS:96/98 respondents took significantly less time than BPS:96/98 nonrespondents to complete the 2001 interview ($t = 3.9$; $p < .001$). As shown in **table 3.12**, the shortest interview times can, in general, be attributed to those sample members who had no enrollment since their last interview ($t = -43.6$; $p < .001$). Those reporting no additional enrollment

skipped most of the section on enrollment history (section B), nearly all of the section on undergraduate enrollment (section C), and half of the section on postenrollment employment (section E), and took, on average, 11.9 minutes to administer, compared with 19.3 minutes for those who had been enrolled since their last interview. Likewise, the short interview times of students in less-than-2-year institutions, presented in **table 3.13**, can be attributed to their low enrollment rate since the last interview.

Table 3.11.—Average elapsed minutes to complete the BPS:1996/2001 interview, by BPS:96/98 response status and by section

Section	Total	BPS:96/98 respondent	BPS:96/98 nonrespondent
	Average time	Average time	Average time
Full interview	17.8	17.8	21.4
Enrollment history	2.5	2.5	3.6
Undergraduate enrollment	4.3	4.3	4.9
Graduate enrollment	1.0	1.0	1.0
Postenrollment employment ¹	7.1	7.1	7.9
Background	4.3	4.3	4.6

¹ Excludes respondents who skipped the postenrollment employment section because they were enrolled at the time of the interview and considered themselves to be primarily students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 3.12.—Average elapsed minutes to complete the BPS:1996/2001 interview, by enrollment since previous interview and by section

Section	Total	No enrollment since last interview	Some enrollment since last interview
	Average time	Average time	Average time
Full interview	17.8	11.9	19.3
Enrollment history	2.5	0.5	3.0
Undergraduate enrollment	4.3	0.5	5.2
Graduate enrollment	1.0	0.8	1.0
Postenrollment employment ¹	7.1	5.2	7.8
Background	4.3	4.8	4.2

¹ Excludes respondents who skipped the postenrollment employment section because they were enrolled at the time of the interview and considered themselves to be primarily students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

2. Telephone Interviewer Hours

A total of 15,291 telephone interviewer hours (exclusive of CATI training, supervision, monitoring, and quality circle meetings) were expended to obtain interviews from the sample members who completed full or partial CATI interviews. On average, telephone interviewers spent 1.91 hours per completed interview. With the average time to administer the interview at 18 minutes, the large majority of interviewer time was spent in other activities, primarily attempting to locate and contact the sample member.

3. Number of Calls and Call Screening

Number of calls. Tables 3.14 and 3.15 show the number of telephone calls made by telephone interviewers to sample members by BPS:96/98 response status and by institutional sector. Telephone interviewers made an average of 21 calls per sample member.¹ BPS:1996/2001 respondents received an average of 19 calls, while nonrespondents averaged 34 calls over the course of the data collection period.

Call screening. Interview nonresponse is an increasing problem for CATI and CAPI studies, affecting the cost of data collection and the quality of the resulting data. Call screening, defined as the use of devices such as telephone answering machines, Caller ID, call-blocking, or privacy managers to avoid unwanted telephone calls, is an increasing problem for all studies conducted by telephone. Call screening poses a significant obstacle to contacting sample members and can, in turn, affect the representativeness of the data, lower the response rate, and increase project costs by requiring additional call attempts and interviewer time.

Approximately 40 percent of the telephone calls placed for BPS:1996/2001 telephone interviewing reached an answering machine, and nearly three-quarters (74 percent) of the cases had at least one answering machine event. Considerably more calls were required to interview those with answering machines (average of 23 calls per case) than those without (average of eight calls per case; $t = -29.4$; $p < .001$). Similarly, cases with no answering machine events had a much lower rate of ever refusing (10 percent) compared to 20 percent with at least one answering machine contact ($t = -11.9$; $p < .001$).

¹ These figures were captured by the study's computerized receipt control system and are based on calls made by telephone interviewers. Calls made by TOPS (in attempt to locate sample members) and field interviewers are excluded.

Table 3.13.—Average elapsed minutes to complete the BPS:1996/2001 interview, by section and by NPSAS:96 institutional sector

Institutional Sector	Full interview	Enrollment history	Undergraduate enrollment	Graduate enrollment	Postenrollment employment	Background
	Average time	Section B Average time	Section C Average time	Section D Average time	Section E ¹ Average time	Section F Average time
Total	17.8	2.5	4.3	1.0	7.1	4.3
Public less-than-2-year	13.8	1.3	1.7	1.2	5.4	4.8
Public 2-year	16.9	2.6	3.8	0.7	6.4	4.5
Public 4-year non-doctorate-granting	18.0	2.7	4.7	0.9	7.0	4.3
Public 4-year doctorate-granting	18.3	2.8	4.8	1.0	7.6	4.1
Private not-for-profit 2-year or less	16.5	2.3	3.2	0.9	6.4	4.5
Private not-for-profit 4-year non-doctorate-granting	19.3	2.7	4.7	1.1	7.9	4.3
Private not-for-profit 4-year doctorate-granting	19.0	2.7	4.8	1.1	7.9	4.2
Private for-profit less-than-2-year	14.4	1.2	1.6	1.1	5.7	4.9
Private for-profit 2-year or more	15.8	1.6	2.5	0.9	6.3	4.7

¹ Excludes respondents who skipped the postenrollment employment section because they were enrolled at the time of the interview and considered themselves to be primarily students.

NOTE: There is no section A in the instrument. Section A, eligibility determination, was eliminated because eligibility for all sample members was determined in NPSAS:96 or BPS:96/98.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 3.14.—Number of calls made to sample members, by response status

Category	Average calls per case	Percent of calls reaching answering machines ¹
Total	21.1	40.4
BPS:1996/2001 response status		
Interviewed	19.4	40.3
Not interviewed	34.0	41.0
Prior response status		
Interviewed in NPSAS:96 and BPS:96/98	21.1	40.4
Interviewed in NPSAS:96 only	22.4	37.7
Interviewed in BPS:96/98 only	21.2	43.7

¹ Percentages are based on the number of calls within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 3.15.—Number of calls made to sample members, by NPSAS:96 institutional sector

Institutional sector	Average calls per case	Percent of calls reaching answering machines ¹
Total	21.1	40.4
Public less-than-2-year	19.6	28.5
Public 2-year	22.1	37.8
Public 4-year non-doctorate-granting	21.2	41.9
Public 4-year doctorate-granting	21.4	42.0
Private not-for-profit 2-year or less	21.7	33.9
Private not-for-profit 4-year non-doctorate-granting	20.0	42.5
Private not-for-profit 4-year doctorate-granting	19.4	45.3
Private for-profit less-than-2-year	23.9	31.5
Private for-profit 2-year or more	22.3	36.1

¹ Percentages are based on the number of calls within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Chapter 4

Evaluation of Data Quality

Evaluations of data quality are effective in identifying problems with the instrument that can inform instrument design for future studies. Several types of evaluations were planned for BPS:1996/2001 as part of the overall study design, including analyses of indeterminate responses, help text accesses, online coding, quality circle meetings, and quality control monitoring of interviews. These are described in the sections below.

A. Indeterminate Responses

Every item in the CATI/CAPI interview accommodated indeterminate responses—that is, “don’t know” and “refusal” responses—from sample members, recorded using the computer function keys F3 and F4. In general, refusal responses to interview questions tend to be common for items considered sensitive by the respondent, such as income and credit card debt in the BPS:1996/2001 interview, while “don’t know” responses may be provided for a number of reasons, the most obvious reason being that the answer is truly unknown or in some way inappropriate for the respondent. Don’t know responses may also be evoked when (1) question wording is not understood by the respondent, (2) there is hesitancy on the part of the respondent to provide “best guess” responses, and (3) the respondent implicitly refuses to answer a question. Refusal and don’t know responses introduce indeterminacies in the data set. While the preference is to avoid indeterminate responses entirely, they must be resolved by imputation or other means during analysis following data collection.

Overall item nonresponse rates were low, with only 9 of the 445 items in the interview containing over 10 percent missing data. These items are shown in **table 4.1**. Item nonresponse rates are calculated based on the number of sample members for whom the item was applicable and asked.

Table 4.1.—Indeterminate response rates for items with more than 10 percent “don’t know” or “refused”

Item description	Percent don’t know	Percent refused	Combined Percent
Cumulative undergraduate GPA	10.6	0.4	11.0
Lifetime Learning tax credit 1999 (undergraduate)	11.4	0.2	11.7
Lifetime Learning tax credit 1999 (graduate)	11.7	0.0	11.7
Gross annual salary for current job	13.6	6.2	19.8
Gross annual salary for first post-enrollment job	20.4	4.0	24.4
Gross salary for 2000	7.8	4.9	12.8
Spouse’s gross salary for 2000	13.0	7.5	20.5
Spouse’s monthly education loan payment	10.2	1.6	11.8
Total balance due on all credit cards	7.1	5.7	12.9

NOTE: Statistics are based on sample members for whom specific items were applicable and asked.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Six of the items with high rates of combined nonresponse pertained to income and personal finances. Many respondents were reluctant to provide information about personal and family finances (refusals) and, among those who were not, many simply did not know. Grade point average also had more than 10 percent nonresponse, most likely because of respondents' difficulty in recalling this information as well as its sensitive nature. The other two items with more than 10 percent nonresponse asked about the Lifetime Learning tax credit. The high rate of “don't know” responses for these items is likely due to respondents' not knowing about the credit.

The CATI/CAPI instrument was designed to convert “don't know” responses, if possible, for three of these items. Sample members who responded with “don't know” to the GPA item were asked to provide a letter grade range (e.g., mostly A's, A's and B's, mostly B's, etc.) instead of a number; their conversion rate was 94 percent for an item level response rate of 99 percent.¹ When offered the opportunity to specify annual salary in terms of an hourly, weekly, twice monthly, or monthly amount, 91 percent of those who answered “don't know” to the question of current annual salary, and 92 percent of those who answered “don't know” to first postenrollment job salary, were converted, for an item level response rate of 93 and 94 percent, respectively.

B. Help Text

Online help text was available for every screen in the CATI/CAPI instrument. Help text screens included definitions of terms used in the question wording and the type of information requested. Having additional information available at the touch of a function key was beneficial to interviewers, particularly at the beginning of data collection, to immediately minimize respondents' confusion with questions while still on the telephone with a respondent.

Counters were used to determine the number of times each help screen was accessed, making it possible to identify items that were confusing to the interviewer or respondent. An analysis of the number of help text accesses revealed only one item for which the rate of help text usage was greater than 4 percent: “*Do you (or your spouse) currently receive any of the following forms of untaxed income? TANF (AFDC), Social Security benefits, workers compensation, disability payments, child support, food stamps.*” It is likely that respondents were unfamiliar with some of these sources of untaxed income.

C. Online Coding

The BPS instrument included tools that allowed computer-assisted online coding of literal responses for postsecondary institution, major field of study, occupation, and industry. Online coding systems were designed to improve data quality by capitalizing on the availability of the respondent to clarify coding choices at the time the coding was performed. To assist with the online coding process, interviewers were trained to use effective probing techniques and given extensive, supervised practice. While the interview was being conducted, interviewers were able to clarify the text string provided and request additional information if it could not be

¹ Conversion of “don't know” responses to the GPA item was not attempted in the abbreviated interview (19 “don't know” cases). The response rate after conversion, inclusive of abbreviated cases, is 98.8 percent. Excluding abbreviated cases results in a response rate of 99.1 percent.

coded on the first attempt. Because both the literal string and selected code were captured in the data file for field of study, occupation, and industry responses, subsequent quality control recoding by a coding expert was easily incorporated into data collection procedures.

Institution coding was used to assign a six-digit Integrated Postsecondary Education Data System (IPEDS) identifier for each postsecondary institution the respondent reported attending, other than those collected during the base year and first follow-up interviews. To facilitate coding, the IPEDS coding system asked for the state in which the school was located, followed by the city, and finally the name of the postsecondary institution. The system relied on a look-up table, or coding dictionary, of institutions constructed from the IPEDS institutional database. Additional information in the dictionary, such as institutional level and control, was retrieved for later use (e.g., branching) once an institution was properly coded.

Major field of study, occupation, and industry coding utilized a dictionary of word/code associations. The online procedures for these coding operations consisted of four steps: (1) the interviewer keyed the verbatim text provided by the respondent; (2) the dictionary system displayed similar words for those words in the text string that were not in the dictionary, giving the interviewer the option of accepting a word that would help in terms of coding or ignoring a word that was not applicable; (3) standard descriptors associated with identified codes were displayed for the interviewer; and (4) the interviewer selected the appropriate standard descriptor from the list, with the assistance of the respondent as needed.

Several steps were taken after data collection to ensure the completion and accuracy of the online coding procedures. The first step was upcoding, where project staff reviewed IPEDS schools, majors, occupations, and industries that interviewers marked as “uncodeable” and coded the strings into the appropriate categories, where possible. **Table 4.2** presents the proportion of coding attempts that were uncodeable by interviewers but were subsequently coded by project staff.

Table 4.2.—Success of online coding procedures: upcoding

Type of coding	Total number of responses coded ¹	Number originally uncodeable	Number upcoded	Percent upcoded ²	Final number of uncodeable	Percent uncodeable ³
Total	19,434	528	231	43.8	297	1.5
Institution/IPEDS	2,611	451	180	39.9	271	10.4
Major field of study	2,518	16	10	62.5	6	0.2
Occupation	6,469	57	38	66.7	19	0.3
Industry	7,836	4	3	75.0	1	<0.1

¹Total number of coding attempts may exceed the total number of completed interviews as some items were asked multiple times in an interview.

²Percentages are based on the number originally uncodeable within the row under consideration.

³Percentages are based on the total number of responses coded within the row under consideration.

NOTE: IPEDS schools, majors, occupations, and industries were reviewed by project staff and either determined to be uncodeable or “upcoded” into one of the existing response categories as appropriate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Institution coding had the highest rate of uncodeable responses prior to upcoding as well as the lowest rate of successful upcoding. This is due, in large part, to the different methods used in coding: IPEDS coding required a precise match between the name of the institution entered and the IPEDS database, while major, industry, and occupation were coded by assigning verbatim strings to categories. Thus, while major, occupation, and industry strings were simply coded into categories, institutions required an exact match. Two additional factors contributed to this high rate of uncodeable schools: (1) the 1997-98 IPEDS database was used for upcoding, and, while this was the most recent version available, it did not include the newest schools; and (2) foreign institutions were not included in the IPEDS database and thus were not codeable either online or during post-data collection coding procedures.

Of the remaining codeable fields, very few literal strings given by respondents were uncodeable. Major, occupation, and industry each had less than 1 percent originally uncodeable. Project staff were successful in upcoding the majority of these initially uncodeable strings.

The second step to ensuring data quality was the recoding process. Ten percent of the cases were randomly sampled and their major, occupation, and industry coding results examined. The verbatim strings were evaluated for completeness and for the appropriateness of the assigned codes. Upon review of the string and assigned code, project staff determined whether a different code should be assigned. **Table 4.3** shows the results of online coding procedures. Across the entire interview, verbatim strings were recoded for 8 percent of the coding attempts sampled, excluding those which could be upcoded (Table 4.2). The percentage recoded for occupation was higher than expected at 13 percent. Project staff noted that some occupation categories (e.g., “managers – midlevel” and “managers – supervisory”) were difficult to distinguish. Adding more examples to the descriptions of occupational categories that appear on screen may help to avert this problem in the future.

Table 4.3.—Success of online coding procedures: recoding

Type of coding	Coding attempts sampled	Number of sampled cases recoded	Percent of sampled cases recoded ¹
Total	1,703	139	8.2
Major field of study	243	8	3.3
Occupation	802	101	12.6
Industry	658	30	4.6

¹Percentages are based on the coding attempts sampled within the row under consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

D. CATI Quality Circle Meetings

Quality circle meetings were a vital component in ensuring data quality and consistency throughout the data collection period. During these regularly scheduled meetings, interviewers, supervisors, and project staff met to discuss issues pertinent to conducting CATI interviews in the most effective manner. Telephone interviewers attended the quality circle meetings on a rotating basis. Helpful tips and summaries of discussions and decisions were prepared and distributed by project staff to all telephone interviewers and their supervisors. Meeting minutes were available both online and in hard copy.

The quality circle meetings were instrumental in providing prompt and precise solutions to problems encountered by the interviewers. Some slight modifications were made to the CATI instrument as a result of these meetings. Examples of issues raised in quality circle meetings included:

Revising help text. Help text was modified based on telephone interviewer feedback. Modifications included clarification of definitions and additional information to aid interviewers in coding.

Reviewing/entering case-level comments. The importance of reviewing and entering comments pertaining to contacting attempts for each sample member was stressed throughout data collection. Telephone interviewers were encouraged to always check the record of calls to see what happened previously on a particular case. This enabled interviewers to contact the respondent at the appropriate time and telephone number. By entering effective comments, a detailed description of events was created that proved helpful to interviewers who later accessed the case.

Problem sheets. Problem sheets were a means for interviewers to report instrument or interviewing problems. Project staff reviewed these problem sheets in order to determine the nature of the problems encountered and resolve them accordingly. Solutions to recurrent problems were addressed in quality circle meetings and in the minutes of these meetings.

Coding. Considerable emphasis was placed on properly coding responses. Since most respondents did not provide verbatim responses that exactly matched our response categories, telephone interviewers were instructed on how to fit those responses into the “best” possible category. In addition, telephone interviewers and project staff discussed solutions for how best to code items using the online coding system.

Changes to the instrument. Telephone interviewers were notified if a change in programming code had to be made to fix a problem with the instrument or supporting screens.

E. Quality Control Monitoring

Monitoring telephone data collection serves a number of goals, all aimed at maintaining a high level of data quality. Monitoring in BPS:1996/2001 helped to meet three important quality objectives: (1) reduction in the number of interviewer errors, (2) improvement in interviewer performance by reinforcement of good interviewing practices, and (3) assessment of the quality of the data being collected.

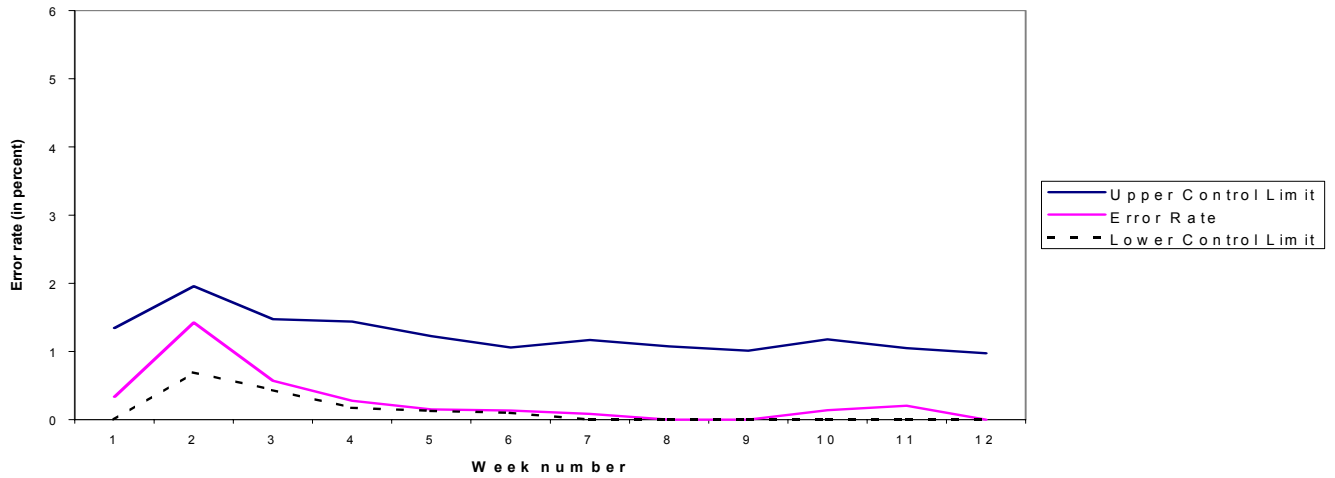
In order to ensure data quality, CATI interviews were evaluated by supervisors using a silent quantitative monitoring system. Monitors listened to and simultaneously viewed the progress of the interview using remote monitoring telephone and computer equipment. Monitors listened to up to 20 questions during an ongoing interview and, for each question, evaluated two aspects of the interviewer-respondent interchange: whether the interviewer (1) delivered the question correctly (error in delivery) and (2) keyed the appropriate response (error in data entry).

Measures of question delivery and data entry were developed and daily, weekly, and cumulative reports produced. Monitoring took place during the first 31 weeks of data collection, with a total of 19,962 items monitored during that time. After the 12th week of data collection, monitoring efforts were scaled back due to the lighter caseload being worked by telephone interviewers, the greater experience of the remaining interviewers, and the satisfaction by project staff that the process was proceeding smoothly. **Figure 4.1** shows error rates for question delivery; **figure 4.2** shows error rates for data entry.² Both graphs provide upper and lower control limits for these measures.³ The first two weeks reflect the learning curve expected at the start of any study during which interviewers are developing their skills with the instrument. During this time, error rates of up to 2.4 percent were recorded. Throughout the remainder of the monitoring period, error rates remained within acceptable limits, never exceeding 0.6 percent.

² Weeks 13 through 31 are not shown in the figures due to the low rate of monitoring. Analysis of interviewer behavior based on the few observations from this period is not useful. No errors were recorded after week 11.

³ The upper and lower control limits were defined by three times the standard error of the proportion of errors to the number of questions observed for the period (upper control limit: +3 times the standard error; lower control limit: -3 times the standard error).

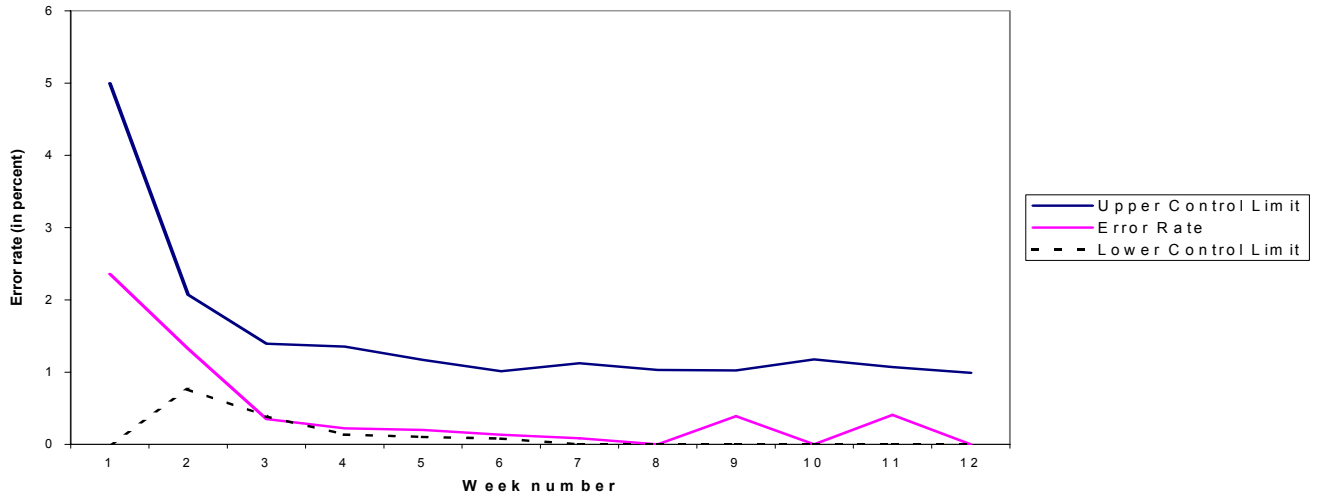
Figure 4.1--Monitoring error rates for CATI question delivery



NOTE: The upper and lower control limits were defined by three times the standard error of the proportion of errors to the number of questions observed for the period (upper control limit: +3 times the standard error; lower control limit: -3 times the standard error). Weeks 13 through 31 are not shown in the figures due to the low rate of monitoring. Analysis of interviewer behavior based on the few observations from this period is not useful. No errors were recorded after week 11.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Figure 4.2--Monitoring error rates for CATI data entry



NOTE: The upper and lower control limits were defined by three times the standard error of the proportion of errors to the number of questions observed for the period (upper control limit: +3 times the standard error; lower control limit: -3 times the standard error). Weeks 13 through 31 are not shown in the figures due to the low rate of monitoring. Analysis of interviewer behavior based on the few observations from this period is not useful. No errors were recorded after week 11.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Chapter 5

Data File Development

As the third of three interviews with the BPS:96 cohort, the data files for BPS:1996/2001 contain a number of component data files from a variety of sources in addition to those files created from the interview itself. These files are available as a set of restricted research files, fully documented by an Electronic Codebook (ECB), and as a public release Data Analysis System (DAS), which also contains full documentation.¹ This chapter describes each data file and details the documentation process.

A. Overview of the BPS:1996/2001 Data Files

Data obtained from the BPS:1996/2001 student interview are contained in restricted data files, documented by an ECB, which are available to researchers who have applied for and received authorization from NCES to access restricted research files. Included in the BPS:1996/2001 restricted data are the data files and ECB documentation for eligible first-time beginning students (FTBs) interviewed during the base year interview, NPSAS:96, and for the first follow-up interview, BPS:96/98.

The BPS:1996/2001 data contain the following files:

2001 Derived Variables File—Contains the composite (derived) variables developed for use on the BPS:1996/2001 public release DAS. [F01DERI.DAT]

2001 CATI Student Data File—Provides student-level raw data collected from the sample members who responded to the BPS:1996/2001 interview. The file excludes any CATI “verbatim” variables, which are on the Verbatim Data File described below. [F01STUD.DAT]

2001 CATI School Data File—Provides institution data obtained from the student interview. Although this is a student-level file, a sample member may have more than one record in the file since there is a separate record for each postsecondary institution attended since the last interview (up to nine institutions). [F01SCH.DAT]

2001 Coding Results File—Contains the verbatim text and resulting codes for undergraduate major and, for employed respondents, industry and occupation. [F01CODE.DAT]

¹ The ECB and DAS are both fully documented software products available from the National Center for Education Statistics (NCES).

2001 Verbatim Data File—Contains item-level records (i.e., one record per variable) for text variables collected in CATI. It is possible to have multiple records per student or no records for a student. [F01VERB.DAT]

2001 CATI Preload File—Contains those data preloaded from earlier data collections for use during the 2001 student interview for the CATI respondents. [F01PREL.DAT]

2001 CPS Data Files—Contains data received from matches to the Central Processing System (CPS) database for each consecutive academic year (AY) since the last follow-up, as follows:

- *AY 1998–99*: 5,064 BPS:96 sample members matched [CPS99.DAT]
- *AY 1999–2000*: 3,277 BPS:96 sample members matched [CPS00.DAT]
- *AY 2000–01*: 2,131 BPS:96 sample members matched [CPS01.DAT]

NSLDS Pell Data File—Contains raw grant-level data received from the National Student Loan Data System (NSLDS) for the 5,258 BPS sample members who received Pell Grants between May 1, 1995, and July 1, 2001. Provides a history file with separate records for each transaction in the Pell system. [PELL.DAT]

NSLDS Loans Data File—Contains raw loan-level data received from the NSLDS for the 7,475 BPS sample members who received loans between May 1, 1995, and July 1, 2001. Provides a history file with separate records for each transaction in the loan files. [NSLDS.DAT]

Weights File—Contains six weights with a separate record for each respondent. A set of analysis and Balanced Repeated Replication (BRR) weights are provided for cross-sectional analyses of the BPS:1996/2001 population. In addition, a set of longitudinal analysis and BRR weights are provided (1) for respondents in all three interviews (base year and first and second follow-ups) and (2) respondents in the base year and second follow-up. [F01WGT.DAT]

NPSAS:96 Files—Contains the restricted data file created for the base year interview, NPSAS:96. Provides the derived variables and interview data (including the verbatim and school files), plus data from NSLDS and CPS file matches. Cumulative enrollment data by school, updated during the BPS:1996/2001 interview, have been deleted from the file. [FILE196.DAT, CODE96.DAT, SCATI96.DAT, PCATI96.DAT, INST96.DAT, CADEV96.DAT, CATIV96.DAT, SAT.DAT, ACT.DAT, AP.DAT, PSS.DAT, CCD.DAT]

BPS:96/98 Files—Contains the restricted data file created for the first follow-up interview of the BPS:96 cohort, BPS:96/98. Provides the derived variables and interview data (including verbatim strings and school file), plus data from NSLDS and CPS file matches. Cumulative enrollment data by school, updated during the BPS:1996/2001

interview, have been deleted from the file. [FILE198.DAT, F98STUD.DAT, F98PREL.DAT, F98METH.DAT, F98SCH.DAT, F98ALPH.DAT, CPS98.DAT]

B. Data Coding and Editing

The BPS:1996/2001 data were coded and edited using procedures developed and implemented for previous NCES-sponsored studies. These coding and editing procedures were refined during the field test for use in the processing of BPS:1996/2001 full-scale data.

The coding and editing procedures fell into two categories:

- online coding and editing performed during data collection, and
- post-data-collection editing.

1. Online Coding and Editing

BPS:1996/2001 included one major data collection system—the CATI/CAPI interview—designed to include edit checks to ensure that the data collected were within valid ranges. To the extent feasible, the system incorporated across-item consistency edits. The CATI system also included online coding systems used for the collection of industry, occupation, and major, as well as a coding module used to obtain IPEDS information for new postsecondary institutions attended since the last interview.

2. Post-Data-Collection Editing

During and following data collection, the CATI/CAPI data were reviewed to confirm that the data collected reflected the intended skip-pattern relationships. At the conclusion of data collection, special codes were inserted in the database to reflect the different types of missing data. There are a variety of explanations for missing data within individual data elements. **Table 5.1** lists the set of special codes used to assist analysts in understanding the nature of missing data associated with BPS:1996/2001 data elements.

Table 5.1.—Description of missing data codes

Missing data code	Description
-1	Don't know
-2	Refused
-3	Legitimate skip (item was intentionally not collected because variable was not applicable to this student)
-6	Bad data, out of range, uncodeable userexit string
-7	Item was not administered (abbreviated interview) or reached (partial interview)
-8	Item was not reached due to a CATI error
-9	Missing for unknown reasons

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Skip-pattern relationships in the database were examined by systematically running cross-tabulations between gate items and their associated nested items. In many instances, gate-nest relationships had multiple levels within the CATI/CAPI instrument. That is, items nested within a gate question may themselves have been gate items for additional items. Therefore, validating the gate-nest relationships often required significant iterations and multiway cross-tabulations. In some instances, additional across-item consistency checks were performed, although these checks were kept to a minimum since, without recontacting respondents, it was difficult to know which data item was the true source of the inconsistency.

The data cleaning and editing process for the BPS:1996/2001 consisted of the following steps:

Step 1. *Review of one-way frequencies for every variable to confirm no missing or blank values.* This involved replacing blank or missing data with -9 for all variables in the CATI database and examining frequencies for reasonableness of data values.

Step 2. *Review of two-way cross-tabulations between each gate-nest combination of variables to check data consistency.* This step required using CATI/CAPI source code as specifications to define all gate-nest relationships and replace -9 codes (missing for unknown reason code) with -3 codes (legitimate skip code) as appropriate. Where the two-way cross-tabulations revealed either unusually high numbers of nonreplaced -9 codes, or unusually high numbers of responses for items which should have been skipped, the situation was investigated to ensure skip-pattern integrity. In some instances the inconsistency was due to a backup in the interview that changed the value of the gate question. In other cases resolution involved reprogramming the gate-nest relationship to be consistent with the CATI instrument. In rare instances this check revealed errors in the CATI source code.

Step 3. *Identify and specially code items that were not administered due to a partial or abbreviated interview.* This step involved replacing -9 and -3 values with -7 (item not administered) based on the section completion and abbreviated interview indicators. This -7 code, which was used for the first time in BPS:96/98, allows analysts to easily distinguish those items that were not administered to the respondent due to a partial or abbreviated interview from items skipped or left blank unintentionally.

Step 4. *Identify items requiring recoding and logical imputations.* Standard variable recoding and formatting (e.g., formatting dates as YYYYMM) and standardizing units of time (where an item collected amount of time in a variety of units) were performed during this step. Logical imputations were performed where items were missing but their values could be implicitly determined. For instance, if the respondent did not work in 2000, then the amount earned was imputed to \$0 rather than -3 or -9. Items that were skipped because the respondent did not answer the gate question (don't know or refusal) were imputed to the value of the gate question (-1 or -2).

Step 5. *Identify out-of-range or outlier values.* One-way frequencies for all categorical variables and descriptive statistics for all continuous variables were examined. Values determined to be out-of-range or unreasonable were replaced with -6.

Concurrent with the data cleaning process, detailed documentation was developed to describe question text, response options, logical imputations, recoding, and the “applies to” text for each delivered variable.

C. BPS:1996/2001 Descriptive Report

The descriptive report, a separate BPS:1996/2001 publication, documents some of the significant results from the longitudinal data collection. It includes an essay on persistence and attainment at 4-year institutions and a table compendium updating key variables for student characteristics, education and employment experiences, finances, and civic participation created using the BPS:1996/2001 DAS.

Chapter 6

Weighting and Variance Estimation

Development of statistical analysis weights for the BPS:1996/2001 sample is discussed in section A below. Cross-sectional weights were constructed for analyzing the respondents to BPS:1996/2001. In addition, two longitudinal weights were constructed, one for analyzing the students who participated in all three interviews—NPSAS:96, BPS:96/98, and BPS:1996/2001—and another for analyzing the students who responded to NPSAS:96 and BPS:1996/2001. Analysis procedures that can be used to produce design-unbiased estimates of sampling variances are discussed in section B, including variances computed using Taylor series and balanced repeated replications (BRR) techniques. Section C discusses the accuracy of BPS:1996/2001 estimates in terms of both precision and potential for bias. This section includes survey design effect tables that illustrate the level of precision achieved by the BPS:1996/2001 survey for key analytic outcomes for several important analysis domains. Finally, section D gives weighted response rates.

A. Analysis Weights

The initial file for the BPS:1996/2001 sample contained approximately

- 10,300 BPS:96/98 respondents and
- 1,800 BPS:96/98 nonrespondents.

As noted in chapter 2, the final BPS:1996/2001 sample consisted of

- the eligible respondents to BPS:96/98 and
- a subsample of nonrespondents to BPS:96/98 who were NPSAS:96 respondents.

Among these, over 20 were identified as deceased either prior to data collection and after data collection began.

A statistical analysis weight was computed to be used for analyzing data from the BPS:1996/2001 respondents. In addition, two longitudinal weights were computed: a weight for analyzing those BPS:1996/2001 respondents who also responded to NPSAS:96 and BPS:96/98, and a weight for analyzing the BPS:1996/2001 respondents who only responded to NPSAS:96 and BPS:1996/2001.

The weights for the BPS:96/98 respondents were constructed by applying a series of adjustments for subsampling and nonresponse to the base weights for the 2001 follow-up of the BPS:96 cohort, namely B01IAWT¹. Specifically, four adjustments were made:

¹ The rationale for the variable name “B01IAWT” is the following:

- to account for subsampling of the BPS:96/98 nonrespondents;
- to account for those not located;
- to account for refusals, among those who were located; and
- to account for types of nonresponse other than refusals among those who were located and did not refuse.

Construction of the longitudinal weight for those who responded to all three surveys consisted of an additional adjustment for nonresponse to either NPSAS:96 or BPS:96/98. Construction of the analysis weight for those who responded to both NPSAS:96 and BPS:1996/2001, but not to BPS:96/98, consisted of an additional adjustment for nonresponse to NPSAS:96.

1. Base Weight for BPS:1996/2001—Adjustment for Subsampling of BPS:96/98 Nonrespondents

As discussed in chapter 2, a subsample of BPS:96/98 nonrespondents was included in BPS:1996/2001. The subsample, rather than all nonrespondents, was fielded in order to reduce data collection costs. The weight B01IAWT was adjusted for those students, j , in the subsample by multiplying by the inverse of their selection probabilities. These probabilities take into account the stratification and probability proportional to size (PPS) sampling that was used in selecting the subsample. The adjustment was

$$ADJ1_j = 1/\pi_j.$$

The weight was calculated as:

$$\begin{aligned} B01_100U &= B01IAWT * ADJ1, \text{ for students in the BPS:96/98 nonrespondent} \\ &\quad \text{subsample} \\ &= B01IAWT \text{ for all other students.} \end{aligned}$$

The weights B01_100U for the students in the subsample were then adjusted so that they summed to the weight sum of B01IAWT for the BPS:96/98 nonrespondents. This adjustment resulted in the initial sampling weight for the BPS:1996/2001 sample, which is denoted B01_100. B01_100 was further adjusted to produce the BPS:1996/2001 analysis weights, as described below.

The weight B01_100 is nonnegative for both the eligible and ineligible (i.e., deceased) students. Weighted response rate tables later in this chapter were computed using B01_100 and were based on the set of eligible students. The eligible students are those with B01ELIG=1 where B01ELIG is the eligibility indicator for BPS:1996/2001.

B denotes the BPS survey
01 denotes the year 2001
I stands for “initial”
A stands for “analysis”
WT stands for “weight”

2. BPS:1996/2001 Cross-Sectional Weights

Analysis weights were constructed for the respondents to BPS:1996/2001. The weights were constructed by applying adjustments to the base weight B01_100. This section describes each of the adjustment steps, the variables considered for the adjustments, and the variables in the final weight adjustment models.

The adjustment for nonresponse was performed in three steps because the predictors of response propensity were potentially different for each of the following outcomes:

- inability to locate the student,
- refusal to be interviewed, and
- other noninterview.

Using these three steps of nonresponse adjustment achieved greater reduction in nonresponse bias to the extent that different variables were significant predictors of nonresponse propensity at each step.

All nonresponse adjustments were fit using RTI's proprietary generalized exponential modeling procedure (GEM²), which is similar to logistic modeling using bounds for adjustment factors. A key feature and advantage of the GEM software is that the nonresponse adjustment and weight trimming and smoothing are all accomplished in one step. Lower and upper bounds are set on the weight adjustment factors. The bounds can be varied, depending on whether the weight falls inside or outside a range, such as one defined by the bounds (median – 3 times the interquartile range, median + 3 times the interquartile range). This allows different bounds to be set for adjustments for weights that are considered high extreme, low extreme, or nonextreme. In this way, the extreme weights can be controlled and the design effect due to unequal weighting reduced.

Candidate predictor variables selected were those thought to be predictive of nonresponse and nonmissing for most of the sample (nonrespondents as well as respondents). The candidate predictor variables included

- age (categorical);
- typical age for a beginning student (yes or no);
- race/ethnicity;
- gender;
- citizenship status in the base year;
- attendance status in the base year;
- level of institution attended in the base year;
- control of institution attended in the base year;
- region of institution attended in the base year;
- size of institution attended in the base year (categorical);
- applied for financial aid in the base year (yes or no);

² Folsom, R.E. and Singh, A.C. (2000). "The Generalized Exponential for Sampling Weight Calibration for Extreme Values, Nonresponse, and Poststratification." *Proceedings of the Section on Survey Research Methods of the American Statistical Association*, pp. 598-603.

- receipt of federal aid in the base year (yes or no);
- receipt of Pell Grant in the base year (yes or no);
- receipt of Stafford Loan in the base year (yes or no);
- receipt of state aid in the base year (yes or no);
- receipt of institutional aid in the base year (yes or no);
- receipt of any aid in the base year (yes or no);
- previous response status (whether the student was a respondent to both NPSAS:96 and BPS:96/98 versus a nonrespondent to either NPSAS:96 or BPS:96/98);
- income of independent students and parents of dependent students (collapsed);
- parents' highest educational attainment;
- degree completion status in 1998;
- number of telephone numbers available;
- number of times an answering machine was encountered (for located students); and
- whether the student was in a field cluster.

To detect important interactions for the logistic models, a Chi-squared automatic interaction detection analysis (CHAID) was performed on the predictor variables. The CHAID analysis divided the data into segments that differed with respect to the response variable (located, did not refuse, or respondent, depending on the model). The segmentation process first divided the sample into groups based on categories of the most significant predictor of response. It then split each of these groups into smaller subgroups based on other predictor variables. It also merged categories of a variable that were found to be nonsignificant. This splitting and merging process continued until no more statistically significant predictors were found (or until some other stopping rule was met). The interactions from the final CHAID segments were then defined.

The nonresponse bias for these same variables was estimated, and then a statistical test of whether or not the bias was significant was performed. Tests were performed to identify significant differences between refusal conversions and other respondents; significant differences suggest a potential for nonresponse bias because of the refusal population being different from the other respondents. Additional tests were performed to detect significant differences between late respondents and other respondents; significant differences would suggest a potential for nonresponse bias because of the noncontacts/late-contact population being different from the other respondents. Results and further details of these analyses are given below in section C.

The interaction segments and all the main effects were then subjected to variable screening in the GEM logistic procedure. Variables with significant bias were included in each nonresponse model. The models initially included all of the potentially important variables. The interaction segments identified by CHAID were also retained in all of the models. The most nonsignificant variables were deleted sequentially until the deletion of additional variables did not appreciably improve the unequal weighting effect (UWE). Different bounds on the weight adjustments, depending on whether the weight is classified as high extreme, nonextreme, or low extreme, were applied within the NPSAS:96 institutional sampling strata to accomplish nonresponse adjustment, truncation, and smoothing in one step. A large number of predictor variables in each nonresponse model were kept. This allows the estimates to be calibrated based

on the respondents to as many totals as possible that are known for both respondents and nonrespondents.

a. Weight Adjustment for Nonrespondents Who Were Not Located

Of the individuals eligible for the BPS:1996/2001 sample, 92 percent was contacted. An adjustment was performed to the weight B01_100 to adjust for the remaining sample members who did not respond because they were not located. As described above, a CHAID analysis was performed on all of the predictor variables to detect important interactions. All potentially important variables were included in the model. Highly nonsignificant variables were deleted from the model until there was little change in the unequal weighting effect.

Table 6.1 presents the final predictor variables used in the logistic model that adjusted the weights for those who were not located, and gives the weighted location rate and the average weight adjustment factors resulting from these variables. The weighting adjustment factor for student j was the reciprocal of the predicted response probability, or

$$ADJ2_j = 1 / p_{L,j}.$$

The weight, adjusted for those who were not located, was then computed as

$$\begin{aligned} \text{LOCWT} &= \text{B01_100} * \text{AJD2} \text{ for those who were located} \\ &= 0 \text{ otherwise.} \end{aligned}$$

b. Weight Adjustment for Nonrespondents Who Refused

Of the sample members who were eligible and located for the BPS:1996/2001 sample, 3 percent refused. An additional adjustment was performed to the weight that had been adjusted for the not located, LOCWT, to adjust for those who refused. As in the case of the adjustment for the not located, a CHAID analysis was performed on all of the predictor variables to detect important interactions. All potentially important variables were included in the model. Highly insignificant variables were deleted from the model until there was little change in the unequal weighting effect.

Table 6.2 presents the final predictor variables used in the logistic model that adjusted the weights for those who refused and gives the weighted nonrefusal rate (for those who were located) and the average weight adjustment factors resulting from these variables. The weighting adjustment factor for student j was the reciprocal of the predicted response probability, or

$$ADJ3_j = 1 / p_{NRef,j}.$$

The weight adjusted for those who refused was computed

$$\begin{aligned} \text{NREFWT} &= \text{LOCWT} * \text{ADJ3} \text{ for those who did not refuse} \\ &= 0 \text{ otherwise.} \end{aligned}$$

Table 6.1.—Average weight adjustment factors from the logistic model used to adjust for student location nonresponse

Predictor variables	Weighted response rate	Average weight adjustment
Total	89.6	1.45
Age		
19 or younger	91.7	1.40
20 to 23	80.6	1.77
24 to 29	92.5	1.69
30 to 39	78.7	1.49
40 or older	94.1	1.74
Gender		
Male	87.3	1.50
Female	91.5	1.42
Citizenship		
U.S. citizen	89.8	1.45
Non-citizen	86.2	1.55
Attendance status		
Full-time/full year 1 institution	92.7	1.42
Full-time/full year more than 1 institution	96.1	1.05
Full-time/part year	79.8	1.59
Part-time/full year 1 institution	88.6	1.57
Part-time/full year more than 1 institution	60.4	1.55
Part-time/part year	91.8	1.61
Institution level		
4-year	91.7	1.44
2-year	89.0	1.45
Less-than-2-year	83.3	1.57
Institution control		
Public	90.2	1.41
Private not-for-profit	91.0	1.49
Private for-profit	83.5	1.55
Institution region		
New England	90.1	1.65
Mid East	91.4	1.30
Great Lakes	91.7	1.37
Plains	93.5	1.57
Southeast	86.9	1.46
Southwest	88.2	1.56
Rocky Mountains	84.4	1.67
Far West	89.8	1.45
Outlying Area	92.3	1.19
Type of institution and enrollment category		
Public		
Fewer than 1,000	95.5	1.09
1,000–2,499	81.1	1.79
2,500–4,999	91.6	1.42
5,000–9,999	81.6	1.54
10,000–19,999	92.6	1.43
20,000 or more	94.4	1.32
Private not-for-profit		
Fewer than 1,000	84.5	1.32
1,000–2,499	93.7	1.54
2,500–4,999	93.6	1.42
5,000–9,999	84.6	1.45
10,000 or more	92.3	1.58
Private for-profit		
Fewer than 300	82.0	1.63
300–999	86.6	1.49
1,000 or more	79.7	1.59

See footnotes at end of table.

Table 6.1.—Average weight adjustment factors from the logistic model used to adjust for student location nonresponse—Continued

Predictor variables	Weighted response rate	Average weight adjustment
Applied for aid		
Yes	88.6	1.42
No	91.9	1.62
Receipt of federal aid		
Yes	88.8	1.43
No	90.3	1.49
Receipt of Pell Grant		
Yes	86.9	1.47
No	90.7	1.44
Receipt of Stafford Loan		
Yes	88.8	1.45
No	89.9	1.46
Receipt of state aid		
Yes	93.4	1.32
No	88.9	1.49
Receipt of institution aid		
Yes	92.4	1.42
No	88.8	1.47
Receipt of any aid		
Yes	89.2	1.42
No	90.1	1.54
Parents' income (for dependent students)		
\$29,999 or less	88.7	1.45
\$30,000–\$59,999	94.1	1.35
\$60,000–\$99,999	92.8	1.41
\$100,000 or more	85.8	1.56
Student's income (for independent students)		
\$5,000 or less	85.2	1.55
\$5,000–\$9,999	82.6	1.66
\$10,000–\$19,999	75.0	1.80
\$20,000 or more	94.6	1.53
Parents' highest education		
Less than high school	86.1	1.44
High school diploma	88.1	1.41
Some college	90.9	1.47
Degree status in 1998		
Certificate or associate degree received	90.5	1.44
Vocational or associate degree program, degree not received	87.2	1.49
Bachelor's degree or program	92.3	1.44
Telephone numbers available		
0 or 1 number	88.2	1.71
2 numbers	88.2	1.59
3 numbers	91.4	1.37
4 numbers	90.3	1.48
5 numbers	93.7	1.39
6 numbers	83.8	1.46
7 or more numbers	83.2	1.40
Number of times answering machine was encountered		
None	91.4	1.38
Once	92.8	1.36
More than once	88.1	1.50

See footnotes at end of table.

Table 6.1.—Average weight adjustment factors from the logistic model used to adjust for student location nonresponse—Continued

Predictor variables	Weighted response rate	Average weight adjustment
Interaction segments		
1 = Not in field cluster, White, non-Hispanic, certificate, associate's, or bachelor's received, or in bachelor's program	91.2	1.41
2 = Not in field cluster, White, non-Hispanic, vocational or associate's degree program	82.0	1.66
3 = Not in field cluster, other than White non-Hispanic, did not encounter answering machine	70.5	1.71
4 = Not in field cluster, other than White non-Hispanic, encountered answering machine 1 or more times	84.8	1.72
5 = In field cluster, White, non-Hispanic, attended full-time/full year	96.0	1.42
6 = In field cluster, White, non-Hispanic, attended other than full-time/full year	93.9	1.46
7 = In field cluster, Black, non-Hispanic, male	84.2	1.46
8 = In field cluster, Black, non-Hispanic, female	93.9	1.42
9 = In field cluster, Hispanic, 0 or 1 telephone numbers available	78.2	1.40
10 = In field cluster, Hispanic, 2–4 telephone numbers available	94.4	1.18
11 = In field cluster, Hispanic, 5 or more telephone numbers available	90.1	1.52
12 = In field cluster, other race, not typical age for level	93.9	1.76
13 = In field cluster, other race, typical age for level	95.1	1.32

NOTE: Predictor variables are from base year data (NPSAS:96) with the exception of degree status in 1998, telephone numbers available, number of times answering machine was encountered, and certain interaction variables.

The weight used is B01_100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.2.—Average weight adjustment factors from the logistic model used to adjust for student refusal nonresponse

Predictor variables	Weighted response rate	Average weight adjustment
Total	96.1	1.04
Age		
19 or younger	96.6	1.03
20 to 23	95.2	1.05
24 to 29	94.5	1.06
30 to 39	94.9	1.06
40 or older	97.0	1.03
Race/ethnicity		
White, non-Hispanic	95.8	1.04
Black, non-Hispanic	97.4	1.03
Hispanic	96.9	1.03
Asian/Pacific Islander	96.5	1.03
American Indian/Alaska Native	97.8	1.02
Other	93.5	1.08
Gender		
Male	96.8	1.03
Female	95.6	1.04
Citizenship		
U.S. citizen	96.1	1.04
Non-citizen, eligible	96.7	1.03
Non-citizen, ineligible	98.4	1.00
Attendance status		
Full-time/full year 1 institution	96.2	1.03
Full-time/full year more than 1 institution	97.0	1.03
Full-time/part year	95.8	1.05
Part-time/full year 1 institution	97.0	1.03
Part-time/full year more than 1 institution	96.7	1.01
Part-time/part year	95.3	1.05
Institution level		
4-year	97.0	1.03
2-year	95.8	1.05
Less-than-2-year	94.2	1.06
Institution control		
Public	96.4	1.03
Private not-for-profit	96.9	1.03
Private for-profit	93.6	1.06
Institution region		
New England	93.8	1.06
Mid East	94.4	1.05
Great Lakes	96.1	1.03
Plains	95.1	1.05
Southeast	97.2	1.03
Southwest	96.2	1.03
Rocky Mountains	98.6	1.02
Far West	96.5	1.03
Outlying Area	97.9	1.02
Type of institution and enrollment category		
Public		
Fewer than 1,000	95.6	1.06
1,000–2,499	96.2	1.05
2,500–4,999	99.5	1.00
5,000–9,999	95.5	1.05
10,000–19,999	96.0	1.03
20,000 or more	96.3	1.03

See footnotes at end of table.

Table 6.2.—Average weight adjustment factors from the logistic model used to adjust for student refusal nonresponse—Continued

Predictor variables	Weighted response rate	Average weight adjustment
Private not-for-profit		
Fewer than 1,000	96.0	1.05
1,000–2,499	97.3	1.03
2,500–4,999	95.9	1.04
5,000–9,999	97.7	1.02
10,000 or more	97.1	1.03
Private for-profit		
Fewer than 300	94.6	1.06
300–999	93.4	1.07
1,000 or more	92.3	1.07
Applied for aid		
Yes	96.2	1.04
No	96.1	1.03
Receipt of federal aid		
Yes	95.9	1.04
No	96.3	1.03
Receipt of Pell Grant		
Yes	96.0	1.04
No	96.2	1.03
Receipt of Stafford Loan		
Yes	95.6	1.04
No	96.4	1.03
Receipt of state aid		
Yes	96.8	1.03
No	96.0	1.04
Receipt of institution aid		
Yes	97.2	1.03
No	95.9	1.04
Receipt of any aid		
Yes	96.3	1.04
No	95.9	1.04
Parents' income (for dependent students)		
\$29,999 or less	95.8	1.04
\$30,000–\$59,999	96.6	1.03
\$60,000–\$99,999	96.0	1.04
\$100,000 or more	97.6	1.02
Student's income (for independent students)		
\$5,000 or less	96.6	1.04
\$5,000–\$9,999	93.3	1.07
\$10,000–\$19,999	96.1	1.05
\$20,000 or more	95.9	1.04
Parents' highest education		
Less than high school	96.9	1.03
High school diploma	95.7	1.04
Some college	96.3	1.03
Degree status in 1998		
Certificate or associate degree received	93.1	1.07
Vocational or associate degree program, degree not received	96.4	1.03
Bachelor's degree or program	97.0	1.03
Telephone numbers available		
0 or 1 number	93.6	1.07
2 numbers	94.9	1.06
3 numbers	96.4	1.04
4 numbers	96.2	1.04
5 numbers	97.6	1.02
6 numbers	95.7	1.04
7 or more numbers	98.1	1.02

See footnotes at end of table.

Table 6.2.—Average weight adjustment factors from the logistic model used to adjust for student refusal nonresponse—Continued

Predictor variables	Weighted response rate	Average weight adjustment
Number of times answering machine was encountered		
None	96.6	1.03
Once	97.8	1.02
More than once	95.6	1.04
In field cluster		
Yes	95.8	1.04
No	96.5	1.03
Interaction segment		
1 = Not prior respondent, not typical age for level	85.4	1.20
2 = Not prior respondent, typical age for level	92.3	1.09
3 = Prior respondent, 0 or 1 telephone numbers available	94.1	1.07
4 = Prior respondent, 2 telephone numbers available, encountered answering machine none or once	98.1	1.03
5 = Prior respondent, 2 telephone numbers available, encountered answering machine more than once	91.4	1.10
6 = Prior respondent, 3 telephone numbers available, encountered answering machine none or once	97.7	1.02
7 = Prior respondent, 3 telephone numbers available, encountered answering machine more than once	96.0	1.05
8 = Prior respondent, 4 or more telephone numbers available, 4-year institution	97.9	1.02
9 = Prior respondent, 4 or more telephone numbers available, 2-year or less-than-2-year institution	96.7	1.04

NOTE: Predictor variables are from base year data (NPSAS:96) with the exception of degree status in 1998, telephone numbers available, number of times answering machine was encountered, in field cluster, and certain interaction variables.

The weight used is LOCWT.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

c. Weight Adjustments for Located Nonrespondents Who Were Not Refusals

Of the 9,259 who were eligible, located, and did not refuse, 9,132 responded to the BPS:1996/2001 survey and the remaining 127 did not respond for reasons other than refusal. Next, an adjustment was made to NREFWT to adjust for these 127. As in the case of the other adjustments, a CHAID analysis was performed on all of the predictor variables to detect important interactions. All potentially important variables were included in the model. Highly insignificant variables were deleted from the model until there was little change in the unequal weighting effect.

Table 6.3 presents the final predictor variables used in the logistic model that adjusted the weights for those who were interviewed, and gives the weighted interview rate (for those who were located and did not refuse) and the average weight adjustment factors resulting from these variables. The weighting adjustment factor for student j was the reciprocal of the predicted response probability, or

$$ADJ4_j = 1/p_{R,j}$$

and the weight was computed as:

$$\begin{aligned} B01AWT &= NREFWT * ADJ4 \text{ for the } 9,132 \text{ who responded, and} \\ &= 0 \text{ otherwise.} \end{aligned}$$

This final weight was rounded to the nearest integer and is denoted by B01AWT. This weight is to be used for analyzing the data collected from the 9,132 responses to BPS:1996/2001.

3. Longitudinal Analysis Weights

Two longitudinal weights were constructed:

- one weight (B01LWT1) was computed for the 8,934 eligible NPSAS:96 sample members who responded to all three rounds of the survey (i.e., responded to NPSAS:96, BPS:96/98, and BPS:1996/2001); and
- the second weight (B01LWT2) was computed for the 8,999 eligible NPSAS:96 sample members who responded to both BPS:1996/2001 and NPSAS:96.

These two weights were each constructed by applying additional nonresponse adjustments to the final BPS:1996/2001 cross-sectional weight (i.e., B01AWT).

Table 6.3.—Average weight adjustment factors from the logistic model used to adjust for nonresponse other than refusal

Predictor variables	Weighted response rate	Average weight adjustment
Total	98.8	1.01
Age		
19 or younger	98.8	1.01
20 to 23	99.5	1.01
24 to 29	98.3	1.02
30 to 39	97.8	1.03
40 or older	99.6	1.01
Race/ethnicity		
White, non-Hispanic	99.0	1.01
Black, non-Hispanic	98.8	1.01
Hispanic	98.1	1.02
Asian/Pacific Islander	97.9	1.02
American Indian/Alaska Native	98.4	1.01
Other	98.7	1.02
Gender		
Male	98.5	1.02
Female	99.1	1.01
Attendance status		
Full-time/full year 1 institution	99.0	1.01
Full-time/full year more than 1 institution	99.0	1.01
Full-time/part year	98.3	1.02
Part-time/full year 1 institution	98.6	1.02
Part-time/full year more than 1 institution	100.0	1.00
Part-time/part year	99.0	1.02
Institution level		
4-year	98.6	1.01
2-year	99.2	1.01
Less-than-2-year	97.6	1.02
Institution control		
Public	99.1	1.01
Private not-for-profit	98.3	1.02
Private for-profit	97.8	1.02
Institution region		
New England	96.7	1.04
Mid East	98.5	1.02
Great Lakes	99.3	1.01
Plains	99.3	1.01
Southeast	99.3	1.01
Southwest	99.3	1.01
Rocky Mountains	99.5	1.01
Far West	98.0	1.02
Outlying Area	99.2	1.01
Type of institution and enrollment category		
Public		
Fewer than 1,000	98.9	1.01
1,000–2,499	99.7	1.01
2,500–4,999	99.8	1.00
5,000–9,999	99.1	1.01
10,000–19,999	98.6	1.02
20,000 or more	99.2	1.01
Private not-for-profit		
Fewer than 1,000	99.6	1.00
1,000–2,499	98.0	1.02
2,500–4,999	99.3	1.01
5,000–9,999	97.5	1.03
10,000 or more	98.1	1.02

See footnotes at end of table.

Table 6.3.—Average weight adjustment factors from the logistic model used to adjust for nonresponse other than refusal—Continued

Predictor variables	Weighted response rate	Average weight adjustment
Private for-profit		
Fewer than 300	98.9	1.01
300–999	98.0	1.02
1,000 or more	95.7	1.04
Applied for aid		
Yes	98.8	1.01
No	98.8	1.02
Receipt of federal aid		
Yes	98.9	1.01
No	98.7	1.02
Receipt of Pell Grant		
Yes	99.0	1.01
No	98.8	1.01
Receipt of Stafford Loan		
Yes	98.7	1.01
No	98.9	1.02
Receipt of state aid		
Yes	99.2	1.01
No	98.7	1.02
Receipt of institution aid		
Yes	98.6	1.02
No	98.9	1.01
Receipt of any aid		
Yes	98.9	1.01
No	98.7	1.02
Prior respondent		
Yes	98.8	1.01
No	99.7	1.00
Parents' income (for dependent students)		
\$29,999 or less	98.5	1.02
\$30,000–\$59,999	98.9	1.01
\$60,000–\$99,999	99.1	1.01
\$100,000 or more	98.6	1.02
Student's income (for independent students)		
\$5,000 or less	98.5	1.02
\$5,000–\$9,999	98.7	1.02
\$10,000–\$19,999	99.3	1.01
\$20,000 or more	98.9	1.02
Parents' highest education		
Less than high school	97.7	1.03
High school diploma	99.1	1.01
Some college	98.8	1.01
Degree status in 1998		
Certificate or associate degree received	99.2	1.01
Vocational or associate degree program, degree not received	98.9	1.01
Bachelor's degree or program	98.5	1.02
Telephone numbers available		
0 or 1 number	98.7	1.02
2 numbers	98.7	1.02
3 numbers	99.4	1.01
4 numbers	98.0	1.02
5 numbers	99.1	1.01
6 numbers	99.0	1.01
7 or more numbers	99.1	1.01
Number of times answering machine was encountered		
None	98.7	1.02
Once	99.5	1.01
More than once	98.7	1.02

See footnotes at end of table.

Table 6.3.—Average weight adjustment factors from the logistic model used to adjust for nonresponse other than refusal—Continued

Predictor variables	Weighted response rate	Average weight adjustment
In field cluster		
Yes	98.4	1.02
No	99.2	1.01
Interaction segment		
1 = U.S. citizen, male	98.8	1.01
2 = U.S. citizen, female	99.1	1.01
3 = Non-citizen, public institution	97.9	1.03
4 = Non-citizen, private institution, male	86.4	1.16
5 = Non-citizen, private institution, female	97.6	1.03

NOTE: Predictor variables are from base year data (NPSAS:96) with the exception of prior respondent, degree status in 1998, telephone numbers available, number of times answering machine was encountered, and in field cluster.

The weight used is NREFWT.

SOURCE: U.S. Department of Education, national Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

The weight for analyzing respondents to all three surveys, NPSAS:96, BPS:96/98, and BPS:1996/2001, was constructed by applying an additional nonresponse adjustment to the final unrounded BPS:1996/2001 cross-sectional weight (unrounded version of B01AWT). As for the other models, CHAID was used to determine the interaction segments, then the GEM modeling procedure was used to determine the adjustment factor. **Table 6.4** presents the final predictor variables used in the logistic model that adjusted the weights for those who were not also interviewed in both NPSAS:96 and BPS:96/98 and gives the weighted interview rate (for those who were interviewed in BPS:1996/2001) and the average weight adjustment factors resulting from these variables. The final weight was rounded to integer values, and is denoted as B01LWT1.

Specifically,

$$\begin{aligned} \text{B01LWT1} &= \text{B01AWT} * \text{ADJ5} \text{ for those who responded to all three surveys, and} \\ &= 0 \text{ otherwise,} \end{aligned}$$

where

$$\text{ADJ5} = 1/p_{96-98-01,j}$$

is the reciprocal of the predicted response probability.

The weight for analyzing respondents to both NPSAS:96 and BPS:1996/2001 was also constructed by applying an additional nonresponse adjustment to the final BPS:1996/2001 cross-sectional weight, following the same steps as for the other adjustments. **Table 6.5** presents the final predictor variables used in the model and the weighted response rates and adjustment factors. The final weight was rounded to integer values and is denoted as B01LWT2.

Specifically,

$$\begin{aligned} \text{B01LWT2} &= \text{B01AWT} * \text{ADJ6} \text{ for those who responded to both NPSAS:96} \\ &\text{and BPS:1996/2001, and} \\ &= 0 \text{ otherwise,} \end{aligned}$$

where

$$\text{ADJ6} = 1/p_{96-01,j}$$

is the reciprocal of the predicted response probability.

The distributions of the weight adjustment factors for the BPS:1996/2001 analysis weights and the two longitudinal weights are presented in **table 6.6**. **Table 6.7** presents the distributions of the initial, intermediate, and final weights along with their unequal weighting design effects.

Table 6.4.—Average weight adjustment factors from the logistic model used to adjust for nonresponse to either NPSAS:96 or BPS:96/98, among the respondents to BPS:1996/2001

Predictor variables	Weighted response rate	Average weight adjustment
Total	93.6	1.05
Age		
19 or younger	93.7	1.05
20 to 23	94.9	1.05
24 to 29	91.7	1.10
30 to 39	96.5	1.03
40 or older	89.9	1.09
Race/ethnicity		
White, non-Hispanic	93.4	1.05
Black, non-Hispanic	94.0	1.06
Hispanic	94.5	1.05
Asian/Pacific Islander	93.7	1.05
American Indian/Alaska Native	93.9	1.05
Other	94.7	1.05
Gender		
Male	93.5	1.05
Female	93.7	1.05
Citizenship		
U.S. citizen	93.7	1.05
Non-citizen, eligible	94.7	1.04
Non-citizen, ineligible	81.3	1.22
Attendance status		
Full-time/full year 1 institution	94.4	1.05
Full-time/full year more than 1 institution	100.0	1.00
Full-time/part year	95.4	1.05
Part-time/full year 1 institution	91.5	1.08
Part-time/full year more than 1 institution	100.0	1.00
Part-time/part year	90.4	1.10
Institution level		
4-year	95.4	1.05
2-year	92.2	1.08
Less-than-2-year	93.7	1.06
Institution control		
Public	93.0	1.06
Private not-for-profit	97.6	1.02
Private for-profit	92.2	1.09
Institution region		
New England	93.6	1.06
Mid East	96.3	1.03
Great Lakes	93.6	1.05
Plains	91.9	1.07
Southeast	94.9	1.05
Southwest	90.6	1.09
Rocky Mountains	93.4	1.06
Far West	92.3	1.07
Outlying Area	97.9	1.02
Type of institution and enrollment category		
Public		
Fewer than 1,000	100.0	1.00
1,000–2,499	94.7	1.05
2,500–4,999	93.6	1.05
5,000–9,999	95.2	1.04
10,000–19,999	90.6	1.09
20,000 or more	92.9	1.07

See footnotes at end of table.

Table 6.4.—Average weight adjustment factors from the logistic model used to adjust for nonresponse to either NPSAS:96 or BPS:96/98, among the respondents to BPS:1996/2001—Continued

Predictor variables	Weighted response rate	Average weight adjustment
Private not-for-profit		
Fewer than 1,000	98.5	1.02
1,000–2,499	97.2	1.03
2,500–4,999	98.1	1.02
5,000–9,999	98.4	1.01
10,000 or more	97.0	1.03
Private for-profit		
Fewer than 300	93.1	1.07
300–999	90.5	1.11
1,000 or more	93.9	1.06
Applied for aid		
Yes	94.7	1.05
No	91.2	1.08
Receipt of federal aid		
Yes	94.2	1.05
No	93.2	1.06
Receipt of Pell Grant		
Yes	93.7	1.06
No	93.6	1.05
Receipt of Stafford Loan		
Yes	93.9	1.05
No	93.5	1.05
Receipt of state aid		
Yes	95.5	1.04
No	93.3	1.06
Receipt of institution aid		
Yes	95.3	1.04
No	93.2	1.06
Receipt of any aid		
Yes	94.6	1.05
No	92.3	1.07
Parents' income (for dependent students)		
\$29,999 or less	93.4	1.06
\$30,000–\$59,999	94.2	1.05
\$60,000–\$99,999	93.1	1.06
\$100,000 or more	94.2	1.05
Student's income (for independent students)		
\$5,000 or less	93.6	1.06
\$5,000–\$9,999	93.4	1.07
\$10,000–\$19,999	97.5	1.02
\$20,000 or more	90.8	1.09
Parents' highest education		
Less than high school	93.0	1.06
High school diploma	94.1	1.05
Some college	93.4	1.06
Degree status in 1998		
Certificate or associate degree received	93.2	1.07
Vocational or associate degree program, degree not received	92.5	1.07
Bachelor's degree or program	95.3	1.05
Interaction segment		
1 = Did not apply for aid, public	94.4	1.06
2 = Did not apply for aid, private not-for-profit	97.8	1.02
3 = Did not apply for aid, private for-profit	91.6	1.09
4 = Applied for aid, public	90.6	1.09
5 = Applied for aid, private not-for-profit	96.3	1.04
6 = Applied for aid, private for-profit	97.2	1.04

NOTE: Predictor variables are from base year data (NPSAS:96) with exception of degree status in 1998. Weight used is B01AWT.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.5.—Average weight adjustment factors from the logistic model used to adjust for nonresponse to NPSAS:96, among the respondents to BPS:1996/2001

Predictor variables	Weighted response rate	Average weight adjustment
Total	96.3	1.04
Age		
19 or younger	96.1	1.04
20 to 23	96.7	1.03
24 to 29	95.2	1.05
30 to 39	97.6	1.02
40 or older	97.9	1.02
Race/ethnicity		
White, non-Hispanic	96.3	1.04
Black, non-Hispanic	96.4	1.04
Hispanic	96.0	1.04
Asian/Pacific Islander	97.2	1.03
American Indian/Alaska Native	93.9	1.05
Other	94.7	1.04
Gender		
Male	95.9	1.04
Female	96.7	1.03
Citizenship		
U.S. citizen	96.3	1.04
Non-citizen, eligible	95.8	1.05
Non-citizen, ineligible	100.0	1.00
Attendance status		
Full-time/full year 1 institution	96.7	1.04
Full-time/full year more than 1 institution	100.0	1.00
Full-time/part year	97.0	1.03
Part-time/full year 1 institution	93.9	1.07
Part-time/full year more than 1 institution	100.0	1.00
Part-time/part year	96.0	1.04
Institution level		
4-year	96.3	1.04
2-year	96.3	1.03
Less-than-2-year	96.4	1.03
Institution control		
Public	95.8	1.05
Private not-for-profit	98.4	1.02
Private for-profit	96.5	1.03
Institution region		
New England	97.4	1.03
Mid East	98.3	1.02
Great Lakes	96.2	1.04
Plains	95.7	1.04
Southeast	97.5	1.03
Southwest	93.2	1.07
Rocky Mountains	96.4	1.04
Far West	94.9	1.05
Outlying Area	97.9	1.02
Type of institution and enrollment category		
Public		
Fewer than 1,000	100.0	1.00
1,000–2,499	97.3	1.03
2,500–4,999	96.6	1.03
5,000–9,999	97.0	1.03
10,000–19,999	94.8	1.06
20,000 or more	95.3	1.05
Private not-for-profit		
Fewer than 1,000	99.0	1.01
1,000–2,499	98.4	1.02
2,500–4,999	98.6	1.01
5,000–9,999	98.7	1.01
10,000 or more	97.7	1.02
Private for-profit		
Fewer than 300	95.3	1.04
300–999	97.0	1.03
1,000 or more	97.5	1.03

See footnotes at end of table.

Table 6.5.—Average weight adjustment factors from the logistic model used to adjust for nonresponse to NPSAS:96, among the respondents to BPS:1996/2001—Continued

Predictor variables	Weighted response rate	Average weight adjustment
Receipt of federal aid		
Yes	96.3	1.04
No	96.3	1.03
Receipt of Pell Grant		
Yes	95.9	1.04
No	96.5	1.03
Receipt of Stafford Loan		
Yes	96.2	1.04
No	96.3	1.04
Receipt of state aid		
Yes	96.9	1.03
No	96.2	1.04
Receipt of institution aid		
Yes	96.3	1.04
No	96.3	1.04
Receipt of any aid*		
Yes	96.5	1.04
No	96.0	1.04
Parents' income (for dependent students)		
\$29,999 or less	95.1	1.05
\$30,000–\$59,999	96.5	1.03
\$60,000–\$99,999	95.8	1.04
\$100,000 or more	97.9	1.02
Student's income (for independent students)		
\$5,000 or less	97.1	1.03
\$5,000–\$9,999	95.9	1.04
\$10,000–\$19,999	98.2	1.02
\$20,000 or more	96.4	1.03
Parents' highest education		
Less than high school	94.2	1.07
High school diploma	96.9	1.03
Some college	96.2	1.04
Degree status in 1998		
Certificate or associate degree received	97.3	1.03
Vocational or associate degree program, degree not received	96.0	1.04
Bachelor's degree or program	96.3	1.04
Interaction segment		
1 = Did not apply for aid	95.0	1.05
2 = Applied for aid, NPSAS:96 school greater than 13,184 enrolled	95.2	1.05
3 = Applied for aid, NPSAS:96 school 13,184 or fewer enrolled, parents' highest education less than high school	93.0	1.07
4 = Applied for aid, NPSAS:96 school 13,184 or fewer enrolled, parents' highest education high school or more	98.2	1.02

NOTE: Predictor variables are from base year data (NPSAS:96) with the exception of degree status in 1998.

The weight used is B01AWT.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.6.—Distribution of values for the BPS:1996/2001 weight adjustment factors

Quantile	Location ADJ2	Refusal ADJ3	Nonresponse ADJ4	Longitudinal ADJ5	Longitudinal AJD6
Minimum	0.05	0.56	0.91	0.89	0.87
1%	0.26	1.00	1.00	1.00	1.00
5%	0.94	1.00	1.00	1.00	1.00
10%	1.04	1.00	1.00	1.01	1.00
25%	1.18	1.01	1.00	1.02	1.01
Median	1.38	1.02	1.01	1.04	1.02
75%	1.68	1.05	1.02	1.07	1.05
90%	2.05	1.09	1.04	1.12	1.09
95%	2.29	1.12	1.06	1.15	1.11
99%	2.65	1.19	1.15	1.24	1.17
Maximum	3.49	1.30	1.20	1.42	1.35

NOTE: Some adjustment factors are less than one because the GEM weight adjustment procedure adjusts for nonresponse, and truncates and smooths the weights in one step.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.7.—Distribution of initial, intermediate, and final weights for BPS:1996/2001

Quantile	Initial weight	Intermediate weights		Cross-sectional analysis weight	Longitudinal analysis weights	
	B01_100	Location LOCWT	Refusal NREFWT	B01AWT	B01LWT1	B01LWT2
Minimum	7	8	8	8	8	8
1%	22	27	27	28	28	28
5%	38	50	51	52	54	53
10%	47	67	68	69	72	71
25%	76	113	116	118	120	120
Median	144	196	202	205	211	209
75%	225	324	334	340	347	344
90%	680	782	795	800	824	823
95%	1,151	1,278	1,333	1,354	1,392	1,384
99%	2,964	3,125	3,185	3,197	2,987	3,140
Maximum	12,897	5,588	4,453	4,340	4,357	4,371
Unequal weighting design effect	7.245	3.020	3.059	3.047	3.024	3.026

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

B. Variance Estimation

For probability-based sample surveys, most estimates are nonlinear statistics. For example, a mean or proportion is calculated as $\sum wy/\sum w$, which is nonlinear because the denominator is a survey estimate of the unknown population total. In this situation, the variances of the estimates cannot be expressed in closed form. Two common procedures for estimating the variances of nonlinear survey statistics are Taylor series linearization procedures and replication methods. The replication method used in BPS:1996/2001 is balanced repeated replication, or BRR. BRR is used because of its superiority for the estimation of the variances of quantiles, such as medians. The subsections below discuss the Taylor series and BRR methods of variance estimation for BPS:1996/2001.

1. Taylor Series

The Taylor series variance estimation procedure is a well-known technique for estimating variances of nonlinear statistics. The procedure substitutes the first-order Taylor series approximation of the nonlinear statistic into the variance formula based on the sampling design. Woodruff (1971)³ presents the mathematical formulation of this procedure.

For stratified, multistage sampling designs, the Taylor series procedure requires analysis strata and analysis replicates based on the first-stage sampling design. Since the BPS:96 cohort is a subset of the NPSAS:96 sample, the first stage of the sampling design was the first stage of the NPSAS:96 sample. Hence, the analysis strata and analysis replicates for BPS:1996/2001 were defined from those computed for the NPSAS:96 undergraduate student sample. In fact, the BPS:1996/2001 analysis strata, B01ASTR, are identical to the 51 NPSAS:96 undergraduate analysis strata, UANALSTR. Within analysis strata, adjacent NPSAS:96 analysis replicates were collapsed to form BPS:1996/2001 analysis replicates, B01AREP, so that each contained at least four BPS:1996/2001 respondents. Thus, the variables that are to be used to denote the analysis strata and analysis replicates in software packages that use Taylor series variance estimation are B01ASTR and B01AREP.

The following summarizes the variable names for the weights, analysis strata, and analysis replicates for use with the Taylor series variance estimation on the BPS:1996/2001 data file:

B01ASTR	BPS:1996/2001 analysis strata
B01AREP	BPS:1996/2001 analysis replicates
B01AWT	BPS:1996/2001 analysis weight for 2001 respondents, for cross-sectional analyses
B01LWT1	longitudinal analysis weight for 1996, 1998, and 2001 respondents
B01LWT2	longitudinal analysis weight for 1996 and 2001 respondents

³ Woodruff, R.S. (1971). "A simple method for approximating the variance of a complicated estimate." *Journal of the American Statistical Association*, 66, pp. 411-4.

Table 6.8 summarizes the variables and how they are used in selected software packages that allow for Taylor series for variance estimation (SUDAAN, STATA, and the SAS procedures SURVEYMEANS and SURVEYREG).

Table 6.8.—Analysis weight, strata, and replicate variables that are available from BPS:1996/2001

Weight variables for estimates	Type of analysis		
	Cross-sectional	Longitudinal	
	BPS:1996/2001 respondents	Respondents to all three of NPSAS:96, BPS:96/98, and BPS:1996/2001	Respondents to both NPSAS:96 and BPS:1996/2001
	B01AWT	B01LWT1	B01LWT2
Taylor series variance estimation			
Variables denoting analysis strata and replicates	B01ASTR B01AREP	B01ASTR B01AREP	B01ASTR B01AREP
SUDAAN	DESIGN=WR WEIGHT B01AWT; NEST B01ASTR B01AREP;	DESIGN=WR WEIGHT B01LWT1; NEST B01ASTR B01AREP;	DESIGN=WR WEIGHT B01LWT2; NEST B01ASTR B01AREP;
STATA	PWEIGHT B01AWT STRATA B01ASTR PSU B01AREP	PWEIGHT B01LWT1 STRATA B01ASTR PSU B01AREP	PWEIGHT B01LWT2 STRATA B01ASTR PSU B01AREP
SAS SURVEYMEANS and SURVEYREG	WEIGHT B01AWT; STRATA B01ASTR; CLUSTER B01AREP;	WEIGHT B01LWT1; STRATA B01ASTR; CLUSTER B01AREP;	WEIGHT B01LWT2; STRATA B01ASTR; CLUSTER B01AREP;
BRR variance estimation			
Replicate weight variables	B01BRR01 – B01BRR51	B1LBRR01 – B1LBRR51	B2LBRR01 – B2LBRR51
SUDAAN	DESIGN=BRR WEIGHT B01AWT; REPWGT B01BRR01 – B01BRR51;	DESIGN=BRR WEIGHT B01LWT1; REPWGT B1LBRR01 – B1LBRR51;	DESIGN=BRR WEIGHT B01LWT2; REPWGT B2LBRR01 – B2LBRR51;
WESVAR	Method BRR Full sample weight B01AWT Replicates B01BRR01 – B01BRR51	Method BRR Full sample weight B01LWT1 Replicates B1LBRR01 – B1LBRR51	Method BRR Full sample weight B01LWT2 Replicates B2LBRR01 – B2LBRR51

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

2. Balanced Repeated Replication

BRR is one of two replication techniques commonly used to estimate the variances of survey statistics computed from complex sample surveys. (The other commonly used replication technique is the jackknife replication technique.) Wölter (1985) reviews both the Taylor series and replication techniques⁴.

⁴ Wölter, K.M. (1985). *Introduction to Variance Estimation*. New York: Springer-Verlag.

The BRR method is designed for a survey with L primary sampling strata and two primary sampling units (PSUs) selected per stratum. A half-sample replicate is formed by selecting one PSU from each stratum. For any given sample, there are 2^L such half-samples. If $\bar{y}_{st,\alpha}$ represents the estimate of the population mean calculated from the α -th replicate and \bar{y}_{st} represents the stratified mean from the full sample, then the mean of $(\bar{y}_{st,\alpha} - \bar{y}_{st})^2$ over all 2^L half samples is identical to the textbook stratified variance estimator. BRR is essentially a method for selecting a set of k “balanced” replicates where k is much smaller than 2^L so that this same property holds for the set of k replicates (see chapter 3 of Wölter, 1985). The BRR variance estimate is then computed as:

$$\text{Var}_{\text{BRR}}(\bar{y}_{st}) = \sum_{\alpha=1}^k \frac{(\bar{y}_{st,\alpha} - \bar{y}_{st})^2}{k}.$$

BRR weights were computed for BPS:1996/2001 because of concern that the variances for medians and other quartiles may not be appropriate when computed using either Taylor series or jackknife methods. The Taylor series approach estimates the cumulative distribution function at several points and then estimates variances for quartiles through inverse interpolation (see Francisco and Fuller, 1991)⁵. Because these results depend on the points at which the cumulative distribution function and its variances are evaluated, they are subjective and require considerable care by the user. Likewise jackknife methods are inconsistent for estimating the variances of nonsmooth functions, such as quartiles (see chapter 3 of Efron, 1982)⁶; as the sample size increases, the estimates do not converge to the true value. Moreover, the resulting jackknife variance estimator has only two degrees of freedom, irrespective of the sample size.

Computation of BRR weights. As mentioned above, the BRR method is designed for surveys with two PSUs per stratum. Because the NPSAS:96 was not a two-PSU-per-stratum design, the first task was to approximate the design for variance estimation purposes as one with two analysis PSUs per stratum. Fortunately, that problem had already been solved when the NPSAS:96 jackknife weights were computed. As explained in section 6.4.2 of the NPSAS:96 Methodology Report, when computing the jackknife weights, two such sets of pseudo-strata were developed:

- 51 strata for all-student and undergraduate student analyses, and
- 42 strata for graduate/first-professional analyses.

Instead of continuing with jackknife weights, BRR weights were computed because of the superiority of BRR variance estimation for medians and other quantiles, and estimates of quartiles and medians for amounts of student aid received are important survey estimates.

The $L = 51$ pseudo-strata defined for undergraduate students were used to compute BRR weights based on the initial weights for the 2001 follow-up of the BPS:96 cohort, namely B01_100. Wölter (1985) explains that to achieve “full orthogonal balance,” k half-sample

⁵ Francisco, C. A. and Fuller, W. A. (1991). “Quantile estimation with a complex survey design.” *Annals of Statistics*, 19, 454–69.

⁶ Efron, B. (1982). *The jackknife, the bootstrap, and other resampling plans*. Philadelphia: Society for Industrial and Applied Mathematics.

replicates should be used where $k > L$ and k is a multiple of 4. Since $13 \cdot 4 = 52$, $k = 52$ was used. As Wölter further explains, any 52x52 Hadamard matrix can be used to define the 52 balanced half-samples. In particular, any 52 rows (or columns) can be used to represent the 52 BRR replicates and any 51 columns (or rows) can be used to represent the 51 NPSAS:96 pseudo-strata. The rationale for 51 pseudo-strata (instead of 52) is explained in the following paragraph.

Although all $k = 52$ balanced replicates are needed to achieve “full orthogonal balance,” using the full set of 52 replicates results in 52 degrees of freedom for the error variance. Since a two-PSU-per-stratum design with 51 strata only has 51 degrees of freedom for error, using 52 replicates could result in spurious indications of statistical significance. Therefore, $L = 51$ replicates were used, instead of 52 replicates. This results in a small positive bias in the variance estimate and, hence, conservative hypothesis test results.

The same Hadamard matrix that had been used to compute the BRR weights for NPSAS:96 and BPS:96/98 was used for BPS:1996/2001. The initial matrix was shown to be a 52x52 Hadamard matrix by verifying that $\mathbf{H}^T \mathbf{H} = 52\mathbf{I}$. The same 51 columns that were used for NPSAS:96 (deleting an identity column) were used to identify 51 BRR replicate samples, as discussed below.

Using Wölter's notation (with rows and columns reversed), let $\delta_h^{(\alpha)}$ denote the element of the 52x52 Hadamard matrix in row h and column α . The ‘+1’ and ‘-1’ elements of the matrix were used to define 51 initial balanced replicate weights from WBPSBASE, and the NPSAS:96 jackknife replicate and stratum variables, JACKREP and JACKSTR, as follows:

- +1 \implies the α -th BRR replicate contains the pseudo-replicate 1 observation from pseudo-stratum h ($\text{BRRWT}\alpha = 2$ times WBPSBASE if JACKREP=1; $\text{BRRWT}\alpha = 0$ if JACKREP=2); and
- 1 \implies the α -th BRR replicate contains the pseudo-replicate 2 observations from pseudo-stratum h ($\text{BRRWT}\alpha = 2$ times WBPSBASE if JACKREP=2; $\text{BRRWT}\alpha = 0$ if JACKREP=1).

From each of the 51 BRR initial replicate weights defined in this manner, the final BRR replicate weight was computed using exactly the same weight adjustment procedures that had been implemented for the full BPS sample, except that the bounds were increased when necessary in order for the models to converge. Three sets of BRR weights were computed. The final BRR weights, rounded to integer values, are as follows:

- B01BRR01–B01BRR51 are the BRR weights for the 2001 respondents, to be used for cross-sectional analyses;
- B1LBRR01–B1LBRR51 are the BRR weights for respondents to the 1996, 1998, and 2001 surveys, to be used for longitudinal analyses; and
- B2LBRR01–B2LBRR51 are the BRR weights for respondents to the 1996 and 2001 surveys, to be used for longitudinal analyses.

Table 6.8 summarizes the variables and how they are used in selected software packages that allow for BRR variance estimation (SUDAAN and WESVAR).

C. Accuracy of Estimates

The accuracy of survey statistics is affected by both random and nonrandom errors. Random errors reduce the precision of survey statistics, while nonrandom errors result in bias (i.e., estimates that do not converge to the true population parameter as the sample size increases without limit).

The sources of error in a survey are often dichotomized as sampling and nonsampling errors. Sampling error refers to the error that occurs simply because the survey is based on a sample of population members, rather than the entire population. All other types of errors are nonsampling errors, including survey nonresponse (because of inability to contact sampling members, their refusal to participate in the study, etc.) and measurement errors, such as the errors that occur because the intent of survey questions was not clear to the respondent, because the respondent had insufficient knowledge to answer correctly, or because the data were not captured correctly (e.g., because of recording, editing, or data entry errors).

Sampling errors are primarily random errors for well-designed surveys like NPSAS:96, BPS:96/98, and BPS:1996/2001. However, nonrandom errors can occur also if the sampling frame does not provide complete coverage of the target population. The BPS survey instrument and data collection procedures were subjected to thorough development and testing to minimize nonsampling errors because these errors are difficult to quantify and are likely to be nonrandom errors.

In this section sampling errors and design effects for some BPS:1996/2001 estimates are presented for a variety of domains. Next the results of analyses comparing BPS:1996/2001 nonrespondents and respondents using characteristics known for nonrespondents as well as respondents are presented. Finally, the pattern of response by date of response is modeled to see if late respondents tend to be different from early respondents.

1. Measures of Precision: Standard Errors and Design Effects

The cumulative effect of random errors on the precision of a survey statistic is measured by the standard error of that statistic. The standard error of a statistic is the estimated standard deviation of the sampling distribution of the statistic over repeated samples of the same size using the same sampling design. Hence, the standard error of a survey statistic depends not only on the natural variability of the observations in the population and on the sample size but also on the characteristics of the sampling design. Features of the sampling design that affect the sampling variance of a survey statistic (the square of the standard error) include stratification, multistage or cluster sampling, and unequal sampling rates. Stratification can increase precision if outcomes are more homogeneous within strata than between strata, but the other survey design features usually decrease precision. Moreover, statistical adjustment of the analysis weights to reduce the potential for bias due to nonresponse often decreases precision.

The cumulative effect of the various factors affecting the precision of a survey statistic is often modeled as the survey design effect. The design effect, designated as DEFF, is defined as the ratio of the sampling variance of the statistic under the actual sampling design divided by the variance that would be expected for a simple random sample of the same size. The square root of the design effect (also called the root design effect, and designated as DEFT) is also useful. The following formulas define the design effects and root design effects for this section:

$$\text{DEFF}(\hat{\theta}) = \frac{\text{Var}(\hat{\theta})}{\text{Var}_{\text{SRS}}(\hat{\theta})}$$

$$\text{DEFT}(\hat{\theta}) = \frac{\text{SE}(\hat{\theta})}{\text{SE}_{\text{SRS}}(\hat{\theta})}$$

In these formulas, $\hat{\theta}$ represents the survey statistic of interest (e.g., estimated proportion of the population still enrolled in an undergraduate program). Hence, the design effect is unity (1.00), by definition, for simple random samples. For most practical sampling designs, the survey design effect is greater than unity, reflecting that the precision is less than could be achieved with a simple random sampling of the same size (if such a design were practical). The size of the survey design effect depends largely on the sample size and intracluster correlation within the primary sampling units (e.g., number of students per institution and within-institution correlations). Hence, statistics that are based on observations that are highly correlated within institutions will have higher design effects for BPS.

The simple random sample variance was computed conditional on the sample size of the analysis domain. Specifically, if n_d is the respondent sample size in the domain and $\hat{\theta}_d$ is the weighted estimate of the proportion for the domain, then the simple random sample variance was

$$\text{computed as } \text{Var}_{\text{SRS}}(\hat{\theta}_d) = \frac{\hat{\theta}_d(1-\hat{\theta}_d)}{n_d}.$$

In order to provide an approximate characterization of the precision with which BPS:1996/2001 survey statistics can be estimated, a series of tables was prepared that provide estimates of key statistics, their standard errors, and the estimated survey design effects.

Appendix G presents a variety of survey estimates for domains defined by

- all respondents,
- age,
- race/ethnicity,
- gender,
- level of institution in the base year,
- control of institution in the base year,
- whether the respondent had received a degree by June 2001,
- employment status,
- highest degree, and
- whether the respondent is the first generation in postsecondary education.

The tables give the percentage estimates, the design based standard errors (produced using Taylor series and SUDAAN⁷ [Release 8.0]), the denominator sample size, and DEFF and DEFT. The tables also give the mean, minimum, and maximum values of DEFF and DEFT for each

⁷ Research Triangle Institute. (2001). *SUDAAN User's Manual, Release 8.0*. Research Triangle Park, NC: Research Triangle Institute.

domain. Variables with fewer than 30 respondents in the denominator for a particular domain were not included in the tables.

2. Measures of Bias

a. Nonresponse Bias Analysis

Unit nonresponse causes bias in survey estimates when the outcomes of respondents and nonrespondents are different. A bias analysis was conducted to determine if any variables were significantly biased due to nonresponse. Three types of nonresponse bias analysis were considered:

- nonrespondents versus respondents;
- early refusals who were later converted to respondents versus other respondents; and
- late respondents (those who responded between July and September 2001) versus earlier respondents.

For the first of these, respondents and nonrespondents were characterized by comparing the weighted⁸ percentage of respondents with the weighted percentage of nonrespondents for each category of important characteristics known for both respondents and nonrespondents. T-tests were performed to determine if the difference between respondents and nonrespondents was significant at the 5 percent level. **Table 6.9** compares the demographic characteristics of respondents and nonrespondents. This table shows that the distributions of demographic characteristics, such as typical age for level, attendance status, institution level, control, and receipt of state aid are significantly different for respondents and nonrespondents.

Table 6.10 performs a similar analysis, but compares demographic characteristics of those respondents who initially refused but were later converted to respondents with other respondents. The refusals who were converted are likely similar to the refusal nonrespondents who were not converted. This analysis shows that the distribution of demographic characteristics such as race/ethnicity, gender, attendance status, institution level, and receipt of various types of aid are significantly different for the converted refusals versus other respondents.

Table 6.11 compares the distributions of those who responded early (June 30, 2001, or earlier) with those who responded later (July through September 2001). This analysis shows that the distribution of demographic characteristics such as institution level, institution control, receipt of various types of aid, and whether the student was a prior respondent are significantly different for the early versus late respondents.

The nonresponse bias was estimated for variables known for both respondents and nonrespondents. The bias in an estimated mean based on respondents, \bar{y}_R , was also estimated as the difference between this mean and the target parameter, π , being estimated, i.e., the mean that would be estimated if a complete census of the target population were conducted. This bias can be expressed as follows:

$$B(\bar{y}_R) = \bar{y}_R - \pi .$$

⁸ The base weights, B01_100, were used. Missing values were excluded for most of the demographic variables; for this reason, some percentages may not sum to 100. The exception is that imputed values were used for the income valuables.

Table 6.9.—Comparison of BPS:1996/2001 respondents and nonrespondents

Demographic characteristics	Respondents	Nonrespondents	Full sample
	Percent estimate ¹	Percent estimate ¹	Percent estimate ¹
Age			
19 or younger	68.95	57.37 *	67.05
20 to 23	11.54	21.78	13.22
24 to 29	8.21	6.53	7.94
30 to 39	5.39	10.24	6.19
40 or older	5.90	4.08	5.60
Typical age for level			
No, not typical age for level	30.63	42.29 *	32.54
Yes, typical age for level	68.62	56.90 *	66.70
Race/ethnicity			
White, non-Hispanic	72.12	69.47	71.69
Black, non-Hispanic	11.58	11.94	11.64
Hispanic	9.95	10.66	10.07
Asian/Pacific Islander	5.03	6.35	5.25
American Indian/Alaska Native	0.71	0.99	0.76
Other	0.60	0.59	0.60
Gender			
Male	44.57	48.21	45.17
Female	55.43	51.79	54.83
Citizenship			
U.S. citizen	93.72	91.79	93.40
Non-citizen, eligible	4.92	4.79	4.90
Non-citizen, ineligible	0.61	2.61	0.94
Attendance status			
Full-time/full year 1 institution	50.79	42.48	49.42
Full-time/full year more than 1 institution	1.73	0.74 *	1.57
Full-time/part year	14.62	28.20 *	16.85
Part-time/full year 1 institution	14.44	12.31	14.09
Part-time/full year more than 1 institution	0.53	1.95	0.76
Part-time/part year	15.66	13.13	15.24
Institution level			
4-year	41.99	37.27	41.21
2-year	50.15	48.28	49.84
Less-than-2-year	7.86	14.45 *	8.94
Institution control			
Public	74.32	67.10	73.13
Private not-for-profit	15.89	15.54	15.84
Private for-profit	9.79	17.36 *	11.03
Institution region			
New England	5.64	7.50	5.94
Mid East	13.68	11.98	13.40
Great Lakes	15.91	13.06	15.44
Plains	7.9	9.67	8.19
Southeast	23.87	24.52	23.98
Southwest	11.30	11.83	11.39
Rocky Mountains	3.41	4.20	3.54
Far West	15.94	15.51	15.87
Outlying Area	1.62	0.93	1.50
Type of institution and enrollment category			
Public			
Fewer than 1,000	1.97	1.08	1.83
1,000–2,499	3.63	7.49	4.26
2,500–4,999	7.85	4.57	7.31
5,000–9,999	13.08	23.44	14.78
10,000–19,999	23.75	16.23	22.52
20,000 or more	24.04	14.29 *	22.44
Private not-for-profit			
Fewer than 1,000	1.82	2.20	1.88
1,000–2,499	5.39	4.51	5.25
2,500–4,999	2.81	3.13	2.86
5,000–9,999	2.17	2.49	2.22
10,000 or more	3.71	3.23	3.63

See footnotes at end of table.

Table 6.9.—Comparison of BPS:1996/2001 respondents and nonrespondents—Continued

Demographic characteristics	Respondents	Nonrespondents	Full sample
	Percent estimate ¹	Percent estimate ¹	Percent estimate ¹
Private for-profit			
Fewer than 300	3.40	6.47	3.90
300–999	4.53	6.03	4.78
1,000 or more	1.85	4.85	2.34
Applied for aid			
Yes	69.57	72.01	69.97
No	29.68	27.19	29.27
Receipt of federal aid			
Yes	44.52	47.79	45.06
No	54.73	51.40	54.18
Receipt of Pell Grant			
Yes	27.28	32.29	28.11
No	71.97	66.90	71.13
Receipt of Stafford Loan			
Yes	28.79	31.67	29.26
No	70.46	67.52	69.98
Receipt of state aid			
Yes	15.20	11.29 *	14.56
No	84.05	87.90 *	84.68
Receipt of institution aid			
Yes	22.32	18.43	21.68
No	76.93	80.77	77.56
Receipt of any aid			
Yes	59.66	59.48	59.63
No	39.59	39.71	39.61
Prior respondent			
Yes	77.87	56.90 *	74.42
No	22.13	43.10 *	25.58
Parents' income (for dependent students)			
\$29,999 or less	22.13	23.90	22.42
\$30,000–\$59,999	26.79	19.59	25.60
\$60,000–\$99,999	16.34	13.75	15.92
\$100,000 or more	7.66	8.51	7.80
Student's income (for independent students)			
\$5,000 or less	5.40	6.52	5.58
\$5,000–\$9,999	4.13	5.76	4.40
\$10,000–\$19,999	6.21	14.57	7.59
\$20,000 or more	10.58	6.60	9.93

*Difference between respondents and nonrespondents is significant at the $p < 0.05 / (c-1)$ level, where the (c-1) divisor corrects for the (c-1) multiple comparisons among the c levels of the variable.

¹ The weight used is B01_100.

NOTE: Characteristics are from base year data (NPSAS:96) with the exception of the prior respondent category. Missing values are not shown in the table, and therefore some percentages may not sum to 100% for a variable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.10.—Comparison of BPS:1996/2001 converted refusals and other respondents

Demographic characteristics	Converted refusals	Other respondents	Total respondents
	Percent estimate ¹	Percent estimate ¹	Percent estimate ¹
Age			
19 or younger	72.14	68.37	68.95
20 to 23	10.68	11.70	11.54
24 to 29	5.85	8.64	8.21
30 to 39	5.84	5.31	5.39
40 or older	5.49	5.98	5.90
Typical age for level			
No, not typical age for level	27.86	31.13	30.63
Yes, typical age for level	72.14	67.98	68.62
Race/ethnicity			
White, non-Hispanic	79.44	70.79 *	72.12
Black, non-Hispanic	11.42	11.61	11.58
Hispanic	5.08	10.84 *	9.95
Asian/Pacific Islander	2.56	5.48 *	5.03
American Indian/Alaska Native	1.19	0.62	0.71
Other	0.31	0.65	0.60
Gender			
Male	52.65	43.10 *	44.57
Female	47.35	56.90 *	55.43
Citizenship			
U.S. citizen	95.08	93.47	93.72
Non-citizen, eligible	3.15	5.24	4.92
Non-citizen, ineligible	1.77	0.40	0.61
Attendance status			
Full-time/full year 1 institution	43.24	52.16	50.79
Full-time/full year more than 1 institution	1.26	1.82	1.73
Full-time/part year	15.06	14.54	14.62
Part-time/full year 1 institution	13.92	14.53	14.44
Part-time/full year more than 1 institution	0.49	0.54	0.53
Part-time/part year	25.39	13.89 *	15.66
Institution level			
4-year	33.78	43.48 *	41.99
2-year	57.38	48.83 *	50.15
Less-than-2-year	8.83	7.69	7.86
Institution control			
Public	76.28	73.96	74.32
Private not-for-profit	13.82	16.27	15.89
Private for-profit	9.9	9.77	9.79
Institution region			
New England	4.32	5.88	5.64
Mid East	16.73	13.12	13.68
Great Lakes	17.83	15.56	15.91
Plains	8.02	7.87	7.90
Southeast	26.79	23.34	23.87
Southwest	8.95	11.73	11.30
Rocky Mountains	3.99	3.30	3.41
Far West	12.99	16.48	15.94
Outlying Area	0.38	1.84 *	1.62
Type of institution and enrollment category			
Public			
Fewer than 1,000	1.44	2.07	1.97
1,000–2,499	4.32	3.50	3.63
2,500–4,999	7.02	7.99	7.85
5,000–9,999	17.17	12.34	13.08
10,000–19,999	22.68	23.95	23.75
20,000 or more	23.64	24.11	24.04

See footnotes at end of table.

**Table 6.10.—Comparison of BPS:1996/2001 converted refusals and other respondents—
Continued**

Demographic characteristics	Converted refusals	Other respondents	Total respondents
	Percent estimate ¹	Percent estimate ¹	Percent estimate ¹
Private not-for-profit			
Fewer than 1,000	1.16	1.94	1.82
1,000–2,499	4.17	5.62	5.39
2,500–4,999	2.27	2.91	2.81
5,000–9,999	2.3	2.15	2.17
10,000 or more	3.93	3.67	3.71
Private for-profit			
Fewer than 300	2.82	3.50	3.40
300–999	4.96	4.46	4.53
1,000 or more	2.13	1.80	1.85
Applied for aid			
Yes	63.08	70.75 *	69.57
No	36.92	28.36 *	29.68
Receipt of federal aid			
Yes	35.85	46.10 *	44.52
No	64.15	53.02 *	54.73
Receipt of Pell Grant			
Yes	17.46	29.07 *	27.28
No	82.54	70.05 *	71.97
Receipt of Stafford Loan			
Yes	25.83	29.33	28.79
No	74.17	69.79	70.46
Receipt of state aid			
Yes	9.96	16.16 *	15.20
No	90.04	82.96 *	84.05
Receipt of institution aid			
Yes	14.43	23.75 *	22.32
No	85.57	75.36 *	76.93
Receipt of any aid			
Yes	48.73	61.64 *	59.66
No	51.27	37.47 *	39.59
Prior respondent			
Yes	73.81	78.60	77.87
No	26.19	21.40	22.13
Parents' income (for dependent students)			
\$29,999 or less	21.25	22.30	22.13
\$30,000–\$59,999	32.23	25.80	26.79
\$60,000–\$99,999	14.43	16.69	16.34
\$100,000 or more	10.02	7.24	7.66
Student's income (for independent students)			
\$5,000 or less	3.85	5.68	5.40
\$5,000–\$9,999	3.17	4.30	4.13
\$10,000–\$19,999	5.89	6.27	6.21
\$20,000 or more	9.15	10.84	10.58

*Difference between respondents and nonrespondents is significant at the $p < 0.05 / (c-1)$ level, where the (c-1) divisor corrects for the (c-1) multiple comparisons among the c levels of the variable.

¹The weight used is B01_100.

NOTE: Characteristics are from base year data (NPSAS:96) with the exception of the prior respondent category. Missing values are not shown in the table, and therefore some percentages may not sum to 100% for a variable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.11.—Comparison of BPS:1996/2001 late respondents and early respondents

Demographic characteristics	Late respondents	Early respondents	Total respondents
	Percent estimate ¹	Percent estimate ¹	Percent estimate ¹
Age			
19 or younger	69.33	68.87	68.95
20 to 23	12.83	11.26	11.54
24 to 29	11.27	7.55	8.21
30 to 39	5.94	5.27	5.39
40 or older	0.63	7.05 *	5.90
Typical age for level			
No, not typical age for level	30.67	30.62	30.63
Yes, typical age for level	69.33	68.47	68.62
Race/ethnicity			
White, non-Hispanic	64.26	73.83	72.12
Black, non-Hispanic	15.69	10.69	11.58
Hispanic	11.87	9.54	9.95
Asian/Pacific Islander	6.99	4.60	5.03
American Indian/Alaska Native	0.66	0.72	0.71
Other	0.53	0.61	0.60
Gender			
Male	51.67	43.03	44.57
Female	48.33	56.97	55.43
Citizenship			
U.S. citizen	95.76	93.28	93.72
Non-citizen, eligible	3.99	5.12	4.92
Non-citizen, ineligible	0.25	0.69	0.61
Attendance status			
Full-time/full year 1 institution	43.77	52.31	50.79
Full-time/full year more than 1 institution	1.38	1.81	1.73
Full-time/part year	14.22	14.71	14.62
Part-time/full year 1 institution	18.20	13.62	14.44
Part-time/full year more than 1 institution	1.05	0.42	0.53
Part-time/part year	20.39	14.63	15.66
Institution level			
4-year	27.80	45.06 *	41.99
2-year	64.48	47.05 *	50.15
Less-than-2-year	7.73	7.89	7.86
Institution control			
Public	76.83	73.77	74.32
Private not-for-profit	11.33	16.88 *	15.89
Private for-profit	11.84	9.34	9.79
Institution region			
New England	6.28	5.50	5.64
Mid East	12.40	13.95	13.68
Great Lakes	15.48	16.00	15.91
Plains	5.26	8.47	7.90
Southeast	21.31	24.43	23.87
Southwest	10.71	11.43	11.30
Rocky Mountains	3.74	3.34	3.41
Far West	23.60	14.28	15.94
Outlying Area	1.23	1.70	1.62
Type of institution and enrollment category			
Public			
Fewer than 1,000	0.79	2.23	1.97
1,000–2,499	4.04	3.54	3.63
2,500–4,999	3.98	8.68 *	7.85
5,000–9,999	12.42	13.22	13.08
10,000–19,999	28.62	22.70	23.75
20,000 or more	26.98	23.40	24.04

See footnotes at end of table.

**Table 6.11.—Comparison of BPS:1996/2001 late respondents and early respondents—
Continued**

Demographic characteristics	Late respondents	Early respondents	Total respondents
	Percent estimate ¹	Percent estimate ¹	Percent estimate ¹
Private not-for-profit			
Fewer than 1,000	1.31	1.93	1.82
1,000–2,499	4.32	5.63	5.39
2,500–4,999	2.23	2.93	2.81
5,000–9,999	1.30	2.36	2.17
10,000 or more	2.18	4.04 *	3.71
Private for-profit			
Fewer than 300	2.72	3.54	3.40
300–999	6.53	4.10	4.53
1,000 or more	2.59	1.69	1.85
Applied for aid			
Yes	62.19	71.17 *	69.57
No	37.81	27.92 *	29.68
Receipt of federal aid			
Yes	41.01	45.28	44.52
No	58.99	53.81	54.73
Receipt of Pell Grant			
Yes	27.34	27.27	27.28
No	72.66	71.82	71.97
Receipt of Stafford Loan			
Yes	26.82	29.22	28.79
No	73.18	69.87	70.46
Receipt of state aid			
Yes	10.10	16.31 *	15.20
No	89.9	82.78 *	84.05
Receipt of institution aid			
Yes	16.97	23.48 *	22.32
No	83.03	75.61 *	76.93
Receipt of any aid			
Yes	52.44	61.22 *	59.66
No	47.56	37.87 *	39.59
Prior respondent			
Yes	59.37	81.87 *	77.87
No	40.63	18.13 *	22.13
Parents' income (for dependent students)			
\$29,999 or less	24.87	21.54	22.13
\$30,000–\$59,999	28.88	26.33	26.79
\$60,000–\$99,999	14.74	16.69	16.34
\$100,000 or more	6.67	7.88	7.66
Student's income (for independent students)			
\$5,000 or less	8.43	4.74	5.40
\$5,000–\$9,999	4.58	4.03	4.13
\$10,000–\$19,999	4.5	6.59	6.21
\$20,000 or more	7.34	11.28	10.58

*Difference between respondents and nonrespondents is significant at the $p < 0.05 / (c-1)$ level, where the (c-1) divisor corrects for the (c-1) multiple comparisons among the c levels of the variable.

¹ The weight used is B01_100.

NOTE: Characteristics are from base year data (NPSAS:96) with the exception of the prior respondent category. Missing values are not shown in the table, and therefore some percentages may not sum to 100% for a variable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

The estimated mean based on nonrespondents, \bar{y}_{NR} , can be computed using data for the particular variable for which the data for most of the nonrespondents were available. π can be estimated as follows:

$$\hat{\pi} = (1 - \eta) \bar{y}_R + \eta \bar{y}_{NR}$$

where η is the weighted unit nonresponse rate. Therefore, the bias can be estimated as follows:

$$\hat{B}(\bar{y}_R) = \bar{y}_R - \hat{\pi}$$

or equivalently

$$\hat{B}(\bar{y}_R) = \eta(\bar{y}_R - \bar{y}_{NR}).$$

This formula shows that the estimate of the nonresponse bias is the difference between the mean for respondents and nonrespondents multiplied by the weighted nonresponse rate.

The variance of the bias was then computed as follows:

$$\text{var}(\hat{B}) = \eta^2 \text{var}(\bar{y}_R - \bar{y}_{NR})$$

where \bar{y}_R and \bar{y}_{NR} are the estimates using the original weights and $\text{var}(\bar{y}_R - \bar{y}_{NR})$ was estimated using Taylor series linearization (taking into account the covariance between \bar{y}_R and \bar{y}_{NR}).

A t-test was used to determine which variables had significant nonresponse bias at the 5 percent level.

The first set of columns in **table 6.12** shows the estimated bias, before weighting adjustments, for variables available for most responding and nonresponding students. The bias of several variables, such as typical age for level, attendance status, institution level and control, receipt of state aid, parents' high school education status, and prior response status, is significant, although the bias is small for some of these variables.

Weight adjustments are typically used to reduce bias due to unit nonresponse, and the results in **tables 6.9–6.12** show that these adjustments are definitely important for reducing the potential for nonresponse bias due to the differences between respondents and nonrespondents. The initial nonresponse models incorporated the survey stratification variables, variables identified during the CHAID analysis, and other variables that were thought to be predictive of nonresponse (which included the variables identified in **tables 6.9–6.12**) in the nonresponse models. The three steps of nonresponse adjustment

- inability to locate the student,
- refusal to be interviewed, and
- other noninterview,

were used to adjust for the potential bias resulting from the three different types of nonresponse. All nonresponse models were fit using RTI's proprietary generalized exponential models (GEMs)⁹, which are similar to logistic models using bounds for adjustment factors. Section A gives the weighting details.

⁹ Folsom, R.E. and Singh, A.C. (2000). "The Generalized Exponential Model for Sampling Weight Calibration for Extreme Values, Nonresponse, and Poststratification." *Proceedings of the Section on Survey Research Methods of the American Statistical Association*, pp. 598–603.

Table 6.12—Nonresponse bias before and after weight adjustment for selected variables

	Before nonresponse adjustment			After weight adjustment	
	Respondent percentage, original weights	Nonrespondent percentage, original weights	Estimated bias	Percentage, final adjusted weights	Estimated bias
Age					
19 or younger	68.95	57.37	1.9020 *	67.05	0.0000
20 to 23	11.54	21.78	-1.6816	13.22	0.0000
24 to 29	8.21	6.53	0.2772	7.94	0.0000
30 to 39	5.39	10.24	-0.7973	6.19	0.0000
40 or older	5.90	4.08	0.2998	5.60	0.0000
Typical age for level					
No, not typical age for level	30.63	42.29	-1.9329 *	32.83	-0.2819
Yes, typical age for level	68.62	56.90	1.9329 *	66.95	-0.2558
Race/ethnicity					
White, non-Hispanic	72.12	69.47	0.4366	71.69	0.0000
Black, non-Hispanic	11.58	11.94	-0.0592	11.98	-0.3422
Hispanic	9.95	10.66	-0.1159	10.19	-0.1250
Asian/Pacific Islander	5.03	6.35	-0.2173	4.73	0.5183
American Indian/Alaska Native	0.71	0.99	-0.0457	0.78	-0.0211
Other	0.60	0.59	0.0015	0.63	-0.0301
Gender					
Male	44.57	48.21	-0.5974	45.17	0.0000
Female	55.43	51.79	0.5974	54.83	0.0000
Citizenship					
U.S. citizen	93.72	91.79	0.3105	93.94	-0.5377
Non-citizen, eligible	4.92	4.79	0.0210	5.27	-0.3717
Non-citizen, ineligible	0.61	2.61	-0.3314	0.57	0.3717
Attendance status					
Full-time/full year 1 inst.	50.79	42.48	1.4851	50.04	-0.6194
Full-time/full year >1 inst.	1.73	0.74	0.1694 *	1.57	0.0014
Full-time/part year	14.62	28.20	-2.2515 *	16.75	0.0980
Part-time/full year 1 inst.	14.44	12.31	0.3828	14.07	0.0141
Part-time/full year >1 inst.	0.53	1.95	-0.2382	0.76	0.0000
Part-time/part year	15.66	13.13	0.4524	15.66	-0.4179
Institution level					
4-year	41.99	37.27	0.7752	41.21	0.0000
2-year	50.15	48.28	0.3069	49.84	0.0000
Less-than-2-year	7.86	14.45	-1.0821 *	8.94	0.0000
Institution control					
Public	74.32	67.10	1.1863	73.13	0.0000
Private not-for-profit	15.89	15.54	0.0573	15.84	0.0000
Private for-profit	9.79	17.36	-1.2436 *	11.03	0.0000
Institution region					
New England	5.64	7.50	-0.3089	5.94	0.0000
Mid East	13.68	11.98	0.2795	13.40	0.0000
Great Lakes	15.91	13.06	0.4698	15.61	-0.1726
Plains	7.90	9.67	-0.2941	8.26	-0.0769
Southeast	23.87	24.52	-0.1092	24.22	-0.2348
Southwest	11.30	11.83	-0.0883	11.44	-0.0534
Rocky Mountains	3.41	4.20	-0.1312	3.54	0.0000
Far West	15.94	15.51	0.0692	15.87	0.0000
Outlying Area	1.62	0.93	0.1131	1.50	0.0000
Type of institution and enrollment category					
Public					
Fewer than 1,000	1.97	1.08	0.1469	1.83	0.0000
1,000–2,499	3.63	7.49	-0.6342	4.26	0.0000
2,500–4,999	7.85	4.57	0.5381	7.31	0.0000
5,000–9,999	13.08	23.44	-1.7020	14.78	0.0000
10,000–19,999	23.75	16.23	1.2352	22.52	0.0000
20,000 or more	24.04	14.29	1.6024 *	22.44	0.0000

See footnotes at end of table.

Table 6.12.—Nonresponse bias before and after weight adjustment for selected variables—Continued

Demographic characteristics	Before nonresponse adjustment			After weight adjustment	
	Respondent percentage, original weights	Nonrespondent percentage, original weights	Estimated bias	Percentage, final adjusted weights	Estimated bias
Private not-for-profit					
Fewer than 1,000	1.82	2.20	-0.0618	1.88	0.0000
1,000–2,499	5.39	4.51	0.1454	5.25	0.0000
2,500–4,999	2.81	3.13	-0.0523	2.86	0.0000
5,000–9,999	2.17	2.49	-0.0523	2.22	0.0000
10,000 or more	3.71	3.23	0.0786	3.63	0.0000
Private for-profit					
Fewer than 300	3.40	6.47	-0.5057	3.90	0.0000
300–999	4.53	6.03	-0.2457	4.78	0.0000
1,000 or more	1.85	4.85	-0.4926	2.34	0.0000
Applied for aid					
Yes	69.57	72.01	-0.4100	70.33	-0.3588
No	29.68	27.19	0.4100	29.45	-0.1789
Receipt of federal aid					
Yes	44.52	47.79	-0.5454	45.36	-0.3054
No	54.73	51.40	0.5454	54.42	-0.2323
Receipt of Pell Grant					
Yes	27.28	32.29	-0.8321	28.36	-0.2495
No	71.97	66.90	0.8321	71.42	-0.2882
Receipt of Stafford Loan					
Yes	28.79	31.67	-0.4801	29.57	-0.3054
No	70.46	67.52	0.4801	70.21	-0.2323
Receipt of state aid					
Yes	15.20	11.29	0.6454 *	14.73	-0.1726
No	84.05	87.90	-0.6454 *	85.05	-0.3651
Receipt of institution aid					
Yes	22.32	18.43	0.6424	21.68	0.0000
No	76.93	80.77	-0.6424	78.10	-0.5377
Receipt of any aid					
Yes	59.66	59.48	0.0237	59.93	-0.3054
No	39.59	39.71	-0.0237	39.84	-0.2323
Prior respondent					
Yes	77.87	56.90	3.4449 *	93.64	-19.2170 *
No	22.13	43.10	-3.4449 *	6.36	19.2175 *
Parents' income (for dependent students)					
\$29,999 or less	22.13	23.90	-0.2936	22.73	-0.3092
\$30,000–\$59,999	26.79	19.59	1.1889	25.66	-0.0559
\$60,000–\$99,999	16.34	13.75	0.4273	15.92	0.0000
\$100,000 or more	7.66	8.51	-0.1408	7.80	0.0000
Student's income (for independent students)					
\$5,000 or less	5.40	6.52	-0.1858	5.58	0.0000
\$5,000–\$9,999	4.13	5.76	-0.2699	4.40	0.0000
\$10,000–\$19,999	6.21	14.57	-1.3837	7.59	0.0000
\$20,000 or more	10.58	6.60	0.6576	10.10	-0.1726

* Bias is significant at the $p < 0.05 / (c - 1)$ level, where c is the number of categories within the primary variable. The $(c - 1)$ divisor was used to correct for the $(c - 1)$ multiple comparisons among the c levels of the variable.

NOTE: Characteristics are from base year data (NPSAS:96) with the exception of the prior respondent category. Missing values are not shown in the table, and therefore some percentages may not sum to 100% for a variable.

Original weight is B01_100. Final adjusted weight is B01AWT.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

The second set of columns in **table 6.12** shows the estimated bias after weighting for the variables available for most responding and nonresponding students. Some variables have zero bias after weighting. The bias is not significantly different from zero for the remaining variables, except for whether the student was a prior respondent. This variable was not included in the located model because of convergence problems. It was included in the model for refusal to be interviewed (as a part of the interaction segments identified by CHAID), and in the other noninterview model.

b. Mean Response by Date of Response

The bias of a survey estimate is the difference between the estimate and the true value of the corresponding population parameter. The bias is necessarily unknown for most estimates because the true value of the population parameter is unknown. If it were known, the difference between the values of the survey statistic and the population parameter could be used to construct a confidence interval estimate of the bias. If the confidence interval included zero (0), one could conclude that the estimate appeared to be unbiased. Since the true values of the population parameters usually are not known, an alternative approach can be used to investigate the potential for bias in the BPS:1996/2001 survey estimates.

Although there are many other potential sources of bias, one of the most important sources of bias in sample surveys is survey nonresponse. Survey nonresponse results in bias when the unobserved outcomes for the nonrespondents are systematically different from the observed outcomes for the respondents.

Hence, the potential for nonresponse bias can be modeled by using the pattern of mean response by date of response. The survey respondents were subdivided into 10 groups based on date of interview. Then, within each institution level (less-than-2-year, 2-year, and 4-year), all respondents were again subdivided into 10 groups of approximately equal numbers of respondents based on date of interview. This strategy was adopted so that the mean response in each group would have approximately the same precision. Some of the resultant respondent groups had shorter ranges of dates at the beginning of data collection because relatively larger numbers of interviews were completed during the first few months of data collection.

The pattern of cumulative mean response (using unweighted means, or averages) by date of interview (both overall and within level of institution) was examined for the following:

- mean age in the base year (1995-96),
- percent non-White,
- percent enrolled in an undergraduate program in the spring of 2001,
- percent who had attained a degree by June 2001, and
- percent employed.

In addition, the mean of the institution level attended in the base year was examined for all students combined, where level was coded as follows: (1) less-than-2-year institution, (2) 2-year institution, and (3) 4-year institution.

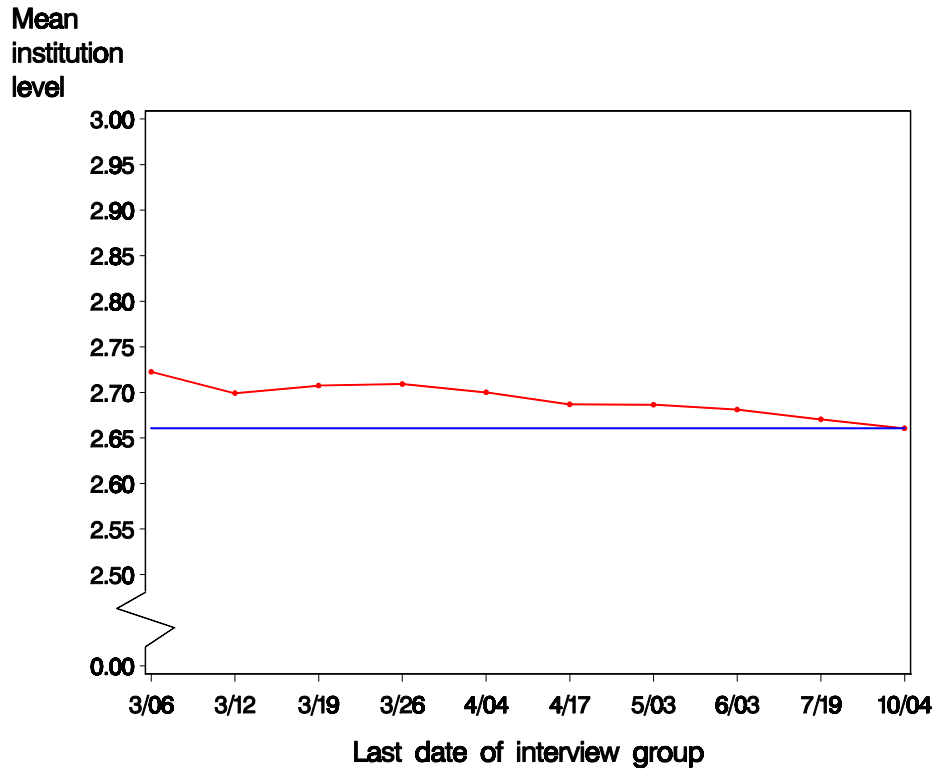
If the mean responses from the later groups of respondents are reasonably consistent, then obtaining additional responses probably will have little effect on survey estimates and nonresponse bias probably is negligible. In this case, the plot of the cumulative mean response

will approach an asymptote toward the end of data collection. If the cumulative mean is either rising or falling sharply at the end of data collection, it suggests that the later respondents tended to have a mean response that was either higher or lower, respectively, than the overall mean. In this case, there is some evidence of potential for nonresponse bias.

The plots of cumulative mean by date of last interview are presented in **figures 6.1** through **6.6** for all students combined; **figures 6.7** through **6.11** for students who were enrolled in 4-year institutions in the base year (1995–96); **figures 6.12** through **6.16** for 2-year institutions; and **figures 6.17** through **6.21** for less-than-2-year institutions.¹⁰ **Figure 6.1** shows some potential for bias by institutional level for overall population estimates because it appears that additional respondents would be more likely to have attended less-than-4-year institutions. Other evidence of potential bias was that for the sample as a whole, and for each of the three institution level samples, additional respondents were more likely to be non-White (see **figures 6.3, 6.8, 6.13, and 6.18**). For the sample as a whole, and for the 4-year institution and 2-year institution samples, additional respondents were less likely to have attained a degree by spring 2001 (see **figures 6.5, 6.10, and 6.15**).

¹⁰ The date of last interview depends on the particular subpopulation of students included in each plot.

Figure 6.1.—Cumulative mean institutional level for all students: 2001

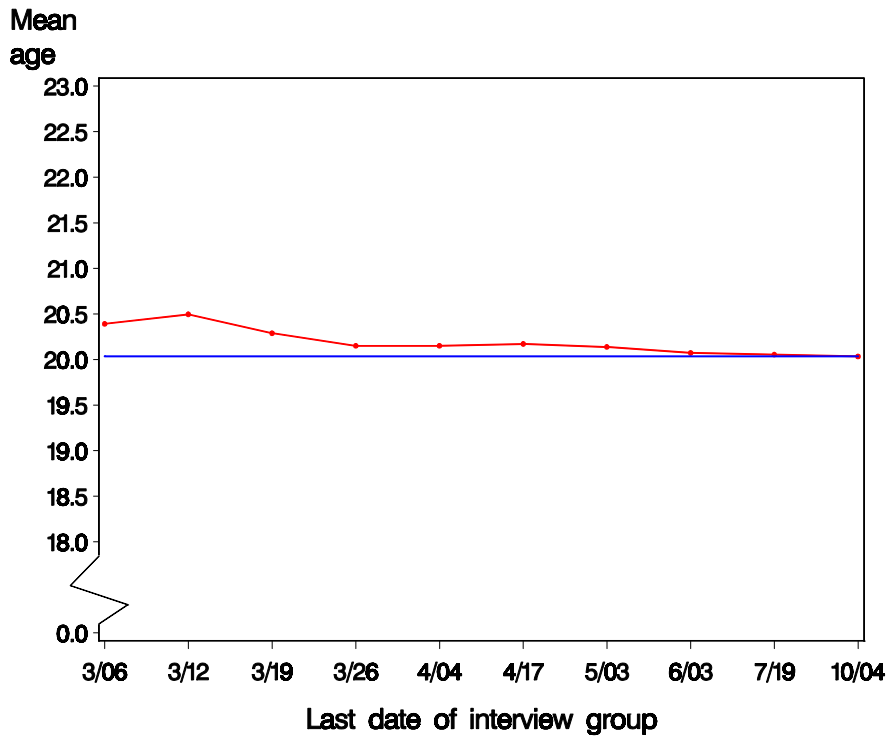


NOTE: The horizontal line gives the average institution level for all of the respondents.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

The cumulative mean institutional level appears to be decreasing for the last students interviewed. This result suggests some potential bias by level of institution for overall population estimates because additional respondents would be more likely to have attended 2-year or less-than-2-year institutions in the base year.

Figure 6.2.—Cumulative mean age in the base year of all students: 2001

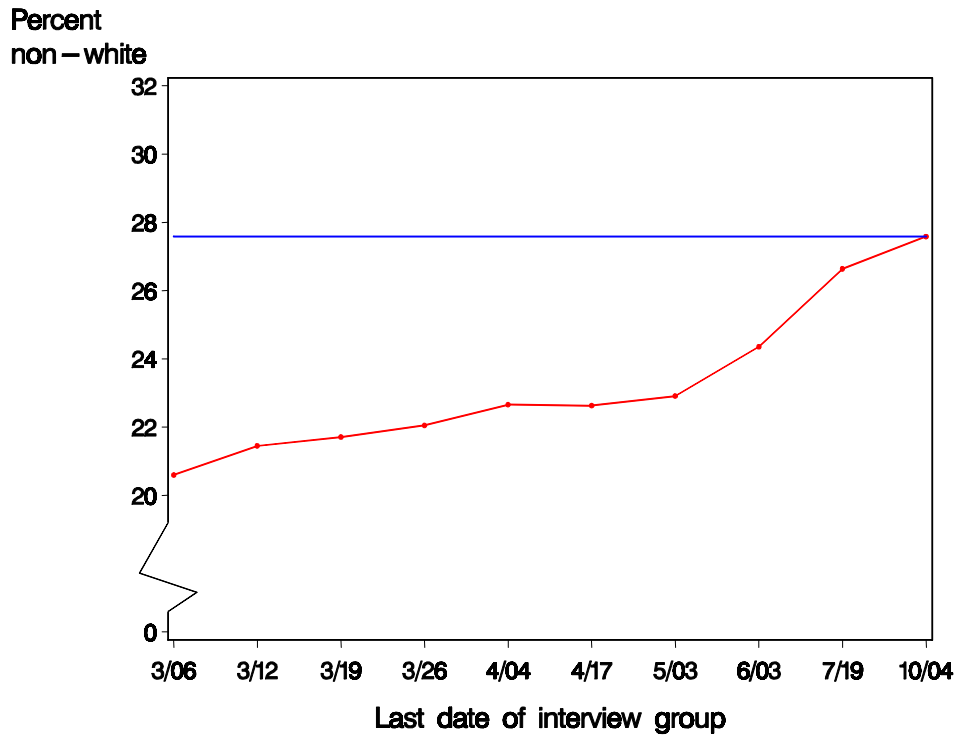


NOTE: The horizontal line gives the mean base-year age for all respondents.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

The cumulative mean base-year age of students is relatively stable throughout data collection (about 20 years of age). Hence, there is no evidence of potential for bias with respect to student age for overall population estimates.

Figure 6.3.—Cumulative percentage of all students who are non-White: 2001

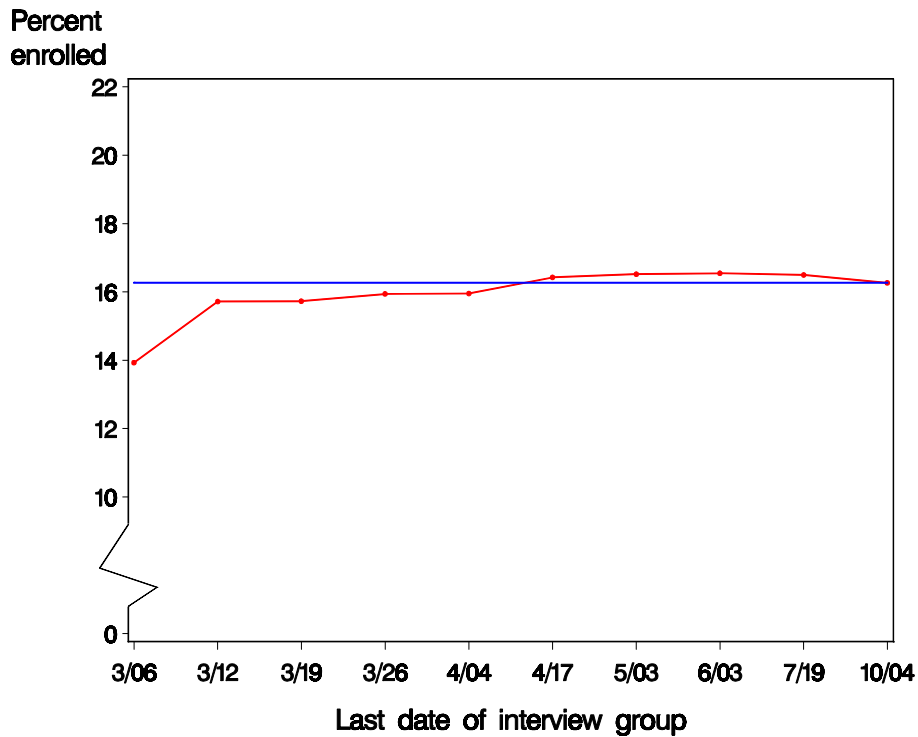


NOTE: The horizontal line gives the percentage of all respondents who are non-White.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

The cumulative percentage of all students who are non-White increases throughout data collection. This suggests the potential for bias in overall population estimates with respect to the distribution of students by race because additional respondents would have been more likely to be non-White.

Figure 6.4.—Cumulative percentage of all students who are enrolled in an undergraduate program in spring 2001

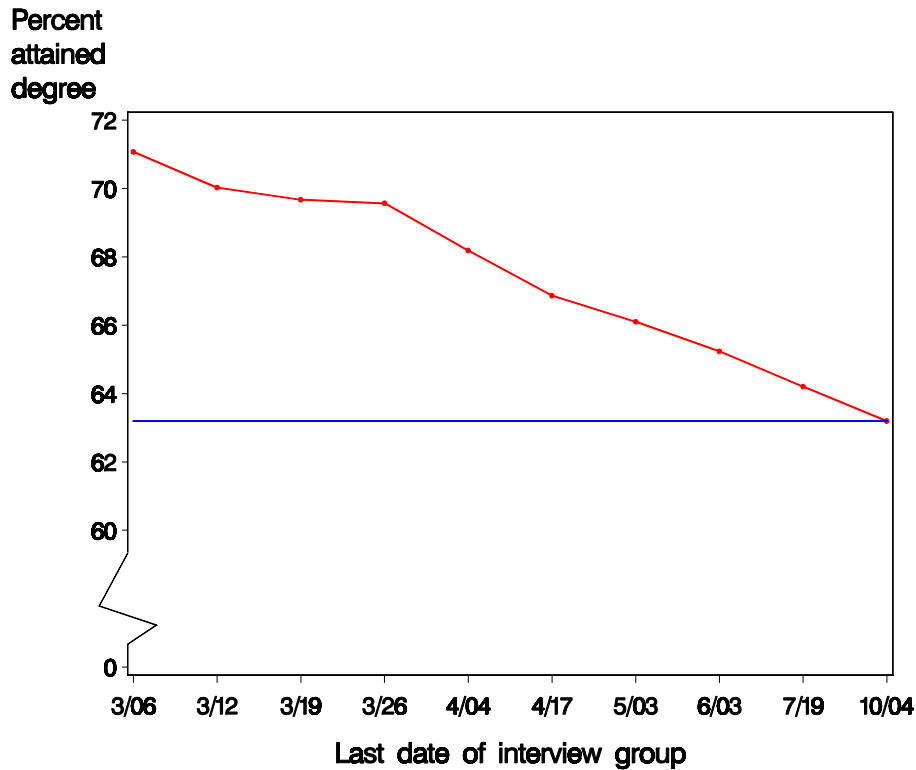


NOTE: The horizontal line gives the percentage of all respondents who were enrolled in an undergraduate program in spring 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

The cumulative percentage of students who were enrolled in an undergraduate program appears to be approaching an asymptote. Hence, there is no evidence of the potential for bias regarding the percentage of students currently enrolled.

Figure 6.5.—Cumulative percentage of all students who attained a degree by June 2001

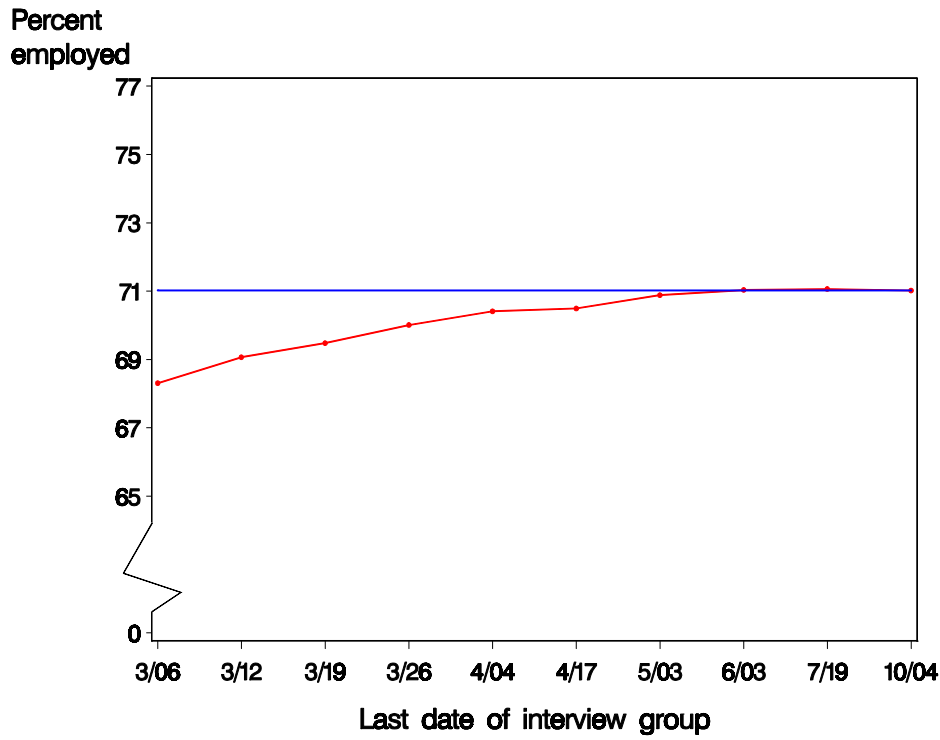


NOTE: The horizontal line gives the percentage of all respondents who had attained a degree by June 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

The cumulative percentage of students who had attained a degree by June 2001 decreases throughout data collection. This result suggests the potential for bias in the overall population estimates because additional respondents would be less likely to have attained a degree.

Figure 6.6.—Cumulative percentage of all students who were employed: 2001

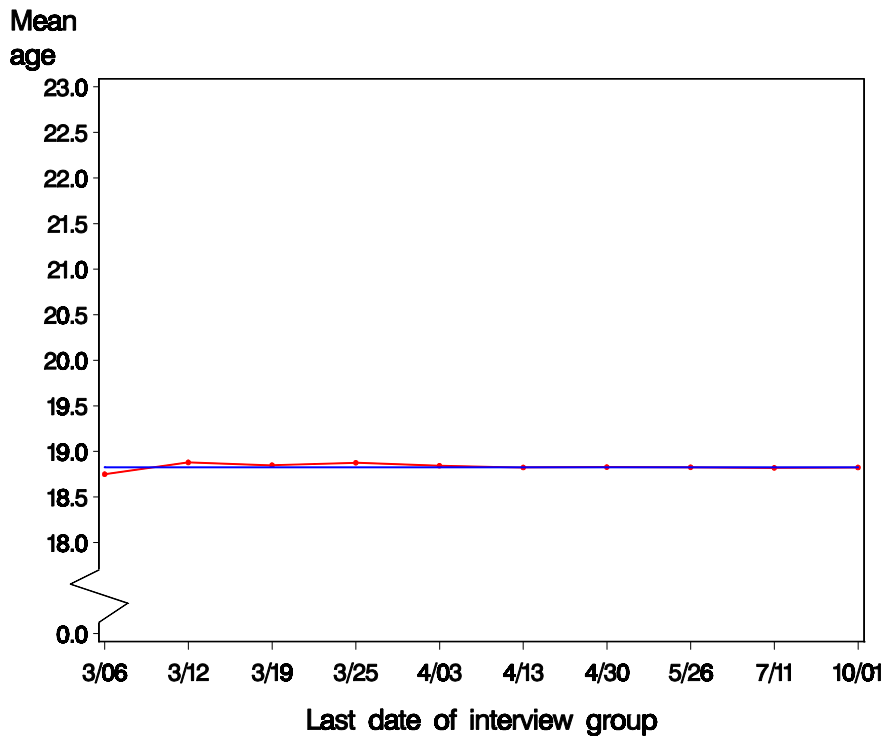


NOTE: The horizontal line gives the percentage of all respondents who were employed in 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

The cumulative percentage of all respondents who were employed approaches an asymptote. This suggests little potential for bias regarding employment status for overall population estimates.

Figure 6.7.—Cumulative mean age in the base year of students in 4-year institutions: 2001

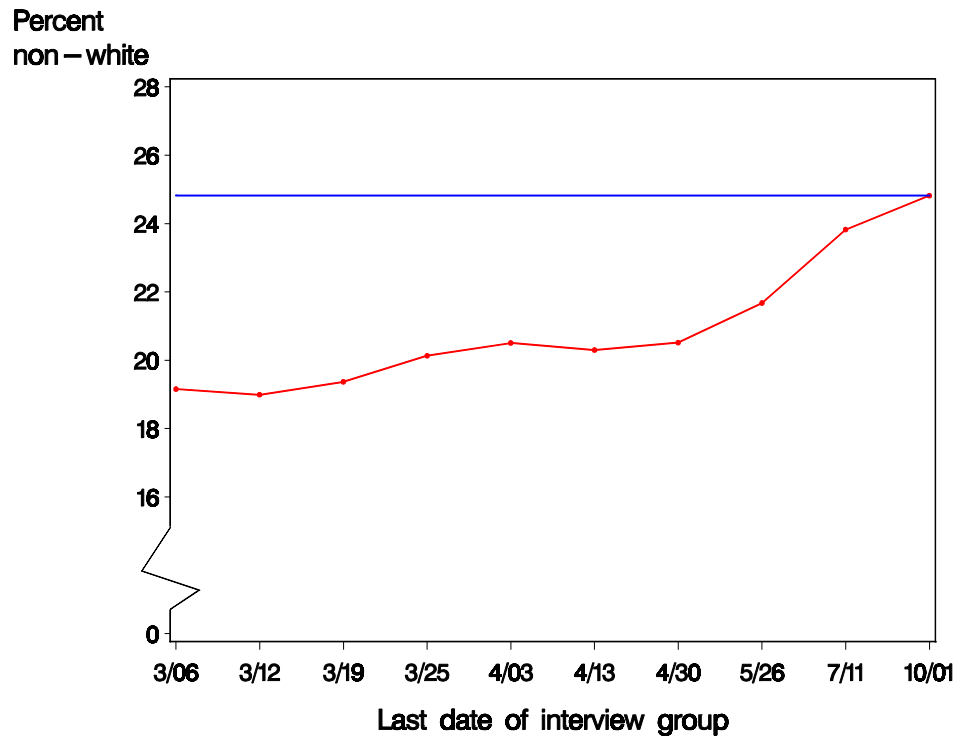


NOTE: The horizontal line gives the mean base-year age for respondents in 4-year institutions.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at 4-year institutions in the base year, the cumulative mean base-year age of students is relatively stable throughout data collection (about 19 years of age). Hence, there is no evidence of potential for bias with respect to student age for population estimates for 4-year institutions.

Figure 6.8.—Cumulative percentage of students in 4-year institutions who are non-White: 2001

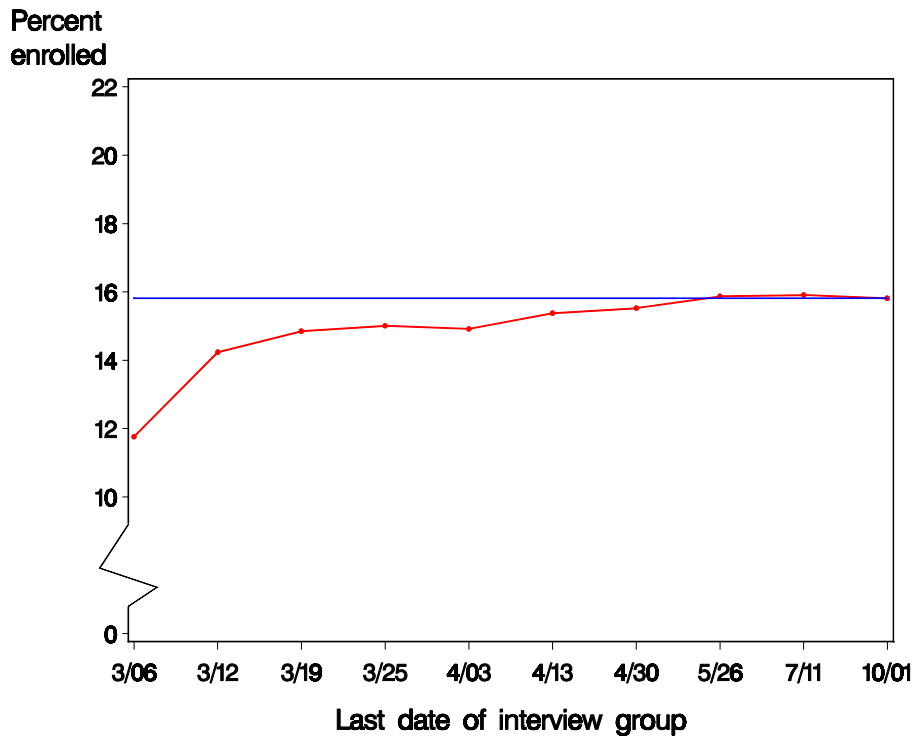


NOTE: The horizontal line gives the percentage of all respondents in 4-year institutions who are non-White.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled in 4-year institutions in the base year, the cumulative percentage of students who are non-White increases throughout data collection. This suggests the potential for bias with respect to the race distribution since additional respondents would be more likely to be non-White.

Figure 6.9.—Cumulative percentage of students in 4-year institutions who were enrolled in an undergraduate program in spring 2001

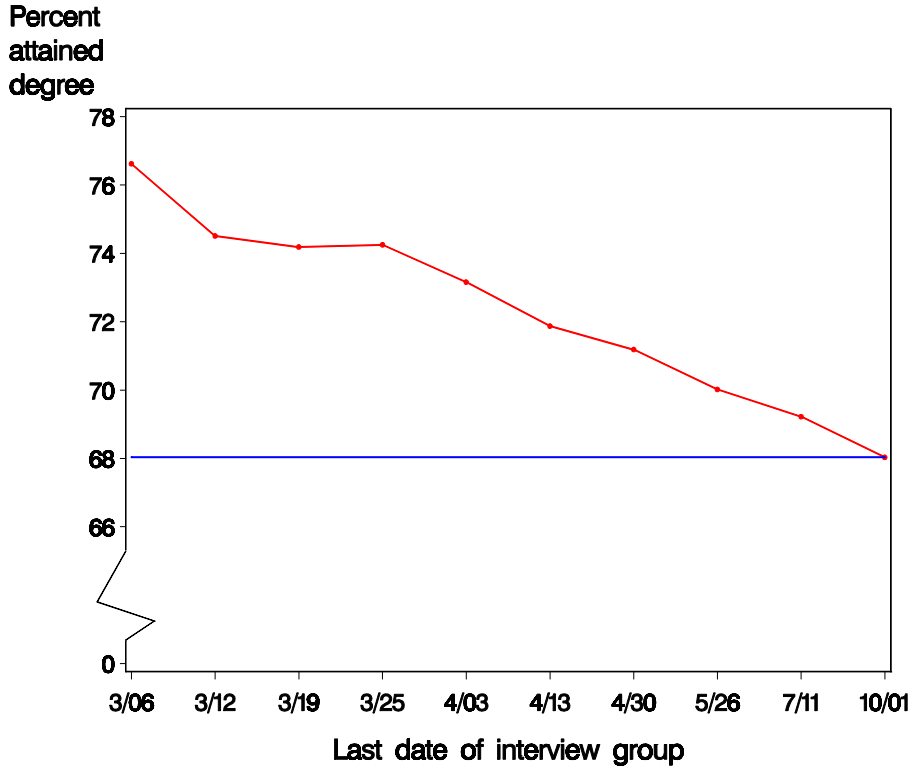


NOTE: The horizontal line gives the percentage of all respondents in 4-year institutions who were enrolled in an undergraduate program in spring 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at 4-year institutions in the base year, the cumulative percentage who were enrolled in an undergraduate program in spring 2001 appears to converge to an asymptote. Hence there is no evidence of potential for bias regarding the distribution of current enrollment in the sample from 4-year institutions.

Figure 6.10.—Cumulative percentage of students in 4-year institutions who attained a degree by June 2001

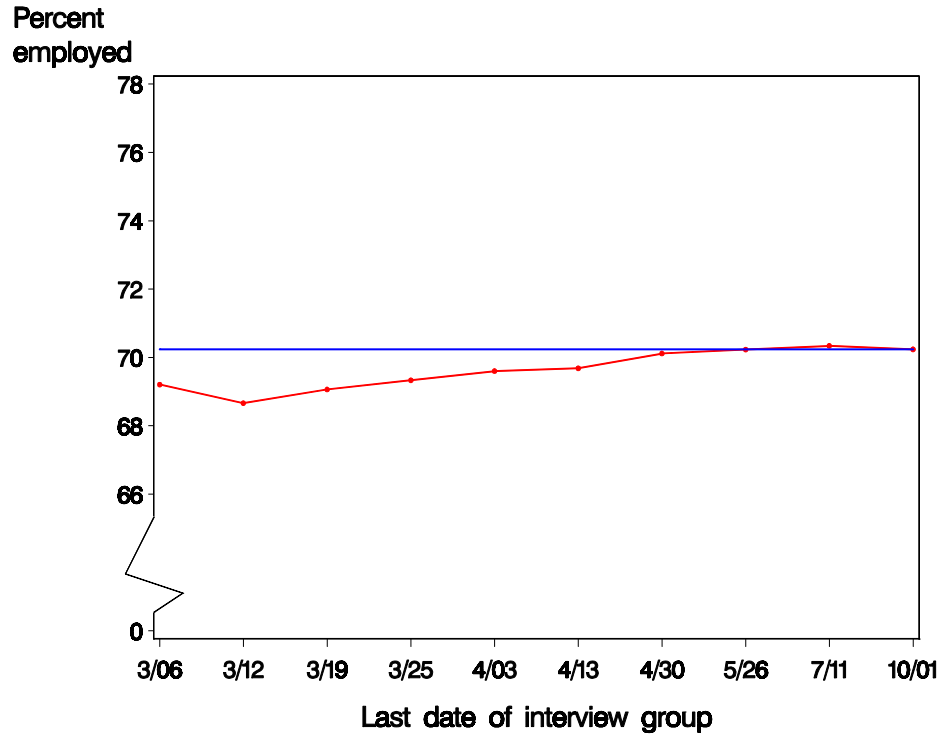


NOTE: The horizontal line gives the percentage of all respondents in 4-year institutions who had attained a degree by June 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at 4-year institutions in the base year, the cumulative percentage of students who had attained a degree by June 2001 decreases throughout data collection. This suggests some potential for bias by degree attainment in the sample from 4-year institutions because additional respondents would be less likely to have attained a degree.

Figure 6.11.—Cumulative percentage of students in 4-year institutions who were employed: 2001

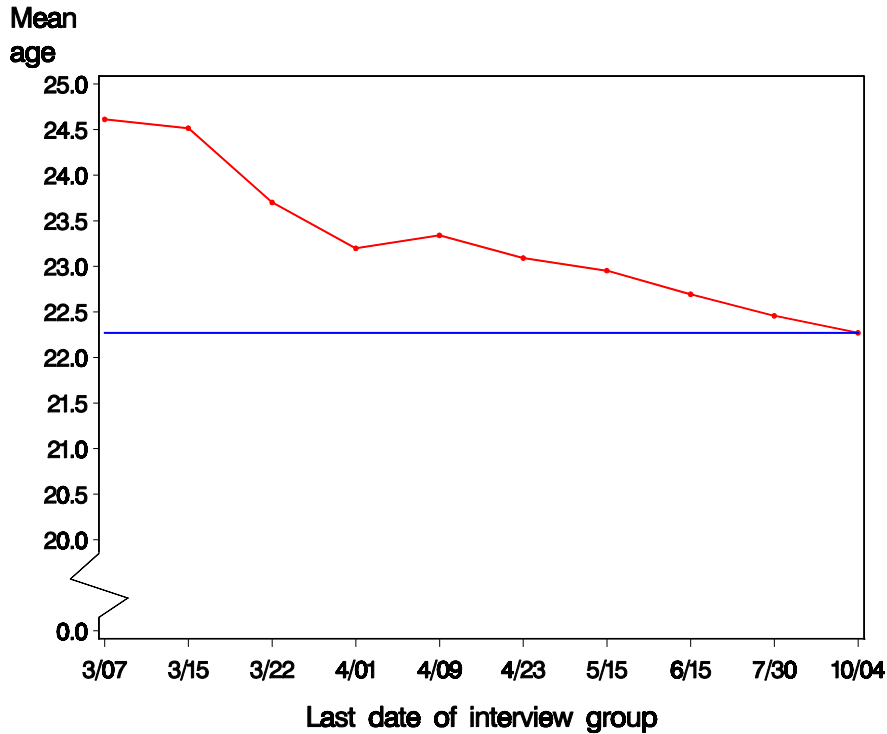


NOTE: The horizontal line gives the percentage of all respondents in 4-year institutions who were employed in 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at 4-year institutions in the base year, the cumulative percentage who were employed generally increases throughout data collection but then appears to approach an asymptote. This suggests that there is little potential for bias regarding employment status in the sample from 4-year institutions.

Figure 6.12.—Cumulative mean age in the base year of students in 2-year institutions: 2001

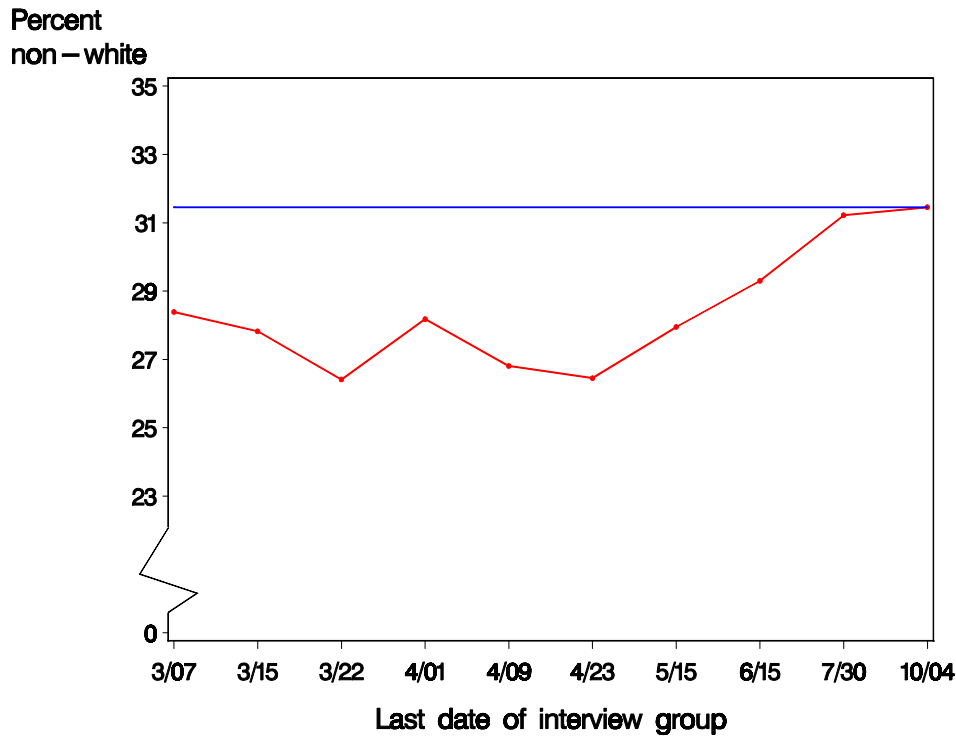


NOTE: The horizontal line gives the mean base-year age for respondents in 2-year institutions.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at 2-year institutions in the base year, the cumulative mean base-year age of students decreases, but appears to converge to an asymptotic value of about 22 years of age. Hence, there is no evidence of potential for bias with respect to student age for population estimates for 2-year institutions.

Figure 6.13.—Cumulative percentage of students in 2-year institutions who are non-White: 2001

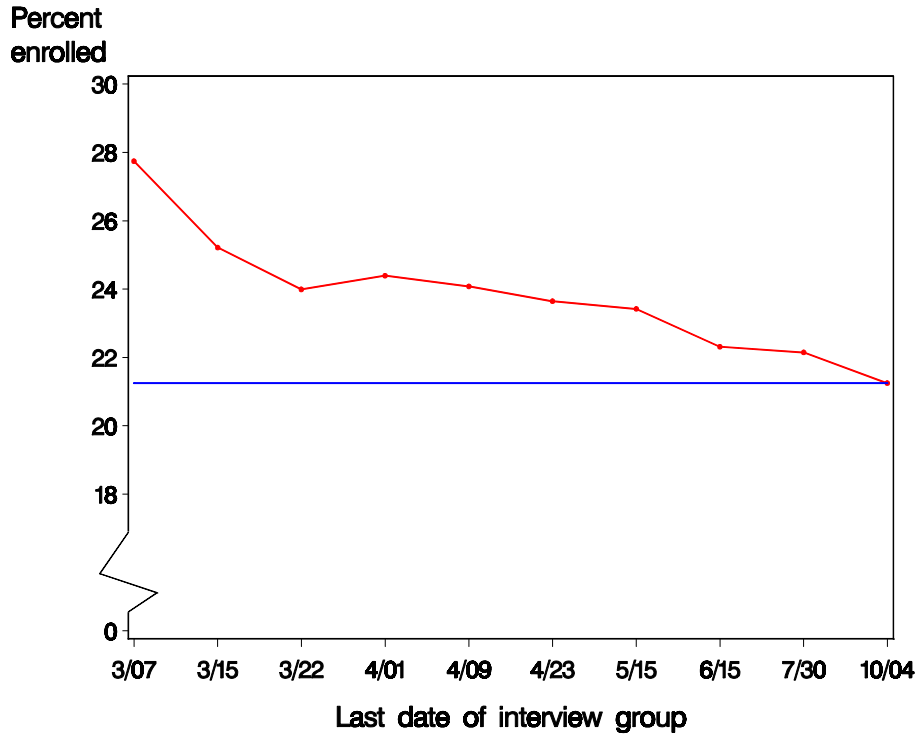


NOTE: The horizontal line gives the percentage of all respondents in 2-year institutions who are non-White.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at 2-year institutions in the base year, the cumulative percentage of students who are non-White increases throughout data collection, but does appear to be converging to an asymptote for the last 10 percent of responding students. This suggests that there could be the potential for bias with respect to the race distribution for the sample from 2-year institutions because additional respondents may be more likely to be non-White.

Figure 6.14.—Cumulative percentage of students in 2-year institutions who are enrolled in an undergraduate program in spring 2001

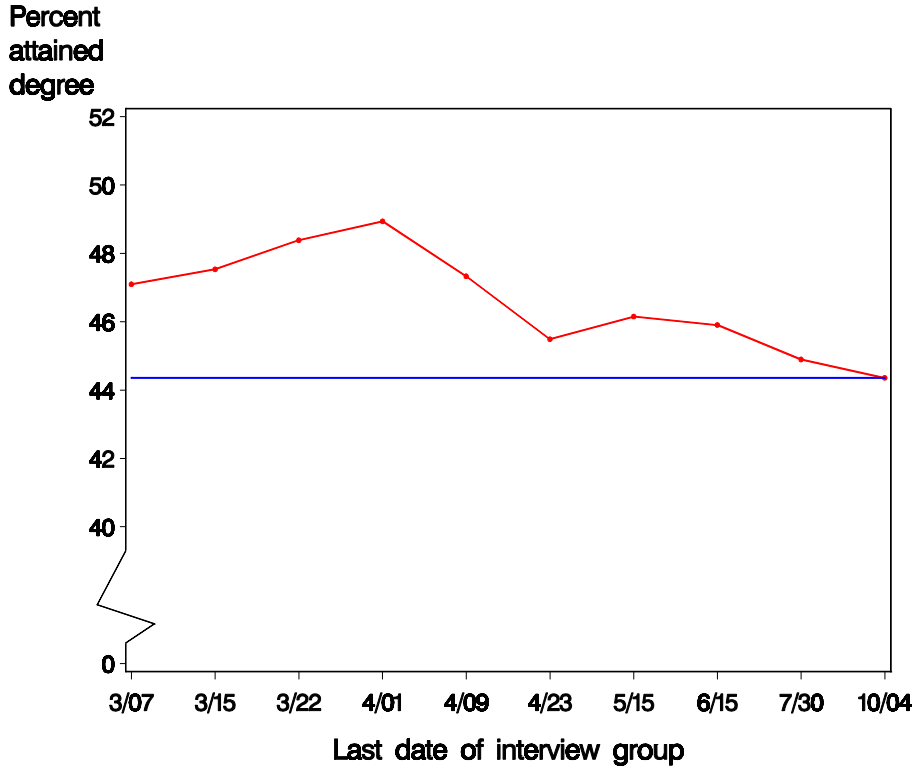


NOTE: The horizontal line gives the percentage of all respondents in 2-year institutions who were enrolled in an undergraduate program in spring 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at 2-year institutions in the base year, the cumulative percentage who are enrolled in an undergraduate program decreases throughout data collection. This suggests that there is potential for bias with respect to enrollment status in the sample from 2-year institutions because additional respondents would be less likely to be enrolled.

Figure 6.15.—Cumulative percentage of students in 2-year institutions who attained a degree by June 2001

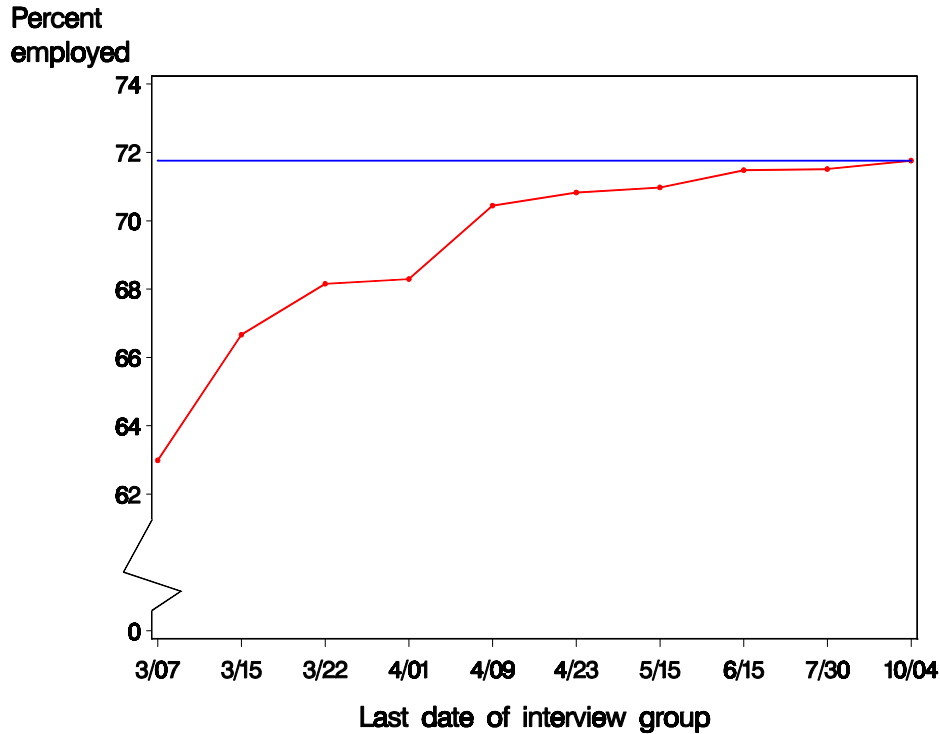


NOTE: The horizontal line gives the percentage of all respondents in 2-year institutions who had attained a degree by June 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at 2-year institutions in the base year, the cumulative percentage who had attained a degree decreases throughout data collection. This suggests the potential for bias with respect to degree attainment since additional respondents would be less likely to have attained a degree.

Figure 6.16.—Cumulative percentage of students in 2-year institutions who were employed: 2001

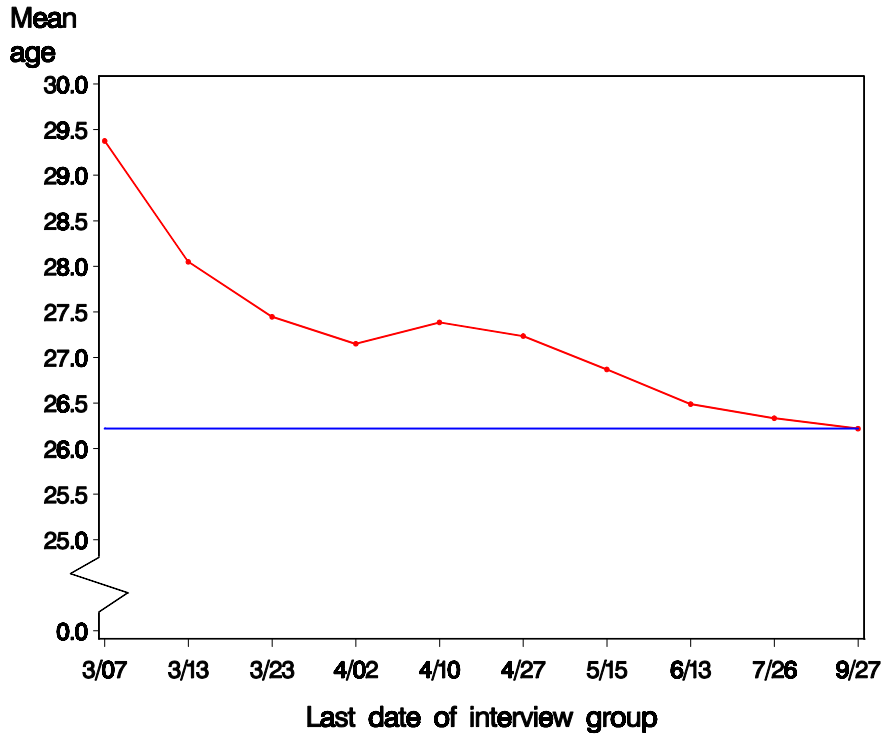


NOTE: The horizontal line gives the percentage of all respondents in 2-year institutions who were employed in 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at 2-year institutions in the base year, the cumulative percentage of students who are employed approaches an asymptotic value. This suggests little potential for bias with respect to employment status in the sample from 2-year institutions.

Figure 6.17.—Cumulative mean age in the base year of students in less-than-2-year institutions: 2001

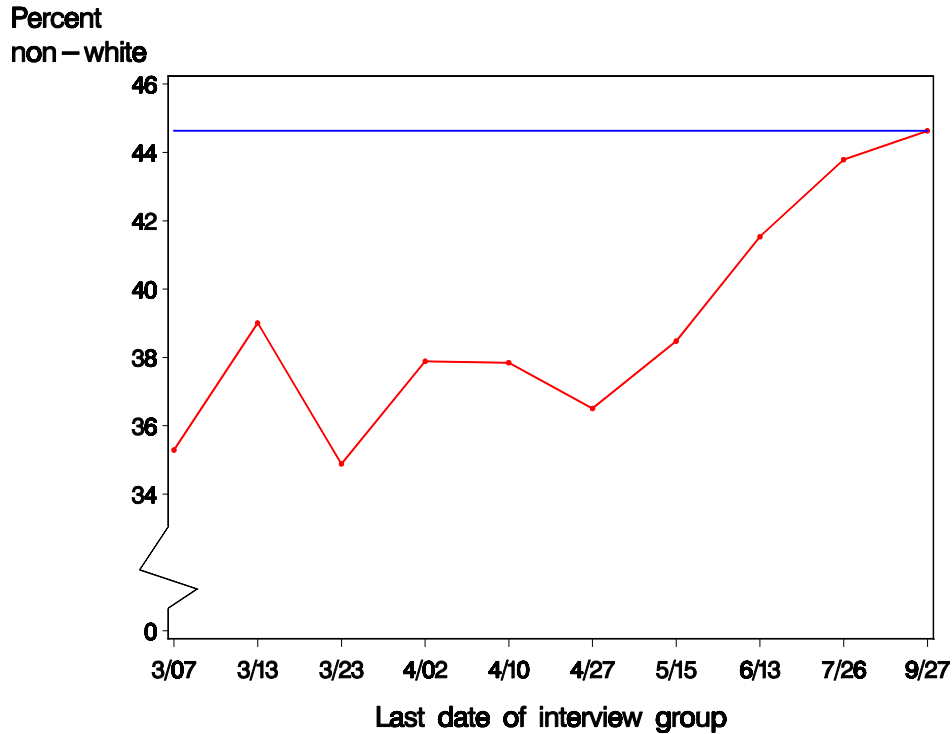


NOTE: The horizontal line gives the mean base-year age for respondents in less-than-2-year institutions.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at less-than-2-year institutions in the base year, the cumulative mean base-year age of students decreases but appears to converge to an asymptotic value of about 26 years. Hence, there is little evidence of potential for bias with respect to student age for population estimates for less-than-2-year institutions.

Figure 6.18.—Cumulative percentage of students in less-than-2 year institutions who are non-White: 2001

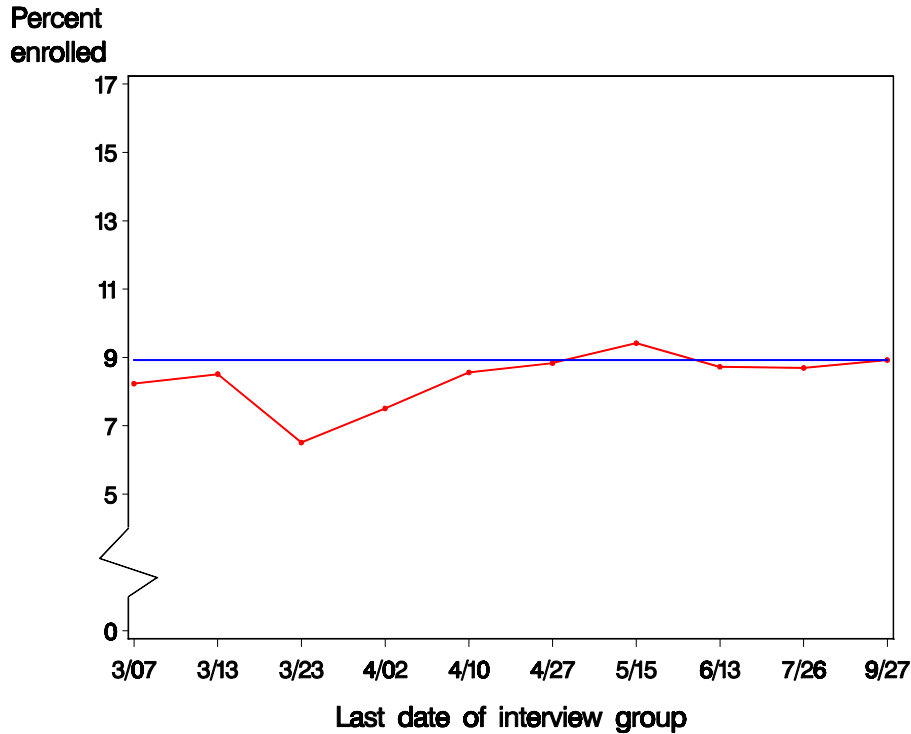


NOTE: The horizontal line gives the percentage of all respondents in less-than-2-year institutions who are non-White.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at less-than-2-year institutions in the base year, the cumulative percentage of students who are non-White increases throughout data collection. This suggests that there is the potential for bias with respect to the race distribution in the sample from less-than-2-year institutions because additional respondents would be more likely to be non-White.

Figure 6.19.—Cumulative percentage of students in less-than-2-year institutions who were enrolled in an undergraduate program in spring 2001

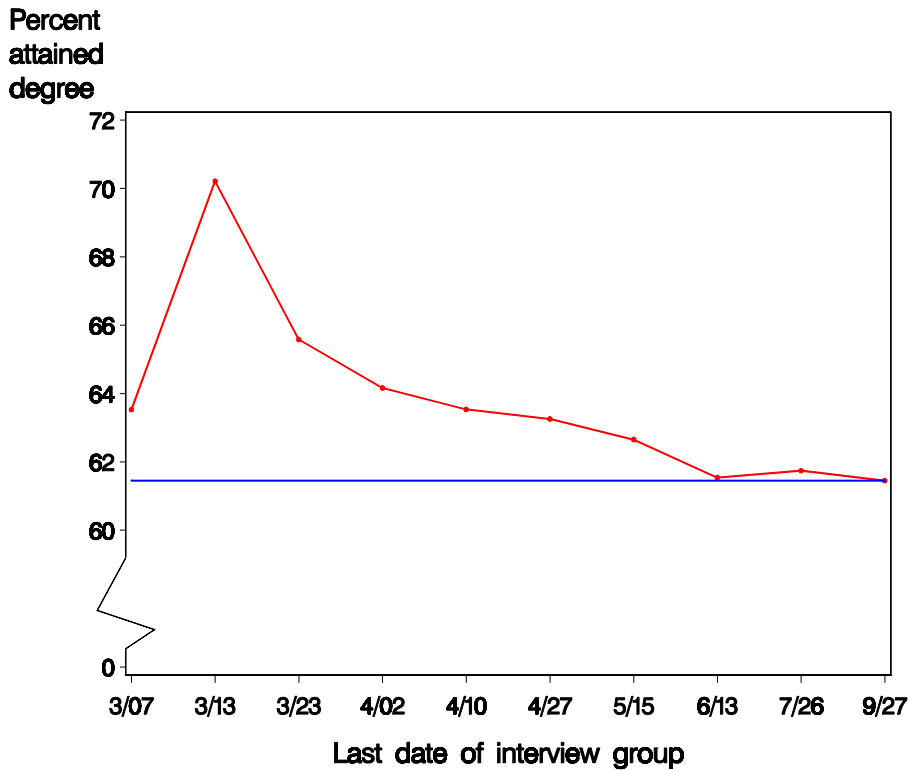


NOTE: The horizontal line gives the percentage of all respondents in less-than-2-year institutions who were enrolled in an undergraduate program in spring 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at less-than-2-year institutions in the base year, the cumulative percentage who were enrolled in an undergraduate program appears to converge to an asymptotic value of about 9 percent. Hence, there is little evidence of potential for bias with respect to the undergraduate enrollment status for population estimates for less-than-2-year institutions.

Figure 6.20.—Cumulative percentage of students in less-than-2-year institutions who had attained a degree by June 2001

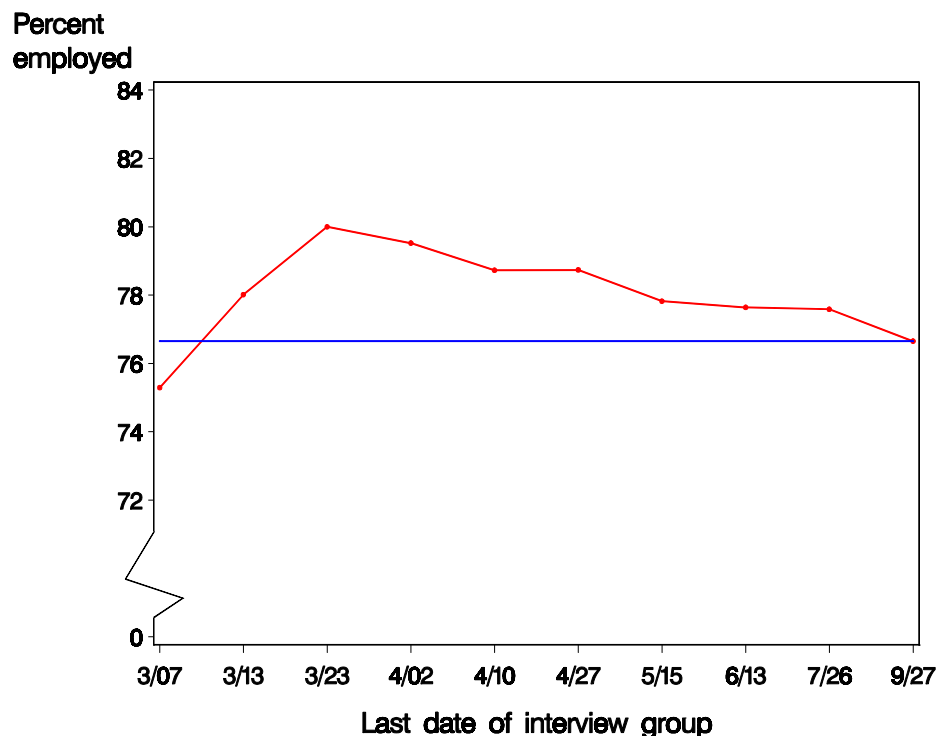


NOTE: The horizontal line gives the percentage of all respondents in less-than-2-year institutions who had attained a degree by June 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at less-than-2-year institutions in the base year, the cumulative percentage who had attained a degree by June 2001 decreases but then approaches an asymptote for the last 20 percent of the nonrespondents. Hence, there is little potential for bias with respect to degree attainment among the sample from less-than-2-year institutions.

Figure 6.21.—Cumulative percentage of students in less-than-2-year institutions who were employed: 2001



NOTE: The horizontal line gives the percentage of all respondents in less-than-2-year institutions who were employed in 2001.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS: 1996/2001).

Among students enrolled at less-than-2-year institutions in the base year, the cumulative percentage of students who were employed increases sharply, and then decreases, but remains in the 77 percent range for the last 30 percent of the respondents. This suggests that there may be some potential for bias with respect to employment status in the sample from less-than-2-year institutions because additional respondents would be less likely to be employed.

In summary, the graphical analyses shown in Figures 6.1—6.21 indicate that the potential for nonresponse bias exists among the following variables:

- institution level, with additional respondents more likely to have attended less-than-4-year institutions in the base year;

- race, with additional respondents more likely to be non-White;
- degree status, with additional respondents less likely to have attained a degree by spring 2001; and
- employment status in 2001 (for students who were enrolled in less-than two-year institutions in the base year), with later respondents less likely to be employed.

The analyses do not indicate a potential for nonresponse bias among the following variables:

- age;
- enrollment status in spring 2001; or
- employment status in 2001 for students who were enrolled in 4-year or 2-year institutions in the base year.

The analyses depicted in the figures were conducted using unweighted data to provide a qualitative indication of the potential for bias in the variables analyzed. These and other closely-related variables were included in the formal statistical tests of nonresponse bias in Tables 6.9 – 6.12, and also in the CHAID analyses performed to assist in choosing variables for the weight adjustment models. Table 6.12 indicates that the nonresponse weight adjustments were successful in reducing the nonresponse bias.

c. ROC Curve

As described in section A, three nonresponse adjustment models were used for computing the final cross-sectional analysis weights for BPS:1996/2001. In order to assess the overall predictive ability of the combined models, a Receiver Operating Characteristics (ROC) curve, shown in **figure 6.22**, was used. A point on an ROC curve is constructed by considering a given predicted probability as a cutoff point for deciding whether a person is a respondent or a nonrespondent. For a given cutoff, a point on the ROC curve is obtained by plotting the proportion of respondents with a predicted probability greater than the cutoff (i.e., true positives) versus the proportion of nonrespondents with a predicted probability greater than the cutoff (i.e., false positives). The points on the ROC curve are then obtained by computing the proportion of true and false positives for the entire range of possible cutoffs.

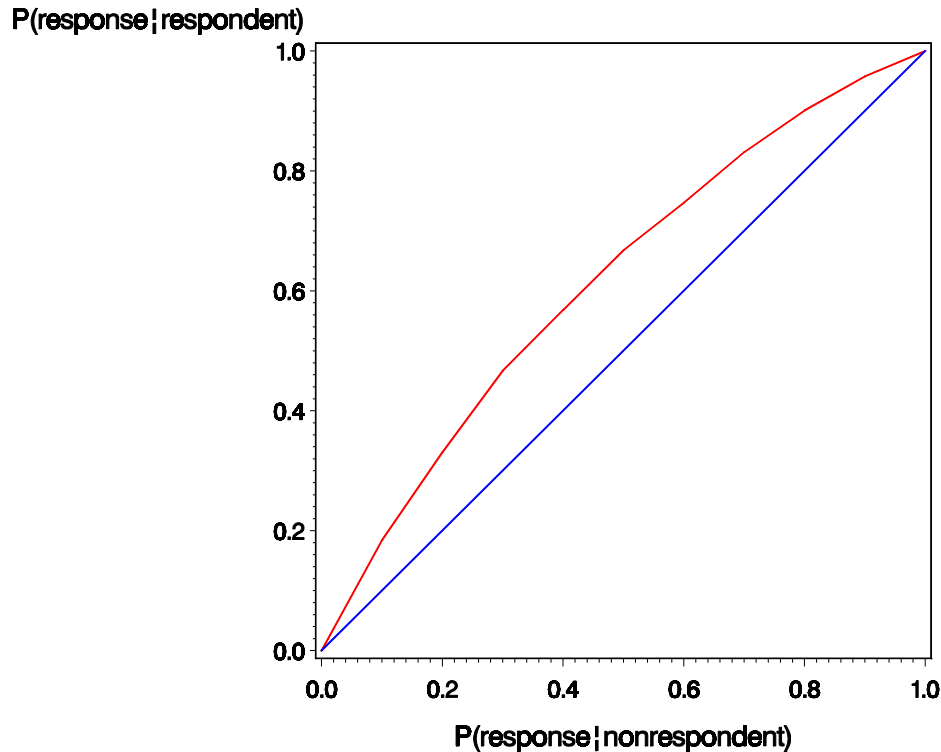
The area under an ROC curve measures the probability that a randomly chosen pair of observations, one respondent and one nonrespondent, will be correctly ranked. The probability of a correct pairwise ranking is the same quantity that is estimated by the nonparametric Wilcoxon statistic. The null hypothesis associated with the Wilcoxon statistic is that the variable is not a useful discriminator between the populations. This corresponds to the null hypothesis that the predicted response probability of a respondent is just as likely to be smaller than the predicted response probability of a nonrespondent as it is to be greater. Thus, if the null hypothesis is true, the ROC curve will be a diagonal line that reflects the equally likely chance of making a correct or incorrect decision, and the area under the curve will be 0.5. If the null hypothesis is not true, the ROC curve will rise above the diagonal and the area under the curve will be significantly greater than 0.5.

All of the students in the BPS:1996/2001 sample were used in constructing this ROC curve. The student's predicted probability of response was calculated as the product of the predicted probabilities obtained from the three GEM models described in section A: P(located), P(nonrefusal for located students), and P(response for located students who did not refuse). These probabilities were the inverse of the adjustment factors from the GEM models, prior to trimming and smoothing. Since only located students were included in the nonrefusal model, and only nonrefusals were included in the final response model, the predicted probabilities were not directly available for students who were not located or for students who refused. The mean of the predicted probabilities was used for students who were in the models for the probabilities that were not directly available.

As shown in **figure 6.22**, the area under the ROC curve developed for the overall predicted response propensity was about 0.62, which corresponds to a highly significant Wilcoxon test statistic.¹¹ The curve indicates that in about three of every five randomly chosen pairs of students, one responding and the other nonresponding, the predicted overall response propensity will be greater than that of the nonrespondent. This level of discrimination implies that the variables used in the three models are highly informative but not definitive predictors of a sample student's overall response propensity.

¹¹ Hanley, J. A. and NcNeil, B. J. (1982). "The meaning and use of the area under a receiver-operating characteristic (ROC) curve." *Diagnostic Radiology*, 143:29-36.

Figure 6.22.—ROC curve for overall response propensity



NOTE: Area under the curve = 0.62.

SOURCE: U. S. Department of Education, National Center for Education Statistics Beginning Postsecondary Students Longitudinal Study:1996/2001 (BPS:1996/2001).

D. Response Rates

1. Overall Response Rates

The overall BPS:1996/2001 study response rate is an estimate of the proportion of the study population directly represented by the study respondents. Because the BPS:1996/2001 study includes a subsample of both BPS:96/98 and NPSAS:96 nonrespondents, the overall study response rate is the product of the NPSAS:96 institution-level response rate times the BPS student-level response rate. Therefore, the overall BPS study response rates can be estimated directly only for domains defined by institutional characteristics.

Both weighted and unweighted overall study response rates are shown in **table 6.13**, along with their institution and student response rate components. The institution-level response rates shown in this table are the percentage of institutions that provided sufficient data to select the NPSAS student-level sample; these rates were obtained from the NPSAS:96 Methodology

Report (table 3.1). Only the weighted response rates can be interpreted as estimates of the proportion of the BPS study population that are directly represented by the study respondents. **Table 6.13** shows that the student response rate is 83.6 percent and that approximately 76.1 percent of the BPS study population is represented by the respondents. The rate of population coverage does appear to vary by type of institution: the rate is higher for public institutions than for private institutions.

Each weighted student response rate was calculated as the weighted number of respondents divided by the weighted number of eligible students. The weight used in these calculations was the NPSAS:96 base weight that has been adjusted for subsampling the BPS:96/98 nonrespondents; this is the weight variable B01_100. Each overall study response rate was calculated as the product of the NPSAS:96 institutional response rate times the student response rate.

The overall response rates for BPS:1996/2001 are presented in **tables 6.14** and **6.15**, by type of institution and prior response status. The weighted response rates are higher for students who were interviewed in BPS:96/98 (regardless of their NPSAS:96 response status) than for those who were not interviewed in BPS:96/98. Among those interviewed in both NPSAS:96 and BPS:96/98, the weighted response rate was 79.7 percent, and among those interviewed only in BPS:96/98 (but not in NPSAS:96), the weighted response rate was slightly lower at 76.6 percent. It was lowest among those interviewed in NPSAS:96 but not BPS:96/98 (58.4 percent).

Table 6.13.—Overall BPS:1996/2001 study response rates by type of institution

Institutional sector	Institutions ¹		Students		Overall response rate ²	
	Response rate		Response rate		Unweighted	Weighted
	Unweighted	Weighted	Unweighted	Weighted		
All sectors	92.9	91.1	88.3	83.6	82.0	76.1
Public less-than-2-year	93.9	99.6	87.3	83.0	82.0	82.6
Public 2-year	96.4	97.2	86.4	84.6	83.3	82.3
Public 4-year non-doctorate-granting	96.7	96.0	88.9	84.8	86.0	81.4
Public 4-year doctorate-granting	98.4	98.0	90.1	86.0	88.7	84.3
Private not-for-profit 2-year or less	93.3	99.3	83.2	72.4	77.6	71.9
Private not-for-profit 4-year non-doctorate-granting	88.7	83.5	89.2	82.6	79.1	69.0
Private not-for-profit 4-year doctorate-granting	90.9	76.3	91.6	88.2	83.3	67.3
Private for-profit less-than-2-year	81.3	89.8	79.2	71.6	64.4	64.3
Private for-profit 2-year or more	90.5	80.5	83.8	79.1	75.8	63.7

¹ See Table 3.1 in the NPSAS:96 methodology report.

² Calculated as the product of the institutional response rate times the student response rate.

NOTE: The weight used is B01_100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.14.—BPS:1996/2001 response rates by prior response status

Prior response status	Unweighted	Weighted ¹	Overall response rate ²	
	Response rate	Response rate	Unweighted	Weighted
Total students	88.3	83.6	82.0	76.1
Interviewed in NPSAS:96 and BPS:96/98	88.6	87.4	82.3	79.7
Interviewed in NPSAS:96 only	65.7	64.1	61.0	58.4
Interviewed in BPS:96/98 only	83.1	84.0	77.2	76.6

¹ The weight used in computing the weighted counts of respondents and nonrespondents and the weighted response rate is B01_100. This weight was applied to the eligible sample members; these are identified by B01ELIG=1.

² The overall response rate is the product of the institution response rate from table 6.13 times the student response rate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

2. Bias Due to Item Nonresponse

Chapter 4 of this methodology report presents the unweighted response rate for the items with greater than 10 percent nonresponse rate. **Table 6.16** gives these weighted response rates for these same items. This section looks at those items for bias associated with nonresponse to the item. For each of the items with greater than 10 percent nonresponse and at least 50 nonrespondents **tables 6.17–6.23** compare the demographic characteristics of respondents and nonrespondents. Items included are

- cumulative undergraduate GPA,
- Lifetime Learning tax credit (1999) for undergraduates,
- gross annual salary for current job,
- gross annual salary for first postenrollment job,
- gross salary for 2000,
- spouse’s gross salary for 2000, and
- total balance due on all credit cards.

Table 6.15.—Overall response rates for BPS:1996/2001 by type of institution and prior response status

Prior response status and institutional sector	Unweighted		Weighted ¹		Overall response rate ²	
	Response rate	Respondents	Nonrespondents	Response rate	Unweighted	Weighted
All students						
Institutional sector						
All sectors	88.3	2,779,392	546,328	83.6	82.0	76.1
Public less-than-2-year	87.3	42,777	8,789	83.0	82.0	82.6
Public 2-year	86.4	1,280,241	232,323	84.6	83.3	82.3
Public 4-year non-doctorate-granting	88.9	267,461	48,075	84.8	86.0	81.4
Public 4-year doctorate-granting	90.1	475,097	77,378	86.0	88.7	84.3
Private not-for-profit 2-year or less	83.2	28,506	10,883	72.4	77.6	71.9
Private not-for-profit 4-year non-doctorate-granting	89.2	243,822	51,348	82.6	79.1	69.0
Private not-for-profit 4-year doctorate-granting	91.6	169,731	22,747	88.2	83.3	67.3
Private for-profit less-than-2-year	79.2	172,710	68,617	71.6	64.4	64.3
Private for-profit 2-year or more	83.8	99,048	26,169	79.1	75.8	63.7
NPSAS:96 and BPS:96/98 respondents						
Institutional sector						
All sectors	88.6	2,164,237	310,845	87.4	82.3	79.7
Public less-than-2-year	87.8	42,777	4,760	90.0	82.4	89.6
Public 2-year	86.5	964,393	147,720	86.7	83.4	84.3
Public 4-year non-doctorate-granting	89.2	214,423	29,466	87.9	86.2	84.4
Public 4-year doctorate-granting	90.2	380,695	43,037	89.8	88.7	88.0
Private not-for-profit 2-year or less	84.0	24,171	4,600	84.0	78.4	83.4
Private not-for-profit 4-year non-doctorate-granting	89.6	209,845	25,612	89.1	79.5	74.4
Private not-for-profit 4-year doctorate-granting	91.9	126,041	11,694	91.5	83.5	69.8
Private for-profit less-than-2-year	80.2	127,128	28,941	81.5	65.2	73.1
Private for-profit 2-year or more	84.2	74,763	15,015	83.3	76.2	67.0
NPSAS:96 only respondents						
Institutional sector						
All sectors	65.7	319,900	179,454	64.1	61.0	58.4
Public less-than-2-year	0.0	0	4,029	0.0	0.0	0.0
Public 2-year	77.3	183,783	66,308	73.5	74.5	71.4
Public 4-year non-doctorate-granting	75.0	23,611	10,721	68.8	72.5	66.0
Public 4-year doctorate-granting	63.6	29,672	29,470	50.2	62.6	49.2
Private not-for-profit 2-year or less	42.9	3,465	6,283	35.5	40.0	35.3
Private not-for-profit 4-year non-doctorate-granting	62.5	12,879	16,535	43.8	55.4	36.6
Private not-for-profit 4-year doctorate-granting	87.5	16,456	3,369	83.0	79.5	63.3
Private for-profit less-than-2-year	47.1	27,721	32,242	46.2	38.3	41.5
Private for-profit 2-year or more	69.2	22,313	10,497	68.0	62.7	54.7
BPS:96/98 only respondents						
Institutional sector						
All sectors	83.1	295,255	56,030	84.0	77.2	76.6
Public 2-year	89.5	132,065	18,294	87.8	86.3	85.4
Public 4-year non-doctorate-granting	80.0	29,426	7,887	78.9	77.4	75.7
Public 4-year doctorate-granting	95.2	64,730	4,872	93.0	93.7	91.1
Private not-for-profit 2-year or less	100.0	870	0	100.0	93.3	99.3
Private not-for-profit 4-year non-doctorate-granting	70.6	21,097	9,201	69.6	62.6	58.1
Private not-for-profit 4-year doctorate-granting	78.6	27,234	7,684	78.0	71.4	59.5
Private for-profit less-than-2-year	71.4	17,860	7,434	70.6	58.1	63.4
Private for-profit 2-year or more	75.0	1,972	657	75.0	67.9	60.4

¹ The weight used in computing weighted counts of respondents and nonrespondents and weighted response rate is B01_100. This weight was applied to the eligible sample members; these are identified by B01ELIG=1.

² The overall response rate is the product of the institution response rate from table 6.13 times the student response rate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.16.—Weighted item nonresponse for items with more than 10 percent nonresponse

Item description	Weighted item nonresponse rate ¹
Cumulative undergraduate GPA	17.0
Lifetime Learning tax credit 1999 (undergraduate)	10.2
Gross annual salary for current job	23.4
Gross annual salary for first post-enrollment job	26.5
Gross salary for 2000	14.5
Spouse's gross salary for 2000	23.2
Total balance due on all credit cards	14.9

¹The weight used is B01AWT.

NOTE: Statistics are based on sample members for whom specific items were applicable and asked. Lifetime Learning tax credit for graduate students and spouse's monthly education loan payment had greater than 10 percent nonresponse but are excluded from this table due to insufficient sample size.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

The tables compare the distributions of respondents and nonrespondents to each item with respect to

- age,
- race/ethnicity,
- gender,
- level of NPSAS:96 institution,
- control of NPSAS:96 institution,
- degree status in 2001,
- employment status,
- highest degree, and
- whether the student is the first generation in postsecondary education.

The bias and the statistical significance of the bias were also estimated. The formulas and methodology described in section C.2 were used for estimating the bias and the statistical significance. The final cross-sectional weight, B01AWT, was used for the calculations. Note that while some variables do show statistically significant biases, the actual bias is generally very small.

Table 6.17.—Comparison of item respondents and nonrespondents for “cumulative undergraduate GPA”

Demographic characteristics	Percent estimate ¹			Estimated bias
	Total	Respondent	Nonrespondent	
Age				
19 or younger	77.43	79.61	66.72	2.1869 *
20 to 23	11.53	10.66	15.80	-0.8727
24 to 29	5.01	4.29	8.52	-0.7179 *
30 to 39	3.49	3.36	4.12	-0.1286
40 or older	2.54	2.08	4.83	-0.4676
Race/ethnicity				
White, non-Hispanic	72.63	74.45	63.75	1.8142 *
Black, non-Hispanic	10.65	9.81	14.78	-0.8431
Hispanic	9.33	8.65	12.65	-0.6785
Asian/Pacific Islander	5.83	5.86	5.67	0.0338
American Indian/Alaska Native	0.89	0.71	1.80	-0.1858
Other	0.66	0.52	1.35	-0.1406
Gender				
Male	46.43	47.76	39.96	1.3215 *
Female	53.57	52.24	60.04	-1.3215 *
Institution level				
4-year	51.40	55.62	30.72	4.2225 *
2-year	45.32	42.77	57.85	-2.5579 *
Less-than-2-year	3.28	1.61	11.43	-1.6645 *
Institution control				
Public	75.73	76.18	73.54	0.4476
Private not-for-profit	19.58	20.84	13.38	1.2647 *
Private for-profit	4.69	2.98	13.07	-1.7123 *
Received degree by June 2001				
Yes	60.54	63.20	47.55	2.6545 *
No	39.46	36.80	52.45	-2.6545 *
Currently employed				
Yes	66.23	65.63	69.21	-0.6045
No	33.77	34.37	30.79	0.6045
Highest degree				
Bachelor's or higher	40.87	46.12	15.14	5.2538 *
Associate	12.25	11.98	13.58	-0.2708
Certificate	7.43	5.10	18.83	-2.3285 *
None	39.46	36.80	52.45	-2.6545 *
First generation in postsecondary education				
Yes	34.31	32.44	43.94	-1.8728 *
No	65.69	67.56	56.06	1.8728 *

* Bias is significant at the $p < 0.05 / (c - 1)$ level, where c is the number of categories within the primary variable.

¹ Weighted estimates, using the BPS:1996/2001 analysis weight B01AWT.

NOTE: Demographic characteristics are from base year data (NPSAS:96) with the exception of the degree and employment categories. Statistics are based on sample members for whom specific items were applicable and asked.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.18.—Comparison of item respondents and nonrespondents for “Lifetime Learning tax credit 1999 (undergraduate)”

Demographic characteristics	Percent estimate ¹			Estimated bias
	Total	Respondent	Nonrespondent	
Age				
19 or younger	81.07	79.81	92.11	-1.2558 *
20 to 23	10.41	11.14	3.99	0.7302 *
24 to 29	3.41	3.59	1.85	0.1777
30 to 39	3.19	3.36	1.74	0.1650
40 or older	1.92	2.11	0.31	0.1830 *
Race/ethnicity				
White, non-Hispanic	75.15	74.28	82.80	-0.8700
Black, non-Hispanic	9.41	9.58	7.90	0.1712
Hispanic	7.93	8.47	3.17	0.5410 *
Asian/Pacific Islander	6.20	6.29	5.43	0.0876
American Indian/Alaska Native	0.80	0.88	0.11	0.0782 *
Other	0.51	0.50	0.58	-0.0080
Gender				
Male	47.91	48.11	46.08	0.2074
Female	52.09	51.89	53.92	-0.2074
Institution level				
4-year	56.69	55.56	66.68	-1.1357 *
2-year	41.44	42.63	31.02	1.1855 *
Less-than-2-year	1.86	1.82	2.30	-0.0498
Institution control				
Public	75.35	75.86	70.81	0.5165
Private not-for-profit	21.94	21.30	27.52	-0.6345 *
Private for-profit	2.72	2.83	1.68	0.1180
Received degree by June 2001				
Yes	66.38	65.32	75.72	-1.0623 *
No	33.62	34.68	24.28	1.0623 *
Currently employed				
Yes	65.76	65.71	66.24	-0.0532
No	34.24	34.29	33.76	0.0532
Highest degree				
Bachelor’s or higher	49.38	48.12	60.47	-1.2606 *
Associate	12.12	12.23	11.19	0.1064
Certificate	4.88	4.97	4.07	0.0920
None	33.62	34.68	24.28	1.0623 *
First generation in postsecondary education				
Yes	31.00	31.87	23.28	0.8734 *
No	69.00	68.13	76.72	-0.8734 *

* Bias is significant at the $p < 0.05 / (c - 1)$ level, where c is the number of categories within the primary variable.

¹ Weighted estimates, using the BPS:1996/2001 analysis weight B01AWT.

NOTE: Demographic characteristics are from base year data (NPSAS:96) with the exception of the degree and employment categories. Statistics are based on sample members for whom specific items were applicable and asked.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.19.—Comparison of item respondents and nonrespondents for “gross annual salary for current job”

Demographic characteristics	Percent estimate ¹			Estimated bias
	Total	Respondent	Nonrespondent	
Age				
19 or younger	66.80	70.21	55.61	3.4124 *
20 to 23	12.53	11.27	16.67	-1.2600
24 to 29	8.30	7.86	9.75	-0.4422
30 to 39	6.71	5.59	10.40	-1.1257 *
40 or older	5.65	5.07	7.57	-0.5845
Race/ethnicity				
White, non-Hispanic	73.86	75.92	67.09	2.0627 *
Black, non-Hispanic	11.67	9.97	17.22	-1.6950 *
Hispanic	9.07	8.90	9.63	-0.1709
Asian/Pacific Islander	3.88	3.94	3.67	0.0639
American Indian/Alaska Native	0.92	0.67	1.75	-0.2520
Other	0.61	0.60	0.64	-0.0087
Gender				
Male	46.73	48.38	41.30	1.6569 *
Female	53.27	51.62	58.70	-1.6569 *
Institution level				
4-year	41.53	45.17	29.57	3.6462 *
2-year	48.74	46.89	54.80	-1.8492 *
Less-than-2-year	9.73	7.94	15.63	-1.7970 *
Institution control				
Public	71.43	71.69	70.59	0.2568
Private not-for-profit	16.53	17.91	11.99	1.3832 *
Private for-profit	12.04	10.40	17.42	-1.6399 *
Received degree by June 2001				
Yes	55.84	58.88	45.87	3.0396 *
No	44.16	41.12	54.13	-3.0396 *
Currently employed				
Yes	99.97	99.97	99.99	-0.0061
No	0.03	0.03	0.01	0.0061
Highest degree				
Bachelor’s or higher	34.91	39.58	19.59	4.6729 *
Associate	8.41	8.34	8.64	-0.0706
Certificate	12.52	10.96	17.65	-1.5627 *
None	44.16	41.12	54.13	-3.0396 *
First generation in postsecondary education				
Yes	43.09	40.08	53.44	-3.0093 *
No	56.91	59.92	46.56	3.0093 *

* Bias is significant at the $p < 0.05 / (c - 1)$ level, where c is the number of categories within the primary variable.

¹ Weighted estimates, using the BPS:1996/2001 analysis weight B01AWT.

NOTE: Demographic characteristics are from base year data (NPSAS:96) with the exception of the degree and employment categories. Statistics are based on sample members for whom specific items were applicable and asked.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.20.—Comparison of item respondents and nonrespondents for “gross annual salary for first postenrollment job”

Demographic characteristics	Percent estimate ¹			Estimated bias
	Total	Respondent	Nonrespondent	
Age				
19 or younger	80.03	81.45	76.06	1.4278
20 to 23	9.79	9.15	11.59	-0.6447
24 to 29	4.12	3.85	4.87	-0.2698
30 to 39	3.63	3.05	5.24	-0.5815
40 or older	2.43	2.50	2.24	0.0682
Race/ethnicity				
White, non-Hispanic	74.74	77.57	66.90	2.8234 *
Black, non-Hispanic	9.85	8.43	13.78	-1.4140
Hispanic	8.11	7.51	9.79	-0.6032
Asian/Pacific Islander	5.41	5.14	6.16	-0.2696
American Indian/Alaska Native	1.17	0.62	2.71	-0.5509
Other	0.72	0.73	0.68	0.0144
Gender				
Male	46.01	48.88	38.05	2.8646 *
Female	53.99	51.12	61.95	-2.8646 *
Institution level				
4-year	56.30	58.86	49.17	2.5654 *
2-year	40.71	39.11	45.16	-1.6008
Less-than-2-year	2.99	2.03	5.67	-0.9646 *
Institution control				
Public	72.89	72.78	73.20	-0.1124
Private not-for-profit	22.35	23.35	19.59	0.9953 *
Private for-profit	4.76	3.87	7.21	-0.8829 *
Received degree by June 2001				
Yes	72.51	74.93	65.78	2.4216 *
No	27.49	25.07	34.22	-2.4216 *
Currently employed				
Yes	92.96	94.96	87.41	1.9994 *
No	7.04	5.04	12.59	-1.9994 *
Highest degree				
Bachelor's or higher	54.56	59.20	41.67	4.6387 *
Associate	10.33	9.46	12.76	-0.8736
Certificate	7.62	6.28	11.36	-1.3435
None	27.49	25.07	34.22	-2.4216 *
First generation in postsecondary education				
Yes	32.70	31.28	36.63	-1.4280
No	67.30	68.72	63.37	1.4280

* Bias is significant at the $p < 0.05 / (c - 1)$ level, where c is the number of categories within the primary variable.

¹ Weighted estimates, using the BPS:1996/2001 analysis weight B01AWT.

NOTE: Demographic characteristics are from base year data (NPSAS:96) with the exception of the degree and employment categories. Statistics are based on sample members for whom specific items were applicable and asked.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.21.—Comparison of item respondents and nonrespondents for “gross salary for 2000”

Demographic characteristics	Percent estimate ¹			Estimated bias
	Total	Respondent	Nonrespondent	
Age				
19 or younger	68.57	69.56	62.74	0.9873
20 to 23	12.83	12.72	13.51	-0.1141
24 to 29	7.86	7.91	7.58	0.0476
30 to 39	6.02	5.35	10.01	-0.6758 *
40 or older	4.71	4.47	6.16	-0.2450
Race/ethnicity				
White, non-Hispanic	71.63	72.72	65.16	1.0955 *
Black, non-Hispanic	12.16	10.97	19.16	-1.1862 *
Hispanic	10.35	10.20	11.22	-0.1477
Asian/Pacific Islander	4.50	4.74	3.07	0.2417
American Indian/Alaska Native	0.82	0.80	0.93	-0.0191
Other	0.55	0.57	0.46	0.0158
Gender				
Male	46.44	46.64	45.23	0.2039
Female	53.56	53.36	54.77	-0.2039
Institution level				
4-year	42.29	43.61	34.46	1.3255 *
2-year	49.35	48.67	53.37	-0.6819
Less-than-2-year	8.36	7.72	12.16	-0.6436 *
Institution control				
Public	73.27	73.30	73.14	0.0228
Private not-for-profit	16.16	16.61	13.47	0.4554 *
Private for-profit	10.57	10.09	13.39	-0.4781 *
Received degree by June 2001				
Yes	52.01	52.45	49.41	0.4414
No	47.99	47.55	50.59	-0.4414
Currently employed				
Yes	75.63	75.13	78.55	-0.4958
No	24.37	24.87	21.45	0.4958
Highest degree				
Bachelor's or higher	30.62	31.76	23.91	1.1378 *
Associate	10.29	10.37	9.85	0.0745
Certificate	11.10	10.33	15.65	-0.7709
None	47.99	47.55	50.59	-0.4414
First generation in postsecondary education				
Yes	41.08	40.17	46.57	-0.9076 *
No	58.92	59.83	53.43	0.9076 *

* Bias is significant at the $p < 0.05 / (c - 1)$ level, where c is the number of categories within the primary variable.

¹ Weighted estimates, using the BPS:1996/2001 analysis weight B01AWT.

NOTE: Demographic characteristics are from base year data (NPSAS:96) with the exception of the degree and employment categories. Statistics are based on sample members for whom specific items were applicable and asked.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.22.—Comparison of item respondents and nonrespondents for “spouse’s gross salary for 2000”

Demographic characteristics	Percent estimate ¹			Estimated bias
	Total	Respondent	Nonrespondent	
Age				
19 or younger	49.19	51.94	40.11	2.7431 *
20 to 23	15.07	15.53	13.54	0.4619
24 to 29	13.34	13.79	11.87	0.4434
30 to 39	12.22	10.06	19.38	-2.1627 *
40 or older	10.18	8.69	15.10	-1.4858
Race/ethnicity				
White, non-Hispanic	79.32	82.39	69.13	3.0760 *
Black, non-Hispanic	8.81	6.69	15.81	-2.1137
Hispanic	8.17	7.48	10.46	-0.6923
Asian/Pacific Islander	2.20	1.94	3.05	-0.2564
American Indian/Alaska Native	0.72	0.84	0.32	0.1192
Other	0.79	0.65	1.23	-0.1328
Gender				
Male	35.37	34.08	39.62	-1.2847
Female	64.63	65.92	60.38	1.2847
Institution level				
4-year	28.42	30.68	20.92	2.2634 *
2-year	59.51	58.93	61.45	-0.5839
Less-than-2-year	12.07	10.39	17.64	-1.6795 *
Institution control				
Public	75.51	76.27	73.01	0.7548
Private not-for-profit	10.74	11.45	8.37	0.7152 *
Private for-profit	13.75	12.28	18.62	-1.4700 *
Received degree by June 2001				
Yes	44.81	45.52	42.46	0.7088
No	55.19	54.48	57.54	-0.7088
Currently employed				
Yes	74.29	74.14	74.78	-0.1482
No	25.71	25.86	25.22	0.1482
Highest degree				
Bachelor’s or higher	18.98	20.62	13.57	1.6347 *
Associate	10.34	10.23	10.70	-0.1094
Certificate	15.49	14.67	18.20	-0.8165
None	55.19	54.48	57.54	-0.7088
First generation in postsecondary education				
Yes	50.76	47.28	62.43	-3.4788 *
No	49.24	52.72	37.57	3.4788 *

* Bias is significant at the $p < 0.05 / (c - 1)$ level, where c is the number of categories within the primary variable.

¹ Weighted estimates, using the BPS:1996/2001 analysis weight B01AWT.

NOTE: Demographic characteristics are from base year data (NPSAS:96) with the exception of the degree and employment categories. Statistics are based on sample members for whom specific items were applicable and asked.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 6.23.—Comparison of item respondents and nonrespondents for “total balance on all credit cards”

Demographic characteristics	Percent estimate ¹			Estimated bias
	Total	Respondent	Nonrespondent	
Age				
19 or younger	70.02	71.10	63.82	1.0881
20 to 23	11.86	11.55	13.60	-0.3070
24 to 29	8.82	8.85	8.61	0.0357
30 to 39	5.46	5.14	7.29	-0.3209
40 or older	3.85	3.35	6.67	-0.4960
Race/ethnicity				
White, non-Hispanic	73.22	73.23	73.16	0.0112
Black, non-Hispanic	12.34	11.61	16.54	-0.7366
Hispanic	9.17	9.52	7.19	0.3477
Asian/Pacific Islander	4.26	4.52	2.77	0.2628
American Indian/Alaska Native	0.47	0.50	0.35	0.0219
Other	0.53	0.62	0.00	0.0929
Gender				
Male	42.79	42.84	42.46	0.0575
Female	57.21	57.16	57.54	-0.0575
Institution level				
4-year	42.28	44.06	32.19	1.7735 *
2-year	50.65	49.47	57.37	-1.1807
Less-than-2-year	7.07	6.47	10.44	-0.5929
Institution control				
Public	76.47	76.13	78.42	-0.3417
Private not-for-profit	14.48	15.28	9.89	0.8068 *
Private for-profit	9.05	8.58	11.70	-0.4651
Received degree by June 2001				
Yes	48.88	49.07	47.76	0.1959
No	51.12	50.93	52.24	-0.1959
Currently employed				
Yes	71.84	71.36	74.58	-0.4817
No	28.16	28.64	25.42	0.4817
Highest degree				
Bachelor’s or higher	28.21	30.08	17.63	1.8608 *
Associate	9.67	9.01	13.43	-0.6619
Certificate	10.99	9.99	16.70	-1.0030
None	51.12	50.93	52.24	-0.1959
First generation in postsecondary education				
Yes	39.95	38.51	48.19	-1.4332 *
No	60.05	61.49	51.81	1.4332 *

* Bias is significant at the $p < 0.05 / (c - 1)$ level, where c is the number of categories within the primary variable.

¹ Weighted estimates, using the BPS:1996/2001 analysis weight B01AWT.

NOTE: Demographic characteristics are from base year data (NPSAS:96) with the exception of the degree and employment categories. Statistics are based on sample members for whom specific items were applicable and asked.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

In summary, that there were only seven items in the entire BPS:1996/2001 interview with nonresponse in excess of 10 percent (and at least 50 nonrespondents) indicates very little overall bias due to item nonresponse. Among the seven items, there were significant differences in distributions of the demographic variables between the total sample and the respondents to the variable. However, these differences, while statistically significant due to the large BPS:1996/2001 sample size, were generally small and all less than 5.3 percent. Therefore, while some demographic characteristics were significantly associated with response to these questionnaire items, the amount of bias is fairly small.

APPENDIX A

Technical Review Panel Membership

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APPENDIX B
Data Elements

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FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

A. Eligibility Determination/Background Information

The following data elements were obtained from the base year and first follow-up and functioned as preloads, when necessary, for the BPS:1996/2001 interview surveys.

- Age/DOB
- Gender
- Race/ethnicity
- Language spoken at home
- Parental education
- Parents' marital status
- Parental job characteristics
- Type of high school diploma
- Date of high school diploma
- SAT/ACT scores
- Level and control of NPSAS institution

B. Undergraduate Enrollment

1. Current undergraduate enrollment status:
 - a. Still enrolled as undergraduate
 - Enrolled at last known institution
 - Type of degree program (certificate, AA, bachelor's)
 - Program of study - primary and secondary major
 - Current or last class level
 - Date expect to complete program
 - b. Left before completion
 - Reasons for leaving (up to 3 reasons)
 - Plan to return to school before Sept. 2002
 - c. Program completed
 - Type of degree received
 - Date awarded
2. Undergraduate enrollment history (since last interview):
 - a. If last attended or still enrolled at last known school has enrollment been continuous (no breaks over 4 months)
 - Dates of attendance
 - Primarily enrolled full-time or part-time
 - Taken courses at any other school
 - Summer enrollment
 - b. When enrolled/attended other school
 - Name of institution (on-line coding of level and control)
 - Dates of attendance
 - Primarily enrolled full-time or part-time
 - Type of degree program
 - Transfer credits attempted/accepted
 - Reasons for enrolling in new school (change program/transfer to 4-year/location/cost/additional course/summer enrollment/co-enrollment)
 - c. If enrolled at two institutions at the same time, reasons for co-enrollment
 - d. When enrollment was not continuous, reasons for break (academic/financial/family/personal/change location)

FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

C. While in Undergraduate Program

1. Academic performance
 - a. Courses:
 - Ever withdraw from courses for academic reasons
 - Ever get incomplete grades
 - Ever repeat a course to raise grades
 - b. If completed BA, did student graduate with honors
 - c. Cumulative GPA at the end of last term
2. Problems encountered that made it difficult to stay in school_(financial/academic/family/personal)
3. Type of residence while enrolled (on-campus/off-campus/with parents)
4. Financial aid for each academic year enrolled since last interview
 - Received grants or scholarships
 - Received student loans
 - Had a work-study job
 - Received tuition assistance from an employer
 - Received sport/athletic scholarship
5. Total amount borrowed (undergraduate education)
 - a. Amount in student loans
 - b. Amount of loans from parents/relatives
 - c. Amount currently owed
 - Student loans
 - Loans from parents/relatives
 - d. If in repayment
 - Amount of monthly payment
 - Are parents helping to repay?
6. Parental support during last year enrolled (respondents under age 30)
 - a. Did parents pay/help pay for (yes/no)
 - Tuition
 - Food and housing
 - Books and equipment
 - Other expenses
7. Lifetime Learning federal tax credits
 - a. Was this tax credit claimed in prior year
 - b. Plan to/did claim it for current year
 - c. If yes, did the availability help make decision to continue education
8. Work while last enrolled [last job/recent job]
 - a. Number of jobs for pay in last year while enrolled
 - b. Primary role - student or employee?
 - c. Number of hours per week worked
 - On/off campus
 - Hourly wage
 - Relationship of this job to major
 - Still at this job or date ended
 - d. Was any job work-study, internship, apprenticeship, co-op, assistantship
 - e. Were earnings necessary to attend school (yes/no)

FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

D. Supplementary Finance Data from Outside Sources

- Financial aid application data (from CPS-Central Processing System)
- Annual and cumulative federal student loan amounts (from NSLDS- National Student Loan Data System)
- Annual Pell Grant amounts (from NSLDS)
- Annual tuition and student budgets (from IPEDS)

E. Post Bachelor/Graduate Education (BA Recipients Only)

1. Enrolled in or completed any post-BA programs or courses?
 - a. Formal program leading to a graduate or professional degree or a post-baccalaureate certificate
 - b. Taking courses for credit at a college or university, but not in a degree program
 - c. Taking noncredit or continuing education courses either at an educational institution or in some other type of program
2. If enrolled in a formal graduate degree program
 - a. Enrollment information
 - Name of graduate/first-professional school (on-line coding of type)
 - Type of degree program
 - Field of study
 - Date first enrolled
 - Attending full-time or part-time
 - Reasons for enrolling in graduate program (up to 3 responses)
 - Completed program (yes/no)
 - Number of hours worked per week
 - Relationship to field of study
 - Held assistantship, apprenticeship, work study, co-op placement
 - Primarily student or employee?
3. If enrolled in courses, but not a degree program
 - Type of courses (graduate/undergraduate/job training/other)
 - Provider (community college/4-year college/non-college program)
 - Reasons for taking courses (up to 3 responses)
 - Receiving employer tuition reimbursement
4. Lifetime Learning federal tax credits
 - Was this tax credit claimed in prior year
 - Plan to/did claim it for current year
 - If yes, did the availability help make decision to continue education

FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

F. Licenses And Certification (Other Than By Educational Institutions)

- a. Hold occupational licenses/certificates required by federal, state, or local government (up to 3 responses)
 - Intensity of preparation required (number of hours/days/weeks/months) other than degree attainment
- b. Hold professional certification in an occupational area (up to 3 responses)
 - Who provided the certification (state/industry/company/other)
 - Intensity of preparation required (number of hours/days/weeks/months) other than degree attainment
 - Required for career entry?
 - If not, reasons why certification exam taken/planned

G. Post-Enrollment Employment

1. Number of jobs since completed highest degree or last enrolled
2. Current employment [primary job now held or last job held]
 - Held position or similar job before and/or while enrolled?
 - Same or new employer as before/while enrolled
 - Date employment began
 - Job title and duties (on-line coding)
 - Type of employer or self-employed/
 - Type of industry (on-line coding)
 - Number of hours (usually) worked per week
 - Current salary
 - Relocation required for employment
 - Benefits (health insurance/retirement or 401k/other)
 - Did school help with job placement
 - Was job related to education (closely/somewhat/not)
 - Was this job start of a career
 - Was degree/certificate required for job
 - Used tools/equipment for which trained at school
 - Would it be difficult to do the job without your courses
 - Job search: most effective activity
3. Satisfaction with aspects of the job (yes/no)
 - Pay
 - Fringe benefits
 - Challenge of work
 - Opportunities for promotion
 - Opportunities to use training/education
 - Job security
 - Opportunities for further training/education
 - Overall satisfaction

FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

4. First job (If current job is not the same as first job after enrollment):
 - Held position or similar job before and/or while enrolled?
 - Same or new employer as before/while enrolled
 - Date employment began
 - Job title and duties (on-line coding)
 - Type of employer or self-employed/
 - Type of industry (on-line coding)
 - Number of hours (usually) worked per week
 - Beginning salary
 - Benefits (health insurance/retirement or 401k/other)
 - Did school help with job placement
 - Was job related to education (closely/somewhat/not)
 - Was job start of a career
 - Was degree/certificate required for job
 - Would it be difficult to do the job without your courses
 - Used tools/equipment for which trained at school
 - Date this job ended
5. Unemployment /non-employment spells after education
 - a. Ever received unemployment compensation since end of enrollment
 - If yes, currently receiving
 - b. Ever been unemployed for more than 3 months since end of enrollment
 - If yes, how many times
 - What was the longest period of unemployment
 - c. If currently not employed:
 - Looking for a job
 - Type of job search activities

H. Household Demographics/Finances

1. Current household demographics
 - a. Current marital status
 - b. Who lives in your household
 - c. Current number and ages of dependent children
 - d. Spouse's level of education
2. Finances
 - a. Spouse's annual earnings
 - b. Other sources of income
 - Income from other sources/investments (yes/no)
 - Benefits from government programs or child support (specify type - TANF/Social Security/worker's Comp/disability/food stamps/child support)
 - c. Assets
 - Own a home
 - Own or lease a car or truck
 - d. Monthly payments
 - Rent or mortgage
 - Auto loan or lease
 - Spouse's student loan payments

FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

- e. Credit cards
 - How many in own name
 - Usually carry balances
 - Total balance on last statement when carry balances

I. Civic Involvement

1. Voting
 - Are you a citizen
 - Registered to vote?
 - Voted in the last presidential election?
2. Political participation (last 2 years)
 - Attend political meetings, rallies, dinners
 - Write letters to public officials
3. Volunteer and community service
 - Participate in any voluntary activities in last 12 months?
 - Type of volunteer activity (up to 3 responses)
 - Required for graduation?
 - Average hours per month
4. Military service since last interview

J. Disabilities

1. Any long-lasting physical, mental or emotional condition limiting life activities
2. Type of condition
 - Hearing impairment or deafness
 - Severe vision impairment or blindness
 - Speech limitation
 - Orthopedic limitation
 - Learning or developmental disability
 - Mental or emotional disability
 - Other health related disability
3. Do you consider yourself to have a disability (yes/no)
4. Services / accommodations received for education (up to 3 responses)
5. Receive SSI, SSDI, vocational rehabilitation, or other services because of disability (yes/no)

K. Goals

1. Personal
 - Be leader in community
 - Be well off financially
 - Become an authority in field
 - Get away from home
 - Have leisure time
 - Influence political structure
 - Live close to family
 - Offer better opportunities to children
 - Raise a family
 - Succeed in career
 - Succeed in own business
2. Educational
 - Highest level of education expected

APPENDIX C

Facsimile Instruments

Main Instrument.....	143
Abbreviated Instrument	241

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Section A

NOT USED IN FULL SCALE

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Section B
Enrollment History

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B_INTRO

I'd like to ask you some questions about your school enrollment since the last time we talked to you in [1996/1998].

[If not enrolled when last interviewed, goto B_ENRA]

B_STLENR

According to our records, you were enrolled at [name of last known school] at that time. Are you still enrolled there?

- 1 = YES
- 2 = NO

F5 = RESPONDENT NEVER ATTENDED THIS SCHOOL

[If F5, goto B_ENRA]

B_ENRTL

[Are you enrolled at [name of last known school]/ When you were last enrolled at [name of last known school], were you enrolled] to earn a degree or certificate, or [are/were] you just taking classes?

- 1 = DEGREE/CERTIFICATE
- 2 = JUST TAKING CLASSES

[If 1, DK, or RE, goto B_CURDGL]

B_CLSTL

[If school level is not 4-year, goto B_ERNL1]

[Have you been/Were you] taking mainly undergraduate or graduate classes at [name of last known school]?

- 1 = MAINLY UNDERGRADUATE
- 2 = MAINLY GRADUATE
- 3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto B_ERNL1]

Appendix C: Facsimile Instruments

B_CURDGL

What degree or certificate [are/were] you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_ERNL1

Since May of [1996/1998], have you earned
a degree or certificate from [name of last known school]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRA]

B_DEGL1

What is the highest degree or certificate you've earned from
[name of last known school], again since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYL1

In what month and year was that
[certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

B_ERNL2

Have you earned any other degrees or certificates
from [name of last known school] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE goto B_ENRA]

B_DEGL2

What other degree or certificate have you earned?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYL2

In what month and year was that
[certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

B_ERNL3

Have you earned any other degrees or certificates
from [name of last known school] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRA]

B_DEGL3

What other degree or certificate have you earned?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYL3

In what month and year was that
[certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

Appendix C: Facsimile Instruments

B_ENRA

Have you enrolled at any [other] schools since May of [1996/1998]?

Please include any summer and graduate school enrollment,
and any classes you may have taken for credit.

1 = YES
2 = NO

[If 2, DK, or RE, goto B_ENROLL]

B_SCHOLA

Where have you enrolled?

SCHOOLS WE KNOW ABOUT SO FAR ARE:

1 = [preload school 1]
2 = [preload school 2]
3 = [preload school 3]
4 = [preload school 4]
5 = [preload school 5]
6 = [preload school 6]

99 = NEW SCHOOL

[If 1, 2, 3, 4, 5, or 6, goto B_ENRTA]
[Else if DK or RE, goto B_ENROLL]

B_SCHUXA

INTERVIEWER: CODE SCHOOL IN IPEDS USEREXIT

1 = ENTER USEREXIT

B_ENRTA

When you were last enrolled at
[School A], were
you enrolled to earn a degree or certificate,
or were you just taking classes?

1 = DEGREE/CERTIFICATE
2 = JUST TAKING CLASSES

[If 1, DK, or RE, goto B_CURDGA]

B_CLSTA

[If school level is not 4-year, goto B_ERNA1]

Were you taking mainly undergraduate or graduate classes at [School A]?

- 1 = UNDERGRADUATE
- 2 = GRADUATE
- 3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto B_ERNA1]

B_CURDGA

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_ERNA1

Have you earned a degree or certificate from [School A] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRB]

B_DEGA1

What is the highest degree or certificate you've earned from [School A] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYA1

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

Appendix C: Facsimile Instruments

B_ERNA2

Have you earned any other degrees or certificates from [School A] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRB]

B_DEGA2

What other degree or certificate have you earned from [School A] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYA2

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

B_ERNA3

Have you earned any other degrees or certificates from [School A] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRB]

B_DEGA3

What other degree or certificate have you earned from [School A] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYA3

In what month and year was that
[certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

B_ENRB

Have you enrolled at any other schools since
May of [1996/1998]?

(Please include any summer and graduate school enrollment,
and any classes you may have taken for credit.)

1 = YES

2 = NO

[If 2, DK, or RE, goto B_ENROLL]

B_SCHOLB

Where have you enrolled?

SCHOOLS WE KNOW ABOUT SO FAR ARE:

1 = [preload school 1]

2 = [preload school 2]

3 = [preload school 3]

4 = [preload school 4]

5 = [preload school 5]

6 = [preload school 6]

NEW SCHOOLS:

[School A]

99 = NEW SCHOOL

[If 1, 2, 3, 4, 5, or 6, goto B_ENRTB]

[Else if DK or RE, goto B_ENROLL]

B_SCHUXB

INTERVIEWER: CODE SCHOOL IN IPEDS USEREXIT

1 = ENTER USEREXIT

Appendix C: Facsimile Instruments

B_ENRTB

When you were last enrolled at
[School B], were
you enrolled to earn a degree or certificate,
or were you just taking classes?

- 1 = DEGREE/CERTIFICATE
- 2 = JUST TAKING CLASSES

[If 1, DK, or RE, goto B_CURDGB]

B_CLSTB

[If school level is not 4-year, goto B_ERNB1]

Were you taking mainly undergraduate or graduate classes
at [School B]?

- 1 = UNDERGRADUATE
- 2 = GRADUATE
- 3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto B_ERNB1]

B_CURDGB

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_ERNB1

Have you earned a degree or certificate from
[School B] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRC]

B_DEGB1

What is the highest degree or certificate you've earned from [School B] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYB1

In what month and year was that [certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

B_ERNB2

Have you earned any other degrees or certificates from [School B] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRC]

B_DEGB2

What other degree or certificate have you earned from [School B] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYB2

In what month and year was that [certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

Appendix C: Facsimile Instruments

B_ERNB3

Have you earned any other degrees or certificates from [School B] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRC]

B_DEGB3

What other degree or certificate have you earned from [School B] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYB3

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

B_ENRC

Have you enrolled at any other schools since May [1996/1998]?

(Please include any summer and graduate school enrollment, and any classes you may have taken for credit.)

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENROLL]

B_SCHOLC

Where have you enrolled?

SCHOOLS WE KNOW ABOUT SO FAR ARE:

- 1 = [preload school 1]
- 2 = [preload school 2]
- 3 = [preload school 3]
- 4 = [preload school 4]
- 5 = [preload school 5]
- 6 = [preload school 6]

NEW SCHOOLS:

- [School A]
- [School B]

99 = NEW SCHOOL

- [If 1, 2, 3, 4, 5, or 6, goto B_ENRTC]
- [Else if DK or RE, goto B_ENROLL]

B_SCHUXC

INTERVIEWER: CODE SCHOOL IN IPEDS USEREXIT

1 = ENTER USEREXIT

B_ENRTC

When you were last enrolled at
[School C], were
you enrolled to earn a degree or certificate,
or were you just taking classes?

- 1 = DEGREE/CERTIFICATE
- 2 = JUST TAKING CLASSES

[If 1, DK, or RE, goto B_CURDGC]

B_CLSTC

[If school level is not 4-year, goto B_ERNC1]

Were you taking mainly undergraduate or graduate classes
at [School C]?

- 1 = UNDERGRADUATE
- 2 = GRADUATE
- 3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto B_ERNC1]

Appendix C: Facsimile Instruments

B_CURDGC

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_ERNC1

Have you earned a degree or certificate from
[School C] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRD]

B_DEGC1

What is the highest degree or certificate you've earned
from [School C] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYC1

In what month and year was that
[certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

B_ERNC2

Have you earned any other degrees or certificates
from [School C] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRD]

B_DEGC2

What other degree or certificate have you earned from [School C] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYC2

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

B_ERNC3

Have you earned any other degrees or certificates from [School C] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRD]

B_DEGC3

What other degree or certificate have you earned from [School C] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYC3

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

Appendix C: Facsimile Instruments

B_ENRD

Have you enrolled at any other schools since
May of [1996/1998]?

(Please include any summer and graduate school enrollment,
and any classes you may have taken for credit.)

1 = YES
2 = NO

[If 2, DK, or RE, goto B_ENROLL]

B_SCHOLD

Where have you enrolled?

SCHOOLS WE KNOW ABOUT SO FAR ARE:

1 = [preload school 1]
2 = [preload school 2]
3 = [preload school 3]
4 = [preload school 4]
5 = [preload school 5]
6 = [preload school 6]

NEW SCHOOLS:

[School A]
[School B]
[School C]

99 = NEW SCHOOL

[If 1, 2, 3, 4, 5, or 6, goto B_ENRTD]
[Else if DK or RE, goto B_ENROLL]

B_SCHUXD

INTERVIEWER: CODE SCHOOL IN IPEDS USEREXIT

1 = ENTER USEREXIT

B_ENRTD

When you were last enrolled at
[School D], were
you enrolled to earn a degree or certificate,
or were you just taking classes?

1 = DEGREE/CERTIFICATE
2 = JUST TAKING CLASSES

[If 1, DK, or RE, goto B_CURDGD]

B_CLSTD

[If school level is not 4-year, goto B_ERND1]

Were you taking mainly undergraduate or graduate classes
at [School D]?

- 1 = UNDERGRADUATE
- 2 = GRADUATE
- 3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto B_ERND1]

B_CURDGD

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_ERND1

Have you earned a degree or certificate from
[School D] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRE]

B_DEGD1

What is the highest degree or certificate you've earned
from [School D] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYD1

In what month and year was that
[certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

Appendix C: Facsimile Instruments

B_ERND2

Have you earned any other degrees or certificates from [School D] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2,DK, or RE, goto B_ENRE]

B_DEGD2

What other degree or certificate have you earned from [School D] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYD2

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

B_ERND3

Have you earned any other degrees or certificates from [School D] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENRE]

B_DEGD3

What other degree or certificate have you earned from [School D] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYD3

In what month and year was that
[certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

B_ENRE

Have you enrolled at any other schools since
May of [1996/1998]?

(Please include any summer and graduate school enrollment,
and any classes you may have taken for credit.)

1 = YES

2 = NO

[If 2, DK, or RE, goto B_ENROLL]

B_SCHOLE

Where have you enrolled?

SCHOOLS WE KNOW ABOUT SO FAR ARE:

1 = [preload school 1]

2 = [preload school 2]

3 = [preload school 3]

4 = [preload school 4]

5 = [preload school 5]

6 = [preload school 6]

NEW SCHOOLS:

[School A]

[School B]

[School C]

[School D]

99 = NEW SCHOOL

[If 1, 2, 3, 4, 5, or 6, goto B_ENRTE]

[Else if DK or RE, goto B_ENROLL]

B_SCHUXE

INTERVIEWER: CODE SCHOOL IN IPEDS USEREXIT

1 = ENTER USEREXIT

Appendix C: Facsimile Instruments

B_ENRTE

When you were last enrolled at
[School E], were
you enrolled to earn a degree or certificate,
or were you just taking classes?

- 1 = DEGREE/CERTIFICATE
- 2 = JUST TAKING CLASSES

[If 1,DK, or RE, goto B_CURDGE]

B_CLSTE

[If school level is not 4-year, goto B_ERNE1]

Were you taking mainly undergraduate or graduate classes
at [School E]?

- 1 = UNDERGRADUATE
- 2 = GRADUATE
- 3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto B_ERNE1]

B_CURDGE

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_ERNE1

Have you earned a degree or certificate from
[School E] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENROLL]

B_DEGE1

What is the highest degree or certificate you've earned from [School E] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYE1

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

B_ERNE2

Have you earned any other degrees or certificates from [School E] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENROLL]

B_DEGE2

What other degree or certificate have you earned from [School E] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYE2

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

Appendix C: Facsimile Instruments

B_ERNE3

Have you earned any other degrees or certificates
from [School E] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_ENROLL]

B_DEGE3

What other degree or certificate have you earned
from [School E] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

B_DMYE3

In what month and year was that
[certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

B_ENROLL

INTERVIEWER: YOU ARE ABOUT TO ENTER THE ENROLLMENT USER EXIT.

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

- 1 = ENTER THE USEREXIT

B_RSNOT

[If not enrolled at two schools at same time, goto B_TRNSFR]

According to the information you've already given me, you've attended more than one school at the same time. Could you tell me why you decided to enroll at more than one school? COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NO MORE).

- 1 = GET DONE SOONER
- 2 = TAKE EASIER CLASSES/FULFILL REQUIREMENTS
- 3 = BETTER CLASS SCHEDULE AT OTHER SCHOOL
- 4 = PREPARING TO TRANSFER TO/TRYING OUT ANOTHER SCHOOL
- 5 = TRYING PROGRAM/MAJOR NOT AVAILABLE AT CURRENT SCHOOL
- 6 = PARTICIPATED IN CONSORTIUM/TOOK CLASSES AT BRANCH CAMPUS
- 7 = TAKING EXTRA CLASSES NOT RELATED TO MY PROGRAM (PERSONAL ENRICHMENT)
- 8 = FINANCIAL REASONS
- 9 = OTHER

B_TRNSFR

[If attended no or just one undergraduate school, goto B_STPRS]

[Based on what you've told me so far, you attended more than one school as an undergraduate.]

When you changed schools, did you attempt to transfer any credits?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto B_STPRS]

B_TRNCRD

Were all, some, or none of those credits accepted?

- 0 = NONE
- 1 = SOME
- 2 = ALL

Appendix C: Facsimile Instruments

B_LFTTR

What were your reasons for enrolling at
[most recent undergraduate school]?
COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE).

- 1 = OFFERED DESIRED PROGRAM/COURSEWORK
- 2 = REPUTATION OF PROGRAM/FACULTY/SCHOOL
- 3 = AFFORDABLE/OTHER FINANCIAL REASONS
- 4 = ACADEMIC PROBLEMS ELSEWHERE
- 5 = EARN DEGREE/CERTIFICATE
- 6 = PREPARE FOR NEW CAREER/DEGREE
- 7 = RETURNING TO PRIOR SCHOOL
- 8 = ADVANCE IN CURRENT JOB
- 9 = INCREASE INCOME POTENTIAL
- 10 = LOGISTICS - LOCATION, HOUSING
- 11 = PERSONAL INTEREST/ENRICHMENT
- 12 = OTHER

B_STPRS

[If no gap in enrollment of more than three months, goto
B_END]

According to what you told me, you've been enrolled some terms and
taken other terms off. Why did you decide to take a break from
school?

COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NO MORE).

F5 = NO BREAK IN ENROLLMENT/LONG SUMMER VACATION

- 1 = ACADEMIC PROBLEMS
- 2 = CLASSES NOT AVAILABLE/SCHEDULING NOT CONVENIENT
- 3 = NOT SATISFIED WITH PROGRAM/SCHOOL/CAMPUS/FACILITY
- 4 = DECIDING ON DIFFERENT PROGRAM OF STUDY
- 5 = TAKING TIME OFF FROM STUDIES
- 6 = PARTICIPATED IN CO-OP/INTERNSHIP PROGRAM
- 7 = CONFLICTS WITH JOB/MILITARY
- 8 = NEEDED TO WORK
- 9 = OTHER FINANCIAL REASONS
- 10 = CHANGE IN FAMILY STATUS (E.G., MARRIAGE, BABY, DEATH IN FAMILY)
- 11 = CONFLICTS WITH DEMANDS AT HOME/PERSONAL PROBLEMS
- 12 = TO PURSUE OTHER INTERESTS (E.G., TRAVEL, HOBBIES, ETC.)
- 13 = OTHER

B_END

Section C
Undergraduate Enrollment

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C_INTRO

[If no enrollment since last interview, goto C_RETURN]

I'd like to ask you some questions about your undergraduate enrollment at [most recent undergraduate school].

C_MAJVER

[If no major preload, goto C_MAJOR]

[If last known school ≠ most recent undergrad school,
goto C_MAJOR]

Last time we talked to you, your major or program of study while attending [most recent undergraduate school] was [major].

[Is that still your major?/

Was that also your major when you were last enrolled there as an undergraduate?/

Was that also your major when you were last enrolled there?]

1 = YES

2 = NO

[If 1 goto C_EXPMY]

C_MAJOR

INTERVIEWER: BE ALERT FOR DOUBLE MAJORS.

What [is/was] your major, or program of study at [most recent undergraduate school]?

[NOTE: AS AN UNDERGRADUATE]

F5 = DOUBLE MAJOR

F6 = UNDECLARED

[If F5, goto C_MAJRAW]

[Else if F6, DK, or RE, goto C_EXPMY]

[Else goto C_MAJUX]

C_MAJRAW

What [is/was] your primary major or program of study at [most recent undergraduate school]?

What [is/was] your secondary major?

Appendix C: Facsimile Instruments

C_MAJUX

Major string: [major]

INTERVIEWER: SELECT THE PROPER MAJOR CODE IN THE FOLLOWING
SCREENS OF THE USEREXIT

1 = ENTER THE USEREXIT

C_EXPMY

[If not currently enrolled or has completed a BA,
goto C_RS NLV]

When do you expect to receive your
[certificate/associate's degree/bachelor's degree/
post-baccalaureate certificate/master's degree/doctoral degree]?

NOTE TO INTERVIEWER: FROM [most recent undergraduate school]

F5 = R DOES NOT EXPECT TO COMPLETE DEGREE

MONTH (1-12):

YEAR (2001-2006):

C_CLASS

What is your level or class at
[most recent undergraduate school]?

0 = UNCLASSIFIED UNDERGRADUATE

1 = FIRST YEAR/FRESHMAN

2 = SECOND YEAR/SOPHOMORE

3 = THIRD YEAR/JUNIOR

4 = FOURTH YEAR/SENIOR

5 = FIFTH YEAR OR HIGHER UNDERGRADUATE

C_RSNLV

[If currently enrolled or has completed a degree/certificate,
goto C_RETURN]

Why did you leave [most recent undergraduate school]?

COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NO MORE)

- 1 = ACADEMIC PROBLEMS
- 2 = CLASSES NOT AVAILABLE/SCHEDULING NOT CONVENIENT
- 3 = NOT SATISFIED WITH PROGRAM/SCHOOL/CAMPUS/FACILITY
- 4 = SCHOOL/PROGRAM CLOSED/LOST ACCREDITATION
- 5 = DONE TAKING DESIRED CLASSES (PERSONAL INTEREST)
- 6 = DECIDING ON A DIFFERENT PROGRAM OF STUDY
- 7 = TAKING TIME OFF FROM STUDIES
- 8 = ENROLLMENT DOESN'T SUIT LIFESTYLE
- 9 = CONFLICTS WITH JOB/MILITARY
- 10 = NEEDED TO WORK/CHOSE TO WORK
- 11 = OTHER FINANCIAL REASONS
- 12 = CHANGE IN FAMILY STATUS (E.G., MARRIAGE, BABY, DEATH IN FAMILY)
- 13 = CONFLICTS WITH DEMANDS AT HOME/PERSONAL PROBLEMS
- 14 = TO PURSUE OTHER INTERESTS (E.G., TRAVEL, HOBBIES, ETC.)
- 15 = MOVED TO ANOTHER CITY/STATE
- 16 = OTHER

C_RETURN

[If currently enrolled or has completed a BA, goto C_DISTED]

Do you plan to return to school before September of 2002?

- 1 = YES
- 2 = NO

C_DISTED

[If no enrollment since last interview, goto C_INCOMP]

While [you were] at [most recent undergraduate school]
[(as an undergraduate)]...

How many distance education courses [have you taken/did you take]?

(By distance education, I mean courses delivered
using live, interactive TV or audio, pre-recorded
TV or video, CD-ROM, or a computer-based system
such as the Internet, e-mail, or chat rooms.

Distance education does not include correspondence
courses.)

RANGE (0-50):

Appendix C: Facsimile Instruments

C_FORGN

While [you were] at [most recent undergraduate school]
[as an undergraduate]...

How many years of instruction [have you had/did you have]
in a single foreign language?

INTERVIEWERS: ROUND UP TO NEXT HIGHEST YEAR

RANGE (0-10):

C_INCOMP

[When you were last enrolled at [most recent undergraduate school]/
While at [most recent undergraduate school]
[as an undergraduate]...

[Did/Have] you ever [receive/received] an incomplete grade in a
course?

1 = YES

2 = NO

C_REPEAT

([While/When you were last enrolled] at [most recent undergraduate
school] [as an undergraduate]...)

[Have/Did] you ever [repeated/repeat] a course to earn a higher
grade?

1 = YES

2 = NO

C_FAIL

([While/When you were last enrolled] at [most recent undergraduate
school]
[as an undergraduate]...)

[Have/Did] you ever [withdrawn/withdraw] from a course because
you were failing it?

1 = YES

2 = NO

C_HONORS

[If has not completed a BA goto C_1_NEXT]

When you graduated from [most recent undergraduate school],
did you receive any type of academic honors?

[NOTE: GRADUATED REFERS TO EARNING THEIR BACHELOR'S DEGREE]

1 = YES

2 = NO

C_L_NEXT

[If no enrollment since last interview, goto C_END]

C_GPA

What was your cumulative GPA through the end of your last
term [as an undergraduate] at [most recent undergraduate school]?

F5 = PASS/FAIL

F6 = NO GRADES AWARDED

CHOOSE F3 TO ESTIMATE GPA

RANGE (0.00-5.00):

[If F3/DK goto C_GPAEST]

[Else goto C_DIFFIC]

C_GPAEST

Would you say that your grades at [most recent undergraduate school]
[are/(as an undergraduate) were/were]
mostly A's, A's and B's, mostly B's...?

IF NO GRADES HAVE BEEN AWARDED YET, ASK R TO ESTIMATE
GRADES BASED ON KNOWN CLASS GRADES.

1 = MOSTLY A'S (3.75 AND ABOVE)

2 = A'S AND B'S (3.25-3.74)

3 = MOSTLY B'S (2.75-3.24)

4 = B'S AND C'S (2.25-2.74)

5 = MOSTLY C'S (1.75-2.24)

6 = C'S AND D'S (1.25-1.74)

7 = MOSTLY D'S OR BELOW (BELOW 1.24)

Appendix C: Facsimile Instruments

C_DIFFIC

[While you've been at [most recent undergraduate school], have you had/When you were last enrolled at [most recent undergraduate school][(as an undergraduate)], did you have] any problems that made it difficult for you to stay in school?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto C_ENRRES]

C_DIFFSP

What kinds of problems?
COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NO MORE)

- | | |
|--------------------------------------|--------------------------------------|
| 1 = TUITION AND FEES TOO HIGH | 10 = FACULTY |
| 2 = OTHER FINANCIAL ISSUES | 11 = ACADEMIC PROBLEMS/LACK OF GOALS |
| 3 = HOMESICKNESS | 12 = INADEQUATE CAMPUS FACILITIES |
| 4 = PERSONAL/FAMILY CRISIS | 13 = CRIME AND SAFETY ON CAMPUS |
| 5 = CONFLICT BETWEEN WORK AND SCHOOL | 14 = SCHEDULING PROBLEMS |
| 6 = CONFLICT WITH FAMILY LIFE | 15 = TRAVEL ARRANGEMENTS |
| 7 = NEED FOR CHILDCARE | 16 = LIVING ARRANGEMENTS |
| 8 = CLASSES NOT AVAILABLE | 17 = TIME/TIME MANAGEMENT |
| 9 = POOR INSTITUTIONAL SUPPORT | 18 = OTHER |

C_ENRRES

NOTE: IF MORE THAN ONE RESIDENCE, GIVE THE PLACE R LIVED THE LONGEST WHILE ENROLLED AT:
[most recent undergraduate school]

While you [are/were] attending [most recent undergraduate school] [(as an undergraduate)], [do/did] you live on campus, with your parents, or some place else?

- 1 = ON-CAMPUS
- 2 = WITH PARENTS
- 3 = SOME PLACE ELSE (OFF CAMPUS)

C_TUIAID

[If R is over 30 years of age or both parents are deceased,
goto C_NUMJOB]

[For the 2000-2001 school year/When you were last enrolled at
[most recent undergraduate school][(as an undergraduate)],
did your parents or guardians pay for any of your...

0 = PARENTS DECEASED 1 = YES 2 = NO

Tuition or fees?
Food or Housing?
Books or Equipment?
Did they provide you with money
for other expenses?

C_NUMJOB

How many jobs for pay [do you have/did you have during the last
term you were enrolled at [most recent undergraduate school]
[(as an undergraduate)]?

VERIFY NUMBER OF JOBS OVER 4. COUNT ONLY UNIQUE JOBS.

RANGE (0-9):

[If DK or RE, goto C_ONOFF]
[Else if 0, goto C_AID]

C_PMRROL

[Since you are both enrolled and working, do you consider
yourself to be primarily.../
While you were both enrolled [(as an undergraduate)]
and working, would you say you were primarily...]

1 = A student working to meet expenses, or
2 = An employee who decided to enroll in school?

C_ENRHRS

About how many hours [do/did] you work each week
[while you are enrolled/during the last term you
were enrolled [(as an undergraduate)]?

[COLLECT HOURS WORKED AT ALL JOBS HELD WHILE ENROLLED AT/
NOTE TO INTERVIEWER: WHILE ENROLLED AT:]
[most recent undergraduate school]

HOURS WORKED (1-80):

Appendix C: Facsimile Instruments

C_WRKSTD

[Do you/During the last term you were enrolled [(as an undergraduate)], did you] participate in a cooperative education program, paid internship, apprenticeship, or assistantship?

COLLECT UP TO 3, ENTER 0 FOR NONE OR NO MORE

- 1 = COOPERATIVE EDUCATION
- 2 = INTERNSHIP
- 3 = APPRENTICESHIP
- 4 = ASSISTANTSHIP

C_ONOFF

I'd like to ask you some questions about your [job/employment the last term you were enrolled [(as an undergraduate)]].
[Since you have more than one job, please focus on the job you worked the greatest number of hours.]

[Is/Was] your job located on-campus or off-campus?

NOTE TO THE INTERVIEWER: WHILE AT [most recent undergraduate school]

- 1 = ON-CAMPUS
- 2 = OFF-CAMPUS
- 3 = BOTH ON AND OFF CAMPUS

C_ENRWAG

How much [do/did] you earn per hour in [your job (while you are enrolled)/that job]?

NOTE TO THE INTERVIEWER: WHILE AT [most recent undergraduate school]
[AS AN UNDERGRADUATE]

HOURLY WAGE (RANGE \$0.01 - \$100.00):

C_STLWRK

[If currently enrolled goto C_WRKREL]

Are you still working in that job?

NOTE TO THE INTERVIEWER: WHILE AT
[most recent undergraduate school]
[AS AN UNDERGRADUATE]

1 = YES
2 = NO

[If 1 goto C_WRKREL]

C_ENJEMY

When did it end?

NOTE TO THE INTERVIEWER: LAST JOB WHILE AT
[most recent undergraduate school].
[AS AN UNDERGRADUATE]

[BACHELOR'S DEGREE ATTAINED: [month]/[year]]

MONTH (1-12):
YEAR (1996-2001):

C_WRKREL

Would you say your job [is/was]...

1 = Closely related,
2 = Somewhat related, or
3 = Not related to your undergraduate major?

C_IMPTED

Could you have afforded to attend
[(undergraduate) school/school]
if you had not worked?

1 = YES
2 = NO

Appendix C: Facsimile Instruments

C_AID

[If no enrollment since last interview, goto C_END]

Now, I'd like to ask you about any financial aid you may have received to help pay for your undergraduate education since we last spoke to you.

[Please exclude any aid you have received for your graduate education.]

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

1 = ENTER THE USEREXIT

C_UGLN

Other than any money you may have borrowed from family or friends, how much [have you borrowed/did you borrow] in total for your undergraduate education?

NOTE: COLLECT TOTAL AMOUNT OF UNDERGRADUATE STUDENT LOANS

AMOUNT (RANGE: \$0 - \$150,000):

[If 0, DK or RE, goto C_FAMLN]

C_UGO

How much of the \$[C_UGLN] do you still owe?

ENTER F5 FOR ALL OF IT

AMOUNT (RANGE: \$0 - \$150,000):

C_FAMLN

How much money [have you borrowed/did you borrow] from family and friends to pay for your undergraduate education?

NOTE: COLLECT TOTAL AMOUNT OF UNDERGRADUATE LOANS FROM FAMILY/FRIENDS INCLUDE ONLY MONEY THAT R IS EXPECTED TO REPAY

AMOUNT (RANGE \$0 - 100,000):

[If 0, DK, or RE, goto C_REPAY]

C_FAMO

How much of the \$[C_FAMLN] do you still owe?

ENTER F5 FOR ALL OF IT

AMOUNT (RANGE: \$0 - \$100,000):

C_REPAY

[If C_UGLN = 0 or C_UGO = 0, goto C_LIFLNG]

Are you repaying any education loans?

[NOTE: INCLUDE BOTH UNDERGRADUATE AND GRADUATE LOANS]

1 = YES

2 = NO

[If 2, DK, or RE, goto C_LIFLNG]

C_RPYAMT

How much do you pay each month on your education loans?

[NOTE: INCLUDE BOTH UNDERGRADUATE AND GRADUATE LOANS]

RANGE (\$25 - \$5,000):

C_RPYPAR

[If R is over 30 years of age or both parents are deceased,
goto C_LIFLNG]

Are your parents/guardians helping you to
repay your education loans?

0 = PARENTS DECEASED

1 = YES

2 = NO

Appendix C: Facsimile Instruments

C_LIFLNG

[If not enrolled in 1999, goto C_CREDIT]

When you filed your 1999 taxes, did you claim the federal
Lifetime Learning Tax Credit?

NOTE: THE LIFETIME LEARNING TAX CREDIT FOR TUITION CAN BE CLAIMED
BY CONTINUING JUNIORS, SENIORS, GRADUATE, AND PROFESSIONAL DEGREE
STUDENTS AND ADULTS RETURNING TO SCHOOL.

0 = NEVER HEARD OF IT

1 = YES

2 = NO

[If 0, DK, or RE, goto C_END]

C_CREDIT

[If not enrolled in 2000, goto C_CRED2]

[Did you/Did you or are you planning to] claim
[it/the federal Lifetime Learning Tax Credit]
when you [filed/file] your 2000 taxes?

NOTE: THE LIFETIME LEARNING TAX CREDIT FOR TUITION CAN BE CLAIMED
BY CONTINUING JUNIORS, SENIORS, GRADUATE, AND PROFESSIONAL DEGREE
STUDENTS AND ADULTS RETURNING TO SCHOOL.

0 = NEVER HEARD OF IT

1 = YES

2 = NO

[If 0, DK, or RE, goto C_END]

C_CRED2

[If C_LIFLNG ≠ 1 and C_CREDIT ≠ 1, goto C_END]

Did the availability of the tax credit help
you make the decision to enroll in school?

1 = YES

2 = NO

C_END

Section D
Further Education

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D_START

[If has not completed a BA, goto D_LICEN1]

D_GRENR1

[If reported graduate enrollment in section B, goto D_GRSCH1]

Have you enrolled anywhere since earning your bachelor's degree from [most recent undergraduate school]?

1 = YES

2 = NO

[If 1, goto D_GRSCH4]

[Else, goto D_LICEN1]

D_GRSCH1

You mentioned earlier that you've enrolled in graduate school since earning your bachelor's degree. Where were you enrolled most recently?

0 = NO ADDITIONAL ENROLLMENT

1 = [preload school 1]

2 = [preload school 2]

3 = [preload school 3]

4 = [preload school 4]

5 = [preload school 5]

6 = [preload school 6]

7 = [school A]

8 = [school B]

9 = [school C]

10 = [school D]

11 = [school E]

[If 0, DK or RE, goto D_GRENR4]

D_CURGRD

Are you enrolled there now?

1 = YES

2 = NO

[If DK or RE, goto D_LICEN1]

Appendix C: Facsimile Instruments

D_DEGVER

And you told me you
[are/were not enrolled in a degree program at/
are/were working on your [post-baccalaureate certificate/master's
degree/doctoral or professional degree] at]
[most recent graduate school]. Is that correct?

1 = YES
2 = NO

[If confirmed not enrolled in a degree program, goto D_GRRC1]
[Else if originally no degree program but not correct, goto
D_GRDG1]
[Else if confirmed master's program, goto D_GRMS1]
[Else if confirmed doctoral or professional program, goto
D_GRPRF1]
[Else if confirmed post-BA certificate program, goto D_GRFT1]
[Else if displayed degree program is incorrect, goto D_GREN1]

D_GREN1

At [most recent graduate school], [are/were]
you enrolled in a formal graduate
degree program, or just taking classes?

1 = ENROLLED FOR PROGRAM
2 = TAKING CLASSES

[If 2, DK, or RE, goto D_GRRC1]

D_GRDG1

What [is/was] your degree program at
[most recent graduate school]?

5 = POST-BACCALAUREATE CERTIFICATE
6 = MASTER'S DEGREE (MA,MS,MBA,MFA,MDIV,etc.)
7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD,EDD,JD,MD,DDS,etc.)

[If 5, DK, or RE, goto D_GRFT1]
[Else if 6, goto D_GRMS1]
[Else if 7, goto D_GRPRF1]

D_GRMS1

What master's degree [are/were] you working on?

- 1 = MBA - BUSINESS ADMINISTRATION
- 2 = MS - SCIENCE
- 3 = MA - ARTS
- 4 = M.ED - EDUCATION
- 5 = MPA - PUBLIC ADMINISTRATION
- 6 = MLS - LIBRARY SCIENCE
- 7 = MPH - PUBLIC HEALTH
- 8 = MFA - FINE ARTS
- 9 = MAA - APPLIED ARTS
- 10 = MAT - TEACHING
- 11 = M.DIV - DIVINITY
- 12 = MSW - SOCIAL WORK
- 13 = LANDSCAPE ARCHITECTURE
- 14 = PROFESSIONAL MANAGEMENT
- 15 = OTHER MASTERS

[Goto D_GRFT1]

D_GRPRF1

What doctoral or professional degree [are/were] you working on?

- | | |
|----------------------------|--------------------------------|
| 16 = PHD | 26 = CHIROPRACTIC (DC, DCM) |
| 17 = ED.D - EDUCATION | 27 = DENTISTRY (DDS, DMD) |
| 18 = THD - THEOLOGY | 28 = MEDICINE (MD) |
| 19 = DBA - BUSINESS ADMIN | 29 = OPTOMETRY (OD) |
| 20 = D.ENG - ENGINEERING | 30 = OSTEOPATHIC MEDICINE (DO) |
| 21 = DFA - FINE ARTS | 31 = PHARMACY (PHARM.D) |
| 22 = DPA - PUBLIC ADMIN | 32 = PODIATRY (DPM, POD. D) |
| 23 = DSC/SCD - SCIENCE | 33 = VETERINARY MEDICINE (DVM) |
| 24 = PSYD - PSYCHOLOGY | 34 = LAW (LLB, JD) |
| 25 = OTHER DOCTORAL DEGREE | 35 = THEOLOGY (D.MIN) |

D_GRFT1

At [most recent graduate school],
[have you been/were you]
enrolled mainly as a full-time
or part-time graduate student?

- 1 = MOSTLY FULL-TIME
- 2 = MOSTLY PART-TIME
- 3 = MIX OF FULL- AND PART-TIME

Appendix C: Facsimile Instruments

D_GRRP1

Why did you decide to enroll in your graduate program at [most recent graduate school]?

ENTER 0 FOR NO MORE.

- 1 = REQUIRED/RECOMMENDED FOR CAREER CHOICE
- 2 = REQUIRED/RECOMMENDED FOR CAREER ADVANCEMENT
- 3 = UNDECIDED ABOUT CAREER
- 4 = NO JOB PROSPECTS
- 5 = ACADEMIC/PERSONAL INTEREST
- 6 = AVAILABILITY OF AID
- 7 = URGED BY PARENTS/FACULTY/OTHERS
- 8 = MARKETABILITY/FINANCIAL GAIN (MONEY)
- 9 = OTHER

[Goto D_GREMP1]

D_GRRC1

Why did you decide to take classes at [most recent graduate school]?

ENTER 0 FOR NO MORE.

- 1 = REQUIRED/RECOMMENDED FOR CAREER CHOICE
- 2 = REQUIRED/RECOMMENDED FOR CAREER ADVANCEMENT
- 3 = PREPARE FOR GRADUATE SCHOOL
- 4 = PREPARE FOR LICENSING EXAM
- 5 = EXPLORE CAREER OPTIONS
- 6 = ACADEMIC INTEREST/PERSONAL ENRICHMENT
- 7 = KEEP LICENSURE/CERTIFICATION CURRENT
- 8 = MARKETABILITY/FINANCIAL GAIN (MONEY)
- 9 = TO TRANSFER TO ANOTHER SCHOOL/PROGRAM
- 10 = OTHER

D_GREMP1

About how many hours per week [do/did] you work for pay [while you're/when you were last] enrolled at [most recent graduate school]?

NOTE: WHILE WORKING ON [post-baccalaureate certificate/master's Degree doctoral degree/professional degree]

RANGE (0-90):

[If 0, DK, or RE, goto D_GRSCH2]

D_GRDWK1

While you [are/were] enrolled and working,
would you say you [are/were] primarily...

- 1 = A student working to meet expenses or
- 2 = An employee who decided to enroll in school?

D_GRSCH2

[If reported only 1 graduate experience in section B,
goto D_GREN4]

Now I'd like to ask you about your graduate work
[before beginning your [most recent graduate degree]/
before you enrolled for classes]
at [most recent undergraduate school].

Where were you enrolled at that time?

0 = NO ADDITIONAL ENROLLMENT

- 1 = [preload school 1]
- 2 = [preload school 2]
- 3 = [preload school 3]
- 4 = [preload school 4]
- 5 = [preload school 5]
- 6 = [preload school 6]
- 7 = [school A]
- 8 = [school B]
- 9 = [school C]
- 10 = [school D]
- 11 = [school E]

[If 0, DK, or RE, goto D_GREN4]

D_GRCUR2

[If D_GRSCH2 = D_GRSCH1, goto D_GREN2]

Are you enrolled there now?

- 1 = YES
- 2 = NO

Appendix C: Facsimile Instruments

D_DGVER2

According to what you told me earlier, you [are/were]
[not enrolled in a degree program/
working on your [post-baccalaureate certificate/
master's degree/doctoral or professional degree]]
at [graduate school]. Is that correct?

- 1 = YES
- 2 = NO

[If confirmed not enrolled in a degree program, goto D_GRRC2]
[Else if originally no degree program but not correct, goto
D_GRDG2]
[Else if confirmed master's program, goto D_GRMS2]
[Else if confirmed doctoral or professional program, goto
D_GRPRF2]
[Else if confirmed post-BA certificate program, goto D_GRFT2]
[Else if displayed degree program is incorrect, goto D_GREN2]

D_GREN2

At [graduate school], [are/were]
you enrolled in a formal graduate degree program,
or just taking classes?

- 1 = ENROLLED FOR PROGRAM
- 2 = TAKING CLASSES

[If 2, DK, or RE, goto D_GRRC2]

D_GRDG2

[Which graduate degree [are/were] you working on there?/
What [is/was] your degree program at [graduate school]??]

- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA,MS,MBA,MFA,MDIV,etc.)
- 7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD,EDD,JD,MD,DDS,etc.)

[If 5, DK, or RE, goto D_GRFT2]
[Else if 6, goto D_GRMS2]
[Else if 7, goto D_GRPRF2]

D_GRMS2

What master's degree [are/were] you working on?

- 1 = MBA - BUSINESS ADMINISTRATION
- 2 = MS - SCIENCE
- 3 = MA - ARTS
- 4 = M.ED - EDUCATION
- 5 = MPA - PUBLIC ADMINISTRATION
- 6 = MLS - LIBRARY SCIENCE
- 7 = MPH - PUBLIC HEALTH
- 8 = MFA - FINE ARTS
- 9 = MAA - APPLIED ARTS
- 10 = MAT - TEACHING
- 11 = M.DIV - DIVINITY
- 12 = MSW - SOCIAL WORK
- 13 = LANDSCAPE ARCHITECTURE
- 14 = PROFESSIONAL MANAGEMENT
- 15 = OTHER MASTERS

[Goto D_GRFT2]

D_GRPRF2

What doctoral or professional degree [are/you] you working on?

- | | |
|----------------------------|--------------------------------|
| 16 = PHD | 26 = CHIROPRACTIC (DC, DCM) |
| 17 = ED.D - EDUCATION | 27 = DENTISTRY (DDS, DMD) |
| 18 = THD - THEOLOGY | 28 = MEDICINE (MD) |
| 19 = DBA - BUSINESS ADMIN | 29 = OPTOMETRY (OD) |
| 20 = D.ENG - ENGINEERING | 30 = OSTEOPATHIC MEDICINE (DO) |
| 21 = DFA - FINE ARTS | 31 = PHARMACY (PHARM.D) |
| 22 = DPA - PUBLIC ADMIN | 32 = PODIATRY (DPM, POD. D) |
| 23 = DSC/SCD - SCIENCE | 33 = VETERINARY MEDICINE (DVM) |
| 24 = PSYD - PSYCHOLOGY | 34 = LAW (LLB, JD) |
| 25 = OTHER DOCTORAL DEGREE | 35 = THEOLOGY (D.MIN) |

D_GRFT2

At [graduate school], [have you been/were you] enrolled mainly as a full-time or part-time student?

- 1 = MOSTLY FULL-TIME
- 2 = MOSTLY PART-TIME
- 3 = MIX OF FULL- AND PART-TIME

Appendix C: Facsimile Instruments

D_GRRP2

Why did you decide to enroll in your graduate program at [graduate school]?

ENTER 0 FOR NO MORE.

- 1 = REQUIRED/RECOMMENDED FOR CAREER CHOICE
- 2 = REQUIRED/RECOMMENDED FOR CAREER ADVANCEMENT
- 3 = UNDECIDED ABOUT CAREER
- 4 = NO JOB PROSPECTS
- 5 = ACADEMIC/PERSONAL INTEREST
- 6 = AVAILABILITY OF AID
- 7 = URGED BY PARENTS/FACULTY/OTHERS
- 8 = MARKETABILITY/FINANCIAL GAIN (MONEY)
- 9 = OTHER

[Goto D_GREMP2]

D_GRRC2

Why did you decide to take classes at [graduate school]?

ENTER 0 FOR NO MORE.

- 1 = REQUIRED/RECOMMENDED FOR CAREER CHOICE
- 2 = REQUIRED/RECOMMENDED FOR CAREER ADVANCEMENT
- 3 = PREPARE FOR GRADUATE SCHOOL
- 4 = PREPARE FOR LICENSING EXAM
- 5 = EXPLORE CAREER OPTIONS
- 6 = ACADEMIC INTEREST/PERSONAL ENRICHMENT
- 7 = KEEP LICENSURE/CERTIFICATION CURRENT
- 8 = MARKETABILITY/FINANCIAL GAIN (MONEY)
- 9 = TO TRANSFER TO ANOTHER SCHOOL/PROGRAM
- 10 = OTHER

D_GREMP2

About how many hours per week [do/did] you work for pay [while you're/when you were last] enrolled at [graduate school]?

NOTE: WHILE WORKING ON [post-baccalaureate certificate/master's degree doctoral degree/professional degree]

RANGE (0-90):

[If 0, DK, or RE, goto D_GRSCH3]

D_GRDWK2

While you [are/were] enrolled and working,
would you say you [are/were] primarily...

- 1 = A student working to meet expenses or
- 2 = An employee who decided to enroll in school?

D_GRSCH3

[If reported only 2 graduate experience in section B, goto
D_GRENR4]

Now I'd like to ask you about your graduate work before
[beginning your [graduate degree]/you enrolled for classes]
at [graduate school].

Where were you enrolled at that time?

0 = NO ADDITIONAL ENROLLMENT

- 1 = [preload school 1]
- 2 = [preload school 2]
- 3 = [preload school 3]
- 4 = [preload school 4]
- 5 = [preload school 5]
- 6 = [preload school 6]
- 7 = [school A]
- 8 = [school B]
- 9 = [school C]
- 10 = [school D]
- 11 = [school E]

[If 0, DK, or RE, goto D_GRENR4]

D_GRCUR3

[If D_GRSCH3 = D_GRSCH1 or D_GRSCH3 = D_GRSCH2, goto D_GRENR3]

Are you enrolled there now?

- 1 = YES
- 2 = NO

Appendix C: Facsimile Instruments

D_DGVER3

According to what you told me earlier, you [are/were]
[not enrolled in a degree program/
working on your [post-baccalaureate certificate/
master's degree/doctoral or professional degree]]
at [graduate school]. Is that correct?

- 1 = YES
- 2 = NO

[If confirmed not enrolled in a degree program, goto D_GRRC3]
[Else if originally no degree program but not correct, goto
D_GRDG3]
[Else if confirmed master's program, goto D_GRMS3]
[Else if confirmed doctoral or professional program, goto
D_GRPRF3]
[Else if confirmed post-BA certificate program, goto D_GRFT3]
[Else if displayed degree program is incorrect, goto D_GREN3]

D_GREN3

At [graduate school] [are/were]
you enrolled in a formal graduate degree program,
or just taking classes?

- 1 = ENROLLED FOR PROGRAM
- 2 = TAKING CLASSES

[If 2, DK, or RE, goto D_GRRC3]

D_GRDG3

[Which graduate degree [are/were] you working on there?/
What [is/was] your degree program at [graduate school]?

- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA,MS,MBA,MFA,MDIV,etc.)
- 7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD,EDD,JD,MD,DDS,etc.)

[If 5, DK, or RE, goto D_GRFT3]
[Else if 6, goto D_GRMS3]
[Else if 7, goto D_GRPRF3]

D_GRMS3

What master's degree [are/were] you working on?

- 1 = MBA - BUSINESS ADMINISTRATION
- 2 = MS - SCIENCE
- 3 = MA - ARTS
- 4 = M.ED - EDUCATION
- 5 = MPA - PUBLIC ADMINISTRATION
- 6 = MLS - LIBRARY SCIENCE
- 7 = MPH - PUBLIC HEALTH
- 8 = MFA - FINE ARTS
- 9 = MAA - APPLIED ARTS
- 10 = MAT - TEACHING
- 11 = M.DIV - DIVINITY
- 12 = MSW - SOCIAL WORK
- 13 = LANDSCAPE ARCHITECTURE
- 14 = PROFESSIONAL MANAGEMENT
- 15 = OTHER MASTERS

[Goto D_GRFT3]

D_GRPRF3

What doctoral or professional degree [are/were] you working on?

- | | |
|----------------------------|--------------------------------|
| 16 = PHD | 26 = CHIROPRACTIC (DC, DCM) |
| 17 = ED.D - EDUCATION | 27 = DENTISTRY (DDS, DMD) |
| 18 = THD - THEOLOGY | 28 = MEDICINE (MD) |
| 19 = DBA - BUSINESS ADMIN | 29 = OPTOMETRY (OD) |
| 20 = D.ENG - ENGINEERING | 30 = OSTEOPATHIC MEDICINE (DO) |
| 21 = DFA - FINE ARTS | 31 = PHARMACY (PHARM.D) |
| 22 = DPA - PUBLIC ADMIN | 32 = PODIATRY (DPM, POD. D) |
| 23 = DSC/SCD - SCIENCE | 33 = VETERINARY MEDICINE (DVM) |
| 24 = PSYD - PSYCHOLOGY | 34 = LAW (LLB, JD) |
| 25 = OTHER DOCTORAL DEGREE | 35 = THEOLOGY (D.MIN) |

D_GRFT3

At [graduate school], [have you been/were you] enrolled mainly as a full-time or part-time student?

- 1 = MOSTLY FULL-TIME
- 2 = MOSTLY PART-TIME
- 3 = MIX OF FULL- AND PART-TIME

Appendix C: Facsimile Instruments

D_GRRP3

Why did you decide to enroll in your graduate program at [graduate school]?

ENTER 0 FOR NO MORE.

- 1 = REQUIRED/RECOMMENDED FOR CAREER CHOICE
- 2 = REQUIRED/RECOMMENDED FOR CAREER ADVANCEMENT
- 3 = UNDECIDED ABOUT CAREER
- 4 = NO JOB PROSPECTS
- 5 = ACADEMIC/PERSONAL INTEREST
- 6 = AVAILABILITY OF AID
- 7 = URGED BY PARENTS/FACULTY/OTHERS
- 8 = MARKETABILITY/FINANCIAL GAIN (MONEY)
- 9 = OTHER

[Goto D_GREMP3]

D_GRRC3

Why did you decide to take classes at [graduate school]?

ENTER 0 FOR NO MORE.

- 1 = REQUIRED/RECOMMENDED FOR CAREER CHOICE
- 2 = REQUIRED/RECOMMENDED FOR CAREER ADVANCEMENT
- 3 = PREPARE FOR GRADUATE SCHOOL
- 4 = PREPARE FOR LICENSING EXAM
- 5 = EXPLORE CAREER OPTIONS
- 6 = ACADEMIC INTEREST/PERSONAL ENRICHMENT
- 7 = KEEP LICENSURE/CERTIFICATION CURRENT
- 8 = MARKETABILITY/FINANCIAL GAIN (MONEY)
- 9 = TO TRANSFER TO ANOTHER SCHOOL/PROGRAM
- 10 = OTHER

D_GREMP3

About how many hours per week [do/did] you work for pay [while you're/when you were last] enrolled at [graduate school]?

NOTE: WHILE WORKING ON [post-baccalaureate certificate/master's degree doctoral degree/professional degree]

RANGE (0-90):

[If 0, DK, or RE, goto D_GREN4]

D_GRDWK3

While you [are/were] enrolled and working,
would you say you [are/were] primarily...

- 1 = A student working to meet expenses or
- 2 = An employee who decided to enroll in school?

D_GRENR4

Have you enrolled anywhere else since
earning your bachelor's degree?

KNOWN GRADUATE SCHOOLS (AND DEGREE)
[most recent graduate school] [graduate degree]
[graduate school] [graduate degree]
[graduate school] [graduate degree]

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto D_LICEN1]

D_GRSCH4

Where have you enrolled?

- 1 = [preload school 1]
- 2 = [preload school 2]
- 3 = [preload school 3]
- 4 = [preload school 4]
- 5 = [preload school 5]
- 6 = [preload school 6]
- 7 = [school A]
- 8 = [school B]
- 9 = [school C]
- 10 = [school D]
- 11 = [school E]

[If DK or RE, goto D_LICEN1]

D_GRCUR4

[If D_GRSCH4 = D_GRSCH1 or D_GRSCH4 = D_GRSCH2 or
D_GRSCH4 = D_GRSCH3, goto D_GRENR4]

Are you enrolled there now?

- 1 = YES
- 2 = NO

Appendix C: Facsimile Instruments

D_DGVER4

According to what you told me earlier, you [are/were]
[not enrolled in a degree program/
working on your [certificate/associate's degree/
bachelor's degree/post-baccalaureate certificate/
master's degree/doctoral or professional degree]]
at [post-BA school]. Is that correct?

- 1 = YES
- 2 = NO

[If confirmed not enrolled in a degree program, goto D_GRRC4]
[Else if originally no degree program but not correct, goto
D_GRDG4]
[Else if confirmed master's program, goto D_GRMS4]
[Else if confirmed doctoral or professional program, goto
D_GRPRF4]
[Else if confirmed post-BA certificate program, goto D_GRFT4]
[Else if confirmed undergraduate program, goto D_GRFT4]
[Else if displayed degree program is incorrect, goto D_GREN4]

D_GREN4

At [post-BA school], [are/were]
you enrolled in a formal undergraduate or graduate
degree program, or just taking classes?

- 1 = ENROLLED FOR PROGRAM
- 2 = TAKING CLASSES

[If 2, DK, or RE, goto D_GRRC4]

D_GRDG4

What [is/was] your degree program at
[post-BA school]?

UNDERGRADUATE

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS,AA)
- 3 = BACHELOR'S DEGREE (BA,BS,BFA,etc.)

GRADUATE

- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA,MS,MBA,MFA,MDIV,etc.)
- 7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD,EDD,JD,MD,DDS,etc.)

[If 1-3, 5, DK, or RE, goto D_GRFT4]
[Else if 6, goto D_GRMS4]
[Else if 7, goto D_GRPRF4]

D_GRMS4

What master's degree [are/were] you working on?

- 1 = MBA - BUSINESS ADMINISTRATION
- 2 = MS - SCIENCE
- 3 = MA - ARTS
- 4 = M.ED - EDUCATION
- 5 = MPA - PUBLIC ADMINISTRATION
- 6 = MLS - LIBRARY SCIENCE
- 7 = MPH - PUBLIC HEALTH
- 8 = MFA - FINE ARTS
- 9 = MAA - APPLIED ARTS
- 10 = MAT - TEACHING
- 11 = M.DIV - DIVINITY
- 12 = MSW - SOCIAL WORK
- 13 = LANDSCAPE ARCHITECTURE
- 14 = PROFESSIONAL MANAGEMENT
- 15 = OTHER MASTERS

[Goto D_GRFT4]

D_GRPRF4

What doctoral or professional degree [are/were] you working on?

- | | |
|----------------------------|--------------------------------|
| 16 = PHD | 26 = CHIROPRACTIC (DC, DCM) |
| 17 = ED.D - EDUCATION | 27 = DENTISTRY (DDS, DMD) |
| 18 = THD - THEOLOGY | 28 = MEDICINE (MD) |
| 19 = DBA - BUSINESS ADMIN | 29 = OPTOMETRY (OD) |
| 20 = D.ENG - ENGINEERING | 30 = OSTEOPATHIC MEDICINE (DO) |
| 21 = DFA - FINE ARTS | 31 = PHARMACY (PHARM.D) |
| 22 = DPA - PUBLIC ADMIN | 32 = PODIATRY (DPM, POD. D) |
| 23 = DSC/SCD - SCIENCE | 33 = VETERINARY MEDICINE (DVM) |
| 24 = PSYD - PSYCHOLOGY | 34 = LAW (LLB, JD) |
| 25 = OTHER DOCTORAL DEGREE | 35 = THEOLOGY (D.MIN) |

D_GRFT4

At [post-BA school], [have you been/were you] enrolled mainly as a full-time or part-time student?

- 1 = MOSTLY FULL-TIME
- 2 = MOSTLY PART-TIME
- 3 = MIX OF FULL- AND PART-TIME

Appendix C: Facsimile Instruments

D_GRRP4

Why did you decide to enroll in your [certificate/
associate's degree/ bachelor's degree/graduate]
program at [post-BA school]?

ENTER 0 FOR NO MORE.

- 1 = REQUIRED/RECOMMENDED FOR CAREER CHOICE
- 2 = REQUIRED/RECOMMENDED FOR CAREER ADVANCEMENT
- 3 = UNDECIDED ABOUT CAREER
- 4 = NO JOB PROSPECTS
- 5 = ACADEMIC/PERSONAL INTEREST
- 6 = AVAILABILITY OF AID
- 7 = URGED BY PARENTS/FACULTY/OTHERS
- 8 = MARKETABILITY/FINANCIAL GAIN (MONEY)
- 9 = OTHER

[Goto D_GREMP4]

D_GRRC4

Why did you decide to take classes at
[post-BA school]?

ENTER 0 FOR NO MORE.

- 1 = REQUIRED/RECOMMENDED FOR CAREER CHOICE
- 2 = REQUIRED/RECOMMENDED FOR CAREER ADVANCEMENT
- 3 = PREPARE FOR GRADUATE SCHOOL
- 4 = PREPARE FOR LICENSING EXAM
- 5 = EXPLORE CAREER OPTIONS
- 6 = ACADEMIC INTEREST/PERSONAL ENRICHMENT
- 7 = KEEP LICENSURE/CERTIFICATION CURRENT
- 8 = MARKETABILITY/FINANCIAL GAIN (MONEY)
- 9 = OTHER

D_GREMP4

About how many hours per week [do/did]
you work for pay while [you're/you were]
enrolled at [post-BA school]?

RANGE (0-90):

[If 0, DK, or RE, goto D_LICEN1]

D_GRDWK4

While you [are/were] enrolled and working,
would you say you [are/were] primarily...

- 1 = A student working to meet expenses or
- 2 = An employee who decided to enroll in school?

D_LICEN1

Do you hold an occupational license that was required by the federal, state, or local government before you could practice in a profession?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto D_CERTF1]

D_LICSP1

What license do you hold?

D_LIC1

PLEASE CODE LICENSE
[D_LICSP1]

- | | |
|------------------------------------|--|
| 1 = AGRICULTURE/FORESTRY/PEST | 13 = EDUCATION/LIBRARY/ADMIN |
| 2 = ARCHITECTURE | 14 = COSMETOLOGY/BEAUTICIAN/BARBER |
| 3 = CONSTRUCTION/REPAIR | 15 = PERSONAL SERVICES (MASSAGE, ETC.) |
| 4 = ENGINEER/ENGR IN TRAINING | 16 = SOCIAL WORK/THERAPY/COUNSELING |
| 5 = MECHANIC - AUTO/AIR | 17 = PHYSICIAN/DENTIST/PHARMACIST |
| 6 = TRANSPORTATION | 18 = CHIROPRACT/OPTOMETRIST/PODIATRIST |
| 7 = COMMUNICATIONS/BROADCAST | 19 = NURSING/MIDWIFE/PHYS ASST |
| 8 = REAL ESTATE | 20 = MED/DENT TECH/THERAPY |
| 9 = INSURANCE/UNDERWRITING | 21 = EMT/PARAMEDIC |
| 10 = CPA/AUDITOR/BROKER | 22 = OTHER HEALTH |
| 11 = LAW/MEDIATION | 23 = VETERINARIAN/VET TECH |
| 12 = PUBLIC SAFETY/LAW ENFORCEMENT | 24 = OTHER |

D_LICM1

About how much time was required for you to prepare for your license?

INCLUDE ANY ADDITIONAL COURSE WORK, APPRENTICESHIP/INTERNSHIP, OR PREPARATION BEYOND THE FORMAL DEGREE PROGRAM TO OBTAIN THE LICENSE. EXCLUDE CLASS TIME NOT DIRECTLY RELATED TO OBTAINING/TESTING FOR THE LICENSE.

ENTER AMOUNT: RANGE (0-100,000)

RECORD THE TIME SCALE OF THE AMOUNT. (FOR EXAMPLE: 2 MONTHS)

- 1 = HOURS
- 2 = DAYS
- 3 = WEEKS
- 4 = MONTHS
- 5 = YEARS

Appendix C: Facsimile Instruments

D_LICEN2

Do you hold any other occupational license that was required by the federal, state, or local government before you could practice in a profession?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto D_CERTF1]

D_LICSP2

What license do you hold?

D_LIC2

PLEASE CODE LICENSE
[D_LICSP2]

- | | |
|------------------------------------|--|
| 1 = AGRICULTURE/FORESTRY/PEST | 13 = EDUCATION/LIBRARY/ADMIN |
| 2 = ARCHITECTURE | 14 = COSMETOLOGY/BEAUTICIAN/BARBER |
| 3 = CONSTRUCTION/REPAIR | 15 = PERSONAL SERVICES (MASSAGE, ETC.) |
| 4 = ENGINEER/ENGR IN TRAINING | 16 = SOCIAL WORK/THERAPY/COUNSELING |
| 5 = MECHANIC - AUTO/AIR | 17 = PHYSICIAN/DENTIST/PHARMACIST |
| 6 = TRANSPORTATION | 18 = CHIROPRACT/OPTOMETRIST/PODIATRIST |
| 7 = COMMUNICATIONS/BROADCAST | 19 = NURSING/MIDWIFE/PHYS ASST |
| 8 = REAL ESTATE | 20 = MED/DENT TECH/THERAPY |
| 9 = INSURANCE/UNDERWRITING | 21 = EMT/PARAMEDIC |
| 10 = CPA/AUDITOR/BROKER | 22 = OTHER HEALTH |
| 11 = LAW/MEDIATION | 23 = VETERINARIAN/VET TECH |
| 12 = PUBLIC SAFETY/LAW ENFORCEMENT | 24 = OTHER |

D_LICM2

About how much time was required for you to prepare for your license?

INCLUDE ANY ADDITIONAL COURSE WORK, APPRENTICESHIP/INTERNSHIP, OR PREPARATION BEYOND THE FORMAL DEGREE PROGRAM TO OBTAIN THE LICENSE. EXCLUDE CLASS TIME NOT DIRECTLY RELATED TO OBTAINING/TESTING FOR THE LICENSE.

ENTER AMOUNT: RANGE (0-100,000)

RECORD THE TIME SCALE OF THE AMOUNT. (FOR EXAMPLE: 2 MONTHS)

- 1 = HOURS
- 2 = DAYS
- 3 = WEEKS
- 4 = MONTHS
- 5 = YEARS

D_CERTF1

Do you hold professional certification in an occupational area?

(By professional certification, I mean certification that allows you to qualify for or advance in an occupational area, but is not required by law before you can actually begin work.)

- 1 = YES
- 2 = NO

[If 2, DK, or RE goto D_LIFLNG]

D_CERSP1

What certification do you hold?

D_CERT1

PLEASE CODE CERTIFICATION
[D_CERSP1]

- | | |
|-----------------------------------|---------------------------------------|
| 1 = AGRICULTURE/FORESTRY/WILDLIFE | 13 = AUTOMOTIVE/MECHANIC REPAIR |
| 2 = ARCHIT/CONSTRUCTION/BLDG | 14 = ELECTRONICS/ELECTRONICS REPAIR |
| 3 = BUSINESS/PURCHASING/MNGMT | 15 = ENGINEERING TECHNICIAN |
| 4 = HUMAN REL/BENEFITS | 16 = MANUFACTURING |
| 5 = FINANCIAL | 17 = WELDING/STONE/BLDG CRAFTSMAN |
| 6 = INSURANCE | 18 = JEWELRY/WATCH/LENS CRAFTSMAN |
| 7 = COMMUNICATIONS/BROADCAST | 19 = PROFESSIONAL ARTS/PHOTOGRAPHY |
| 8 = VENDOR-SPECIFIC COMPUTER TECH | 20 = FITNESS/PERSONAL TRAINING/SPORTS |
| 9 = OTHER COMPUTER TECH | 21 = MEDICAL/DENTAL |
| 10 = OTHER BUSINESS TECH (COPIER) | 22 = OTHER HEALTH-RELATED |
| 11 = LAW/PUBLIC SAFETY | 23 = CHILD CARE/TEACHER AIDE |
| 12 = FOOD SERVICES | 24 = OTHER |

D_CRORG1

Were you certified by an industry, a company, or some other organization?

- 1 = INDUSTRY
- 2 = COMPANY
- 3 = OTHER

Appendix C: Facsimile Instruments

D_CERTM1

About how much time was required for you to prepare
for your certification?

INCLUDE ANY ADDITIONAL COURSE WORK, APPRENTICESHIP/INTERNSHIP,
OR PREPARATION BEYOND THE FORMAL DEGREE PROGRAM TO OBTAIN THE
CERTIFICATION. EXCLUDE CLASS TIME NOT DIRECTLY RELATED TO
OBTAINING/TESTING FOR THE CERTIFICATION.

ENTER AMOUNT: RANGE (0-100,000)

RECORD THE TIME SCALE OF THE AMOUNT. (FOR EXAMPLE: 2 MONTHS)

- 1 = HOURS
- 2 = DAYS
- 3 = WEEKS
- 4 = MONTHS
- 5 = YEARS

D_CERRQ1

Was this certification required by your employer
for entry into your expected career?

- 1 = YES
- 2 = NO

[If 1, DK, or RE, goto D_CERTF2]

D_CERN01

COLLECT UP TO 3 RESPONSES

ENTER 0 FOR NO MORE REASONS

Why did you take the certification exam?

- 1 = BETTER OPPORTUNITIES/ADVANCEMENT IN JOB
- 2 = CHANGE CAREERS
- 3 = INCREASED INCOME
- 4 = PERSONAL INTEREST
- 5 = OTHER

D_CERTF2

Do you hold any other professional certification
in an occupational area?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto D_LIFLNG]

D_CERSP2

What certification do you hold?

D_CERT2

PLEASE CODE CERTIFICATION
[D_CERSP2]

- | | |
|-----------------------------------|---------------------------------------|
| 1 = AGRICULTURE/FORESTRY/WILDLIFE | 13 = AUTOMOTIVE/MECHANIC REPAIR |
| 2 = ARCHIT/CONSTRUCTION/BLDG | 14 = ELECTRONICS/ELECTRONICS REPAIR |
| 3 = BUSINESS/PURCHASING/MNGMT | 15 = ENGINEERING TECHNICIAN |
| 4 = HUMAN REL/BENEFITS | 16 = MANUFACTURING |
| 5 = FINANCIAL | 17 = WELDING/STONE/BLDG CRAFTSMAN |
| 6 = INSURANCE | 18 = JEWELRY/WATCH/LENS CRAFTSMAN |
| 7 = COMMUNICATIONS/BROADCAST | 19 = PROFESSIONAL ARTS/PHOTOGRAPHY |
| 8 = VENDOR-SPECIFIC COMPUTER TECH | 20 = FITNESS/PERSONAL TRAINING/SPORTS |
| 9 = OTHER COMPUTER TECH | 21 = MEDICAL/DENTAL |
| 10 = OTHER BUSINESS TECH (COPIER) | 22 = OTHER HEALTH-RELATED |
| 11 = LAW/PUBLIC SAFETY | 23 = CHILD CARE/TEACHER AIDE |
| 12 = FOOD SERVICES | 24 = OTHER |

D_CRORG2

Were you certified by an industry, a company,
or some other organization?

- 1 = INDUSTRY
- 2 = COMPANY
- 3 = OTHER

D_CERTM2

About how much time was required for you to prepare
for your certification?

INCLUDE ANY ADDITIONAL COURSE WORK, APPRENTICESHIP/INTERNSHIP,
OR PREPARATION BEYOND THE FORMAL DEGREE PROGRAM TO OBTAIN THE
CERTIFICATION. EXCLUDE CLASS TIME NOT DIRECTLY RELATED TO
OBTAINING/TESTING FOR THE CERTIFICATION.

ENTER AMOUNT: RANGE (0-100,000)

RECORD THE TIME SCALE OF THE AMOUNT. (FOR EXAMPLE: 2 MONTHS)

- 1 = HOURS
- 2 = DAYS
- 3 = WEEKS
- 4 = MONTHS
- 5 = YEARS

Appendix C: Facsimile Instruments

D_CERRQ2

Was this certification required by your employer
for entry into your expected career?

1 = YES

2 = NO

[If 1, DK, or RE, goto D_LIFLNG]

D_CERNO2

COLLECT UP TO 3 RESPONSES
ENTER 0 FOR NO MORE REASONS

Why did you take the certification exam?

1 = BETTER OPPORTUNITIES/ADVANCEMENT IN JOB/CAREER

2 = CHANGE CAREERS

3 = INCREASED INCOME

4 = PERSONAL INTEREST

5 = OTHER

D_LIFLNG

[If asked about Lifetime Learning tax credit in section C,
goto D_END]

[If no post-BA enrollment, goto D_END]

When you filed your 1999 taxes, did you claim
the federal Lifetime Learning tax credit?

0 = NEVER HEARD OF IT

1 = YES

2 = NO

NOTE: THE LIFETIME LEARNING TAX CREDIT FOR TUITION CAN BE CLAIMED
BY CONTINUING JUNIORS, SENIORS, GRADUATE, AND PROFESSIONAL DEGREE
STUDENTS AND ADULTS RETURNING TO SCHOOL.

[If 0, DK, or RE, goto D_END]

D_CREDIT

Did you or are you planning to claim it when you file
your 2000 taxes?

NOTE: THE LIFETIME LEARNING TAX CREDIT FOR TUITION CAN BE CLAIMED
BY CONTINUING JUNIORS, SENIORS, GRADUATE, AND PROFESSIONAL DEGREE
STUDENTS AND ADULTS RETURNING TO SCHOOL.

1 = YES

2 = NO

D_CRED2

[If D_CREDIT ≠ 1 and D_LIFLNG ≠ 1, goto D_END]

Did the availability of the tax credit help
you make the decision to enroll in school?

1 = YES

2 = NO

D_END

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Section E
Postenrollment Employment

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E_START

[If currently enrolled (undergraduate or graduate)
and primarily a student, goto E_END]

E_CUREMP

Are you currently employed?

1 = YES

2 = NO

[If 2, DK, or RE, goto E_SEARCH]

E_NUMNOW

[If currently enrolled as an undergraduate and C_NUMJOB > 0,
goto E_MULTJOB]

How many jobs do you have (currently)?

Range (1-9):

[If 1, goto E_CUROCC]

E_MULTJOB

[If currently enrolled as an undergraduate and C_NUMJOB ≤ 1,
goto E_CUROCC]

[You told me earlier that you have more than one job./
Since you have more than one job,
I'd like you to focus on the one job in which you work
the most hours per week.]

E_CUROCC

What is your job title?

JOB TITLE:

[If DK or RE, goto E_CUREDRE]

E_CURDTY

What do you do as a/an [E_CUROCC]?

Appendix C: Facsimile Instruments

E_CUROC

Occupation/duties string:
[E_CUROCC + E_CURDTY]

INTERVIEWER: SELECT THE PROPER OCCUPATION CODE
IN THE FOLLOWING USEREXIT.

1 = ENTER OCCUPATION USER EXIT

E_CURSLF

As a/an [E_CUROCC],
are you self-employed, or are you working for someone else?

1 = SELF (SELF-EMPLOYED)
2 = SOMEONE ELSE

[If 1, goto E_CINRAW]

E_CPBPRV

[If self-employed goto E_CINRAW]

Are you working for...

READ OPTIONS AS NEEDED.

1 = A private, for profit company?
2 = A NONPROFIT OR PRIVATE, NOT-FOR-PROFIT COMPANY
3 = A LOCAL GOVERNMENT
4 = A STATE GOVERNMENT
5 = THE FEDERAL GOVERNMENT (INCLUDING CIVILIAN EMPLOYEES
OF THE MILITARY)
6 = THE MILITARY (INCLUDING THE NATIONAL GUARD)

[If 3-6, DK, or RE, goto E_CUREDRE]

E_CINRAW

What industry or type of business do you work in?

(What type of company do you work for?)

E_CIN

Industry string:
[E_CINRAW]

INTERVIEWER: SELECT THE PROPER INDUSTRY CODE IN THE FOLLOWING
SCREENS OF THE USEREXIT

1 = ENTER INDUSTRY USER EXIT

E_CUREDR

[If currently enrolled as an undergraduate and C_WRKREL > 0,
goto E_CUREDV]

[If C_STLWRK = 1 and C_WRKREL > 0, goto E_CUREDV]

Is your job as a/an [E_CUROCC]

1 = Closely related,
2 = Somewhat related, or
3 = Not related to the classes you took
at [most recent undergraduate school]?

E_CUREDV

[If self-employed goto E_CURHRS]

Was a degree (such as a bachelor's or associate's
degree) or a postsecondary certificate required by
your employer as a condition for working as a/an
[E_CUROCC]?

1 = YES
2 = NO

E_CURHRS

[If currently enrolled as an undergraduate and C_ENRHRS > 0,
goto E_CURINC]

In your job [as a/an [E_CUROCC]],
about how many hours do you work each week?

HOURS (RANGE: 1-80):

Appendix C: Facsimile Instruments

E_CURINC

[If currently enrolled as an undergraduate and C_ ENRWAG > 0,
goto E_CURBEN]

For your current job, about how much do you earn
annually, before taxes and other deductions?

NOTE: IF RESPONDENT DOES NOT KNOW THEIR YEARLY SALARY,
PRESS F3 TO ENTER AN HOURLY/WEEKLY/MONTHLY AMOUNT.

RANGE (\$1 - \$999,999): \$

[If F3/DK goto E_SALEST]
[Else goto E_CURBEN]

E_SALEST

Can you tell me your hourly, weekly, or monthly wage?

INTERVIEWER: ENTER THE AMOUNT PER UNIT OF TIME
THAT THE RESPONDENT GIVES.

RANGE (\$0.00 - \$999,999.00): \$

- 1 = HOURLY
- 2 = WEEKLY
- 3 = TWICE MONTHLY / EVERY 2 WEEKS
- 4 = MONTHLY
- 5 = ANNUALLY

E_CURBEN

[If self-employed, goto E_CURMY]

Next, I'd like to ask you some questions about your benefits.
Does your employer provide you with...
ENTER 1 = YES, 2 = NO

Medical insurance?.....
Dental, optical, or other health
insurance?.....
Life insurance?.....
Retirement or other financial benefits,
such as a 401(k)/ 403(b) ?.....
Stock options?.....
Flexible spending accounts?.....
Employee discount?.....
Childcare facility or subsidy?.....
Transit subsidy?.....
Fitness facility or subsidy?.....
Employee assistance (COUNSELING/LEGAL)?...

E_CURDSC

Please tell me which of the following statements best describes your job (as a/an [E_CUROCC]):

- 1 = Someone else decides what you do and how you do it.
- 2 = Someone else decides what you do, but you decide how you do it.
- 3 = You have some freedom in deciding what you do and how you do it.
- 4 = You are basically your own boss.

E_CURSAT

Please tell me whether or not you are satisfied with each of the following in your current job:

- 1 = YES (SATISFIED) 2 = NO (NOT SATISFIED)

Your pay?.....
 Fringe benefits?.....
 Importance and challenge of your work?.....
 Opportunities for promotion and advancement?.....
 Opportunities to use training and education?.....
 Job security?.....
 Opportunities for further training and education?...
 Overall, would you say you are satisfied
 with your job?.....

E_CURDES

Would you consider your current job to be the start of your career in this occupation or industry?

- 1 = YES
- 2 = NO

[If 1 or RE, goto E_CURTRN]

Since it isn't the start of your career, how would you describe it?

- NOTE TO INTERVIEWER: READ OPTIONS ONLY AS NECESSARY
- 1 = WORKING WHILE DECIDING ON YOUR FUTURE EDUCATION OR CAREER?
 - 2 = JUST PAYING THE BILLS?
 - 3 = CONTINUING IN THE JOB YOU HELD BEFORE YOU LEFT SCHOOL?
 - 4 = CONTINUING IN YOUR CAREER IN THIS OCCUPATION OR INDUSTRY?
 - 5 = WORKING TO PREPARE FOR GRADUATE SCHOOL?
 - 6 = DOING WHAT YOU WANT TO DO?
 - 7 = EXPLORING CAREER OPTIONS?
 - 8 = IS THE ONLY JOB AVAILABLE?
 - 9 = OTHER

Appendix C: Facsimile Instruments

E_CURTRN

During the last three months, have you participated in any training related to your job [as a/an [E_CUROCC]]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto E_CURMY]

E_CURTRL

Did your job-related training take place at your work place or away from your work place?

- 1 = AT WORKPLACE
- 2 = AWAY FROM WORK PLACE (OFF-SITE)
- 3 = BOTH

E_CURTRH

About how much time have you spent in job-related training in the last three months?

ENTER AMOUNT:
RANGE (1-520):

INTERVIEWER: RECORD THE TIME SCALE OF THE AMOUNT.
(FOR EXAMPLE: 2 MONTHS)

- 1 = HOURS
- 2 = DAYS
- 3 = WEEKS
- 4 = MONTHS

E_CURMY

When did you first start your current job?

MONTH (1-12):
YEAR (1920-2001):

E_CURSRH

[If self-employed, goto E_SEARCH]

What were some of the things you did to look for a job back then?
CODE UP TO 3 RESPONSES -- ENTER 0 FOR NONE OR NO MORE

- 1 = USED SCHOOL'S PLACEMENT OFFICE (REFERRAL, POSTED JOB NOTICE)
- 2 = RESPONDED TO INTERNET/WWW JOB NOTICE - ANY SOURCE
- 3 = RESPONDED TO NEWSPAPER/OTHER ADVERTISEMENT
- 4 = SENT OUT RESUME/CONTACTED EMPLOYERS DIRECTLY
- 5 = NETWORKED WITH FRIENDS, RELATIVES, OR ACQUAINTANCES
- 6 = TALKED TO FACULTY/STAFF
- 7 = ATTENDED RECRUITING FAIRS, PROFESSIONAL MEETINGS
- 8 = VISITED UNEMPLOYMENT OFFICE, EMPLOYMENT COMMISSION
POSTING/REFERRAL
- 9 = CONTACTED EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER
- 10 = VOLUNTEERED
- 11 = OTHER

E_CURSR2

Which one job search activity led to your current job?

[Display responses chosen for E_CURSRH]

E_CURREL

Did you have to relocate more than 50 miles
for your current job?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto E_SEARCH]

E_CURDST

About how many miles did you have to move?

NOTE: IF R DOES NOT KNOW THE NUMBER OF MILES,
PROBE FOR AN ESTIMATE. SEE HELP TEXT FOR
SUGGESTED PROBE OR HOW TO ESTIMATE.

RANGE (51 - 5,000):

Appendix C: Facsimile Instruments

E_CURRLB

[If self-employed goto E_SEARCH]

Did your employer pay your moving costs?

1 = YES

2 = NO

E_SEARCH

[If currently employed, goto E_NWSRCH]

Are you currently looking for a job?

1 = YES

2 = NO

[If 1, goto E_JBSRH]

[Else, goto E_CURFST]

E_NWSRCH

Even though you're currently employed, are you actively looking for a different job?

1 = YES

2 = NO

[If 2, DK, or RE, goto E_CURFST]

E_JBSRH

What are some of the things you've been doing to find a job?

CODE UP TO 3 RESPONSES -- ENTER 0 FOR NONE OR NO MORE

1 = USING SCHOOL'S PLACEMENT OFFICE (REFERRAL, POSTED JOB NOTICE)

2 = RESPONDING TO INTERNET/WWW JOB NOTICE - ANY SOURCE

3 = RESPONDING TO NEWSPAPER/OTHER ADVERTISEMENT

4 = SENDING OUT RESUME/CONTACTING EMPLOYERS DIRECTLY

5 = NETWORKING WITH FRIENDS, RELATIVES, OR ACQUAINTANCES

6 = TALKING TO FACULTY/STAFF

7 = ATTENDING RECRUITING FAIRS, PROFESSIONAL MEETINGS

8 = VISITING UNEMPLOYMENT OFFICE, EMPLOYMENT COMMISSION

POSTING/REFERRAL

9 = CONTACTING EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER

10 = VOLUNTEERING

11 = OTHER

E_CURFST

[If no enrollment since last interview, goto E_UNEMPL]
[If currently enrolled as an undergraduate, goto E_END]
[If not currently employed, goto E_NUMSNC]

Is your current job the first job you've had since
[earning your bachelor's degree from/leaving]
[most recent undergraduate school]?

1 = YES
2 = NO

[If 1 goto E_FSCHJB]

E_NUMSNC

How many jobs for pay have you had since you \
[graduated from/left] [most recent undergraduate school]
[(with your bachelor's degree),] (including current jobs)?

0 = HAS NOT WORKED AT ALL SINCE LEAVING SCHOOL
Range (1-9):

COUNT ONLY UNIQUE JOBS. VERIFY NUMBER OF JOBS OVER 4.

[If 0 goto E_UNEMPL]

E_FINTRO

Now I'd like to ask you some questions about your first job
after [graduating from/leaving] [most recent undergraduate school]
[with your bachelor's degree].

E_NUMJOB

When you first started working after [graduating from/leaving]
[most recent undergraduate school] [(with your bachelor's degree),]
how many jobs did you have?

RANGE (1-9):

COUNT ONLY UNIQUE JOBS. VERIFY NUMBER OF JOBS OVER 4.

E_MLTJB2

[If E_NUMJOB ≤ 1 goto E_OCCSIM]

Since you had more than one job at the same time,
I'd like you to focus on the one job in which
you worked the most hours per week.

Appendix C: Facsimile Instruments

E_OCCSIM

[If E_CUREMP = 2, goto E_FSTOCC]
[If E_CUROCC = blank, DK, or RE, goto E_INDSIM]

In your first job after [graduating from/leaving]
[most recent undergraduate school], [(with your bachelor's degree)]
were you working as a/an [E_CUROCC]?

1 = YES
2 = NO

E_INDSIM

[If E_CINRAW = blank, DK, or RE, goto E_FSTOCC]

At that time, were you working in the same type of business
(as you are now)?

NOTE: CURRENT INDUSTRY [E_CINRAW]

1 = YES
2 = NO

E_FSTOCC

[If E_OCCSIM = 1, goto E_FSTSLF]

What was your job title for the first job you held after
[earning your bachelor's degree/leaving (this) school]?

INTERVIEWER: AFTER LEAVING
[most recent undergraduate school]

JOB TITLE:

E_FSTDTY

What did you do as a/an [E_FSTOCC]?

INTERVIEWER: AFTER [EARNING BACHELOR'S DEGREE FROM/LEAVING]
[most recent undergraduate school]

E_FOC

Occupation/duties string:
[E_FSTOCC + E_FSTDTY]

INTERVIEWER: SELECT THE PROPER OCCUPATION CODE
IN THE FOLLOWING USEREXIT.

1 = ENTER OCCUPATION USER EXIT

E_FSTSLF

As a/an [E_FSTOCC],
were you self-employed, or were you working for someone else?

- 1 = SELF (SELF-EMPLOYED)
- 2 = SOMEONE ELSE

[If 1, goto E_FINRAW]

E_FPBRV

INTERVIEWER: FIRST JOB [E_FSTOCC]
AFTER [EARNING BACHELOR'S DEGREE FROM/LEAVING]
[most recent undergraduate school].

READ OPTIONS AS NEEDED.

Were you working for...

- 1 = A private, for profit company?
- 2 = A NONPROFIT OR PRIVATE,
NOT-FOR-PROFIT COMPANY
- 3 = A LOCAL GOVERNMENT
- 4 = A STATE GOVERNMENT
- 5 = THE FEDERAL GOVERNMENT
(INCLUDING CIVILIAN EMPLOYEES OF THE MILITARY)
- 6 = OR THE MILITARY (INCLUDING THE NATIONAL GUARD)

[If 3, 4, 5, 6, DK, or RE, goto E_FSTJOB]

E_FINRAW

[If E_INDSIM = 1, goto E_FSTJOB]

What industry or type of business did you work in?

(What type of company did you work for?)

INTERVIEWER: FIRST JOB [E_FSTOCC]
AFTER [EARNING BACHELOR'S DEGREE FROM/LEAVING]
[most recent undergraduate school].

E_FIN

Industry string:
[E_FINRAW]

INTERVIEWER: SELECT THE PROPER INDUSTRY CODE IN THE FOLLOWING
SCREENS OF THE USEREXIT

- 1 = ENTER INDUSTRY USER EXIT

Appendix C: Facsimile Instruments

E_FSTJOB

Could you tell me when you started your first job
after [graduating/leaving (this) school]?

NOTE: FIRST JOB AFTER EARNING BACHELOR'S DEGREE FROM
[most recent undergraduate school]

INTERVIEWER: IF R CONTINUED (NOT RESUMED) WORKING IN A JOB
STARTED BEFORE OR DURING SCHOOL, ENTER THE ORIGINAL JOB START DATE.
DATE R LEFT [most recent undergraduate school]: [B_LFTMM]/[B_LFTYY]

MONTH (1-12):
YEAR (1950-2001):

E_FSCHJB

[If job started after the date left school, goto E_SIMJOB]
[If C_STLWRK = 1, goto E_FSTSRH]

So, this is the same job you held while you were in (this) school?

1 = YES
2 = NO

[If 1, goto E_FSTSRH]

E_SIMJOB

[If E_FSCHJB = 1, goto E_FSTSRH]

Prior to taking your job as a/an
[E_FSTOCC],
had you held any jobs similar to it
either before you enrolled at
[most recent undergraduate school]
or while you were enrolled?

1 = YES
2 = NO

E_FSTSRH

[If E_FSTSLF = 1, goto E_ED_REL]
[If E_CURFST = 1, goto E_ED_REL]

What were some of the things you did to look for a job back then?
CODE UP TO 3 RESPONSES -- ENTER 0 FOR NONE OR NO MORE

- 1 = USED SCHOOL'S PLACEMENT OFFICE (REFERRAL, POSTED JOB NOTICE)
- 2 = RESPONDED TO INTERNET/WWW JOB NOTICE - ANY SOURCE
- 3 = RESPONDED TO NEWSPAPER/OTHER ADVERTISEMENT
- 4 = SENT OUT RESUME/CONTACTED EMPLOYERS DIRECTLY
- 5 = NETWORKED WITH FRIENDS, RELATIVES, OR ACQUAINTANCES
- 6 = TALKED TO FACULTY/STAFF
- 7 = ATTENDED RECRUITING FAIRS, PROFESSIONAL MEETINGS
- 8 = VISITED UNEMPLOYMENT OFFICE, EMPLOYMENT COMMISSION
POSTING/REFERRAL
- 9 = CONTACTED EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER
- 10 = VOLUNTEERED
- 11 = OTHER

E_FSTSR2

Which one job search activity led to your first job?

NOTE: FIRST JOB AFTER [EARNING BACHELOR'S DEGREE FROM/LEAVING]
[most recent undergraduate school]

[Display responses chosen for E_FSTSRH]

E_ED_REL

[If E_CURFST = 1, goto E_FSTHRS]
[If E_FSCHJB = 1 and C_WRKREL > 0, goto E_EDVAL1]

Was your job as a/an
[E_FSTOCC]

- 1 = Closely related,
- 2 = Somewhat related, or
- 3 = Not related to the classes you took at
[most recent undergraduate school]?

E_EDVAL1

[If E_FSTSLF = 1, goto E_EDVAL2]

Was a degree (such as a bachelor's or associate's degree)
or a postsecondary certificate required by your
employer as a condition for working as a/an
[E_FSTOCC]?

- 1 = YES
- 2 = NO

Appendix C: Facsimile Instruments

E_EDVAL2

Would it be very difficult, somewhat difficult, or not difficult at all to do your job as a [E_FSTOCC] without having the courses you had at [most recent undergraduate school]?

- 1 = VERY DIFFICULT
- 2 = SOMEWHAT DIFFICULT
- 3 = NOT DIFFICULT AT ALL

E_SKILL

[If most recent undergrad school was a 4- or 2-year college, goto E_FSTHRS]

As a/an [E_FSTOCC] have you used any tools or specialized equipment that you were trained to use while you were a student at [most recent undergraduate school]?

- 1 = YES
- 2 = NO

E_FSTHRS

When you first worked as a/an [E_FSTOCC] after [graduating from/leaving] [most recent undergraduate school], [(with your bachelor's degree)] how many hours did you work each week?

HOURS (RANGE: 1-80):

E_FSTINC

[What was your annual salary for your job as a/an [E_FSTOCC] at that time?

INTERVIEWER: AFTER [EARNING BACHELOR'S DEGREE FROM/LEAVING [most recent undergraduate school]].

NOTE: IF RESPONDENT DOES NOT KNOW THEIR YEARLY SALARY, PRESS F3 TO ENTER AN HOURLY/WEEKLY/MONTHLY AMOUNT.

SALARY (RANGE \$1 - \$999,999):

[If F3/DK goto E_FSALES]
[Else goto E_FSTBEN]

E_FSALES

Can you tell me your hourly, weekly, or monthly wage?

INTERVIEWER: ENTER THE AMOUNT PER UNIT OF TIME
THAT THE RESPONDENT GIVES.

RANGE (\$0.00 - \$999,999.00): \$

- 1 = HOURLY
- 2 = WEEKLY
- 3 = TWICE MONTHLY / EVERY 2 WEEKS
- 4 = MONTHLY
- 5 = ANNUALLY

E_FSTBEN

[If E_FSTSLF = 1 or E_CURFST = 1, goto E_FSTREL]

ENTER 1 = YES, 2 = NO

When you first worked as a/an [E_FSTOCC]
after [graduating from/leaving]
[most recent undergraduate school],
did your employer provide you with...

- Medical insurance?.....
- Dental, optical, or other health
insurance?.....
- Life insurance?.....
- Retirement or other financial benefits,
such as a 401(k)/403(b)?.....
- Stock options?.....
- Flexible spending accounts?.....
- Employee discount?.....
- Childcare facility or subsidy?.....
- Transit subsidy?.....
- Fitness facility or subsidy?.....
- Employee assistance (COUNSELING)?.....

E_FSTREL

[If E_FSTSLF = 1 or E_CURFST = 1, goto E_JOBDS]

Did you have to relocate more than 50 miles
when you started this job?

- 1 = YES
- 2 = NO

[If 2 goto E_JOBDS]

Appendix C: Facsimile Instruments

E_FSTDST

About how many miles did you have to move?

NOTE: IF R DOES NOT KNOW THE NUMBER OF MILES,
PROBE FOR AN ESTIMATE. SEE HELP TEXT FOR
SUGGESTED PROBE OR HOW TO ESTIMATE.

RANGE (51 - 5,000):

E_RELBEN

Did your employer pay your moving costs?

- 1 = YES
- 2 = NO

E_JOBDS

[If E_FSTSLF = 1 goto E_JOBSAT]
[If E_CURFST = 1 goto E_UNEMPL]

Again, considering your job as a/an [E_FSTOCC],
please tell me which of the following
statements best described your job:

- 1 = Someone else decided what you did
and how you did it.
- 2 = Someone else decided what you did,
but you decided how you did it.
- 3 = You had some freedom in deciding
what you did and how you did it.
- 4 = You were basically your own boss.

E_JOBSAT

[If E_FSTSLF = 1 goto E_FSTDES]

Please tell me whether or not you were satisfied with each
of the following (in your job as a/an [E_FSTOCC]):

- 1 = YES (SATISFIED) 2 = NO (NOT SATISFIED)

Your pay?.....
Fringe benefits?.....
Importance and challenge of your work?.....
Opportunities for promotion and advancement?.....
Opportunities to use training and education?.....
Job security?.....
Opportunities for further training and education?...
Overall, would you say you were satisfied or
dissatisfied with your job?.....

E_FSTDES

[If E_CURDES = 1 goto E_JOBEMY]

Would you consider that job to be the start
of your career in this occupation or industry?

1 = YES

2 = NO

[If 1 or RE, goto E_JOBEMY]

Since it wasn't the start of your career, how would you describe it?

NOTE TO INTERVIEWER: READ OPTIONS ONLY AS NECESSARY

1 = WORKING WHILE DECIDING ON YOUR FUTURE EDUCATION OR CAREER?

2 = JUST PAYING THE BILLS?

3 = CONTINUING IN THE JOB YOU HELD BEFORE YOU LEFT SCHOOL?

4 = CONTINUING IN YOUR CAREER IN THIS OCCUPATION OR INDUSTRY?

5 = WORKING TO PREPARE FOR GRADUATE SCHOOL?

6 = DOING WHAT YOU WANT TO DO?

7 = EXPLORING CAREER OPTIONS?

8 = IS THE ONLY JOB AVAILABLE?

9 = OTHER

E_JOBEMY

When did it end?

INTERVIEWER: FIRST JOB [E_FSTOCC]

AFTER [EARNING BACHELOR'S DEGREE FROM/LEAVING
[most recent undergraduate school]

[INTERVIEWER: JOB BEGAN [E_FSTJOB]]

F5 = STILL WORKING IN THIS JOB

MONTH (1-12):

YEAR ([E_FSTJOB]-2001):

E_UNEMPL

Have you received unemployment compensation
at any time since you
[graduated from/left]
[most recent undergraduate school]?

1 = YES

2 = NO

[If 2, DK, or RE, goto E_UNEMP3]

Appendix C: Facsimile Instruments

E_UNCUR

[If E_CUREMP = 1 goto E_UNEMP3]

Are you currently receiving
unemployment compensation?

1 = YES

2 = NO

E_UNEMP3

Have you ever been unemployed for
more than 3 months since you
[graduated from/left]
[most recent undergraduate school]
[(with your bachelor's degree)]?

1 = YES

2 = NO

[If 2, DK, or RE, goto E_END]

E_UNTIMS

How many times?

NOTE: COLLECT NUMBER OF TIMES R HAS BEEN UNEMPLOYED FOR
MORE THAN THREE MONTHS SINCE
[EARNING BACHELOR'S DEGREE/LEAVING SCHOOL]

Range (1-5):

E_UNLONG

How long [were you unemployed/
was your longest period of unemployment]?

NOTE: SINCE [EARNING BACHELOR'S DEGREE/LEAVING SCHOOL]

Years (Range 0-6):

Months (Range 0-11):

E_END

Section F
Background Information

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F_INTRO

Next I'd like to ask you some questions about your background.

F_MAR

Are you currently...

IF RESPONSE IS "SINGLE," PROBE TO DETERMINE IF RESPONDENT WAS EVER MARRIED.

- 1 = Single, never married
- 2 = Married
- 3 = Separated
- 4 = Divorced
- 5 = Widowed

F_HSHLD

Who currently lives in your household?

I don't need to know their names, just their relationship to you.

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE. INCLUDE SPOUSE, CHILDREN, PARENTS, OTHER RELATIVES, FRIENDS, HOUSEMATES.

- 1 = LIVE ALONE
- 2 = A SPOUSE/PARTNER
- 3 = PARENTS/OTHER RELATIVES
- 4 = ROOMMATE/FRIEND (NOT PARTNER)
- 5 = CHILDREN/DEPENDENTS

F_DEPS

[If F_HSHLD = 5 goto F_NUMDEP]

Do you have any children that you [or your spouse] support financially?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_EMP00]

Appendix C: Facsimile Instruments

F_NUMDEP

How many children are you [or your spouse] supporting?

RANGE (0-20):

[If 0, DK, or RE, goto F_EMP00]

F_AGEKID

How old [is that child/are those children]?

IF MORE THAN 6 CHILDREN, COLLECT THE 6 YOUNGEST AGES.
COLLECT AGE IN YEARS. ROUND UP TO NEXT HIGHEST YEAR

F_EMP00

[Let me confirm what you told me earlier. You worked for pay in 2000. Is that right?/
Now I'd like to ask you a few questions about your employment and income in 2000. Did you work for pay in (calendar year) 2000?]

1 = YES
2 = NO

[If 2, DK, or RE, goto F_SPSEMP]

F_INC00

How much did you earn from work in 2000?

RANGE (\$1 - \$3,000,000):

F_SPSEMP

[If F_MAR ≠ 2 goto F_UNTAX]

Did your spouse work for pay in (calendar year) 2000?

1 = YES
2 = NO

[If 2, DK, or RE, goto F_UNTAX]

F_INCS00

How much did your spouse earn from work in 2000?

RANGE (\$1 - \$3,000,000)

F_UNTAX

I'm going to read you a list of untaxed sources of income.

Do you [or your spouse] currently receive...

ENTER 1 = YES, 2 = NO

TANF (AFDC)?

Social Security benefits?

Workers compensation?

Disability payments?

[Child support?]

Food stamps?

F_SPSSED

[If F_MAR ≠ 2 goto F_CAR]

What is the highest level of education your spouse has completed?

- 1 = DID NOT COMPLETE HIGH SCHOOL
- 2 = HIGH SCHOOL DIPLOMA OR EQUIVALENT
- 3 = VOCATIONAL/TECHNICAL TRAINING
- 4 = LESS THAN 2 YEARS OF COLLEGE
- 5 = TWO OR MORE YEARS OF COLLEGE/ASSOCIATE'S DEGREE
- 6 = BACHELOR'S DEGREE
- 7 = MASTER'S DEGREE OR EQUIVALENT
- 8 = MD, LLB, JD OR OTHER ADVANCED DEGREE
- 9 = PHD OR EQUIVALENT

F_SPED00

Was your spouse enrolled in school in 2000?

INTERVIEWER: IF ENROLLED, PROBE FOR FULL/PART TIME STATUS

- 0 = NO
- 2 = FULL-TIME
- 3 = PART-TIME
- 4 = MIXED ENROLLMENT

Appendix C: Facsimile Instruments

F_SPAID

[If F_SPSSED < 3, goto F_CAR]

Did your spouse ever receive financial aid to help pay for his/her undergraduate education?

1 = YES

2 = NO

[If 2, DK, or RE, goto F_CAR]

F_SPRPY

Is your spouse currently repaying education loans?

1 = YES

2 = NO

[If 2, DK, or RE, goto F_CAR]

F_SPAMT

What is your spouse's monthly education loan payment?

RANGE: (\$25 - \$2,500):

F_CAR

Do you make loan or lease payments for a car, truck, motorcycle, or other vehicle?

1 = YES

2 = NO

[If 2, DK, or RE, goto F_HOME]

F_CARPMT

How much do you pay for your auto loan or lease each month?

IF R DOESN'T KNOW, ASK R TO TRY TO ESTIMATE A MONTHLY PAYMENT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

RANGE (\$0 - \$4,999):

F_HOME

Do you own your home or are you paying rent?

- 0 = NEITHER OWNS HOME NOR PAYS RENT
- 1 = OWNS HOME
- 2 = PAYS RENT

[If 0, DK, or RE, goto F_NUMCRD]

F_MTGAMT

How much is your monthly [mortgage/rent] payment?

RANGE (\$0 - \$9,999):

F_NUMCRD

How many credit cards do you have in your own name, that are billed to you?

NOTE: DETERMINE THE NUMBER OF CREDIT CARDS THE RESPONDENT HOLDS IN HIS OR HER NAME ONLY AND THAT ARE BILLED DIRECTLY TO HIM/HER OR SPOUSE.

RANGE (0-20):

[If 0, DK, or RE, goto F_CITZN]

F_PAYOFF

Do you usually pay off your credit card balances each month, or carry balances over from month to month?

- 1 = PAYOFF BALANCES
- 2 = CARRY BALANCES

[If 1, DK, or RE, goto F_CITZN]

What was the balance due on all cards according to your last statement?

RANGE: (\$0 - \$125,000)

Appendix C: Facsimile Instruments

F_CITZN

[If preloaded citizenship = U.S. citizen, goto F_VOTE]

Are you a U. S. citizen?

- 1 = YES - US CITIZEN OR US NATIONAL
- 2 = NO - RESIDENT ALIEN - PERMANENT RESIDENT OR OTHER ELIGIBLE
NON-CITIZEN TEMPORARY RESIDENT'S CARD
- 3 = NO - STUDENT VISA - IN THE COUNTRY ON AN
F1 OR F2 VISA OR ON A J1 OR J2 EXCHANGE VISITOR VISA

[If 2, 3, DK, or RE, goto F_POLIT]

F_VOTE

[If preloaded permanent state = Puerto Rico, goto F_POLIT]

Are you registered to vote in US elections?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_POLIT]

F_VTPRS

Did you vote in the 2000 presidential election?

- 1 = YES
- 2 = NO

F_POLIT

In the last two years, did you attend any political meetings,
rallies, or dinners, or participate in other political activities?

(Please do not include campus elections).

- 1 = YES
- 2 = NO

Did you write letters or send e-mail to any public official to
express your opinion?

- 1 = YES
- 2 = NO

F_MILIT

At any time in the last three years have you been, or are you currently, in the reserves or on active duty in the U.S. military?

- 1 = YES
- 2 = NO

F_COMSRV

In the past year, have you participated in any community service or volunteer work, other than court-ordered service?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_VLGRAD]

F_VLTYP

(What was the community service or volunteer work that you did?)

What did you do?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE.

NOTE: DO NOT INCLUDE DONATIONS (BLOOD, FOOD, CLOTHING, MONEY, ETC.)

- 1 = TUTORING, OTHER EDUCATION-RELATED WITH KIDS
- 2 = OTHER WORK WITH KIDS (COACHING, SCOUTS, BIG BROTHER/SISTER ETC.)
- 3 = FUNDRAISING (NOT POLITICAL)
- 4 = FUNDRAISING (POLITICAL)
- 5 = HOMELESS SHELTER/SOUP KITCHEN
- 6 = TELEPHONE CRISIS CENTER/RAPE CRISIS/INTERVENTION/COUNSELING
- 7 = NEIGHBORHOOD IMPROVEMENT/CLEAN-UP/HABITAT FOR HUMANITY
- 8 = HEALTH SERVICES/HOSPITAL, NURSING HOME, GROUP HOME
- 9 = ADULT LITERACY PROJECT
- 10 = SERVICE TO CHURCH
- 11 = VOLUNTEER FIRE/EMT
- 12 = OTHER

F_VLHRS

On average, how many hours per month did you volunteer?

- F5 = ONE TIME EVENT
- RANGE (1-40):

F_VLGRAD

Was any volunteer work required as part of your education?

- 1 = YES
- 2 = NO

Appendix C: Facsimile Instruments

F_DISMOB

Next, I'd like to ask you some questions that will help us better understand the education services available for people with disabilities.

Do you have a long-lasting physical or mental condition that substantially limits one or more of your major life activities?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_IMPRT1]

F_COND

What type of condition or impairment do you have?

NOTE: COLLECT UP TO 3. ENTER 0 FOR NO MORE. PROBE FOR MORE INFORMATION IF UNABLE TO CODE. SEE HELP TEXT FOR EXAMPLES.

- 1 = HEARING IMPAIRMENT (I.E., DEAF OR HARD OF HEARING).
- 2 = VISUAL IMPAIRMENT (LEGALLY BLIND OR VISION IMPAIRMENT THAT CANNOT BE CORRECTED WITH EYEGLASSES)
- 3 = SPEECH OR LANGUAGE IMPAIRMENT
- 4 = ORTHOPEDIC/MOBILITY IMPAIRMENT
- 5 = SPECIFIC LEARNING/DEVELOPMENTAL DISABILITY (E.G., DYSLEXIA, ADD)
- 6 = MENTAL ILLNESS/SERIOUS EMOTIONAL DISTURBANCE (FOR WHICH R SEEKS PROFESSIONAL HELP)
- 7 = OTHER HEALTH IMPAIRMENT/PROBLEM

F_SERVC

In the last 12 months that [you've been/you were] enrolled did you receive any (disability-related) accommodations or services to assist with your schooling?

- 1 = YES
- 2 = NO

[If 1, goto F_SRVRE]

F_SRVDE

Did you request any accommodations or services?

- 1 = YES
- 2 = NO

[Goto F_SUPPRT]

F_SRVRE

What types of services or accommodations
[have you received/did you receive]?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE.

- 1 = ALTERNATIVE EXAM FORMATS OR ADDITIONAL TIME
- 2 = TUTORS TO ASSIST WITH ONGOING HOMEWORK
- 3 = READERS, CLASSROOM NOTETAKERS, OR SCRIBES
- 4 = REGISTRATION ASSISTANCE OR PRIORITY CLASS REGISTRATION
- 5 = SIGN LANGUAGE OR ORAL INTERPRETERS
- 6 = ADAPTIVE EQUIPMENT AND TECHNOLOGY (E.G., ASSISTIVE LISTENING DEVICES, TALKING OR BRAILLE COMPUTERS, OVERSIZED COMPUTER SCREEN)
- 7 = COURSE SUBSTITUTION OR WAIVER
- 8 = SPECIAL LOCATIONS (E.G., WHEELCHAIR ACCESSIBLE, ALTERED LIGHTING CONDITIONS)
- 9 = HANDICAPPED PARKING OR USE OF SPECIAL TRANSPORTATION (BUS/VAN)
- 10 = OTHER

F_SUPPRT

[In the last twelve months of your enrollment/
When you were last enrolled,] did you...

ENTER 1 = YES, 2 = NO

Receive vocational rehabilitation services?
Receive SSI (Supplemental Security Income) for disability?
Receive SSDI (Social Security Disability Insurance)?
Receive any other services or support, from any source, for
your disability?

F_IMPRT1

Before we end this interview, I'd like to ask about your goals
for the future.

1 = VERY IMPORTANT 2 = SOMEWHAT IMPORTANT 3 = NOT IMPORTANT

Please tell me if each of the following personal goals is very
important, somewhat important, or not important to you.

Being a leader in the community.....
Being very well-off financially.....
Becoming an authority in your field.....
Influencing the political structure.....
Being successful in your career.....
Running your own business.....

Appendix C: Facsimile Instruments

F_IMPRT2

1 = VERY IMPORTANT 2 = SOMEWHAT IMPORTANT 3 = NOT IMPORTANT

(Please tell me if each of the following personal goals is very important, somewhat important, or not important to you.)

Living close to parents and relatives.....
Getting away from the area where you grew up.....
Having leisure time to enjoy your interests.....
Having children.....
[Being able to give your children better
opportunities than you had.....]

F_EXPEVR

What is the highest level of education you ever expect to complete?

INTERVIEWER: HIGHEST DEGREE ATTAINED SO FAR:

IF DO NOT EXPECT HIGHER LEVEL, ENTER CURRENT LEVEL/DEGREE

0 = NO DEGREE OR CERTIFICATE
1 = CERTIFICATE
2 = ASSOCIATE'S DEGREE
3 = BACHELOR'S DEGREE
5 = POST-BACCALAUREATE CERTIFICATE
6 = MASTER'S DEGREE (MA/MS)
7 = ADVANCED DEGREE - DOCTORATE OR FIRST-PROFESSIONAL
(PHD, EDD, MD, JD, DDS, ETC.)

F_END

Abbreviated Instrument

This page is intentionally left blank.

S_INTRO

I'd like to ask you some questions about your school enrollment since the last time we talked to you in [1996/1998].

S_STLENR

[If not enrolled at the time of the last interview, goto S_ENRA]

According to our records, you were enrolled at [name of last known school] at that time. Are you still enrolled there?

1 = YES
2 = NO

F5 = RESPONDENT NEVER ATTENDED THIS SCHOOL

[If F5, goto S_ENRA]

S_ENRTL

[Are you enrolled at [name of last known school]/ When you were last enrolled at [name of last known school], were you enrolled] to earn a degree or certificate, or [are/were] you just taking classes?

1 = DEGREE/CERTIFICATE
2 = JUST TAKING CLASSES

[If 1, DK, or RE, goto S_CURDGL]

S_CLSTL

[If school level is not 4-year, goto S_ERNL1]

[Have you been/Were you] taking mainly undergraduate or graduate classes at [name of last known school]?

1 = MAINLY UNDERGRADUATE
2 = MAINLY GRADUATE
3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto S_ERNL1]

Appendix C: Facsimile Instruments

S_CURDGL

What degree or certificate [are/were] you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_ERNL1

Since May of [1996/1998] have you earned a degree or certificate from [name of last known school]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRA]

S_DEGL1

What is the highest degree or certificate you've earned from [name of last known school], again since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYL1

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

S_ERNL2

Have you earned any other degrees or certificates from [name of last known school] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRA]

S_DEGL2

What other degree or certificate have you earned?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYL2

In what month and year was that
[certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

S_ERNL3

Have you earned any other degrees or certificates
from [name of last known school] since
May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRA]

S_DEGL3

What other degree or certificate have you earned?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYL3

In what month and year was that
[certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

Appendix C: Facsimile Instruments

S_ENRA

Have you enrolled at any [other] schools since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENROLL]

S_SCHOLA

Where have you enrolled?

SCHOOLS WE KNOW ABOUT SO FAR ARE:

- 1 = [preload school 1]
- 2 = [preload school 2]
- 3 = [preload school 3]
- 4 = [preload school 4]
- 5 = [preload school 5]
- 6 = [preload school 6]

99 = NEW SCHOOL

[If 1, 2, 3, 4, 5, or 6, goto S_ENRТА]
[Else if DK or RE, goto S_ENROLL]

S_SCHUXA

INTERVIEWER: CODE SCHOOL IN IPEDS USEREXIT

- 1 = ENTER USEREXIT

S_ENRТА

When you were last enrolled at
[School A], were
you enrolled to earn a degree or certificate,
or were you just taking classes?

- 1 = DEGREE/CERTIFICATE
- 2 = JUST TAKING CLASSES

[If 1, DK, or RE, goto S_CURDGA]

S_CLSTA

[If school level is not 4-year, goto S_ERNA1]

Were you taking mainly undergraduate or graduate classes at [School A]?

- 1 = UNDERGRADUATE
- 2 = GRADUATE
- 3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto S_ERNA1]

S_CURDGA

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DEGA1

What is the highest degree or certificate you've earned from [School A] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYA1

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

S_ERNA2

Have you earned any other degrees or certificates from [School A] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRB]

Appendix C: Facsimile Instruments

S_DEGA2

What other degree or certificate have you earned from [School A] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYA2

In what month and year was that [certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

S_ERNA3

Have you earned any other degrees or certificates from [School A] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRB]

S_DEGA3

What other degree or certificate have you earned from [School A] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYA3

In what month and year was that [certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

S_ENRB

Have you enrolled at any other schools since
May of [1996/1998]?

(Please include any summer and graduate school enrollment,
and any classes you may have taken for credit.)

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENROLL]

S_SCHOLB

Where have you enrolled?

SCHOOLS WE KNOW ABOUT SO FAR ARE:

- 1 = [preload school 1]
- 2 = [preload school 2]
- 3 = [preload school 3]
- 4 = [preload school 4]
- 5 = [preload school 5]
- 6 = [preload school 6]

NEW SCHOOLS:

[School A]

99 = NEW SCHOOL

[If 1, 2, 3, 4, 5, or 6, goto S_ENRTB]
[Else if DK or RE, goto S_ENROLL]

S_SCHUXB

INTERVIEWER: CODE SCHOOL IN IPEDS USEREXIT

- 1 = ENTER USEREXIT

S_ENRTB

When you were last enrolled at
[School B], were
you enrolled to earn a degree or certificate,
or were you just taking classes?

- 1 = DEGREE/CERTIFICATE
- 2 = JUST TAKING CLASSES

[If 1, DK, or RE, goto S_CURDGB]

Appendix C: Facsimile Instruments

S_CLSTB

[If school level is not 4-year, goto S_ERNB1]

Were you taking mainly undergraduate or graduate classes at [School B]?

- 1 = UNDERGRADUATE
- 2 = GRADUATE
- 3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto S_ERNB1]

S_CURDGB

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_ERNB1

Have you earned a degree or certificate from [School B] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRC]

S_DEGB1

What is the highest degree or certificate you've earned from [School B] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYB1

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

S_ERNB2

Have you earned any other degrees or certificates from [School B] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRC]

S_DEGB2

What other degree or certificate have you earned from [School B] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYB2

In what month and year was that [certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

S_ERNB3

Have you earned any other degrees or certificates from [School B] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRC]

S_DEGB3

What other degree or certificate have you earned from [School B] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

Appendix C: Facsimile Instruments

S_DMYB3

In what month and year was that
[certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

S_ENRC

Have you enrolled at any other schools since
May [1996/1998]?

(Please include any summer and graduate school enrollment,
and any classes you may have taken for credit.)

1 = YES

2 = NO

[If 2, DK, or RE, goto S_ENROLL]

S_SCHOLC

Where have you enrolled?

SCHOOLS WE KNOW ABOUT SO FAR ARE:

1 = [preload school 1]

2 = [preload school 2]

3 = [preload school 3]

4 = [preload school 4]

5 = [preload school 5]

6 = [preload school 6]

NEW SCHOOLS:

[School A]

[School B]

99 = NEW SCHOOL

[If 1, 2, 3, 4, 5, or 6, goto S_ENRTC]

[Else if DK or RE, goto S_ENROLL]

S_SCHUXC

INTERVIEWER: CODE SCHOOL IN IPEDS USEREXIT

1 = ENTER USEREXIT

S_ENRTC

When you were last enrolled at
[School C], were
you enrolled to earn a degree or certificate,
or were you just taking classes?

- 1 = DEGREE/CERTIFICATE
- 2 = JUST TAKING CLASSES

[If 1, DK, or RE, goto S_CURDGC]

S_CLSTC

[If school level is not 4-year, goto S_ERNC1]

Were you taking mainly undergraduate or graduate classes
at [School C]?

- 1 = UNDERGRADUATE
- 2 = GRADUATE
- 3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto S_ERNC1]

S_CURDGC

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_ERNC1

Have you earned a degree or certificate from
[School C] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRD]

Appendix C: Facsimile Instruments

S_DEGC1

What is the highest degree or certificate you've earned from [School C] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYC1

In what month and year was that [certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

S_ERNC2

Have you earned any other degrees or certificates from [School C] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRD]

S_DEGC2

What other degree or certificate have you earned from [School C] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYC2

In what month and year was that [certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

S_ERNC3

Have you earned any other degrees or certificates
from [School C] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRD]

S_DEGC3

What other degree or certificate have you earned
from [School C] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYC3

In what month and year was that
[certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

S_ENRD

Have you enrolled at any other schools since
May of [1996/1998]?

(Please include any summer and graduate school enrollment,
and any classes you may have taken for credit.)

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENROLL]

Appendix C: Facsimile Instruments

S_SCHOLD

Where have you enrolled?

SCHOOLS WE KNOW ABOUT SO FAR ARE:

1 = [preload school 1]
2 = [preload school 2]
3 = [preload school 3]
4 = [preload school 4]
5 = [preload school 5]
6 = [preload school 6]

NEW SCHOOLS:

[School A]
[School B]
[School C]

99 = NEW SCHOOL

[If 1, 2, 3, 4, 5, or 6, goto S_ENRTD]
[Else if DK or RE, goto S_ENROLL]

S_SCHUXD

INTERVIEWER: CODE SCHOOL IN IPEDS USEREXIT

1 = ENTER USEREXIT

S_ENRTD

When you were last enrolled at
[School D], were
you enrolled to earn a degree or certificate,
or were you just taking classes?

1 = DEGREE/CERTIFICATE
2 = JUST TAKING CLASSES

[If 1, DK, or RE, goto S_CURDGD]

S_CLSTD

[If school level is not 4-year, goto S_ERND1]

Were you taking mainly undergraduate or graduate classes
at [School D]?

1 = UNDERGRADUATE
2 = GRADUATE
3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto S_ERND1]

S_CURDGD

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_ERND1

Have you earned a degree or certificate from
[School D] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRE]

S_DEGD1

What is the highest degree or certificate you've earned
from [School D] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYD1

In what month and year was that
[certificate/degree] awarded?

Month (1-12):
Year (1996-2001):

S_ERND2

Have you earned any other degrees or certificates
from [School D] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2,DK, or RE, goto S_ENRE]

Appendix C: Facsimile Instruments

S_DEGD2

What other degree or certificate have you earned from [School D] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYD2

In what month and year was that [certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

S_ERND3

Have you earned any other degrees or certificates from [School D] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENRE]

S_DEGD3

What other degree or certificate have you earned from [School D] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYD3

In what month and year was that [certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

S_ENRE

Have you enrolled at any other schools since
May of [1996/1998]?

(Please include any summer and graduate school enrollment,
and any classes you may have taken for credit.)

1 = YES

2 = NO

[If 2, DK, or RE, goto S_ENROLL]

S_SCHOLE

Where have you enrolled?

SCHOOLS WE KNOW ABOUT SO FAR ARE:

1 = [preload school 1]

2 = [preload school 2]

3 = [preload school 3]

4 = [preload school 4]

5 = [preload school 5]

6 = [preload school 6]

NEW SCHOOLS:

[School A]

[School B]

[School C]

[School D]

99 = NEW SCHOOL

[If 1, 2, 3, 4, 5, or 6, goto S_ENRTE]

[Else if DK or RE, goto S_ENROLL]

S_SCHUXE

INTERVIEWER: CODE SCHOOL IN IPEDS USEREXIT

1 = ENTER USEREXIT

S_ENRTE

When you were last enrolled at
[School E], were
you enrolled to earn a degree or certificate,
or were you just taking classes?

1 = DEGREE/CERTIFICATE

2 = JUST TAKING CLASSES

[If 1,DK, or RE, goto S_CURDGE]

Appendix C: Facsimile Instruments

S_CLSTE

[If school level is not 4-year, goto S_ERNE1]

Were you taking mainly undergraduate or graduate classes at [School E]?

- 1 = UNDERGRADUATE
- 2 = GRADUATE
- 3 = EQUAL MIX OF UNDERGRAD AND GRAD

[Goto S_ERNE1]

S_CURDGE

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_ERNE1

Have you earned a degree or certificate from [School E] since May of [1996/1998]?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_ENROLL]

S_DEGE1

What is the highest degree or certificate you've earned from [School E] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYE1

In what month and year was that
[certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

S_ERNE2

Have you earned any other degrees or certificates
from [School E] since May of [1996/1998]?

1 = YES

2 = NO

[If 2, DK, or RE, goto S_ENROLL]

S_DEGE2

What other degree or certificate have you earned
from [School E] since May of [1996/1998]?

1 = CERTIFICATE

2 = ASSOCIATE'S DEGREE (AS, AA)

3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)

5 = POST-BACCALAUREATE CERTIFICATE

6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)

7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYE2

In what month and year was that
[certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

S_ERNE3

Have you earned any other degrees or certificates
from [School E] since May of [1996/1998]?

1 = YES

2 = NO

[If 2, DK, or RE, goto S_ENROLL]

Appendix C: Facsimile Instruments

S_DEGE3

What other degree or certificate have you earned from [School E] since May of [1996/1998]?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL/PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

S_DMYE3

In what month and year was that [certificate/degree] awarded?

Month (1-12):

Year (1996-2001):

S_ENROLL

INTERVIEWER: YOU ARE ABOUT TO ENTER THE ENROLLMENT USER EXIT.

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

- 1 = ENTER THE USEREXIT

S_RSNOT

[If not enrolled at two schools at same time, goto S_TRNSFR]

According to the information you've already given me, you've attended more than one school at the same time. Could you tell me why you decided to enroll at more than one school?

COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NO MORE).

- 1 = GET DONE SOONER
- 2 = TAKE EASIER CLASSES/FULFILL REQUIREMENTS
- 3 = BETTER CLASS SCHEDULE AT OTHER SCHOOL
- 4 = PREPARING TO TRANSFER TO/TRYING OUT ANOTHER SCHOOL
- 5 = TRYING PROGRAM/MAJOR NOT AVAILABLE AT CURRENT SCHOOL
- 6 = PARTICIPATED IN CONSORTIUM/TOOK CLASSES AT BRANCH CAMPUS
- 7 = TAKING EXTRA CLASSES NOT RELATED TO MY PROGRAM (PERSONAL ENRICHMENT)
- 8 = FINANCIAL REASONS
- 9 = OTHER

S_TRNSFR

[If attended no or just one undergraduate school, goto
S_STPRS]

[Based on what you've told me so far, you attended
more than one school as an undergraduate.]

When you changed schools, did you attempt to
transfer any credits?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_STPRS]

S_TRNCRD

Were all, some, or none of those credits accepted?

- 0 = NONE
- 1 = SOME
- 2 = ALL

S_LFTTR

What were your reasons for enrolling at
[most recent undergraduate school]?
COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE).

- 1 = OFFERED DESIRED PROGRAM/COURSEWORK
- 2 = REPUTATION OF PROGRAM/FACULTY/SCHOOL
- 3 = AFFORDABLE/OTHER FINANCIAL REASONS
- 4 = ACADEMIC PROBLEMS ELSEWHERE
- 5 = EARN DEGREE/CERTIFICATE
- 6 = PREPARE FOR NEW CAREER/DEGREE
- 7 = RETURNING TO PRIOR SCHOOL
- 8 = ADVANCE IN CURRENT JOB
- 9 = INCREASE INCOME POTENTIAL
- 10 = LOGISTICS - LOCATION, HOUSING
- 11 = PERSONAL INTEREST/ENRICHMENT
- 12 = OTHER

Appendix C: Facsimile Instruments

S_STPRS

[If no gap in enrollment of more than three months, goto
S_END]

According to what you told me, you've been enrolled some terms and
taken other terms off. Why did you decide to take a break from
school?

COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NO MORE).

F5 = NO BREAK IN ENROLLMENT/LONG SUMMER VACATION

1 = ACADEMIC PROBLEMS

2 = CLASSES NOT AVAILABLE/SCHEDULING NOT CONVENIENT

3 = NOT SATISFIED WITH PROGRAM/SCHOOL/CAMPUS/FACILITY

4 = DECIDING ON DIFFERENT PROGRAM OF STUDY

5 = TAKING TIME OFF FROM STUDIES

6 = PARTICIPATED IN CO-OP/INTERNSHIP PROGRAM

7 = CONFLICTS WITH JOB/MILITARY

8 = NEEDED TO WORK

9 = OTHER FINANCIAL REASONS

10 = CHANGE IN FAMILY STATUS (E.G., MARRIAGE, BABY, DEATH IN FAMILY)

11 = CONFLICTS WITH DEMANDS AT HOME/PERSONAL PROBLEMS

12 = TO PURSUE OTHER INTERESTS (E.G., TRAVEL, HOBBIES, ETC.)

13 = OTHER

S_MAJVER

[If no enrollment since last interview, goto S_CURHRS]

[If no major preload, goto S_MAJOR]

[If last known school ≠ most recent undergrad school,
goto S_MAJOR]

Last time we talked to you, your major or program of study
while attending [most recent undergraduate school]
was [major].

[Is that still your major?/

Was that also your major when you were last enrolled there
as an undergraduate?/

Was that also your major when you were last enrolled there?]

1 = YES

2 = NO

[If 1 goto S_GPA]

S_MAJOR

INTERVIEWER: BE ALERT FOR DOUBLE MAJORS.

What [is/was] your major, or program of study at
[most recent undergraduate school]?

NOTE: AS AN UNDERGRADUATE

F5 = DOUBLE MAJOR

F6 = UNDECLARED

[If F5, goto S_MAJRAW]
[Else if F6, DK, or RE, goto S_GPA]
[Else goto S_MAJUX]

S_MAJRAW

What [is/was] your primary major or program of study at
[most recent undergraduate school]?

What [is/was] your secondary major?

S_MAJUX

Major string: [major]

INTERVIEWER: SELECT THE PROPER MAJOR CODE IN THE FOLLOWING
SCREENS OF THE USEREXIT

1 = ENTER THE USEREXIT

S_GPA

What was your cumulative GPA through the end of your last
term [as an undergraduate] at [most recent undergraduate school]?

F5 = PASS/FAIL

F6 = NO GRADES AWARDED

RANGE (0.00-5.00):

S_NUMJOB

How many jobs for pay [do you have/did you have during the last
term you were enrolled at [most recent undergraduate school]
[(as an undergraduate)]]?

VERIFY NUMBER OF JOBS OVER 4. COUNT ONLY UNIQUE JOBS.

RANGE (0-9):

[If 0, DK, or RE, goto S_AID]

Appendix C: Facsimile Instruments

S_PMRROL

[Since you are both enrolled and working, do you consider yourself to be primarily.../
While you were both enrolled [(as an undergraduate)] and working, would you say you were primarily...]

- 1 = A student working to meet expenses, or
- 2 = An employee who decided to enroll in school?

S_ENRHRS

About how many hours [do/did] you work each week [while you are enrolled/during the last term you were enrolled [(as an undergraduate)]]?

[COLLECT HOURS WORKED AT ALL JOBS HELD WHILE ENROLLED AT/
NOTE TO INTERVIEWER: WHILE ENROLLED AT:]
[most recent undergraduate school]

HOURS WORKED (1-80):

S_WRKREL

Would you say your job [is/was]...

- 1 = Closely related,
- 2 = Somewhat related, or
- 3 = Not related to your undergraduate major?

S_AID

Now, I'd like to ask you about any financial aid you may have received to help pay for your undergraduate education since we last spoke to you.

[Please exclude any aid you have received for your graduate education.]

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

- 1 = ENTER THE USEREXIT

S_UGLN

Other than any money you may have borrowed from family or friends,
how much [have you borrowed/did you borrow] in total for your
undergraduate education?

NOTE: COLLECT TOTAL AMOUNT OF UNDERGRADUATE STUDENT LOANS

AMOUNT (RANGE: \$0 - \$150,000):

[If 0, DK or RE, goto S_FAMLN]

S_UGO

How much of the \$[S_UGLN] do you still owe?

ENTER F5 FOR ALL OF IT

AMOUNT (RANGE: \$0 - \$150,000):

S_FAMLN

How much money [have you borrowed/did you borrow] from family and
friends to pay for your undergraduate education?

NOTE: COLLECT TOTAL AMOUNT OF UNDERGRADUATE LOANS FROM
FAMILY/FRIENDS
INCLUDE ONLY MONEY THAT R IS EXPECTED TO REPAY

AMOUNT (RANGE \$0 - 100,000):

S_CURHRS

[If currently enrolled, goto S_MAR]

About how many hours do you work (for pay) each week?

HOURS (RANGE: 0-80):

[If 0, DK, or RE, goto S_UNEMP3]

S_CURFST

[If no new enrollment since last interview, goto S_UNEMP3]

Is your current job the first job you've had since
[earning your bachelor's degree from/leaving]
[most recent undergraduate school]?

1 = YES

2 = NO

Appendix C: Facsimile Instruments

S_UNEMP3

Have you ever been unemployed for more than 3 months since you [graduated from/left] [most recent undergraduate school] [(with your bachelor's degree)]?

- 1 = YES
- 2 = NO

S_MAR

Are you currently...

IF RESPONSE IS "SINGLE," PROBE TO DETERMINE IF RESPONDENT WAS EVER MARRIED.

- 1 = Single, never married
- 2 = Married
- 3 = Separated
- 4 = Divorced
- 5 = Widowed

S_HSHLD

Who currently lives in your household?

I don't need to know their names, just their relationship to you.

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE. INCLUDE SPOUSE, CHILDREN, PARENTS, OTHER RELATIVES, FRIENDS, HOUSEMATES.

- 1 = LIVE ALONE
- 2 = A SPOUSE/PARTNER
- 3 = PARENTS/OTHER RELATIVES
- 4 = ROOMMATE/FRIEND (NOT PARTNER)
- 5 = CHILDREN/DEPENDENTS

S_NUMDEP

How many children are you [or your spouse] supporting?

RANGE (0-20):

S_INC00

How much did you earn from work in 2000?

RANGE (\$0 - \$3,000,000):

S_EXPEVR

What is the highest level of education you ever expect to complete?

INTERVIEWER: HIGHEST DEGREE ATTAINED SO FAR:
IF DO NOT EXPECT HIGHER LEVEL, ENTER CURRENT LEVEL/DEGREE

- 0 = NO DEGREE OR CERTIFICATE
- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE
- 3 = BACHELOR'S DEGREE
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA/MS)
- 7 = ADVANCED DEGREE - DOCTORATE OR FIRST-PROFESSIONAL
(PHD, EDD, MD, JD, DDS, ETC.)

S_DISTED

[If no new enrollment since last interview goto S_END]

While [you were] at [most recent undergraduate school]
[(as an undergraduate)]...

How many distance education courses [have you taken/did you take]?

(By distance education, I mean courses delivered
using live, interactive TV or audio, pre-recorded
TV or video, CD-ROM, or a computer-based system
such as the Internet, e-mail, or chat rooms.

Distance education does not include correspondence
courses.)

RANGE (0-50):

S_FORGN

While [you were] at [most recent undergraduate school]
[(as an undergraduate)]...

How many years of instruction [have you had/did you have]
in a single foreign language?

INTERVIEWERS: ROUND UP TO NEXT HIGHEST YEAR

RANGE (0-10):

S_END

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APPENDIX D

Data Collection Materials

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SAMPLE MEMBER LETTER

February 16, 2001

BPS FS2/«CAddr_ID»
Case «caseid»

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip»«zip4»

Dear «sPretty_name»:

I am writing to urge your continued participation in the Beginning Postsecondary Students (BPS) Longitudinal Study, which begins its second follow-up over the next few months. BPS gathers information on persistence in and completion of postsecondary education among people who first entered education after high school during the 1995/1996 academic year. Students were selected for BPS through the National Postsecondary Student Aid Study (NPSAS) which took place in 1996.

The results of previous BPS rounds have been used by policymakers to better understand the percentage of beginning students completing degree programs, the factors preventing students from completing degree programs, and the effects of financial aid and jobs on academic performance. The results of the second follow-up will provide more detailed information regarding these issues. As a participant in this study, your continued involvement is very important.

The second follow-up of BPS is sponsored by the U.S. Department of Education, National Center for Education Statistics (NCES). The study is being conducted for NCES by the Research Triangle Institute (RTI), a nationally recognized research organization located in North Carolina. Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected. Only a limited number of researchers will have access to information that could be used to identify individuals. The information collected can be used only for statistical purposes, and the misuse of the information will result in severe fines and punishment. Data will be combined to produce reports for Congress and others; no individual data will be reported.

An interviewer from RTI will call to conduct a telephone interview with you beginning in February 2001. The interview will take about 15 minutes to complete.

Your participation is completely voluntary and will not affect any financial aid or other benefits you receive. However, we do need your help in collecting these data. As you may remember, you were selected to represent many others. *Your responses are important* to making the results of this important study accurate and timely.

Appendix D. Data Collection Materials

Enclosed you will find a leaflet with a brief description of BPS, how you were selected, and confidentiality procedures. Additionally, we are gathering current telephone and address information to prepare for this study. ***Please take a few minutes to verify, correct, or update the enclosed Address Update Information Sheet and return it to RTI in the enclosed postage-paid envelope.*** If you have any questions about the study, please call the study's director, Dr. Jennifer Wine, at RTI. The toll-free number is 1-877-225-8470. If you would like to set up an appointment to be interviewed, please call Bobbie Parks, toll-free, at 1-800-472-6094. When calling in, please refer to Case ID 11681079.

We thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,



Gary W. Phillips
Acting Commissioner

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 103-382) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information which could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Paula Knepper, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

**SAMPLE MEMBER LETTER
SPANISH TRANSLATION**

<<CASEID>>

Nos gustaría animarle a usted a que continúe su participación en el Estudio Longitudinal de Estudiantes Comenzando Programas Postsecundarios (en inglés, Beginning Postsecondary Students Longitudinal Study o BPS), y la tercera serie de entrevistas para este estudio empezará en los próximos meses. Para el estudio BPS se recopila información acerca del empeño que demuestran los estudiantes para cumplir o terminar programas educativos postsecundarios entre estudiantes matriculados por primera vez en tales programas durante el año académico 1995/1996. Los estudiantes fueron seleccionados para participar en el estudio BPS por medio del Estudio Nacional sobre Asistencia Económica para Estudiantes en Escuelas Postsecundarias (en inglés, National Postsecondary Student Aid Study o NPSAS), el cual tuvo lugar en 1996.

Las personas encargadas de formular políticas utilizaron los resultados de las series de entrevistas de BPS pasadas para entender mejor el porcentaje de estudiantes que completan programas de educación postsecundaria, los factores que previenen que los estudiantes terminen los programas de título, y los efectos de asistencia económica y trabajo en el rendimiento académico. Los resultados de la tercera serie de entrevistas proporcionarán información más detallada sobre estos aspectos. Como participante en este estudio, su participación constante es muy importante.

El Centro Nacional de Estadísticas sobre la Educación (en inglés, National Center for Education Statistics or NCES), del Departamento de Educación de los Estados Unidos, patrocina la tercera serie de entrevistas de BPS. El Research Triangle Institute (RTI), un instituto de investigaciones a nivel nacional ubicado en Carolina del Norte, realiza el estudio para el NCES. Usted puede estar seguro que en NCES y RTI siguen procedimientos estrictos para proteger la privacidad de los participantes en estudios de investigación y la confidencialidad de la información recopilada. Solamente un número limitado de investigadores tendrán acceso a información que puede ser usada para identificar a los individuos. La información recopilada puede ser usada solamente para el propósito de formular estadísticas, y la mala utilización de la información resultará en multas graves y encarcelamiento. Los datos se combinarán para elaborar informes para el Congreso y otros grupos; no se reportarán datos de individuos en particular.

Los entrevistadores de RTI comenzarán a llamar a usted y a otros participantes en febrero del 2001 para realizar una entrevista por teléfono. La entrevista durará aproximadamente 15 minutos.

Su participación es completamente voluntaria y no afectará la asistencia económica u otros beneficios que usted reciba. Sin embargo, necesitamos su ayuda para recopilar estos datos. Como usted recuerda, usted fue seleccionado para representar a muchos otros. *Sus respuestas oportunas son importantes* para asegurar que los resultados de este estudio sean exactos.

Adjunto encontrará un folleto que contiene una descripción breve del estudio, así como información con respecto a la manera en que usted fue seleccionado y el procedimiento de confidencialidad. Además, estamos actualizando nuestra información sobre su dirección y número de teléfono para nuestra planificación de este estudio. ***Favor de tomar unos minutos para verificar, corregir, o poner al día el Formulario para Actualizar su Dirección adjunto y devolverlo al RTI en el sobre con franqueo postal ya pagado.*** Si tiene cualquier pregunta o preocupación acerca del estudio, favor de llamar a la directora del estudio, Dra. Jennifer Wine de RTI, al número telefónico gratuito 1-877-225-8470. Si desea hacer una cita para ser entrevistado, favor de llamar a Bobbie Parks al número telefónico gratuito 1-800-472-6094. Al momento de llamar, por favor mencione el número de identificación, 16401168.

Le agradecemos de antemano su participación y su colaboración en este estudio importante.

El Centro Nacional de Estadísticas sobre la Educación (siglas en inglés, NCES) del Departamento de Educación de los Estados Unidos está autorizado por la ley federal (Ley Pública 103-382) para realizar el Estudio Longitudinal de Estudiantes Comenzando Programas Post-secundarios. NCES autorizará solamente a un número limitado de investigadores a tener acceso a información que puede ser usada para identificar a los individuos. Los investigadores pueden utilizar los datos solamente para propósitos estadísticos y están sujetos a multas y encarcelamiento en caso de mala utilización.

De acuerdo a la Ley de Reducción de Papeleo de 1995, ninguna persona necesita responder a una recopilación de datos a menos que tenga un número válido de control otorgado por el OMB. El número válido de control otorgado por el OMB para esta recopilación de datos es el **1850-0631**, y esta recopilación de datos es completamente voluntaria. El tiempo requerido para completar la recopilación de la información está calculado en 15 minutos por respuesta, incluso el tiempo para revisar las instrucciones, buscar la información, juntar los datos necesarios, y completar y revisar la información recopilada. Si tiene cualquier comentario acerca de la exactitud del tiempo estimado o sugerencias para mejorar la entrevista, favor de escribir al Departamento de Educación de los Estados Unidos: U.S. Department of Education, Washington, DC 20006. Si tiene comentarios o preocupaciones con respecto a su entrevista particular, favor de escribir directamente a la Dra. Paula Knepper, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

SAMPLE MEMBER ADDRESS UPDATE FORM

**BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY
Address Update Information**

<<CASEID>>

Address and Telephone Information

A. *Previously, you provided us with the following address. If not currently correct, **please update your contact information** in the spaces provided.*

<fname> <mname> <lname> <suffix>
<addr1>
<addr2>
<city>, <state> <zip><zip4>

Name: _____

Address: _____

<sarea1> <sphone1>

BPS FS2/<<Addr_ID>>

City: _____ State/Zip: _____

Home phone: () _____ Work: () _____

Please check here if all information pre-printed in this section is **currently correct**.

B. *Please provide us with information on the best times (in your time zone) and dates for us to call.*

a. Which days are best for us to reach you? Sun Mon Tues Wed Thur Fri Sat

b. Best time to call (in your time zone): _____:_____ am pm through _____:_____ am pm

C. *If you have an electronic mail address that we can use to contact you, please provide it below.*

Electronic Mail Address: _____

***Thank you for your assistance and participation. This information is completely confidential.
Please return this page in the enclosed postage paid envelope.***

SAMPLE MEMBER ADDRESS UPDATE FORM-SPANISH TRANSLATION

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY
Formulario para Actualizar la Dirección del Domicilio

ESTUDIO LONGITUDINAL DE ESTUDIANTES COMENZANDO
PROGRAMAS POST-SECUNDARIOS
Formulario para Actualizar su Dirección

<<CASEID>>

Datos de Dirección y Número de Teléfono

A. *Nos dio anteriormente la siguiente dirección. Si no es correcto en la actualidad, **favor de poner al día** la información en el espacio proporcionado..*

«fname» «mname» «lname» «suffix»

Nombre: _____

«addr1»

«addr2»

«city», «state» «zip»«zip4»

Dirección: _____

«sarea1» «sphone1»

BPS FS2/«Addr_ID»

Teléfono particular: () _____

Trabajo: () _____

Favor de marcar aquí si toda la información ya imprimida en esta sección es ***actualmente correcta***.

B) *Por favor nos provea con información acerca de la hora más conveniente (en su huso horario) recibir nuestra llamada..*

a. La hora más conveniente (en su huso horario): _____:_____ am pm *hasta*

_____:_____ am pm

b. Los días más convenientes?

Domingo Lunes Martes Miércoles Jueves Viernes Sábado


C. *Si tiene una dirección de correo electrónico que podemos usar para ponernos en contacto con usted, por favor escribala en el espacio a continuación.*

Dirección de Correo Electrónico: _____

Le agradecemos su asistencia y su participación. Esta información se mantendrá estrictamente confidencial.

Favor de devolver esta página en el sobre sellado adjuntado.

BPS STUDY LEAFLET



Beginning Postsecondary Students Longitudinal Study

As a participant in BPS in 1996 and/or 1998, you helped researchers better understand the issues related to postsecondary education and employment.

Equally important though, are the experiences that you have had from 1998 to the present. With this thought in mind, we are asking for your participation in the second follow-up of the Beginning Postsecondary Students Longitudinal Study.

Anticipating that you may have questions regarding BPS, we have prepared this leaflet. Inside, you will find answers to the questions below. If you have additional questions or concerns about the study, please contact the BPS Project Director or Project Officer listed on the back of this leaflet.

What is BPS?
Who is conducting the study?
Why should I participate?
How will the data be used?
When will the study be conducted?
Will my answers be kept **Confidential**?
How long is the interview?
Can I get a copy of the **Results**?

Where Can I Get More Information About BPS?

If you have any questions or concerns about the study, please contact the BPS Project Director or Project Officer:

BPS Project Director: Dr. Jennifer Wine 877-225-8470 (toll free)	NCES Project Officer: Dr. Paula Knepper 202-502-7367
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You may also contact us by:
E-mail: BPS@rti.org
Fax: 919-541-7014
TDD: 877-212-7230
(toll free)


If you have questions about your rights as a participant, please contact:
Dr. Wendy Visscher
Research Triangle Institute
1-800-334-8571

For more information, please visit the BPS website at: <http://nces.ed.gov/surveys/bps>

September 2000
7635-312

Beginning Postsecondary Students Longitudinal Study

Questions
Answers



Conducted for:
National Center for Education Statistics
U.S. Department of Education

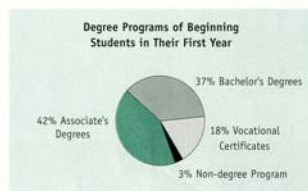
Conducted under contract by:
Research Triangle Institute
Research Triangle Park, NC 27709-2194

What is BPS?

The Beginning Postsecondary Students study is designed specifically to collect data about persistence in and completion of postsecondary education. The study includes people who first entered postsecondary institutions—community colleges, 4-year colleges, universities, and vocational schools—in the 1995-96 academic year, and participated in the National Postsecondary Student Aid Study. The BPS participants are interviewed at two to three year intervals throughout their education and entry into the work force. We are now asking for your participation in the second follow-up of the study.

As a participant in the study, you provide information that is combined with the information collected from others to produce national statistics used by education policy makers at the local, state, and national level. For example, we learned that during your first year of postsecondary education:

- 70% worked while enrolled
- 60% received financial aid, averaging \$4,900
- 52% were enrolled full-time
- 50% aspired to obtain an advanced degree and
- 33% participated in community service or volunteer activities.



Source: U.S. Department of Education, National Center for Education Statistics.

Who is conducting the study?

The study is conducted for the U.S. Department of Education's National Center for Education Statistics by the Research Triangle Institute (RTI) in North Carolina. RTI is assisted by MPR Associates, located in Berkeley, California. BPS is authorized by federal law PL103-382. The Office of Management and Budget (OMB) clearance number is 1850-0631.

Why should I participate?

By participating, you have the opportunity to inform researchers, counselors, and others about the effects of postsecondary education on the lives of people. This study helps us to determine:

- What percentage of beginning students complete their degree programs?
- What factors prevent students from completing their programs, and what can be done to help them?
- Do students receiving financial aid complete their programs in the same length of time as those who do not receive financial aid? Would increasing the amount of financial aid improve program completion rates?
- How long does it take students to complete various types of degree programs?

How will the data be used?

Policy makers at all levels use the data you provide to make and revise education policies and programs that affect students in postsecondary institutions. Researchers from a variety of fields use the data to look at persistence in and completion of postsecondary education programs, and the relationship between education and work.

When will the study be conducted?

This BPS follow-up study will be conducted in the winter/spring of 2001. The study includes about 12,000 individuals.

Will my answers be kept Confidential?

The information you provide will be used for research purposes only. Your responses will be kept confidential, and nothing you say will ever be reported in a way that allows you to be identified. Your data will be combined with data from other participants to produce statistical reports for Congress and other policy makers.

Specific procedures that have been implemented to ensure your confidentiality include:

- All project staff and researchers with access to study data are liable to severe fines and imprisonment for any disclosure of individual responses.
- All electronic data are maintained in secure and protected files. All personally identifying information is removed from files containing descriptive information, and researchers can only use the files with descriptive information.

These procedures have been reviewed and approved by the federal government and RTI's committee for the Protection of Human Rights.

How long is the interview?

The interview will last approximately 15 minutes. When we call, you can immediately complete the interview or schedule an appointment for a time that is convenient for you. Participation in this study is voluntary. However, your participation is essential to make BPS a success.

Can I get a copy of the Results?

The results are scheduled to be released in the fall of 2002 and will be posted on the BPS website (<http://nces.ed.gov/surveys/bps>) as soon as they are available.

BPS STUDY LEAFLET-SPANISH TRANSLATION

Beginning Postsecondary Students Longitudinal Study

Como un participante en BPS en 1996 y/o 1998, usted ha ayudado a los investigadores a entender mejor los asuntos relacionados con la educación post-secundaria y con el empleo.

Sin embargo las experiencias que ha tenido desde 1998 al presente son igualmente importantes. Teniendo esto en cuenta, estamos solicitando su participación en la tercera etapa del Estudio Longitudinal de Estudiantes Comenzando Programas Post-secundarios.

Sabiendo que tenga preguntas en cuanto al BPS, hemos preparado este folleto. Por dentro, encontrará las respuestas a las preguntas siguientes. Si tiene más preguntas o preocupaciones acerca del estudio, favor de ponerse en contacto con la Directora del Proyecto BPS o la Funcionaria del Proyecto listadas al dorso del folleto.

¿Qué es el BPS?

¿Quién está llevando a cabo el estudio?

¿Por qué debo participar?

¿En qué manera se usarán los datos?

¿Cuándo se realizará el estudio?

¿Se mantendrán mis respuestas **confidenciales**?

¿Cuánto tiempo dura la entrevista?

¿Puedo obtener una copia de los **Resultados**?

¿Dónde Puedo Obtener Más Información Acerca del BPS?

Si tiene cualquier pregunta o preocupación acerca del estudio, por favor pongase en contacto con la Directora del Proyecto BPS o la Funcionaria del Proyecto:

Directora del Proyecto BPS en RTI:
Dra. Jennifer Wine
1-877-225-8470 (Línea Gratis)

Funcionaria del Proyecto en NCES:
Dra. Paula Knepper
202-502-7367

Además, puede ponerse en contacto con nosotros al:
Correo electrónico: BPS@rti.org
Fax: 919-541-7014
TDD: 1-877-212-7230 (Línea Gratis)

Si tiene preguntas acerca de sus derechos como participante, por favor pongase en contacto con:
Dra. Wendy Visscher
Research Triangle Institute
1-800-334-8571

Para obtener información adicional acerca del BPS y otros estudios de educación, por favor visite a la sede web de NCES:
<http://nces.ed.gov>

Septiembre 2009
7625-332

Beginning Postsecondary Students Longitudinal Study

Preguntas | Respuestas



Llevado a cabo para:
National Center for Education Statistics (NCES)
U.S. Department of Education

Realizado bajo contrato por:
Research Triangle Institute (RTI)
Research Triangle Park, NC 27709-2194

¿Qué es el BPS?

El Estudio Longitudinal de Estudiantes Comenzando Programas Post-Secundarios es diseñado específicamente para recopilar datos relacionados al empeño del estudiante y el título obtenido en la educación post-secundaria. Este estudio involucra a las personas que comenzaron sus estudios post-secundarios—en una escuela politécnica, un junior college, o una universidad—durante el año académico 1995-96. Además estos estudiantes participaron en el Estudio Nacional sobre Asistencia Económica para Estudiantes en Escuelas Post-secundarias (las siglas en inglés, NPSAS). Se entrevistan los participantes del BPS a intervalos de dos a tres años a lo largo de toda su educación y su entrada en la fuerza laboral. Ahora, estamos solicitando su participación en la tercera etapa del Estudio Longitudinal BPS.

Como un participante en el estudio, proporcionará usted información que se integrará en la información de otros entrevistados para elaborar estadísticas nacionales que usarán las personas encargadas de formular la política a nivel municipal, estatal y nacional. Por ejemplo, aprendimos que durante su primero año de educación post-secundaria:

- 70% trabajaron mientras estaban matriculados
- 60% recibieron asistencia económica, promedio \$4,900
- 52% fueron matriculados a tiempo completo
- 50% aspiraron a lograr un título avanzado
- 33% participaron en servicio a la comunidad o actividades de voluntarios

Programas de título de Estudiantes de Primer Año



Fuente: U.S. Department of Education, National Center for Education Statistics.

¿Quién

está llevando a cabo el estudio?

BPS se está llevando a cabo por el Research Triangle Institute (RTI), ubicado en Carolina del Norte, de parte del Centro Nacional de Estadísticas sobre la Educación (NCES) del Departamento de Educación Federal de los EE.UU. MPR Associates, ubicado en Berkeley, California, está ayudando a RTI en el estudio. BPS está autorizado por la ley federal PL103-382. El número de autorización del Oficio de Administración y Presupuesto (OMB) es 1850-0631.

¿Por qué

debo participar?

Por su participación, tiene usted la oportunidad de informar a los científicos, los consejeros y otros acerca de los efectos de la educación post-secundaria en las vidas de individuos. Este estudio nos ayudará a determinar:

- ¿Qué porcentaje de estudiantes comenzando sus estudios post-secundarios completan sus títulos?
- ¿Cuáles factores impiden que estudiantes completen sus programas de estudio, y qué se puede hacer para ayudarlos?
- ¿Es que los estudiantes que reciben asistencia económica completan sus programas de estudio en el mismo periodo de tiempo como los que no reciben asistencia económica?
- ¿Mejoraría la tasa de los que obtienen sus títulos si se aumentara la cantidad de asistencia económica?
- ¿Cuánto tiempo se demoran estudiantes en completar diferentes clases de programas de estudio?

¿En qué

manera se usarán los datos?

Las personas encargadas de formular políticas a todos niveles usan los datos que usted proporciona para producir y revisar programas y políticas de educación que afectan a los estudiantes que asisten a institutos post-secundarios. Científicos con especialidades diferentes usan los datos para estudiar el empeño del estudiante y el título obtenido en programas de educación post-secundaria y la relación entre la educación y el trabajo.

¿Cuándo se realizará el estudio?

Esta etapa del BPS se llevará a cabo durante el invierno y la primavera del año 2001. El estudio incluye aproximadamente 12,000 personas.

¿Se mantendrán mis respuestas confidenciales?

Todos los datos que proporciona usted se usarán sólo para el propósito de investigación. Sus respuestas son confidenciales y nada que dice usted será reportado en una manera que lo/la identifica. Sus datos se juntarán con los de otros participantes para producir informes estadísticos para el Congreso y otros.

Hemos implementado un procedimiento específico para asegurar que se mantengan confidenciales los datos, el cual incluye:

- Todo el personal y los científicos que tienen acceso a los datos del estudio están sujetos a multas graves y encarcelamiento debido a revelación de respuestas de individuos.
- Todos los datos electrónicos se mantienen en archivos seguros y protegidos. Además, toda información personal que pueda identificar a un participante está en archivos separados de los que contienen información descriptiva. Los científicos tienen acceso solamente a la información descriptiva.

Este procedimiento ha sido revisado y aprobado por el gobierno federal y el Comité para la Protección de Participantes en Estudios de Investigación del RTI.

¿Cuánto tiempo dura la entrevista?

La entrevista dura aproximadamente 15 minutos. Cuando lo/la llamamos, usted puede realizar la entrevista inmediatamente o puede hacer una cita a una hora que se convenga a usted. Participación en este estudio es voluntaria. Sin embargo su participación es imprescindible para asegurar el éxito del BPS.

¿Puedo obtener una copia de los Resultados?

Está previsto hacer públicos los resultados a partir del otoño del año 2002. Tan pronto como estén disponibles, puede obtenerlos en la sede web del BPS (<http://nces.ed.gov/surveys/bps>).

PARENT/OTHER CONTACT LETTER

«caseid»

September 25, 2000

BPS FS1/«CAddr_ID»

«CFname»«CMname» «CLname»«Csuffix1»
«CAddr1»
«CAddr2»
«CCity», «CState» «CZip» «CZip4»

Dear «Cpfname» «Cplname»:

In 1996, «sPfname» «sPlname» was selected to participate in the Beginning Postsecondary Students Longitudinal Study (BPS:96). Students who first began their postsecondary education in the 1995-96 academic year were selected to participate in BPS through the National Postsecondary Student Aid Study (NPSAS) which took place in 1996. BPS collects information, over time on these students' postsecondary experiences, work while enrolled, persistence, degree completion, and employment following enrollment. The enclosed leaflet, which describes BPS and some of its early findings, was designed for study participants and others interested in BPS.

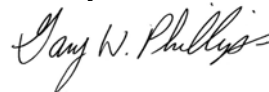
The National Center for Education Statistics (NCES) of the U.S. Department of Education and the Research Triangle Institute (RTI) are conducting the second follow-up of BPS at this time. We will be re-contacting study participants beginning in January 2001 to ask questions about their education and employment experiences since the last time we spoke with them. We are seeking your help now in updating our records. «sPfname» has already participated in this important longitudinal study. When we last talked to «sPfname», «pronoun1» listed you as someone who would always know how to get in touch with «pronoun2».

Your help in updating our records will ensure the success of the study. Only a limited number of people were selected for the study. Therefore, each person selected represents many others, and it is extremely important that we be able to contact them. ***Please take a few minutes to verify, correct, or update the enclosed Address Update Information sheet and return it to RTI in the enclosed postage paid envelope.*** (If you prefer, you can fax the corrected Address Update Information Sheet to 1-919-541-7014.)

Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected. If you have any questions about the study, please call the study's director, Dr. Jennifer Wine, at RTI. The toll-free number is 1-877-225-8470.

We sincerely appreciate your assistance and thank you in advance for helping us conduct this important study.

Sincerely



Gary W. Phillips
Acting Commissioner

**PARENT/OTHER CONTACT LETTER
SPANISH TRANSLATION**

<<CASEID>>

TRADUCCIÓN AL ESPAÑOL DE LA CARTA DE GARY PHILLIPS

En 1996, el/la estudiante listado/a al dorso de esta hoja fue seleccionado/a para participar en el Estudio Longitudinal de Estudiantes Comenzando Programas Post-secundarios (las siglas en inglés, BPS:96). Estudiantes que comenzaron su educación post-secundaria en el año académico 1995-96 fueron seleccionados para participar en BPS mediante el Estudio Nacional Sobre Asistencia Económica para Estudiantes en Escuelas Post-Secundarias (NPSAS, en inglés) que tuvo lugar en 1996. BPS recopila información, a lo largo, acerca de las experiencias post-secundarias de estos estudiantes, su empleo mientras están matriculados, su empeño, el título obtenido, y su empleo después de estar matriculados. El folleto adjuntado describe a BPS y algunas de las primeras conclusiones y fue planeado para los participantes del estudio y otras personas que tienen interés en BPS.

El Centro Nacional de Estadísticas sobre la Educación (las siglas en inglés, NCES) del Departamento de Educación Federal de los EE.UU. y el Research Triangle Institute (RTI) están llevando a cabo la tercera etapa de BPS en este momento. Comenzaremos a ponernos en contacto otra vez con los participantes del estudio en enero del 2001 para hacerles preguntas acerca de sus experiencias en cuanto a su educación y su trabajo desde la última vez que hablamos con ellos. Estamos solicitando su ayuda ahora para actualizar nuestros archivos. Este estudiante ya ha participado en este estudio longitudinal importante. Se nos dio su nombre como una persona que siempre sabría cómo ponerse en contacto con este estudiante.

Su ayuda en el proceso de actualizar nuestros archivos asegurará el éxito del estudio. Solo un número limitado de personas fueron seleccionadas para el estudio. Por lo tanto cada persona representa a muchas otras y es importante que podamos comunicarnos con ellos. ***Favor de tomar un minuto para verificar, corregir, o poner al día el Formulario para Actualizar la Dirección del Domicilio adjuntado y devolverlo al RTI en el sobre sellado adjuntado.*** (Si prefiere usted, puede faxear el Formulario Para Actualizar la Dirección del Domicilio completado al 1-919-541-7014.)

Tenga por seguro que el NCES y el RTI siguen un procedimiento estricto de confidencialidad para proteger la privacidad de participantes de estudios y la confidencialidad de la información recopilada. Si tiene cualquier pregunta acerca del estudio, favor de llamar a la directora del estudio, Dra. Jennifer Wine, del RTI. El número telefónico gratuito es 1-877-225-8470.

Sinceramente, le agradecemos de antemano su asistencia y su ayuda en la realización de este estudio importante.

PARENT/OTHER CONTACT ADDRESS UPDATE FORM

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY

Address Update Information - Friend/Relative

«CASEID»

Address and Telephone Information

A. This is the address and telephone number «sPfname» «sPlname» provided previously. If not currently correct, **please update** in the space provided.

«SFname» «SMname»«SLname»«Ssuffix1»
 «SAddr1»
 «SAddr2»
 «SCity», «SState» «SZip»«SZip4»
 «sarea1» «sphone1»

Name: _____

Address: _____

BPS FS1/«SAddr_ID»

Home phone: () Work: ()

Please

Please check here if **you do not know** if this information is currently correct.

B. This is what we were given as **your** address and telephone number. If not currently correct, **please update** in the space provided.

«CFname» «CMname»«CLname» «Csuffix1»
 «CAddr1»
 «CAddr2»
 «CCity», «CState» «CZip»«CZip4»
 «careal» «cphone1»

Name: _____

Address: _____

BPS FS1/«CAddr_ID»

Home phone: () Work: ()

Please check here if all information pre-printed in this section is **currently correct**.

C. If «sPlname» has an electronic mail address that we can use to contact her, please provide it here.

Electronic Mail Address: _____

***Thank you for your assistance and participation. This information is completely confidential.
 Please return this page in the enclosed postage paid envelope.***

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY
Formulario para Actualizar la Dirección del Domicilio

«CASEID»

Datos de Dirección y Número de Teléfono

- A. *Lo que sigue es la dirección y el número de teléfono que <Student FName> nos dio anteriormente. Si no es correcto en la actualidad, **favor de poner al día** la información en el espacio proporcionado.*

«SFname» «SMname»«SLname» «Ssuffix1»
«SAddr1»
«SAddr2»
«SCity», «SState» «SZip»«SZip4»

Nombre: _____

Dirección: _____

«sarea1» «sphone1»

Teléfono particular: () _____

BPS FT1/«SAddr_id»

Trabajo: () _____

- Favor de marcar aquí si toda la información ya imprimida en esta sección es **actualmente correcta**.
- Favor de marcar aquí si **no sabe usted** si toda la información es actualmente correcta.
-

- B. *Lo que sigue es la dirección y el número de teléfono que recibimos para ponernos en contacto con **usted**. Si no es correcto en la actualidad, **favor de poner al día** la información en el espacio proporcionado.*

«SFname» «SMname»«SLname» «Ssuffix1»
«SAddr1»
«SAddr2»
«SCity», «SState» «SZip»«SZip4»

Nombre: _____

Dirección: _____

«sarea1» «sphone1»

Teléfono particular: () _____

BPS FS1/«CAddr_ID»

Trabajo: () _____


- Favor de marcar aquí si toda la información ya imprimida en esta sección es **actualmente correcta**.
-

- C. *Si <Student FName> tiene una dirección para correo electrónico que podemos usar para ponernos en contacto con ella, favor de escribirla en el espacio proporcionado.*

Correo electrónico: _____

Le agradecemos su asistencia y su participación. Esta información se mantendrá estrictamente confidencial. Favor de devolver esta página en el sobre sellado adjuntado.

BPS STUDY POSTCARD



Beginning
Postsecondary
Students Longitudinal Study (BPS:1996/2001)

**To be interviewed for BPS, please call
Research Triangle Institute *toll free* at:**

1-800-334-2321

Ask for Bobbie Parks.

Thank you for your continued participation in BPS.

If you have any questions or concerns about the study, please contact the BPS Project Director or Project Officer:

RTI Project Director: Dr. Jennifer Wine 877-225-8470 (toll free)	NCES Project Officer: Dr. Paula Knepper 202-502-7367
---	--

Dear «Cpfname» «Cplname»:

In October 2000, you received information about the *Beginning Postsecondary Students Longitudinal Study* (BPS), being conducted by the Research Triangle Institute (RTI) on behalf of the U.S. Department of Education's National Center for Education Statistics. In about a week, RTI will start interviewing all past participants in BPS.


«sPfname» «sPlname» has been a participant in the past. Therefore, we are asking you to forward the top portion of this card to «sPfname» so that «pronoun1» may call in to complete «pronoun2» interview. The card provides a contact name and toll free number for RTI's telephone survey unit.

If you have any questions or concerns about the study, please contact the BPS Project Director or Project Officer:

RTI Project Director: Dr. Jennifer Wine 877-225-8470 (toll free)	NCES Project Officer: Dr. Paula Knepper 202-502-7367
---	--

Thank you for your cooperation.

BPS STUDY POSTCARD – SPANISH TRANSLATION

	Estudio Longitudinal de Estudiantes Comenzando Programas Post-secundarios (siglas en inglés, BPS:1996/2001)
<p>Para completar la entrevista de BPS, por favor llame al Research Triangle Institute <i>gratis</i> al:</p> <p>1-800-334-2321</p> <p>Pregunte por Bobbie Parks.</p>	
Si tiene alguna pregunta o preocupación con respecto al estudio, por favor comunicarse con la Directora del Proyecto o la Funcionaria del Proyecto:	
Directora del Proyecto en RTI: Dra. Jennifer Wine 877-225-8470 (gratis)	Funcionaria del Proyecto en NCES: Dra. Paula Knepper 202-502-7367

Estimado/a <Parent/Contact name>:

En octubre de este año, usted recibió información con respecto al ***Estudio Longitudinal de Estudiantes Comenzando Programas Post-secundarios*** (BPS, siglas en inglés), el cual Research Triangle Institute está realizando de parte del Centro Nacional de Estadísticas sobre la Educación del Departamento de Educación de los EE.UU. En una semana más o menos, RTI comenzará las entrevistas de todos los participantes que tomaron parte anteriormente en BPS.

<name fill> participó en BPS anteriormente. Por lo tanto, estamos pidiéndole que usted envíe la parte superior de esta tarjeta al <fill first name> para que <él/ella> pueda llamarnos para completar su entrevista. Esta tarjeta proporciona el nombre de la persona a quien contactar y el número telefónico gratis del centro de entrevistas telefónicas de RTI.

Si tiene alguna pregunta o preocupación con respecto al estudio, por favor comunicarse con la Directora del Proyecto o la Funcionaria del Proyecto:

Directora del Proyecto en RTI: Dra. Jennifer Wine 877-225-8470 (gratis)	Funcionaria de Proyecto en NCES: Dra. Paula Knepper 202-502-7367
--	--

Le agradecemos su colaboración.

INCENTIVE OFFER LETTER—HARD TO REACH CASES

BPS ID: «caseid»

July 17, 2001

BPS FT14/«Addr_ID»

«fname» «mname»«lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «sPretty_name»:

On behalf of the U.S. Department of Education, we would like to interview you for the Beginning Postsecondary Students Longitudinal Study (BPS:1996/2001). However, we have been unable to reach you by telephone. We realize that there are many demands for your time and that you have other priorities, but we wish to point out that the study, begun in 1996, is dependent on following the same group of students over time. Your experiences during and after college have been unique; we cannot simply replace your experiences with those of someone else. Because of this, your participation in BPS:1996/2001 is very important.

Can you please take a few minutes of your time and call us [toll free] at 1-800-334-2321 for a brief interview about your education, employment, and life experiences. All of your responses will be held in strict confidence, and no information that could identify you will be released. As a thank you, **we have enclosed \$5**. When you call and complete your interview, **we will send you an additional \$15**. Please ask for Bobbie Parks and give the BPS ID number printed in the top right corner of this letter when you call.

Please do not hesitate to contact me by telephone at 1-877-225-8470 or via e-mail at jennifer@rti.org if I can provide any additional information or assistance about the study or your interview.

Thank you for your time and willingness to participate.

Sincerely,



Jennifer Wine, Ph.D.
Project Director

**INCENTIVE OFFER LETTER—HARD TO REACH CASES
SPANISH TRANSLATION**

BPS ID: <<caseid>>

Nos gustaría entrevistarle para el Estudio Longitudinal de Estudiantes Comenzando Programas Post-Secundarios (en inglés, Beginning Post-Secondary Students Longitudinal Study o BPS: 1996/2001), de parte del Departamento de Educación de los Estados Unidos. Desafortunadamente, no hemos logrado comunicarnos con usted por teléfono para realizar la tercera entrevista del estudio. Sabemos que tiene muchas obligaciones y exigencias, pero deseamos recordarle que el estudio se administra desde 1996 y su éxito depende de entrevistar al mismo grupo de estudiantes por la duración del estudio. Sus respuestas representan las de otros estudiantes como usted quienes no tendrán la oportunidad de participar. Si no responde, perdemos su información y la de otros como usted. La información que provee se usa para ayudar en el desarrollo de política respecto a educación post-secundaria. Por consiguiente, su participación en BPS: 1996/2001 es muy importante.

Favor de tomar unos minutos de su tiempo para llamarnos [gratuitamente] al número 1-800-334-2321 para realizar una entrevista breve sobre su educación, su empleo, y sus experiencias en la vida. Todas sus respuestas se mantienen en confianza, y no se hacen públicos los datos que pueden identificarlo a usted. Para demostrar nuestro agradecimiento, **hemos adjuntado \$5**. Una vez que nos llame y complete su entrevista, **le enviaremos \$15 más**. Por favor pida hablar con Bobbie Parks e indique el número de identificación de BPS imprimido en la esquina derecha superior de esta página cuando llame.

Si desea más información o asistencia respecto al estudio o a su entrevista, favor de comunicarse con la directora del estudio, Dra. Jennifer Wine, por teléfono al número 1-877-225-8470 o por correo electrónico a la dirección jennifer@rti.org.

Le agradecemos su tiempo y por estar dispuesto(a) a participar.

INCENTIVE OFFER LETTER—REFUSAL CASES

BPS ID: «caseid»

July 17, 2001

BPS FT13/«Addr_ID»

«fname» «mname». «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «sPretty_name»:

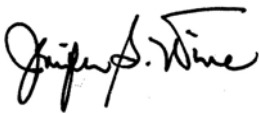
I understand that you recently spoke with a member of our project staff for the Beginning Postsecondary Students Longitudinal Study (BPS:1996/2001) that we are conducting for the U.S. Department of Education. We realize that there are many demands for your time and that you have other priorities, but we wish to point out that the study began in 1996 and is dependent on following the same group of students over time. You represent many other students like yourself, and if you do not respond, we lose not just your information, but that of those like you. The information you provide is used to help develop policy related to participation in higher education. Because of this, your participation in BPS:1996/2001 is very important.

Can you please take a few minutes of your time and call us [toll free] at 1-800-472-6094 for a brief interview about your education, employment, and life experiences. All of your responses will be held in strict confidence, and no information that could identify you will be released. As a thank you, **we have enclosed \$5**. When you call and complete your interview, **we will send you an additional \$15**. Please ask for Casey Reed and give the BPS ID number printed above when you call.

Please do not hesitate to contact me by telephone at 1-877-225-8470 or via e-mail at jennifer@rti.org if I can provide any additional information or assistance about the study or your interview.

Thank you for your time and willingness to participate.

Sincerely,



Jennifer Wine, Ph.D.
Project Director

**INCENTIVE OFFER LETTER—REFUSAL CASES
SPANISH TRANSLATION**

<<CASEID>>

Entiendo que recientemente usted habló con un miembro del personal del Estudio Longitudinal de Estudiantes Comenzando Programas Post-Secundarios (en inglés, Beginning Post-Secondary Students Longitudinal Study o BPS: 1996/2001) que estamos realizando de parte del Departamento de Educación de los Estados Unidos. Sabemos que tiene muchas obligaciones y exigencias, pero deseamos recordarle que el estudio se administra desde 1996 y su éxito depende de entrevistar al mismo grupo de estudiantes por la duración del estudio. Sus respuestas representan las de otros estudiantes como usted quienes no tendrán la oportunidad de participar. Si no responde, perdemos su información y la de otros como usted. La información que provee se usa para ayudar en el desarrollo de política respecto a educación post-secundaria. Por consiguiente, su participación en BPS: 1996/2001 es muy importante.

Favor de tomar unos minutos de su tiempo para llamarnos [gratuitamente] al número 1-800-334-2321 para realizar una entrevista breve sobre su educación, su empleo, y sus experiencias en la vida. Todas sus respuestas se mantienen en confianza, y no se hacen públicos los datos que pueden identificarlo a usted. Para demostrar nuestro agradecimiento, **hemos adjuntado \$5**. Una vez que nos llame y complete su entrevista, **le enviaremos \$15 más**. Por favor pida hablar con Casey Reed e indique el número de identificación de BPS impreso en la esquina derecha superior de esta página cuando llame.

Si desea más información o asistencia respecto al estudio o a su entrevista, favor de comunicarse con la directora del estudio, Dra. Jennifer Wine, por teléfono al número 1-877-225-8470 o por correo electrónico a la dirección jennifer@rti.org.

Le agradecemos su tiempo y por estar dispuesto(a) a participar.

INCENTIVE PAYMENT LETTER

<<CASEID>>

July 17, 2001

<<name>>

<<address>>

<<city>>, <<state>> <<zip>>

Dear <<name>>

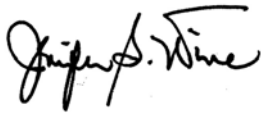
On behalf of the U.S. Department of Education and the staff of the Beginning Postsecondary Students Longitudinal Study, I would like to thank you for completing the final follow-up interview. Your input into this study has been very important to our ultimate success.

Enclosed you will find a check for \$15 to reimburse you for your time completing the interview.

Please do not hesitate to contact me directly at 1-877-225-8470 if I can provide any additional information or assistance about the study or your interview.

Again, thank you for your time and willingness to participate.

Sincerely,

A handwritten signature in black ink that reads "Jennifer Wine". The signature is written in a cursive style with a large initial "J" and a long horizontal stroke at the end.

Jennifer Wine, Ph.D.
Project Director

**INCENTIVE PAYMENT LETTER
SPANISH TRANSLATION**

<<CASEID>>

Me gustaría agradecerle su colaboración en la tercera entrevista del Estudio Longitudinal de Estudiantes Comenzando Programas Post-Secundarios (en inglés, Beginning Post-Secondary Students Longitudinal Study o BPS: 1996/2001), de parte del Departamento de Educación de los Estados Unidos y del personal del proyecto BPS: 1996/2001. Su participación en la encuesta es importante para el éxito del estudio.

Adjuntado encuentre un cheque por \$15 para reembolsarle su tiempo para completar la entrevista.

Si desea más información o asistencia respecto al estudio o a su entrevista, favor de comunicarse con la directora del estudio, Dra. Jennifer Wine, por teléfono al número 1-877-225-8470.

Le agradecemos otra vez su tiempo y por estar dispuesto(a) a participar.

E-MAIL LETTER

BPS ID:<<CASEID>>

Dear <<name>>

Hello, my name is Jennifer Wine, and I am Project Director for the Beginning Postsecondary Students Longitudinal Study 1996/2001 (BPS:1996/2001) that is currently being conducted for the U.S. Department of Education by Research Triangle Institute (RTI) in North Carolina.

BPS is the third of three interviews with students like you who began their college education during the 1995-1996 school year. The study collects information on your progress through school, as well as your life and work experiences during and after school. The results from the BPS study will be used to make policy decisions affecting all postsecondary students.

Your response is very important to the success of this study; unfortunately, we have been unable to reach you by telephone. Please respond to my e-mail by providing the most convenient time and location for us to reach you. Be sure to include your phone number. You may also call in to RTI for an interview at 1-800-472-6094. Ask for Bobbie Parks when you call and give the receptionist the ID number located in the top right corner of this message.

Any interview responses you provide will be kept strictly confidential and will not be released in any way that allows you to be identified.

If you have any questions about BPS or your participation, you may reply to this message or contact me directly at 1-877-225-8470. Thank you for your continued participation in this important study.

Jennifer Wine, Ph.D.

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Telephone and Field Interviewer Training Materials

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BPS:1996/2001
TELEPHONE INTERVIEWER TRAINING AGENDA
February 26 – 27, 2001

Monday, February 26, 2001 9:00 a.m. – 5:00 p.m.

Welcome and Introduction of Telephone Interviewers 9:00 a.m. – 9:45 a.m.

- Topic 1 Overview of BPS (Power Point Presentation)
(*Jennifer Wine, Project Director, RTI's Education Surveys Program*)
- Remarks from Project Officer
- Topic 2 Overview of the Training Session
(*Jeff Franklin, Data Collection Task Leader, RTI's Survey Research Division*)
 - Training agenda and rules
- Topic 3 Confidentiality and Informed Consent
(*Dana Citrowske Deneui, CATI Support, RTI's Survey Research Division*)
 - Review Signed forms

BPS Full-Scale Interviewing 9:45 a.m. – 10:30 a.m.

- Topic 4 Demonstration Interview: Audiotaped with
(*Jeff Franklin*)
 - Dataview projection of screens
- Topic 5 Question and Answer sheet review (round robin)
(*Dana Citrowske Deneui*)

BREAK 10:30 a.m. – 10:45 a.m.

BPS Full-Scale Interviewing (Continued) 10:45 a.m. – 12:15 p.m.

- Topic 6 BPS Questionnaire Review of Q-by-Qs
(*Jennifer Wine / Ruth Heuer*)
- Round Robin Mock Interview
(*Conduct section by section*)

LUNCH BREAK 12:15 p.m. – 1:15 p.m.

- BPS Full-Scale Interviewing (Continued)** 1:15 p.m. – 2:45 p.m.
- Topic 6 BPS Questionnaire Review of Q-by-Qs (*continued*)
(Jennifer Wine / Ruth Heuer)
 - Round Robin Mock Interview
(Conduct section by section)

BREAK.....2:45 p.m. – 3:00 p.m.

- BPS Full-Scale Interviewing (Continued)** 3:00 p.m. – 5:00 p.m.
- Topic 7 UserExit Review and Practice
(Talbric Francis)
 - For each (IPEDS; Major; Occ/Industry):
 - ◊ Conceptual overview diagram
 - ◊ Screen-by-screen review on dataview
 - ◊ Hands-on navigation practice
 - Topic 8 Round Robin Mock #2
(Dana Citrowske Deneui)

Tuesday, February 27, 2001.....9:00 a.m. – 3:00 p.m.

- BPS Full-Scale Interviewing (Continued)** 9:00 a.m. – 10:00 a.m.
- Question and Answer sheet review
 - (round robin)
 - Topic 9 BPS Front End Module
(Jeff Franklin)
 - Overview of Contacting/locating procedures
 - Intro to roster line concept (on data view)
 - QxQ Review
 - Examples on Dataview
 - BPS Front End Practice

BREAK.....10:00 a.m. – 10:15 a.m.

Appendix E: Telephone and Field Interviewer Training Materials

BPS Full-Scale Interviewing (Continued)

10:00 a.m. – 12:00 noon

- Topic 10 Round Robin Mock #3
(Jeff Franklin)
- Topic 11 Refusal Avoidance
(Jeff Franklin)
- Topic 12 Quality Control Procedures
(Jeff Franklin)
 - Monitoring
 - Reporting problems/Electronic Problem Sheets- QC Meetings

LUNCH BREAK.....12:00 p.m. – 1:00 p.m.

BPS Full-Scale Interviewing (Continued)

1:00 p.m. – 3:00 p.m.

- Topic 13 More UserExit Practice and Coding
(Talbric Francis)
- Topic 14 Certification Interview
(Dana Citrowske Deneui)
 - paired mock
- Topic 15 Question and Answer Session/Final Remarks
(Jennifer Wine / Jeff Franklin)

BPS:1996/2001
FIELD INTERVIEWER TRAINING AGENDA
May 17-21, 2001
RTI Project Number: 7625-335

Thursday, May 17

Regal University, 6:00 pm - 8:30 pm

REGISTRATION/RECEPTION		60 minutes	6:00p-7:00p
	<ul style="list-style-type: none">- Introductions- Headway Administrative forms- RTI Identification photos		
Topic 1	Welcome and Introduction to BPS:96/2001	60 minutes	7:00p - 8:00p
<i>Jennifer Wine</i>	<ul style="list-style-type: none">- Background and purpose of BPS:96/2001- What data are used for- BPS project overview- What is a longitudinal study?		
Question & Answer Session		30 minutes	8:00p – 8:30p

Appendix E: Telephone and Field Interviewer Training Materials

Friday, May 18

Regal University, 8:30am - 5:00 pm

Topic 2	Overview of the Training Session/FI Responsibilities	30 minutes	8:30a - 9:00a
<i>Dana Citrowske/</i>	- Training agenda and rules		
<i>Jeff Franklin</i>	- FI responsibilities		
Topic 3	Introduction to the IBM Thinkpad Laptop	60 minutes	9:00a - 10:00a
<i>Jeff Franklin/</i>	- Assign computers/Complete Inventory Sheets		
<i>Dana Citrowske</i>	- Review Hardware		
BREAK		15 minutes	10:00a - 10:15a
Topic 4	Demonstration Interview	45 minutes	10:15a -11:00a
<i>Lizzie Branch/</i>			
<i>Karen Frazier</i>			
Topic 5	Confidentiality and Informed Consent	30 minutes	11:00a - 11:30a
<i>Karen Frazier/</i>	- Review forms		
<i>Lizzie Branch</i>			
Topic 6	BPS Questionnaire (CAPI)	30 minutes	11:30a - 12:00p
<i>Dana Citrowske/</i>	- Concept of Active Listening		
<i>Jeff Franklin</i>	- Review of Q x Q's		
LUNCH		60 minutes	12:00p - 1:00p
Topic 6	BPS Questionnaire (cont.)	90 minutes	1:00p - 2:30p
<i>Jennifer Wine/</i>	Sections B, C, D		
<i>Ruth Heuer/</i>	- Review of Q x Q's		
<i>Dana Citrowske/</i>	- Round Robin Mock #1 of Sections B, C, D		
<i>Jeff Franklin</i>			
Topic 6	BPS Questionnaire (cont.)	30 minutes	2:30p - 3:00p
<i>Jennifer Wine/</i>	Sections E, F of Questionnaire		
<i>Talbric Francis</i>	-Review of QxQ's		
BREAK		15 minutes	3:00p - 3:15p
Topic 6	BPS Questionnaire (cont.)	60 minutes	3:15p - 4:15p
<i>Jennifer Wine/</i>	Sections E, F of Questionnaire		
<i>Talbric Francis</i>	- Review of QxQ's		
Topic 6	Round Robin Mock #1 of Sections E, F	45 minutes	4:15p - 5:00p
<i>Jeff Franklin/</i>			
<i>Dana Citrowske</i>			
ADJOURN			5:00p

Saturday, May 19

Regal University, 8:30am - 5:00 pm

Topic 7	User Exits in Questionnaire	45 minutes	8:30a - 9:15a
Lizzie Branch/ Karen Frazier	<i>-Understanding User Exits</i>		
Topic 8	Practice User Exits	45 minutes	9:15a - 10:00a
Karen Frazier/ Lizzie Branch			
BREAK		15 minutes	10:00a -10:15a
Topic 9	BPS Case Management System	105 minutes	10:15a -12:00p
Dana Citrowske/ Jeff Franklin	<ul style="list-style-type: none"> - Overview of Case Management System - Questionnaire/Update Interview Codes function <ul style="list-style-type: none"> - Accessing cases - Reviewing case histories - Training cases vs. real cases - Eudora Mail - Overview of Transmission procedures - Overview of electronic PT&E - Other CMS Functions 		
LUNCH		60 minutes	12:00p - 1:00p
Topic 10	Tracing Techniques	75 minutes	1:00p - 2:15p
Lizzie Branch/ Karen Frazier/ Virginia Canady/ Pente Shepherd/ Claire Peske/ Marilyn Feldman	<ul style="list-style-type: none"> - Overview of pre-field tracing steps. - The RTI Tracing Operations Unit - Field Tracing – How to get started - Favorite Field Tracing techniques 		
Topic 11	Case Assignment Folders	45 minutes	2:15p - 3:00p
Jeff Franklin/ Dana Citrowske	<ul style="list-style-type: none"> - Overview of Content - Use of Folders in the field - Disposition of Completed CAF 		
BREAK		15 minutes	3:00p - 3:15p
Topic 12	Round Robin Mock #2 of BPS Questionnaire	30 minutes	3:15p - 3:45p
Dana Citrowske/ Jeff Franklin			

Saturday, May 19 (Continued)

Topic 13	Explaining the Study, Obtaining Participation	30 minutes	3:45p - 4:15p
<i>Karen Frazier/</i>	- Lead Letters		
<i>Lizzie Branch</i>	- Question and Answer Brochure		
	- Authorization Letter		

Topic 14	Transmission of Completed Cases (Mocks 1,2)	45 minutes	4:15p - 5:00p
<i>Jeff Franklin/</i>			
<i>Dana Citrowske</i>			

ADJOURN 5:00p

Evening Study Hall (As Needed w/ Field Supervisor) 5:30p - 7:30p

Sunday, May 20

Regal University, 8:30am - 5:00 pm

Topic 15	Practice Contacting/Locating/Interviewing <i>Dana Citrowske/ Round Robin Mock #3 of entire BPS Package</i> <i>Jeff Franklin</i>	45 minutes	8:30a - 9:15a
Topic 16	Eudora email practice session <i>Jeff Franklin/</i> <i>Dana Citrowske</i>	45 minutes	9:15a – 10:00a
BREAK		15 minutes	10:00a - 10:15a
Topic 17	Quality Control Measures <i>Lizzie Branch/</i> - Sight-Verifying your work <i>Karen Frazier</i> - User Exit Verification - Interview Verification	30 minutes	10:15a - 11:00a
Topic 18	CMS Review Session <i>Dana Citrowske/</i> - Practice moving through CMS <i>Jeff Franklin</i>	30 minutes	11:00a – 11:30a
Topic 19	User Exit Practice and Coding <i>Karen Frazier/</i> <i>Lizzie Branch</i>	30 minutes	11:30a - 12:00p
LUNCH		60 minutes	12:00p - 1:00p
Topic 19	More User Exit Practice and Coding <i>Lizzie Branch/</i> <i>Karen Frazier</i>	30 minutes	1:00p - 1:30p
Topic 20	Certification: Mock #4—Paired <i>Jeff Franklin/</i> - Assign pairs <i>Dana Citrowske</i>	90 minutes	1:30p – 3:00 p
BREAK		15 minutes	3:00p - 3:15p
Topic 20	Review Paired-Mock #4 <i>Dana Citrowske/</i> <i>Jeff Franklin</i>	15 minutes	3:15p – 3:30p
Topic 21	Transmission of Completed Cases (Mocks 3,4) <i>Jeff Franklin/</i> and E-mail <i>Dana Citrowske</i>	75 minutes	3:30p - 4:45p
Topic 22	Review Transmission/E-mail <i>Dana Citrowske/</i> - Questions/Comments <i>Jeff Franklin</i>	15 minutes	4:45p - 5:00p
ADJOURN			5:00p

Evening Study Hall (As Needed w/ Field Supervisor)

5:30p - 7:30p

Appendix E: Telephone and Field Interviewer Training Materials

Monday, May 21

Regal University, (8:30 am – 12:00 pm)

Topic 24 <i>Jeff Franklin/ Dana Citrowske/ Pente Shepherd/</i>	Headway: Production, Time, & Expense Reports - Incentives - Forms	90 minutes	8:30a - 10:00a
Virginia Canady/ Claire Peske/ Marillyn Feldman			
BREAK		15 minutes	10:00a -10:15a
Topic 25 <i>Tech Support</i>	Trouble-shooting PC issues	15 minutes	10:15a - 10:30a
Topic 26 <i>Dana Citrowske/ Jeff Franklin</i>	BPS Goals and Reporting Requirements	30 minutes	10:30a - 11:00a
Topic 27 <i>Jeff Franklin/ Dana Citrowske</i>	Assignments & FS/FI Conference Schedule	30 minutes	11:00a - 11:30a
Topic 28 <i>Dana Citrowske/ Jeff Franklin</i>	FI Training Evaluation	20 minutes	11:30a – 11:50a
Question and Answer Session		10 minutes	11:50a - 12:00p
Adjournment			12:00p

APPENDIX F

BPS:1996/2001 Analysis Variables

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APPENDIX F
 Contents of the BPS:1996/2001 restricted file

File	Name	Description	
2001 Derived Variables File	F01DERI.DAT	Composite derived variables from BPS:1996/2001 DAS	
2001 CATI Student Data File	F01STUD.DAT	BPS:1996/2001 interview data	
2001 CATI School Data File	F01SCH.DAT	BPS:1996/2001 student-level institution data	
2001 Coding Results File	F01CODE.DAT	BPS:1996/2001 verbatim strings and codes for major, occupation, and industry	
2001 Verbatim Data File	F01VERB.DAT	BPS:1996/2001 verbatim strings for text variables	
2001 CATI Preload File	F01PREL.DAT	Data preloaded from earlier data collections for use during the BPS:1996/2001 interview	
2001 CPS Data Files	CPS99.DAT	Central Processing System data for AY 1998-1999	
	CPS00.DAT	Central Processing System data for AY 1999-2000	
	CPS01.DAT	Central Processing System data for AY 2000-2001	
NSLDS Pell Data File	PELL.DAT	Grant-level data from NSLDS Pell Grant records	
NSLDS Loans Data File	NSLDS.DAT	Loan-level data from the NSLDS loan records	
Weight File	F01WGT.DAT	Cross-sectional and longitudinal analysis weights	
NPSAS:96 Files	FILE196.DAT	Composite derived variables from NPSAS:1996 DAS	
	CADE96.DAT	NPSAS:1996 institution data	
	SCAT196.DAT	NPSAS:1996 student interview data	
	PCAT196.DAT	NPSAS:1996 parent interview data	
	INST96.DAT	NPSAS:1996 institution-level data	
	CADEV96.DAT	NPSAS:1996 CADE verbatim strings for text variables	
	CATIV96.DAT	NPSAS:1996 CATI verbatim strings for text variables	
	SAT.DAT	High school SAT scores	
	ACT.DAT	High school ACT scores	
	AP.DAT	High school AP scores	
	PSS.DAT	PSS data for sample member high school	
	CCD.DAT	CCD data for sample member high school	
	BPS:96/98 Files	FILE198.DAT	Composite derived variables from BPS:1998 DAS
		F98STUD.DAT	BPS:1996/1998 interview data
F98PREL.DAT		Data preloaded from earlier data collections for use during the BPS:1996/1998 interview	
F98METH.DAT		BPS:1996/1998 methodological reporting data	
F98SCH.DAT		BPS:1996/1998 student-level institution data	
F98ALPH.DAT		BPS:1996/1998 verbatim strings for text variables	
CPS98.DAT		Central Processing System data for AY 1997-1998	

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
ITNPCT	Institution_Characteristics	First institution control 1995-96
INCOSM	Institution_Characteristics	First institution cosmetology 1995-96
ITNPLVA	Institution_Characteristics	First institution level (multiple schools)
ITNPLV	Institution_Characteristics	First institution level 1995-96
ITNPCTSZ	Institution_Characteristics	First institution size & control 1995-96
ITNPSAS	Institution_Characteristics	First institution type 1995-96
INPCAMI	Institution_Characteristics	First institution-% Am Indian Fall 1995
INPCAPI	Institution_Characteristics	First institution-% Asian Fall 1995
INPCBLA	Institution_Characteristics	First institution-% Black Fall 1995
INPCHIS	Institution_Characteristics	First institution-% Hispanic Fall 1995
PCTMIN7	Institution_Characteristics	First institution-% minority (non-Asian) 95
PCTMIN6	Institution_Characteristics	First institution-% minority Fall 1995
INPCWHI	Institution_Characteristics	First institution-% White Fall 1995
FPOFFER	Institution_Characteristics	First institution-1st professional degree
TWOYRCAT	Institution_Characteristics	First institution-2-year category
MCALSYS	Institution_Characteristics	First institution-calendar system 1995-96
INCARNEG	Institution_Characteristics	First institution-Carnegie code (1994)
CC2000	Institution_Characteristics	First institution-Carnegie code (2000)
ITCARCT3	Institution_Characteristics	First institution-Carnegie/control (1994)
INCLOCK	Institution_Characteristics	First institution-clock/credit hrs 1995-96
CONTROL	Institution_Characteristics	First institution-control 1995-96
INENDOW	Institution_Characteristics	First institution-endowment/FTE 1995-96
INENROLL	Institution_Characteristics	First institution-enrollment fall 1995
GRADRATE	Institution_Characteristics	First institution-graduation rate (97/00)
GRS97	Institution_Characteristics	First institution-graduation rate 1997
GRS2000	Institution_Characteristics	First institution-graduation rate 2000
INOFFRHI	Institution_Characteristics	First institution-highest level 1995-96
ITNPS2	Institution_Characteristics	First institution-highest offering 1995-96
INHBCU	Institution_Characteristics	First institution-Historical Black College
SECTOR	Institution_Characteristics	First institution-level & control 1995-96
LEVEL	Institution_Characteristics	First institution-level 1995-96
TERMSNA	Institution_Characteristics	First institution-no standard terms
INREGION	Institution_Characteristics	First institution-region of country 1995-96
INRELIG	Institution_Characteristics	First institution-religious affiliation
INSTSEL	Institution_Characteristics	First institution-selectivity type 1995-96
INSTATE	Institution_Characteristics	First institution-state location
ITFAB1	Institution_Characteristics	First institution-type-1st attained 1998
ITFLB1	Institution_Characteristics	First institution-type-1st left track 1998
ITLASTB1	Institution_Characteristics	First institution-type-last attended 1998
INURBAN	Institution_Characteristics	First institution-urban/rural location
ITFA2B	Institution_Characteristics	Institution type-first attainment 2001
ITHI2b	Institution_Characteristics	Institution type-highest attainment 2001
ITLAST2B	Institution_Characteristics	Institution type-last attended 2001
AIDCTRL	Institution_Characteristics	Multiple schools-control 1995-96
AIDLEVL	Institution_Characteristics	Multiple schools-level 1995-96
AIDSECT	Institution_Characteristics	Multiple schools-type 1995-96
ITCARCT4	Institution_Characteristics	Second institution Carnegie/control (1994)
ITSCHL2	Institution_Characteristics	Second institution level & control 1998
TESTCAT	Institution_Characteristics	Test score category 1 1995-96
TESTCAT2	Institution_Characteristics	Test score category 2 1995-96
TESTRANK	Institution_Characteristics	Test score rank 1 1995-96
TESTRANK2	Institution_Characteristics	Test score rank 2 1995-96
INSTTIER	Institution_Characteristics	Test score tier 1995-96
T4ELIG	Institution_Characteristics	Title IV federal aid eligibility 1995-96
T4STAT98	Institution_Characteristics	Title IV federal aid eligibility 1998
ITTRCTB1	Institution_Characteristics	Transfer institutions by control 1998
ITTRCT2B	Institution_Characteristics	Transfer institutions by control 2001
ITTRLVB1	Institution_Characteristics	Transfer institutions by level 1998
ITTRLV2B	Institution_Characteristics	Transfer institutions by level 2001
ITTRDEB1	Institution_Characteristics	Transfer institutions by type 1998
ITTR2B	Institution_Characteristics	Transfer institutions by type 2001
IACSEY1	Institution_Climate	Improve academic services 1995-96
IIFACIY1	Institution_Climate	Improve accessible facilities 1995-96
IICRIMY1	Institution_Climate	Improve campus safety 1995-96
IICHLDY1	Institution_Climate	Improve child care options 1995-96
IISCHEY1	Institution_Climate	Improve class scheduling 1995-96
IICOSTY1	Institution_Climate	Improve financial aid/less tuition 1995-96
IIFIRSY1	Institution_Climate	Improvement-first provided 1995-96

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
SBCRIMRT	Institution_Climate	Rated-considered crime rate 1995-96
SBGRADRT	Institution_Climate	Rated-considered graduation rate 1995-96
SBPLACRT	Institution_Climate	Rated-considered placement rate 1995-96
RATED	Institution_Climate	Rated-number of criteria 1995-96
SNCLIMT	Institution_Climate	Satisfied-campus climate 1995-96
SNCAREY1	Institution_Climate	Satisfied-career preparation 1995-96
SNCLSNZE	Institution_Climate	Satisfied-class size 1995-96
SNCOST	Institution_Climate	Satisfied-cost of attending 1995-96
SNCNSL	Institution_Climate	Satisfied-counseling 1995-96
SNCOUNY1	Institution_Climate	Satisfied-counseling service 1995-96
SNCOURS	Institution_Climate	Satisfied-course availability 1995-96
SNCLT	Institution_Climate	Satisfied-cultural activities 1995-96
SNTEACH	Institution_Climate	Satisfied-instructors teach ability 1995-96
SNINTELL	Institution_Climate	Satisfied-intellectual growth 1995-96
SNJBPLC	Institution_Climate	Satisfied-job placement 1995-96
SATISALL	Institution_Climate	Satisfied-overall with first inst 1995-96
SNJOBPY1	Institution_Climate	Satisfied-placement services 1995-96
SNPRSTG	Institution_Climate	Satisfied-prestige of school 1995-96
SNSOCLIF	Institution_Climate	Satisfied-social life 1995-96
SNSPRTS	Institution_Climate	Satisfied-sports and recreational 1995-96
SNTRAIY1	Institution_Climate	Satisfied-tool training 1995-96
INJURIS	Institution_Price	First institution tuition jurisdiction 1995-96
SBNONTAJ	Institution_Price	Total budget non-tuition costs (adj) 1995-96
BUDGETAJ	Institution_Price	Total student budget (attendance adj) 1995-96
TUITION	Institution_Price	Tuition and fees 1995-96
ADMREQ8	Institution_Requirements	First institution uses ability to benefit
ADMREQ5	Institution_Requirements	First institution uses ACT (IPEDS)
INSTREQ	Institution_Requirements	First institution uses ACT or SAT
ADMREQ9	Institution_Requirements	First institution uses age (IPEDS)
ADMREQ2	Institution_Requirements	First institution uses HS class standing
ADMREQ6	Institution_Requirements	First institution uses other test (IPEDS)
ADMREQ7	Institution_Requirements	First institution uses residence (IPEDS)
ADMREQ4	Institution_Requirements	First institution uses SAT (IPEDS)
ADMREQ3	Institution_Requirements	First institution uses test scores (IPEDS)
PARBUSNT	Parent_Assets	Parents business net value 1995-96
PARBUSVL	Parent_Assets	Parents business value 1995-96
PMONEY	Parent_Assets	Parents cash and savings 1995-96
PARFRMNT	Parent_Assets	Parents farm net value 1995-96
PARFRMVL	Parent_Assets	Parents farm value 1995-96
PARINV	Parent_Assets	Parents have other investments 1995-96
PHOMEQ	Parent_Assets	Parents home equity 1995-96
PNETWOR	Parent_Assets	Parents net worth 1995-96
PARINVNT	Parent_Assets	Parents other investment net value 1995-96
PARINVVL	Parent_Assets	Parents other investment value 1995-96
PARBUS	Parent_Assets	Parents own a business 1995-96
PHOME	Parent_Assets	Parents own a home 1995-96
PFRBUS50	Parent_Assets	Parents value-business,farm over \$50K 1995-96
PMONEY10	Parent_Assets	Parents value-cash, savings over \$10K 1995-96
PARINV50	Parent_Assets	Parents value-investments over \$50K 1995-96
PBAGEOLD	Parent_Background	Parents age of older parent 1995-96
PMARITAL	Parent_Background	Parents marital status (2) 1995-96
PBMARRY1	Parent_Background	Parents marital status 1995-96
PBSTATE	Parent_Background	Parents state of legal residence 1995-96
PARBUSDB	Parent_Debt	Parents business debt 1995-96
PARFRMDB	Parent_Debt	Parents farm debt 1995-96
PARINVDB	Parent_Debt	Parents other investment debt 1995-96
BBA	Parent_Education	Both parents have Bachelor^s
BBAPLUS	Parent_Education	Both parents have Bachelor^s or higher
BHSG	Parent_Education	Both parents have high school diploma
BLTHS	Parent_Education	Both parents have less than HS ed
BMAPLUS	Parent_Education	Both parents have Master^s or higher
PBEDBOT2	Parent_Education	Educational attainment of both parents
PBEDFAT	Parent_Education	Educational attainment of father
PBEDFAT2	Parent_Education	Educational attainment of father (3 val)
PBEDHI2	Parent_Education	Educational attainment of higher parent
PBEDMOT	Parent_Education	Educational attainment of mother
PBEDMOT2	Parent_Education	Educational attainment of mother (3 val)
PBEDMOTF	Parent_Education	Educational attainment of mother higher
E2TO3	Parent_Education	Either parent has 2-3 years of PSE

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
EBA	Parent_Education	Either parent has a Bachelor^s
EBAPLUS	Parent_Education	Either parent has a Bachelor^s or higher
EHSG	Parent_Education	Either parent has a high school diploma
ELTHS	Parent_Education	Either parent has a less than HS ed
EMAPLUS	Parent_Education	Either parent has a Master^s or higher
EASSOC	Parent_Education	Either parent has an Associate^s
ESMPSE	Parent_Education	Either parent has some PSE, lt 2 years
PAREduc	Parent_Education	Either parent-highest education level
PARED	Parent_Education	Either parent-highest education level (3 val)
EBA1	Parent_Education	Parents Bachelor^s degree status
PBEDHI3	Parent_Education	Parents highest education
PBOCFAT	Parent_Employment	Occupation of father 1995-96
PBOCMOT	Parent_Employment	Occupation of mother 1995-96
PBFMENY1	Parent_Family	Parent family number in college 1995-96
PBFMSZY1	Parent_Family	Parent family size 1995-96
DADWORK	Parent_Income	Fathers income from work-1994
MOMWORK	Parent_Income	Mothers income from work-1994
PARCHILD	Parent_Income	Parent annual child support amount 1994
PARAFDC	Parent_Income	Parents AFDC/ADC benefits 1994
PAGICAT	Parent_Income	Parents AGI (categorical) 1994
PAREXEM	Parent_Income	Parents exemptions claimed in 1994
PARINC95	Parent_Income	Parents income (incl parents of indeps) 1994
PARTAX	Parent_Income	Parents income taxes paid in 1994
PARINC94	Parent_Income	Parents income-incl parents of indeps 1994
SFINDP94	Parent_Income	Parents of dependent student-income 1994
PAROTHR	Parent_Income	Parents other nontaxed income-amount 1994
PARSOC	Parent_Income	Parents social security benefits 1994
PARFORM	Parent_Income	Parents tax form 1994
PUNTAX	Parent_Income	Parents untaxed income-1994
PSALLOY1	Parent_Support	Parents paid allowance 1995-96
PSALLOB1	Parent_Support	Parents paid allowance 1998
PSALLAY1	Parent_Support	Parents paid allowance-amount 1995-96
PSALLAB1	Parent_Support	Parents paid allowance-amount 1998
TOTALLOW	Parent_Support	Parents paid allowance-total 1995-96
PSBOOKY1	Parent_Support	Parents paid books and equipment 1995-96
PSBOOKB1	Parent_Support	Parents paid books and equipment 1998
QCPARBKS	Parent_Support	Parents paid books and equipment 2001
PSROOMY1	Parent_Support	Parents paid room and board 1995-96
PSROOMB1	Parent_Support	Parents paid room and board 1998
QCPARBRD	Parent_Support	Parents paid room and board 2001
PSTUITY1	Parent_Support	Parents paid tuition 1995-96
SCPARTUI	Parent_Support	Parents paid tuition and fees 1995-96
PSTUITB1	Parent_Support	Parents paid tuition and fees 1998
QCPARTUI	Parent_Support	Parents paid tuition and fees 2001
PSCHRGY1	Parent_Support	Parents-charge cards 1995-96
PSCLOTY1	Parent_Support	Parents-clothing 1995-96
PSDRCTY1	Parent_Support	Parents-direct contribution 1995-96
PSCARPY1	Parent_Support	Parents-help on car loans 1995-96
PSCARBY1	Parent_Support	Parents-help on car repair 1995-96
PSINSUY1	Parent_Support	Parents-help with insurance 1995-96
PSLOANY1	Parent_Support	Parents-loan 1995-96
PSANYHY1	Parent_Support	Parents-loan/contribution 1995-96
QCPAREXP	Parent_Support	Parents-money for other expenses 2001
PSOTA2Y1	Parent_Support	Parents-other support (3 val) 1995-96
SCOTSUP	Parent_Support	Parents-other support 1995-96
PSOTA1Y1	Parent_Support	Parents-other support amount 1995-96
OTHFDGRT	Student_Aid_Federal Grants	Other federal grants/scholarships 1995-96
PLCUM97	Student_Aid_Federal Grants	Pell cumulative amount thru 1997
PLCUM98	Student_Aid_Federal Grants	Pell cumulative amount thru 1998
PLCUM01	Student_Aid_Federal Grants	Pell cumulative amount thru 2001
PELLAMT	Student_Aid_Federal Grants	Pell grant 1995-96
PELL2AMT	Student_Aid_Federal Grants	Pell grant amount-other inst 1995-96
PLAMT96	Student_Aid_Federal Grants	Pell grant total 1995-96
PLAMT97	Student_Aid_Federal Grants	Pell grant total 1996-97
PLAMT98	Student_Aid_Federal Grants	Pell grant total 1997-98
PLAMT99	Student_Aid_Federal Grants	Pell grant total 1998-99
PLAMT00	Student_Aid_Federal Grants	Pell grant total 1999-00
PLAMT01	Student_Aid_Federal Grants	Pell grant total 2000-01
PLNUM98	Student_Aid_Federal Grants	Pell grants number of years thru 1998

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
PLNUM01	Student_Aid_Federal Grants	Pell grants number of years thru 2001
SEOGAMT	Student_Aid_Federal Grants	SEOG amount 1995-96
TFEDGRT	Student_Aid_Federal Grants	Total federal grant amount 1995-96
FDLNAMT2	Student_Aid_Federal Loans	Federal loan-second institution 1995-96
SCHOOL2	Student_Aid_Federal Loans	Loans at second institution 1995-96
NUMFEDLN	Student_Aid_Federal Loans	Number of federal loans (ex PLUS)1995-96
NUMFEDL2	Student_Aid_Federal Loans	Number of federal loans 1995-96
TFEDOTHR	Student_Aid_Federal Loans	Other federal amount-including PLUS 1995-96
PERKAMT	Student_Aid_Federal Loans	Perkins amount 1995-96
PERK2AMT	Student_Aid_Federal Loans	Perkins amount at other inst 1995-96
PLUSAMT4	Student_Aid_Federal Loans	PLUS loan amount at other inst 1995-96
PLUSAMT3	Student_Aid_Federal Loans	PLUS loan total 1995-96
STAF2AMT	Student_Aid_Federal Loans	Stafford loan amount-other inst 1995-96
STAFATYPE	Student_Aid_Federal Loans	Stafford loan combinations 1995-96
STAFFAMT	Student_Aid_Federal Loans	Stafford loan total amount 1995-96
STAFSUB	Student_Aid_Federal Loans	Stafford subsidized amount 1995-96
STAFFCT1	Student_Aid_Federal Loans	Stafford subsidized amt categories 1995-96
STAFUNSB	Student_Aid_Federal Loans	Stafford unsubsidized amount 1995-96
AHLOANY1	Student_Aid_Federal Loans	Student loan received 1995-96
AHLOANY2	Student_Aid_Federal Loans	Student loan received 1996-97
AHLOANY3	Student_Aid_Federal Loans	Student loan received 1997-98
QCLNAY4	Student_Aid_Federal Loans	Student loan received 1998-99
QCLNAY5	Student_Aid_Federal Loans	Student loan received 1999-00
QCLNAY6	Student_Aid_Federal Loans	Student loan received 2000-01
AHANYLB1	Student_Aid_Federal Loans	Student loan received thru 1998
AHANYL6	Student_Aid_Federal Loans	Student loan received thru 2001
TITIVAMT	Student_Aid_Federal Loans	Title IV aid total amount 1995-96
T4LNAMT1	Student_Aid_Federal Loans	Title IV loans (except PLUS)1995-96
T4LNAMT2	Student_Aid_Federal Loans	Title IV loans (including PLUS)1995-96
TFEDLN	Student_Aid_Federal Loans	Total federal loans (except PLUS) 1995-96
TFEDLN2	Student_Aid_Federal Loans	Total federal loans (incl PLUS) 1995-96
BORTYPE	Student_Aid_Federal Loans	Type of loans borrowed thru 1995-96
BORTYP2B	Student_Aid_Federal Loans	Type of loans borrowed thru 2001
SCHL2AID	Student_Aid_Federal Other	Federal aid amount-other inst 1995-96
AHWKSTY1	Student_Aid_Federal Other	Work study received 1995-96
AHWKSTY2	Student_Aid_Federal Other	Work study received 1996-97
AHWKSTY3	Student_Aid_Federal Other	Work study received 1997-98
QCWKAY4	Student_Aid_Federal Other	Work study received 1998-99
QCWKAY5	Student_Aid_Federal Other	Work study received 1999-00
QCWKAY6	Student_Aid_Federal Other	Work study received 2000-01
AHWKST	Student_Aid_Federal Other	Work study received thru 2001
TFEDWRK	Student_Aid_Federal Other	Work-study total federal 1995-96
INATHAMT	Student_Aid_Institution Grants	Athletic scholarship received 1995-96
QCASAY2	Student_Aid_Institution Grants	Athletic scholarship received 1996-97
QCASAY3	Student_Aid_Institution Grants	Athletic scholarship received 1997-98
QCASAY4	Student_Aid_Institution Grants	Athletic scholarship received 1998-99
QCASAY5	Student_Aid_Institution Grants	Athletic scholarship received 1999-00
QCASAY6	Student_Aid_Institution Grants	Athletic scholarship received 2000-01
INSTNDR	Student_Aid_Institution Grants	Institution need-based grants 1995-96
INSTNOND	Student_Aid_Institution Grants	Institution non-need grants 1995-96
INGRTAMT	Student_Aid_Institution Grants	Institutional grant total 1995-96
INSMERIT	Student_Aid_Institution Grants	Institutional merit-only grants 1995-96
INLNAMT	Student_Aid_Institution Loans	Institution loans total 1995-96
INOTHAMT	Student_Aid_Institution Other	Institution other aid 1995-96
INSTWRK	Student_Aid_Institution Other	Institution work-study 1995-96
WAIVAMT	Student_Aid_Institution Other	Total tuition waiver 1995-96
SDFGNAID	Student_Aid_Other	Aid received from home country 1995-96
JTPA	Student_Aid_Other	Job Training Partnership Act amount 1995-96
VADODAMT	Student_Aid_Other	VA/DOD benefits amount 1995-96
VOHELP	Student_Aid_Other	Vocational rehabilitation+JTPA amount 1995-96
OTHROTHR	Student_Aid_Other	Other aid-includes VA/JTPA/Voc 1995-96
AHEMPY1	Student_Aid_Other Grants	Employer tuition assistance 1995-96
AHEMPY2	Student_Aid_Other Grants	Employer tuition assistance 1996-97
AHEMPY3	Student_Aid_Other Grants	Employer tuition assistance 1997-98
QCEMAY4	Student_Aid_Other Grants	Employer tuition assistance 1998-99
QCEMAY5	Student_Aid_Other Grants	Employer tuition assistance 1999-00
QCEMAY6	Student_Aid_Other Grants	Employer tuition assistance 2000-01
AHEMPL	Student_Aid_Other Grants	Employer tuition assistance thru 2001
AHGRANY1	Student_Aid_Other Grants	Grant/scholarship received 1995-96

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
AHGRANY2	Student_Aid_Other Grants	Grant/scholarship received 1996-97
AHGRANY3	Student_Aid_Other Grants	Grant/scholarship received 1997-98
QCGRAY4	Student_Aid_Other Grants	Grant/scholarship received 1998-99
QCGRAY5	Student_Aid_Other Grants	Grant/scholarship received 1999-00
QCGRAY6	Student_Aid_Other Grants	Grant/scholarship received 2000-01
AHGRAN	Student_Aid_Other Grants	Grant/scholarship received thru 2001
PRIVAIID	Student_Aid_Other Grants	Grants from private sources 1995-96
OTHNEED	Student_Aid_Other Grants	Other need-based grants 1995-96
OTHNOND	Student_Aid_Other Grants	Other non-need-based grants 1995-96
OTHGTAMT	Student_Aid_Other Grants	Total other grants (not fed/state/inst) 95-96
OTHLNAMT	Student_Aid_Other Loans	Total other loans (not fed/state/inst) 1995-96
STGTAMT	Student_Aid_State Grants	State grant total 1995-96
STATNEED	Student_Aid_State Grants	State need-based grant amount 1995-96
STATNOND	Student_Aid_State Grants	State non-need-based grant amount 1995-96
STLNAMT	Student_Aid_State Loans	State loan total 1995-96
STOTHAMT	Student_Aid_State Other	State other type of aid 1995-96
STWKAMT	Student_Aid_State Other	State work-study total 1995-96
AHAPLYY1	Student_Aid_Status Applied	Applied for financial aid 1995-96
AHAPLYY2	Student_Aid_Status Applied	Applied for financial aid 1996-97
AHAPLYY3	Student_Aid_Status Applied	Applied for financial aid 1997-98
FEDAPP	Student_Aid_Status Applied	Federal aid application 1995-96
SNODEBT	Student_Aid_Status Applied	Not apply-didn't want debt 1995-96
SHINCOME	Student_Aid_Status Applied	Not apply-family income too high 1995-96
SFAMPAY	Student_Aid_Status Applied	Not apply-family/student could pay 1995-96
SLOWGRAD	Student_Aid_Status Applied	Not apply-grades/scores too low 1995-96
SNOELIGB	Student_Aid_Status Applied	Not apply-ineligible (part-time) 1995-96
SMISDLIN	Student_Aid_Status Applied	Not apply-missed deadline 1995-96
SNOAIDMO	Student_Aid_Status Applied	Not apply-no money was available 1995-96
SNODISCL	Student_Aid_Status Applied	Not apply-not want to disclose 1995-96
SOTHERR	Student_Aid_Status Applied	Not apply-other reason 1995-96
SHARDAPP	Student_Aid_Status Applied	Not apply-too difficult to apply 1995-96
RFUSGRNT	Student_Aid_Status Applied	Refused grant aid for 1995-96
RFUSLOAN	Student_Aid_Status Applied	Refused loan aid for 1995-96
RFUSOTHR	Student_Aid_Status Applied	Refused other aid for 1995-96
REFUSAID	Student_Aid_Status Applied	Refused some of aid 1995-96
RFUSWKST	Student_Aid_Status Applied	Refused work study aid 1995-96
LOANPK	Student_Aid_Status Package	Federal loan combinations 1995-96
INSTPACK	Student_Aid_Status Package	Institutional aid package 1995-96
LOANAID2	Student_Aid_Status Package	Loan & non-loan combinations 1995-96
LOANAID	Student_Aid_Status Package	Loan (incl PLUS) & non-loan aid 1995-96
SCRPACK2	Student_Aid_Status Package	Package by source of aid 1995-96
AIDPACK	Student_Aid_Status Package	Package by type of aid 1995-96
FEDPACK	Student_Aid_Status Package	Package with federal aid 1995-96
PELLPACK	Student_Aid_Status Package	Package with Pell grants 1995-96
STAFPACK	Student_Aid_Status Package	Package with Stafford loans 1995-96
SCRPACK1	Student_Aid_Status Package	Package with Title IV by source 1995-96
ST_PACK	Student_Aid_Status Package	State aid package-public only 1995-96
AIDTYPE	Student_Aid_Status Package	Type of aid package 1995-96
EFCPCT2	Student_Aid_Status Ratio	Ratio EFC to student budget 1995-96
FEDPCT	Student_Aid_Status Ratio	Ratio federal aid to total aid 1995-96
FEDGRPCT	Student_Aid_Status Ratio	Ratio federal grants to total aid 1995-96
GRTCST	Student_Aid_Status Ratio	Ratio grant aid to price 1995-96
GRTPCTTN	Student_Aid_Status Ratio	Ratio grant aid to tuition 1995-96
GRTRATIO	Student_Aid_Status Ratio	Ratio grants to grants & loans 1995-96
GRTPCT	Student_Aid_Status Ratio	Ratio grants to total aid 1995-96
GRTLLOAN	Student_Aid_Status Ratio	Ratio grants to total loans 1995-96
INSTPCT	Student_Aid_Status Ratio	Ratio institution aid to total 1995-96
INSTGPCT	Student_Aid_Status Ratio	Ratio institution grants to total aid 1995-96
INGTNPCT	Student_Aid_Status Ratio	Ratio institution grants to tuition 1995-96
INMRPCT1	Student_Aid_Status Ratio	Ratio institution merit to all grants 1995-96
INMRPCT2	Student_Aid_Status Ratio	Ratio institution merit to tuition 1995-96
LOANCSTR	Student_Aid_Status Ratio	Ratio loans to price (excl PLUS) 1995-96
LOANCST	Student_Aid_Status Ratio	Ratio loans to price 1995-96
LOANPCT	Student_Aid_Status Ratio	Ratio loans to total aid 1995-96
INCPCT3	Student_Aid_Status Ratio	Ratio net cost to income 1995-96
PELLCST	Student_Aid_Status Ratio	Ratio Pell grant to price 1995-96
PLUSPCT	Student_Aid_Status Ratio	Ratio PLUS loan to total aid 1995-96
STAPCT	Student_Aid_Status Ratio	Ratio state aid to total aid 1995-96
AIDCST1	Student_Aid_Status Ratio	Ratio total aid to student budget 1995-96

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
INCPCT1	Student_Aid_Status Ratio	Ratio total price to income 1995-96
INCPCT2	Student_Aid_Status Ratio	Ratio tuition to income 1995-96
WORKPCT	Student_Aid_Status Ratio	Ratio work-study to total aid 1995-96
CAMPAMT	Student_Aid_Status Total Aid	Campus-based fed aid-Perk,SEOG,FWSP 95-96
INSTAMT	Student_Aid_Status Total Aid	Institution total aid 1995-96
OTHERSCR	Student_Aid_Status Total Aid	Other sources total (incl VA/DOD) 1995-96
STINTAMT	Student_Aid_Status Total Aid	State aid combination, public 1995-96
TOTAID	Student_Aid_Status Total Aid	Total aid 1995-96
NOTSTPL	Student_Aid_Status Total Aid	Total aid except Stafford & PLUS 1995-96
TOTAID2	Student_Aid_Status Total Aid	Total aid-federal/state/institut 1995-96
EMPLYAMT	Student_Aid_Status Total Aid	Total employer aid 1995-96
TFEDAID	Student_Aid_Status Total Aid	Total federal aid (except VA/DOD) 1995-96
TFEDAID2	Student_Aid_Status Total Aid	Total federal aid (including VA/DOD) 95-96
TOTGRT	Student_Aid_Status Total Aid	Total grants 1995-96
TOTLOAN	Student_Aid_Status Total Aid	Total loans (except PLUS) 1995-96
TOTLOAN2	Student_Aid_Status Total Aid	Total loans (including PLUS) 1995-96
MERITR	Student_Aid_Status Total Aid	Total merit-only grants 1995-96
NEEDAID1	Student_Aid_Status Total Aid	Total need-based aid 1995-96
NEEDAIDR	Student_Aid_Status Total Aid	Total need-based grants 1995-96
TNFEDAID	Student_Aid_Status Total Aid	Total non-federal aid 1995-96
TNFEDGRT	Student_Aid_Status Total Aid	Total non-federal grants 1995-96
TNFEDLN	Student_Aid_Status Total Aid	Total non-federal loans 1995-96
TOTOTHR2	Student_Aid_Status Total Aid	Total other type aid (except PLUS) 1995-96
TOTOTHR	Student_Aid_Status Total Aid	Total other type aid (incl PLUS) 1995-96
TNFEDOTH	Student_Aid_Status Total Aid	Total other type of non-federal 1995-96
STATEAMT	Student_Aid_Status Total Aid	Total state aid amount 1995-96
TOTWKST	Student_Aid_Status Total Aid	Total work-study 1995-96
AGE0601	Student_Background	Age as of 06/30/01
AGE1201	Student_Background	Age as of 12/31/01
AGE	Student_Background	Age as of 12/31/95
SBAGFM	Student_Background	Age during first month enrolled 1995-96
SBAGLMB1	Student_Background	Age during last month enrolled 1998
SBAGLM2B	Student_Background	Age during last month enrolled 2001
SBAGFA2B	Student_Background	Age when first attained 2001
BDATE	Student_Background	Birth date
SBCTZNY1	Student_Background	Citizenship status 1995-96
QFCITZN	Student_Background	Citizenship status 2001
SBCNTRY	Student_Background	Country of origin
ORIGIN	Student_Background	Country of origin (birth)
ENDELAY	Student_Background	Delay-delayed enrollment after high school
DAFIRS	Student_Background	Delay-first activity provided
DAMARRY	Student_Background	Delay-got married
ENDELAYN	Student_Background	Delay-length of delay after high school
DAMILIT	Student_Background	Delay-military service
DAFAMILY	Student_Background	Delay-started/raised family
DAWORKED	Student_Background	Delay-worked
SBGENDER	Student_Background	Gender
SBLANG	Student_Background	Language spoken as a child
ORPHAN	Student_Background	Orphan or ward of court 1995-96
SBRACECI	Student_Background	Race/ethnicity & permanent resident status
SBRACE	Student_Background	Race/ethnicity (including Hispanic)
SBASIAN	Student_Background	Race/ethnicity-Asian origin
SBAMIND	Student_Background	Race/ethnicity-enrolled recognized tribe
HISPTYPE	Student_Background	Race/ethnicity-Hispanic origin country
SBRELIGN	Student_Background	Religious affiliation/preference
SBRK1Y1	Student_Background	Risk index 1995-96
DISADVAN	Student_Background	Socioeconomic diversity index 1995-96
RISKNDX2	Student_Background	Sum of 7 risk factors, comp to NPSAS:87
DSANY	Student_Disabilities	Any disabilities 1995-96
QFDIS01	Student_Disabilities	Any disabilities 2001
DEAFNESS	Student_Disabilities	Hearing impairment 1995-96
SGHEAR	Student_Disabilities	Hearing impairment-extent 1995-96
DSLEARN	Student_Disabilities	Learning disability 1995-96
DSLEAR2B	Student_Disabilities	Learning disability 2001
EMOTIO2B	Student_Disabilities	Mental illness 2001
SGORTHO4	Student_Disabilities	Ortho-enter/exit buildings 1995-96
SGORTHO3	Student_Disabilities	Ortho-lift/carry 10 pounds 1995-96
ORTHO	Student_Disabilities	Orthopedic limitation 1995-96
ORTHO2B	Student_Disabilities	Orthopedic limitation 2001

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
SGORTH01	Student_Disabilities	Ortho-walk 1/4 mile unassisted 1995-96
SGORTH02	Student_Disabilities	Ortho-walk up stairs no rest 1995-96
HEALTH01	Student_Disabilities	Other health related disabilities 1995-96
HEALTH02	Student_Disabilities	Other health related disabilities 2001
QFDIS05	Student_Disabilities	Services received from school 2001
QFDIS06	Student_Disabilities	Services requested from school 2001
SPEECH	Student_Disabilities	Speech impairment 1995-96
SGSPEECH	Student_Disabilities	Speech impairment-extent 1995-96
VISUAL	Student_Disabilities	Visual impairment 1995-96
SGVISION	Student_Disabilities	Visual impairment-extent 1995-96
ICNUMACC	Student_Education_Admission	Number of schools accepted 1995-96
ICNUMAPP	Student_Education_Admission	Number of schools applied to 1995-96
DGDTAAB1	Student_Education_Attainment	Associate's degree-date attained 1998
DGDTAA2B	Student_Education_Attainment	Associate's degree-date attained 2001
ELFMAA2B	Student_Education_Attainment	Associate's degree-months to complete 01
DGREAA2B	Student_Education_Attainment	Associate's degree-number attained 2001
ELFMFAB1	Student_Education_Attainment	Attainment (first) elapsed months 1998
ELFMFA2B	Student_Education_Attainment	Attainment (first) elapsed months 2001
ELFALM2B	Student_Education_Attainment	Attainment (first) elapsed months after 01
ELFALMB1	Student_Education_Attainment	Attainment (first) elapsed months after 98
ENFTFAB1	Student_Education_Attainment	Attainment (first) full-time months 1998
ENFTFA2B	Student_Education_Attainment	Attainment (first) full-time months 2001
ENIPFAB1	Student_Education_Attainment	Attainment (first) intensity thru 1998
ENIPFA2B	Student_Education_Attainment	Attainment (first) intensity thru 2001
ENNUFAB1	Student_Education_Attainment	Attainment (first) months enrolled 1998
ENNUFA2B	Student_Education_Attainment	Attainment (first) months enrolled 2001
ENPTFAB1	Student_Education_Attainment	Attainment (first) part-time months 1998
ENPTFA2B	Student_Education_Attainment	Attainment (first) part-time months 2001
DGDTBAB1	Student_Education_Attainment	Bachelor's degree-date attained 1998
DGDTBA2B	Student_Education_Attainment	Bachelor's degree-date attained 2001
ELFMBA2B	Student_Education_Attainment	Bachelor's degree-elapased months 2001
DGREBA2B	Student_Education_Attainment	Bachelor's degree-number attained 2001
DGDTCTB1	Student_Education_Attainment	Certificate-date attained thru 1998
DGDTCT2B	Student_Education_Attainment	Certificate-date attained thru 2001
DGRECT2B	Student_Education_Attainment	Certificate-number attained 2001
DGREYX1	Student_Education_Attainment	Degree attained during 1995-96
DGREYX2	Student_Education_Attainment	Degree attained during 1996-97
DGREYX3	Student_Education_Attainment	Degree attained during 1997-98
DGREYX4	Student_Education_Attainment	Degree attained during 1998-99
DGREYX5	Student_Education_Attainment	Degree attained during 1999-00
DGREYX6	Student_Education_Attainment	Degree attained during 2000-01
DGDTEX1	Student_Education_Attainment	Degree expected-date 1995-96
DGDTEXB1	Student_Education_Attainment	Degree expected-date 1998
DGREY1	Student_Education_Attainment	Degree received during 95-96 (BPS98)
DGREY2	Student_Education_Attainment	Degree received during 96-97 (BPS98)
DGREY3	Student_Education_Attainment	Degree received during 97-98 (BPS98)
DGRE1	Student_Education_Attainment	First degree attained 1998
DGRE2B	Student_Education_Attainment	First degree attained 2001
DGDT1	Student_Education_Attainment	First degree-date attained 1998
DGDT2B	Student_Education_Attainment	First degree-date attained 2001
PRTRANB1	Student_Education_Attainment	First transfer-attainment before 1998
PRTRAN2B	Student_Education_Attainment	First transfer-attainment before 2001
DGREHI2B	Student_Education_Attainment	Highest degree attained 2001
DGDTHIB1	Student_Education_Attainment	Highest degree-date attained 1998
DGDTHI2B	Student_Education_Attainment	Highest degree-date attained 2001
ELFMHI2B	Student_Education_Attainment	Highest degree-elapased months 2001
ITHI2B	Student_Education_Attainment	Highest degree-institution type 2001
ENNUHD2B	Student_Education_Attainment	Highest degree-months enrolled thru 2001
DGRELAB1	Student_Education_Attainment	Last degree attained 1998
DGRELA2B	Student_Education_Attainment	Last degree attained 2001
DGDTLAB1	Student_Education_Attainment	Last degree-date attained 1998
DGDTLA2B	Student_Education_Attainment	Last degree-date attained 2001
DGRENUB1	Student_Education_Attainment	Number of degrees attained thru 1998
DGRENU2B	Student_Education_Attainment	Number of degrees attained thru 2001
PRFATTB1	Student_Education_Attainment	Persistence thru first attainment 1998
DGREPOST	Student_Education_Attainment	Post-BA degree attained 2001
DGDTPOST	Student_Education_Attainment	Post-BA degree-date attained 2001
DGRETYB1	Student_Education_Attainment	Types of degrees attained thru 1998
DGRETY2B	Student_Education_Attainment	Types of degrees attained thru 2001

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
QDCT1R1	Student_Education_Certificate	Certification 1-first reason given 2001
QDCT1SRC	Student_Education_Certificate	Certification 1-organization issued 2001
QDCT1HR	Student_Education_Certificate	Certification 1-preparation time 2001
QDCT1RQ	Student_Education_Certificate	Certification 1-required by employer 2001
QDCT1CD	Student_Education_Certificate	Certification 1-type 2001
QDCT2R1	Student_Education_Certificate	Certification 2-first reason given 2001
QDCT2SRC	Student_Education_Certificate	Certification 2-organization issued 2001
QDCT2HR	Student_Education_Certificate	Certification 2-preparation time 2001
QDCT2RQ	Student_Education_Certificate	Certification 2-required by employer 2001
QDCT2CD	Student_Education_Certificate	Certification 2-type 2001
QDCT1	Student_Education_Certificate	Certification-holds certification 2001
LCNUMY1	Student_Education_Certificate	Certifications/licenses-number 1995-96
QDLC1HR	Student_Education_Certificate	License 1-preparation time 2001
QDLC1CD	Student_Education_Certificate	License 1-type 2001
QDLC2HR	Student_Education_Certificate	License 2-preparation time 2001
QDLC2CD	Student_Education_Certificate	License 2-type 2001
COSMLIC	Student_Education_Certificate	License held-cosmetology 1995-96
FACPLRIC	Student_Education_Certificate	License held-first aid/CPR 1995-96
FOODLIC	Student_Education_Certificate	License held-food service 1995-96
NOHHALIC	Student_Education_Certificate	License held-nurse/home health aide 95-96
OTHLIC	Student_Education_Certificate	License held-other 1995-96
QDLIC1	Student_Education_Certificate	License-holds license 2001
LINUMPB1	Student_Education_Certificate	License-number of exams passed 1998
LINUMTB1	Student_Education_Certificate	License-number of exams taken 1998
LIFIPAB1	Student_Education_Certificate	License-passed first exam 1998
LIFITEB1	Student_Education_Certificate	License-took first exam 1998
DIAVAIB1	Student_Education_Courses	Distance education-classes available 1998
DIOTCOB1	Student_Education_Courses	Distance education-computer-based 1998
DILITVB1	Student_Education_Courses	Distance education-interactive TV 1998
DIINETB1	Student_Education_Courses	Distance education-internet-based 1998
QCDISTED	Student_Education_Courses	Distance education-number classes 2001
DIOTHR1B1	Student_Education_Courses	Distance education-other method 1998
DIVIDEB1	Student_Education_Courses	Distance education-recorded video 1998
DITOOKB1	Student_Education_Courses	Distance education-took class 1998
DITOOK2B	Student_Education_Courses	Distance education-took class 2001
QCLANG	Student_Education_Courses	Foreign language-years taken 2001
SILANG	Student_Education_Courses	Remedial course-English language 1995-96
SIMATH	Student_Education_Courses	Remedial course-math 1995-96
SIREAD	Student_Education_Courses	Remedial course-reading 1995-96
SISTUD	Student_Education_Courses	Remedial course-study skills 1995-96
SIWRIT	Student_Education_Courses	Remedial course-writing 1995-96
REMED2	Student_Education_Courses	Remedial-any (excl study skills) 1995-96
RMANYY1	Student_Education_Courses	Remedial-any (incl study skills) 1995-96
PRENLAB1	Student_Education_Enrollment	Academic year of last enrollment 1998
PRENLA2A	Student_Education_Enrollment	Academic year of last enrollment 2000
PRENLA2B	Student_Education_Enrollment	Academic year of last enrollment 2001
PRATY1	Student_Education_Enrollment	Attainment & enrollment during 1995-96
PRATY2	Student_Education_Enrollment	Attainment & enrollment during 1996-97
PRATY3	Student_Education_Enrollment	Attainment & enrollment during 1997-98
PRATY4	Student_Education_Enrollment	Attainment & enrollment during 1998-99
PRATY5	Student_Education_Enrollment	Attainment & enrollment during 1999-00
PRATY6	Student_Education_Enrollment	Attainment & enrollment during 2000-01
PRENRLB1	Student_Education_Enrollment	Attainment or level of enrollment 1998
ATTNPTRN	Student_Education_Enrollment	Attendance intensity 1995-96
ATTEND2	Student_Education_Enrollment	Attendance intensity 1st term 1995-96
ATTEND	Student_Education_Enrollment	Attendance intensity fall 1995-96
ATTNPT1	Student_Education_Enrollment	Attendance intensity-1st inst 1995-96
ATTNST3	Student_Education_Enrollment	Attendance pattern (FY=9 months) 1995-96
ATTNSTAT	Student_Education_Enrollment	Attendance pattern 1995-96
ATTNST1	Student_Education_Enrollment	Attendance pattern-1st institution 1995-96
ENEVCCB1	Student_Education_Enrollment	Attended 2-year public inst (ever) 1998
ENEVCC2B	Student_Education_Enrollment	Attended 2-year public inst (ever) 2001
ENEVFB1	Student_Education_Enrollment	Attended 4-year institution (ever) 1998
ENEVFB2B	Student_Education_Enrollment	Attended 4-year institution (ever) 2001
ENEVFPB1	Student_Education_Enrollment	Attended for-profit inst (ever) 1998
ENEVFP2B	Student_Education_Enrollment	Attended for-profit inst (ever) 2001
SECLASB1	Student_Education_Enrollment	Class level-most recent institution 1998
QCCLASS	Student_Education_Enrollment	Class level-most recent institution 2001
HRSRPERWK	Student_Education_Enrollment	Clock hours required/week first inst

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
ENEVSIB1	Student_Education_Enrollment	Co-enrolled (ever) 1998
ENEVSIB2	Student_Education_Enrollment	Co-enrolled (ever) 2001
CREDHRS	Student_Education_Enrollment	Credit hours taken 1995-96
CREDHRS1	Student_Education_Enrollment	Credit hours taken 1st institution 1995-96
PROUTYX1	Student_Education_Enrollment	Cumulative persistence outcome 1995-96
PROUTYX2	Student_Education_Enrollment	Cumulative persistence outcome 1996-97
PROUTYX3	Student_Education_Enrollment	Cumulative persistence outcome 1997-98
PROUTYX4	Student_Education_Enrollment	Cumulative persistence outcome 1998-99
PROUTYX5	Student_Education_Enrollment	Cumulative persistence outcome 1999-00
PROUTYX6	Student_Education_Enrollment	Cumulative persistence outcome 2000-01
PROUFY1	Student_Education_Enrollment	Cumulative retention (first inst) 1995-96
PROUFY2	Student_Education_Enrollment	Cumulative retention (first inst) 1996-97
PROUFY3	Student_Education_Enrollment	Cumulative retention (first inst) 1997-98
PROUFY4	Student_Education_Enrollment	Cumulative retention (first inst) 1998-99
PROUFY5	Student_Education_Enrollment	Cumulative retention (first inst) 1999-00
PROUFY6	Student_Education_Enrollment	Cumulative retention (first inst) 2000-01
QBCURENR	Student_Education_Enrollment	Currently enrolled as an undergrad 2001
PRENYRB1	Student_Education_Enrollment	Departure-last year enrolled 1998
PRENYR2A	Student_Education_Enrollment	Departure-last year enrolled 2000
PRENYR2B	Student_Education_Enrollment	Departure-last year enrolled 2001
ENPRE95	Student_Education_Enrollment	Enrolled only in May, June of 1995
ENSENUB1	Student_Education_Enrollment	Enrollment spells-number thru 1998
ENSENU2A	Student_Education_Enrollment	Enrollment spells-number thru 2000
ENSENU2B	Student_Education_Enrollment	Enrollment spells-number thru 2001
ENDTFM	Student_Education_Enrollment	First enrollment date 1998
ENDTFM2B	Student_Education_Enrollment	First enrollment date 2001
ENDTSEB1	Student_Education_Enrollment	First enrollment spell-date ended 1998
ENDTSE2B	Student_Education_Enrollment	First enrollment spell-date ended 2001
ELFMSEB1	Student_Education_Enrollment	First enrollment spell-elapsed months 1998
ELFMSE2B	Student_Education_Enrollment	First enrollment spell-elapsed months 2001
ENFTSE2B	Student_Education_Enrollment	First enrollment spell-full-time months 01
ENFTSEB1	Student_Education_Enrollment	First enrollment spell-full-time months 98
ENIPSEB1	Student_Education_Enrollment	First enrollment spell-intensity 1998
ENIPSE2B	Student_Education_Enrollment	First enrollment spell-intensity 2001
ENINSEB1	Student_Education_Enrollment	First enrollment spell-last intensity 1998
ENINSE2B	Student_Education_Enrollment	First enrollment spell-last intensity 2001
ENNUSE2B	Student_Education_Enrollment	First enrollment spell-months enrolled 01
ENNUSEB1	Student_Education_Enrollment	First enrollment spell-months enrolled 98
PRSEB1	Student_Education_Enrollment	First enrollment spell-outcome 1998
PRSE2B	Student_Education_Enrollment	First enrollment spell-outcome 2001
ENPTSE2B	Student_Education_Enrollment	First enrollment spell-part-time month 01
ENPTSEB1	Student_Education_Enrollment	First enrollment spell-part-time month 98
ENDTSIB1	Student_Education_Enrollment	First institution spell-date ended 1998
ENDTSI2B	Student_Education_Enrollment	First institution spell-date ended 2001
ELFMSI2B	Student_Education_Enrollment	First institution spell-elapsed months 01
ELFMSIB1	Student_Education_Enrollment	First institution spell-elapsed months 98
ENFTSI2B	Student_Education_Enrollment	First institution spell-full-time month 01
ENFTSIB1	Student_Education_Enrollment	First institution spell-full-time month 98
ENIPSI2B	Student_Education_Enrollment	First institution spell-intensity 1998
ENIPSI2B	Student_Education_Enrollment	First institution spell-intensity 2001
ENINSI2B	Student_Education_Enrollment	First institution spell-last intensity 01
ENINSIB1	Student_Education_Enrollment	First institution spell-last intensity 98
ENNUSI2B	Student_Education_Enrollment	First institution spell-months enrolled 01
ENNUSIB1	Student_Education_Enrollment	First institution spell-months enrolled 98
PRSI2B	Student_Education_Enrollment	First institution spell-outcome 1998
PRSI2B	Student_Education_Enrollment	First institution spell-outcome 2001
ENPTSIB1	Student_Education_Enrollment	First institution spell-part-time month 01
ENPTSIB1	Student_Education_Enrollment	First institution spell-part-time month 98
FTPCT1	Student_Education_Enrollment	First institution-% months full-time 95-96
HTPCT1	Student_Education_Enrollment	First institution-% months half-time 95-96
TTPCT1	Student_Education_Enrollment	First institution-% months lt half-t 95-96
ENDTFI2B	Student_Education_Enrollment	First institution-date last enrolled
ENLEN1	Student_Education_Enrollment	First institution-months enrolled 1995-96
MFT1	Student_Education_Enrollment	First institution-months full-time 1995-96
MHT1	Student_Education_Enrollment	First institution-months half-time 1995-96
MPT1	Student_Education_Enrollment	First institution-months lt half-time 95-6
TERMS1	Student_Education_Enrollment	First institution-terms enrolled 1995-96
ENINFM	Student_Education_Enrollment	First month enrolled-intensity 1998
FTPCT	Student_Education_Enrollment	First year-% months full-time 1995-96

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
HTPCT	Student_Education_Enrollment	First year-% months half-time 1995-96
PTPCT	Student_Education_Enrollment	First year-% months lt half-time 1995-96
ENLEN	Student_Education_Enrollment	First year-months enrolled 1995-96
MFT	Student_Education_Enrollment	First year-months full-time 1995-96
MHT	Student_Education_Enrollment	First year-months gt half-time 1995-96
MPT	Student_Education_Enrollment	First year-months lt half-time 1995-96
TERMS	Student_Education_Enrollment	First year-terms enrolled 1995-96
ENFRGNB1	Student_Education_Enrollment	Foreign institution-months enrolled 1998
ENFTYX0	Student_Education_Enrollment	Full-time months during 1995 May-June
ENFTYX1	Student_Education_Enrollment	Full-time months during 1995-96
ENFTYX2	Student_Education_Enrollment	Full-time months during 1996-97
ENFTYX3	Student_Education_Enrollment	Full-time months during 1997-98
ENFTYX4	Student_Education_Enrollment	Full-time months during 1998-99
ENFTYX5	Student_Education_Enrollment	Full-time months during 1999-00
ENFTYX6	Student_Education_Enrollment	Full-time months during 2000-01
ENFTY1	Student_Education_Enrollment	Full-time months during 95-96 (BPS98)
ENFTY2	Student_Education_Enrollment	Full-time months during 96-97 (BPS98)
ENFTY3	Student_Education_Enrollment	Full-time months during 97-98 (BPS98)
ENFTTTB1	Student_Education_Enrollment	Full-time months through 1998
ENFTTT2A	Student_Education_Enrollment	Full-time months through 2000
ENFTTT2B	Student_Education_Enrollment	Full-time months through 2001
EPGRADB1	Student_Education_Enrollment	Graduate school enrollment-timing 1998
GRADANY	Student_Education_Enrollment	Graduate-any graduate enrollment 2001
QDFT1	Student_Education_Enrollment	Graduate-attendance intensity 2001
GSUR2B	Student_Education_Enrollment	Graduate-currently enrolled 2001
ENSINU2B	Student_Education_Enrollment	Institution spells-number thru 2001
ENNIAFB1	Student_Education_Enrollment	Institutions after 1st attainment 1998
ENNIAF2A	Student_Education_Enrollment	Institutions after 1st attainment 2000
ENNIAF2B	Student_Education_Enrollment	Institutions after 1st attainment 2001
ENNIY1	Student_Education_Enrollment	Institutions attended-number 95-96 (BPS98)
ENNIY2	Student_Education_Enrollment	Institutions attended-number 96-97 (BPS98)
ENNIY3	Student_Education_Enrollment	Institutions attended-number 97-98 (BPS98)
ENNIYX0	Student_Education_Enrollment	Institutions attended-number in 1995 My-Ju
ENNIYX1	Student_Education_Enrollment	Institutions attended-number in 1995-96
STUDMULT	Student_Education_Enrollment	Institutions attended-number in 1995-96
ENNIYX2	Student_Education_Enrollment	Institutions attended-number in 1996-97
ENNIYX3	Student_Education_Enrollment	Institutions attended-number in 1997-98
ENNIYX4	Student_Education_Enrollment	Institutions attended-number in 1998-99
ENNIYX5	Student_Education_Enrollment	Institutions attended-number in 1999-2000
ENNIYX6	Student_Education_Enrollment	Institutions attended-number in 2000-01
ENNIB1	Student_Education_Enrollment	Institutions attended-number thru 1998
ENNI2B	Student_Education_Enrollment	Institutions attended-number thru 2001
ENNIFAB1	Student_Education_Enrollment	Institutions before first attainment 1998
ENNIFA2B	Student_Education_Enrollment	Institutions before first attainment 2001
ENIPYX0	Student_Education_Enrollment	Intensity pattern 1995 May-June
ENIPYX1	Student_Education_Enrollment	Intensity pattern 1995-96
ENIPYX2	Student_Education_Enrollment	Intensity pattern 1996-97
ENIPYX3	Student_Education_Enrollment	Intensity pattern 1997-98
ENIPYX4	Student_Education_Enrollment	Intensity pattern 1998-99
ENIPYX5	Student_Education_Enrollment	Intensity pattern 1999-00
ENIPYX6	Student_Education_Enrollment	Intensity pattern 2000-01
ENIPY1	Student_Education_Enrollment	Intensity pattern 95-96 (BPS98)
ENIPY2	Student_Education_Enrollment	Intensity pattern 96-97 (BPS98)
ENIPY3	Student_Education_Enrollment	Intensity pattern 97-98 (BPS98)
ELFMLB1	Student_Education_Enrollment	Last enrolled-elapsed months 1998
ELFMLB2B	Student_Education_Enrollment	Last enrolled-elapsed months 2001
ENDTLMB1	Student_Education_Enrollment	Last enrollment date 1998
ENDTLM2A	Student_Education_Enrollment	Last enrollment date 2000
ENDTLM2B	Student_Education_Enrollment	Last enrollment date 2001
ENINLMB1	Student_Education_Enrollment	Last month enrolled-intensity 1998
ENINLM2B	Student_Education_Enrollment	Last month enrolled-intensity 2001
ENIPTTB1	Student_Education_Enrollment	Last month enrolled-intensity thru 1998
ENIPTT2B	Student_Education_Enrollment	Last month enrolled-intensity thru 2001
LENGTHCL	Student_Education_Enrollment	Length of program (clock-hour students)
ENNUY1	Student_Education_Enrollment	Months enrolled during 95-96 (BPS98)
ENNUY2	Student_Education_Enrollment	Months enrolled during 96-97 (BPS98)
ENNUY3	Student_Education_Enrollment	Months enrolled during 97-98 (BPS98)
PROUTY1	Student_Education_Enrollment	Outcome of enrollment 95-96 (BPS98)
PROUTY2	Student_Education_Enrollment	Outcome of enrollment 96-97 (BPS98)

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
PROUTY3	Student_Education_Enrollment	Outcome of enrollment 97-98 (BPS98)
ENPTYX0	Student_Education_Enrollment	Part-time months during 1995 May-June
ENPTYX1	Student_Education_Enrollment	Part-time months during 1995-96
ENPTYX2	Student_Education_Enrollment	Part-time months during 1996-97
ENPTYX3	Student_Education_Enrollment	Part-time months during 1997-98
ENPTYX4	Student_Education_Enrollment	Part-time months during 1998-99
ENPTYX5	Student_Education_Enrollment	Part-time months during 1999-2000
ENPTYX6	Student_Education_Enrollment	Part-time months during 2000-01
ENPTY1	Student_Education_Enrollment	Part-time months during 95-96 (BPS98)
ENPTY2	Student_Education_Enrollment	Part-time months during 96-97 (BPS98)
ENPTY3	Student_Education_Enrollment	Part-time months during 97-98 (BPS98)
ENPTTTB1	Student_Education_Enrollment	Part-time months enrolled thru 1998
ENPTTT2A	Student_Education_Enrollment	Part-time months enrolled thru 2000
ENPTTT2B	Student_Education_Enrollment	Part-time months enrolled thru 2001
PRENRL2A	Student_Education_Enrollment	Persistence & degree type 5-year 2000
PRENRL2B	Student_Education_Enrollment	Persistence & degree type 6-year 2001
PRENRLY1	Student_Education_Enrollment	Persistence and attainment 95-96 (BPS98)
PRENRLY2	Student_Education_Enrollment	Persistence and attainment 96-97 (BPS98)
PRENRLY3	Student_Education_Enrollment	Persistence and attainment 97-98 (BPS98)
PRAT2A	Student_Education_Enrollment	Persistence and attainment-total 5-year
PRAT2B	Student_Education_Enrollment	Persistence and attainment-total 6-year
PRFIRST	Student_Education_Enrollment	Retention at 1st institution-1st yr (BPS98)
PRSECND	Student_Education_Enrollment	Retention at 1st institution-2nd yr (BPS98)
PRTHIRD	Student_Education_Enrollment	Retention at 1st institution-3rd yr (BPS98)
SCHLSEQ	Student_Education_Enrollment	Sequence of institutions 1995-96
ELSTOPB1	Student_Education_Enrollment	Stopout (first) elapsed months 1998
ELSTOP2B	Student_Education_Enrollment	Stopout (first) elapsed months 2001
PRSOBY1	Student_Education_Enrollment	Stopout began during 1995-96
PRSOBY2	Student_Education_Enrollment	Stopout began during 1996-97
PRSOBY3	Student_Education_Enrollment	Stopout began during 1997-98
PRSOBY4	Student_Education_Enrollment	Stopout began during 1998-99
PRSOBY5	Student_Education_Enrollment	Stopout began during 1999-2000
PRSOBY6	Student_Education_Enrollment	Stopout began during 2000-01
PRSTOPY1	Student_Education_Enrollment	Stopout during 95-96 (BPS98)
PRSTOPY2	Student_Education_Enrollment	Stopout during 96-97 (BPS98)
PRSTOPY3	Student_Education_Enrollment	Stopout during 97-98 (BPS98)
PRSTOP1	Student_Education_Enrollment	Stopout-academic year 1st stopout began
PRSTOP2	Student_Education_Enrollment	Stopout-academic year 2nd stopout began
PRSTOP3	Student_Education_Enrollment	Stopout-academic year 3rd stopout began
PRSTOP4	Student_Education_Enrollment	Stopout-academic year 4th stopout began
PRSTNU2B	Student_Education_Enrollment	Stopouts-number thru 2001
ENSUMMY1	Student_Education_Enrollment	Summer months only during 1995-96
ENSUMMY2	Student_Education_Enrollment	Summer months only during 96-97
ENSUMMY3	Student_Education_Enrollment	Summer months only during 97-98
ENSUMMB1	Student_Education_Enrollment	Summer months only thru 1998
ENNUYX0	Student_Education_Enrollment	Total months enrolled in 1995 May-June
ENNUYX1	Student_Education_Enrollment	Total months enrolled in 1995-96
ENNUYX2	Student_Education_Enrollment	Total months enrolled in 1996-97
ENNUYX3	Student_Education_Enrollment	Total months enrolled in 1997-98
ENNUYX4	Student_Education_Enrollment	Total months enrolled in 1998-99
ENNUYX5	Student_Education_Enrollment	Total months enrolled in 1999-2000
ENNUYX6	Student_Education_Enrollment	Total months enrolled in 2000-01
ENNUTTB1	Student_Education_Enrollment	Total months enrolled thru 1998
ENNUTT2A	Student_Education_Enrollment	Total months enrolled thru 2000
ENNUTT2B	Student_Education_Enrollment	Total months enrolled thru 2001
ENDTFLB1	Student_Education_Enrollment	Track exit (first) date last enrolled 1998
ENDTFL2B	Student_Education_Enrollment	Track exit (first) date last enrolled 2001
ELFMFLB1	Student_Education_Enrollment	Track exit (first) elapsed months 1998
ELFMFL2B	Student_Education_Enrollment	Track exit (first) elapsed months 2001
ENFTFLB1	Student_Education_Enrollment	Track exit (first) full-time months 1998
ENFTFL2B	Student_Education_Enrollment	Track exit (first) full-time months 2001
ENINFL2B	Student_Education_Enrollment	Track exit (first) intensity last month 01
ENINFLB1	Student_Education_Enrollment	Track exit (first) intensity last month 98
ENNUFL2B	Student_Education_Enrollment	Track exit (first) months enrolled thru 01
ENNUFLB1	Student_Education_Enrollment	Track exit (first) months enrolled thru 98
ENPTFLB1	Student_Education_Enrollment	Track exit (first) part-time months 1998
ENPTFL2B	Student_Education_Enrollment	Track exit (first) part-time months 2001
ENIPFLB1	Student_Education_Enrollment	Track exit-first month-intensity thru 1998
ENIPFL2B	Student_Education_Enrollment	Track exit-first month-intensity thru 2001

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
PRFLTYB1	Student_Education_Enrollment	Track exit-first type 1998
PRFLTY2B	Student_Education_Enrollment	Track exit-first type 2001
PRFLYRB1	Student_Education_Enrollment	Track exit-first year 1998
PRFLYR2B	Student_Education_Enrollment	Track exit-first year 2001
ENDTTDB1	Student_Education_Enrollment	Transfer (first) date at destination 1998
ENDTTD2B	Student_Education_Enrollment	Transfer (first) date at destination 2001
ENDTTOB1	Student_Education_Enrollment	Transfer (first) date left origin 1998
ENDTTO2B	Student_Education_Enrollment	Transfer (first) date left origin 2001
PRTRTYB1	Student_Education_Enrollment	Transfer (first) direction thru 1998
PRTRTY2B	Student_Education_Enrollment	Transfer (first) direction thru 2001
PROUTR2B	Student_Education_Enrollment	Transfer (first) enrollment outcome 01
PRTRSEB1	Student_Education_Enrollment	Transfer (first) enrollment spell 1998
PRTRSE2B	Student_Education_Enrollment	Transfer (first) enrollment spell 2001
ENFTTRB1	Student_Education_Enrollment	Transfer (first) full-time months 1998
ENFTTR2B	Student_Education_Enrollment	Transfer (first) full-time months 2001
ENINTRB1	Student_Education_Enrollment	Transfer (first) intensity last month 1998
ENINTR2B	Student_Education_Enrollment	Transfer (first) intensity last month 2001
ENIPTRB1	Student_Education_Enrollment	Transfer (first) intensity thru 1998
ENIPTR2B	Student_Education_Enrollment	Transfer (first) intensity thru 2001
ELFMTO2B	Student_Education_Enrollment	Transfer (first) months at origin 01
ELFMTOB1	Student_Education_Enrollment	Transfer (first) months at origin 98
ELTOTD2B	Student_Education_Enrollment	Transfer (first) months between insts 01
ELTOTDB1	Student_Education_Enrollment	Transfer (first) months between insts 98
ENNUTRB1	Student_Education_Enrollment	Transfer (first) months enrolled thru 1998
ENNUTR2B	Student_Education_Enrollment	Transfer (first) months enrolled thru 2001
ELFMTD2B	Student_Education_Enrollment	Transfer (first) months to destination 01
ELFMTDB1	Student_Education_Enrollment	Transfer (first) months to destination 98
ENOVTR2B	Student_Education_Enrollment	Transfer (first) overlapping enrollment 01
ENPTTRB1	Student_Education_Enrollment	Transfer (first) part-time months 1998
ENPTTR2B	Student_Education_Enrollment	Transfer (first) part-time months 2001
TCCSACB1	Student_Education_Enrollment	Transfer credits accepted at current 1998
QBTRNCRD	Student_Education_Enrollment	Transfer credits accepted at current 2001
TCNPACB1	Student_Education_Enrollment	Transfer credits accepted at first 1998
CRTRANSF	Student_Education_Enrollment	Transfer credits accepted at other 1995-96
TCNPATB1	Student_Education_Enrollment	Transfer credits attempted from first 1998
TCCSATB1	Student_Education_Enrollment	Transfer credits attempted to current 1998
QBTRNSFR	Student_Education_Enrollment	Transfer credits attempted to current 2001
PRTRYX1	Student_Education_Enrollment	Transfer direction during 1995-96
PRTRYX2	Student_Education_Enrollment	Transfer direction during 1996-97
PRTRYX3	Student_Education_Enrollment	Transfer direction during 1997-98
PRTRYX4	Student_Education_Enrollment	Transfer direction during 1998-99
PRTRYX5	Student_Education_Enrollment	Transfer direction during 1999-00
PRTRYX6	Student_Education_Enrollment	Transfer direction during 2000-01
PRTRFY1	Student_Education_Enrollment	Transfer during 1995-96
PRTRFY2	Student_Education_Enrollment	Transfer during 1996-97
PRTRFY3	Student_Education_Enrollment	Transfer during 1997-98
PRTRFY4	Student_Education_Enrollment	Transfer during 1998-99
PRTRFY5	Student_Education_Enrollment	Transfer during 1999-2000
PRTRFY6	Student_Education_Enrollment	Transfer during 2000-01
PRTRY1	Student_Education_Enrollment	Transfer during 95-96 (BPS98)
PRTRY2	Student_Education_Enrollment	Transfer during 96-97 (BPS98)
PRTRY3	Student_Education_Enrollment	Transfer during 97-98 (BPS98)
PRTRYRB1	Student_Education_Enrollment	Transfer-first year thru 1998
PRTRYR2B	Student_Education_Enrollment	Transfer-first year thru 2001
ENTRNUB1	Student_Education_Enrollment	Transfers-number thru 1998
ENTRN2B	Student_Education_Enrollment	Transfers-number thru 2001
ENTSNUB1	Student_Education_Enrollment	Transitions between institutions 1998
ENTSNU2B	Student_Education_Enrollment	Transitions between institutions 2001
ACADINT	Student_Education_Experiences	Climate-academic integration 1995-96
CMFRIEND	Student_Education_Experiences	Climate-go places with friends 1995-96
CMMEET	Student_Education_Experiences	Climate-meet with advisor 1995-96
CMARTS	Student_Education_Experiences	Climate-participate in fine arts 1995-96
CMCLUBS	Student_Education_Experiences	Climate-participate in school clubs 95-96
CMINTRAM	Student_Education_Experiences	Climate-play intramural sports 1995-96
CMVARSTY	Student_Education_Experiences	Climate-play varsity sports 1995-96
CMSOCIAL	Student_Education_Experiences	Climate-social contact-faculty 1995-96
SOCINT	Student_Education_Experiences	Climate-social integration 1995-96
CMSTUDGP	Student_Education_Experiences	Climate-study groups 1995-96
CMTALK	Student_Education_Experiences	Climate-talk with faculty 1995-96

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
DFACADY1	Student_Education_Experiences	Difficulty-academic problems 1995-96
DFADJUY1	Student_Education_Experiences	Difficulty-adjusting to college 1995-96
QCDIFF	Student_Education_Experiences	Difficulty-any reported 2001
DFFAMIY1	Student_Education_Experiences	Difficulty-conflict with family 1995-96
DFFAMI2B	Student_Education_Experiences	Difficulty-conflict with family 2001
DFWORKY1	Student_Education_Experiences	Difficulty-conflict-work & school 1995-96
DFWORK2B	Student_Education_Experiences	Difficulty-conflict-work & school 2001
DFFIRSY1	Student_Education_Experiences	Difficulty-first provided 1995-96
QCDIFF1	Student_Education_Experiences	Difficulty-first provided 2001
DFCHLDY1	Student_Education_Experiences	Difficulty-need for childcare 1995-96
DFOTH2B	Student_Education_Experiences	Difficulty-other difficulty 2001
DFFINAY1	Student_Education_Experiences	Difficulty-other financial issues 1995-96
DFFINA2B	Student_Education_Experiences	Difficulty-other financial issues 2001
DFCRISY1	Student_Education_Experiences	Difficulty-personal/family crisis 1995-96
DFCRIS2B	Student_Education_Experiences	Difficulty-personal/family crisis 2001
DFTRAV2B	Student_Education_Experiences	Difficulty-travel arrangements 2001
DFTUITY1	Student_Education_Experiences	Difficulty-tuition and fees high 1995-96
DFTUIT2B	Student_Education_Experiences	Difficulty-tuition and fees high 2001
FQFACUY1	Student_Education_Experiences	Frequency-faculty contact 1995-96
FQGRPSY1	Student_Education_Experiences	Frequency-group study/projects 1995-96
FQLECTY1	Student_Education_Experiences	Frequency-lecture-only courses 1995-96
FQLOGRY1	Student_Education_Experiences	Frequency-receive lower grades 1995-96
FQSMCLY1	Student_Education_Experiences	Frequency-small classes 1995-96
FQGRADY1	Student_Education_Experiences	Frequency-taught by grad students 1995-96
FQLIBRY1	Student_Education_Experiences	Frequency-use library 1995-96
FQPERSY1	Student_Education_Experiences	Frequency-use personal computer 1995-96
FQESSY1	Student_Education_Experiences	Frequency-write essays 1995-96
FQWRITY1	Student_Education_Experiences	Frequency-write papers 1995-96
EDEXPCH	Student_Education_Goals	Change in educ expectations 1995 to 1998
DGEXPY1	Student_Education_Goals	Degree expected-first institution 1995-96
EPHDEGY1	Student_Education_Goals	Highest degree ever expected 1996
EPHDEGB1	Student_Education_Goals	Highest degree ever expected 1998
QFHIDEG	Student_Education_Goals	Highest degree ever expected 2001
EPHDEGNP	Student_Education_Goals	Highest degree expected-1st institut 1995-96
PGM4Y1	Student_Education_Goals	Highest degree expected-It 4-year 1995-96
EPDEGRB1	Student_Education_Goals	Plan to return to earn degree 1998
QCRETURN	Student_Education_Goals	Plan to return to school 2001
EPENRLY2	Student_Education_Goals	Plans to enroll during 1996-97
EPENRLY4	Student_Education_Goals	Plans to enroll during 1998-99
EPWORKY4	Student_Education_Goals	Plans to work during 1998-99
PGM7Y1	Student_Education_Goals	Transfer or degree expectation 1995-96
EPTRANB1	Student_Education_Goals	Transfer to 4-year institution expected 1998
MERITNDX	Student_Education_High School	Academic merit index
HCGRENL	Student_Education_High School	Average grade English
HCGRLANG	Student_Education_High School	Average grade foreign languages
HCGRMATH	Student_Education_High School	Average grade math
HCGRSCIE	Student_Education_High School	Average grade science
HCGRSOCI	Student_Education_High School	Average grade social studies
HSDIPLDM	Student_Education_High School	Diploma received or passed GED
HSDIPLDT	Student_Education_High School	Diploma received-year
HSENR12	Student_Education_High School	Enrollment at high school-12th grade
HSENRTOT	Student_Education_High School	Enrollment at high school-total
EXCACAD	Student_Education_High School	Extra-curricular-academic
EXCART	Student_Education_High School	Extra-curricular-art
EXCCIVIC	Student_Education_High School	Extra-curricular-civic
EXCSERV	Student_Education_High School	Extra-curricular-community service
EXCETHN	Student_Education_High School	Extra-curricular-ethnic organizations
EXCURSUM	Student_Education_High School	Extra-curricular-number of areas
EXCOTHER	Student_Education_High School	Extra-curricular-other
EXCSPORT	Student_Education_High School	Extra-curricular-varsity sports
EXCWORK	Student_Education_High School	Extra-curricular-work
HSFTENUM	Student_Education_High School	FTE classroom teachers at high school
GEDYEAR	Student_Education_High School	GED earned-year
HCGPAREP	Student_Education_High School	Grade point average in high school
HCGPADER	Student_Education_High School	Grade point average in high school (der)
CTAKING	Student_Education_High School	High school courses-overall rigor
HSDEG	Student_Education_High School	High school degree or equivalent
HSLUNCH2	Student_Education_High School	High school economic level
HSGRADYY	Student_Education_High School	High school graduation year

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
HCMATHHI	Student_Education_High School	Highest level of math completed/planned
HCHNENGL	Student_Education_High School	Honors course-English
HCHNLANG	Student_Education_High School	Honors course-foreign languages
HCHNMATH	Student_Education_High School	Honors course-math
HCHNSCIE	Student_Education_High School	Honors course-science
HCHNSOCI	Student_Education_High School	Honors course-social studies
HCHNCT	Student_Education_High School	Honors subjects-total number
HSLOCALE	Student_Education_High School	Locale of high school
HSENRLow	Student_Education_High School	Lowest grade offered at high school
HCBASIC4	Student_Education_High School	Met high math/science standard
HCBASE	Student_Education_High School	Met highest curriculum standard
HCBASIC1	Student_Education_High School	Met minimum New Basics standard
HCBASIC	Student_Education_High School	Met NCEE or high math-science curriculum
HCBASIC2	Student_Education_High School	Met NCEE recommended standard
HCBASIC3	Student_Education_High School	Met selective college standard
HCBASIC5	Student_Education_High School	Met very high total standard
HSNAIS	Student_Education_High School	NAIS membership (private HS)
HSPCAMI	Student_Education_High School	Percent American Indian (HS)
HSAPPLRT	Student_Education_High School	Percent applying to college (private HS)
HSPCAPI	Student_Education_High School	Percent Asian/Pacific Islander (HS)
HSPCBLA	Student_Education_High School	Percent Black, not Hispanic (HS)
HSLUNCH	Student_Education_High School	Percent free lunch eligible at public HS
HSPCHIS	Student_Education_High School	Percent Hispanic (HS)
HSPCMIN	Student_Education_High School	Percent under-represented minority (HS)
HSPCWHI	Student_Education_High School	Percent White, not Hispanic (HS)
HCSEMCOR	Student_Education_High School	Semesters of core subj completed/planned
HSSTATE	Student_Education_High School	State location of high school
HSRATIO	Student_Education_High School	Student-faculty ratio at high school
HCTKALG1	Student_Education_High School	Took/planned to take Algebra 1
HCTKALG2	Student_Education_High School	Took/planned to take Algebra 2
HCTKBIOL	Student_Education_High School	Took/planned to take Biology
HCTKCALC	Student_Education_High School	Took/planned to take Calculus
HCTKCHEM	Student_Education_High School	Took/planned to take Chemistry
HCTKGEOM	Student_Education_High School	Took/planned to take Geometry
HCTKPHYS	Student_Education_High School	Took/planned to take Physics
HCTKPCAL	Student_Education_High School	Took/planned to take Precalculus
HCTKTRIG	Student_Education_High School	Took/planned to take Trigonometry
HSTYPESR	Student_Education_High School	Type of high school (student-reported)
HCYSENGL	Student_Education_High School	Years completed/planned English
HCYSLANG	Student_Education_High School	Years completed/planned foreign language
HCYSMATH	Student_Education_High School	Years completed/planned math
HCYSSCIE	Student_Education_High School	Years completed/planned science
HCYSSOCI	Student_Education_High School	Years completed/planned social studies
TEACTCRE	Student_Education_Performance	ACT composite score
TEACTCP1	Student_Education_Performance	ACT composite score percentile rank
TEACTCSR	Student_Education_Performance	ACT composite score source
TEACTERE	Student_Education_Performance	ACT-report English score
TEACTEP1	Student_Education_Performance	ACT-report English score percentile rank
TEACTMRE	Student_Education_Performance	ACT-report math score
TEACTMP1	Student_Education_Performance	ACT-report math score percentile rank
TEACTRRE	Student_Education_Performance	ACT-report reading score
TEACTRP1	Student_Education_Performance	ACT-report reading score percentile rank
TEACTNRE	Student_Education_Performance	ACT-report science score
TEACTNP1	Student_Education_Performance	ACT-report science score percentile rank
APART	Student_Education_Performance	AP tests-art history/studio (ETS)
TEAPART	Student_Education_Performance	AP tests-art history/studio (student)
APAVG	Student_Education_Performance	AP tests-average score (ETS)
APBIO	Student_Education_Performance	AP tests-biology (ETS)
TEAPBIOL	Student_Education_Performance	AP tests-biology (student)
APCALC	Student_Education_Performance	AP tests-calculus (ETS)
TEAPCALC	Student_Education_Performance	AP tests-calculus (student)
APCHEM	Student_Education_Performance	AP tests-chemistry (ETS)
TEAPCHEM	Student_Education_Performance	AP tests-chemistry (student)
APCOMPTR	Student_Education_Performance	AP tests-computer science (ETS)
TEAPCOMP	Student_Education_Performance	AP tests-computer science (student)
APECON	Student_Education_Performance	AP tests-economics (ETS)
TEAPECON	Student_Education_Performance	AP tests-economics (student)
APENGLSH	Student_Education_Performance	AP tests-English (ETS)
TEAPENGL	Student_Education_Performance	AP tests-English (student)

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
APFLANG	Student_Education_Performance	AP tests-foreign language (ETS)
TEAPLANG	Student_Education_Performance	AP tests-foreign language (student)
APGOVNT	Student_Education_Performance	AP tests-government (ETS)
TEAPGOVT	Student_Education_Performance	AP tests-government (student)
APHISTORY	Student_Education_Performance	AP tests-history (ETS)
TEAPHIST	Student_Education_Performance	AP tests-history (student)
APNUMBER	Student_Education_Performance	AP tests-number taken (ETS)
TEAPNUMB	Student_Education_Performance	AP tests-number taken (student)
APPHYSIC	Student_Education_Performance	AP tests-physics (ETS)
TEAPPHYS	Student_Education_Performance	AP tests-physics (student)
APPSYCH	Student_Education_Performance	AP tests-psychology (ETS)
TEAPPSYC	Student_Education_Performance	AP tests-psychology (student)
QCUGEX1	Student_Education_Performance	Ever received an incomplete 2001
QCUGEX2	Student_Education_Performance	Ever repeat course for higher grade 2001
QCUGEX3	Student_Education_Performance	Ever withdraw when failing 2001
GPA	Student_Education_Performance	Grade point average 1995-96 (categorical)
SEGPAY1	Student_Education_Performance	Grade point average 1995-96 (continuous)
SEGPAB1	Student_Education_Performance	Grade point average 1998
SEGPA2B	Student_Education_Performance	Grade point average 2001
QCUGEX4	Student_Education_Performance	Graduate with honors 2001
TESATCRE	Student_Education_Performance	SAT combined score
TESATCP1	Student_Education_Performance	SAT combined score percentile rank
TESATCSR	Student_Education_Performance	SAT combined score source
TESATDER	Student_Education_Performance	SAT derived combined score
TESATDP2	Student_Education_Performance	SAT derived combined score percentile rank
TESATDSR	Student_Education_Performance	SAT derived combined score source
TESATNDE	Student_Education_Performance	SAT derived math score
TESATNP1	Student_Education_Performance	SAT derived math score percentile rank
TESATNP2	Student_Education_Performance	SAT derived math score percentile rank-FTB
TESATNSR	Student_Education_Performance	SAT derived math score source
SAT2AVG	Student_Education_Performance	SAT II exams-average score
SAT2NUMB	Student_Education_Performance	SAT II exams-number taken
TESATMRE	Student_Education_Performance	SAT math score
TESATMP1	Student_Education_Performance	SAT math score percentile rank
TESATMSR	Student_Education_Performance	SAT math score source
TESATVRE	Student_Education_Performance	SAT verbal score
TESATVP1	Student_Education_Performance	SAT verbal score percentile rank
TESATVSR	Student_Education_Performance	SAT verbal score source
PGM8Y1	Student_Education_Program	Applied fields of study 1995-96
PGM1Y1	Student_Education_Program	First degree program (composite) 1995-96
PGM2Y1	Student_Education_Program	First degree program (institution) 1995-96
PGM3Y1	Student_Education_Program	First degree program (student) 1995-96
DGPGMY1	Student_Education_Program	First degree program 1995-96
GFDEG2B	Student_Education_Program	Graduate-degree program 2001
QDDOC1	Student_Education_Program	Graduate-doctorate degree type 2001
GFENR2B	Student_Education_Program	Graduate-enrollment purpose 2001
QDMSTR1	Student_Education_Program	Graduate-Master's degree type 2001
SEMAJ2Y1	Student_Education_Program	Major during first year (12 cat) 1995-96
SEMAJ1Y1	Student_Education_Program	Major during first year 1995-96
SEMAJ1B1	Student_Education_Program	Major when last enrolled 1998
SEMAJ2B1	Student_Education_Program	Major when last enrolled 1998 (12 cat)
QCMJCOD	Student_Education_Program	Major when last enrolled 2001
ICCLOSE	Student_Education_Reasons	Attend-close to home (location) 1995-96
ICJOB	Student_Education_Reasons	Attend-close to job (location) 1995-96
ICNUMCOS	Student_Education_Reasons	Attend-cost reasons 1995-96
FACILITY	Student_Education_Reasons	Attend-facilities/equipment 1995-96
PROFESOR	Student_Education_Reasons	Attend-faculty reputation 1995-96
ICFRIEND	Student_Education_Reasons	Attend-friend/spouse (influence) 1995-96
REPUTATN	Student_Education_Reasons	Attend-good reputation 1995-96
ICNUMINF	Student_Education_Reasons	Attend-influence reasons 1995-96
ICJOBPLC	Student_Education_Reasons	Attend-job placement (reputation)1995-96
SURROUND	Student_Education_Reasons	Attend-liked the campus 1995-96
ICLIVHOM	Student_Education_Reasons	Attend-live at home (location) 1995-96
ICLIVCOS	Student_Education_Reasons	Attend-living costs less (cost) 1995-96
ICNUMLOC	Student_Education_Reasons	Attend-location reasons 1995-96
ICFINAID	Student_Education_Reasons	Attend-more financial aid (cost) 1995-96
ICREAS1	Student_Education_Reasons	Attend-most important reason 1995-96
OTHCOST	Student_Education_Reasons	Attend-other cost reason 1995-96
INFLUNCE	Student_Education_Reasons	Attend-other influence factors 95-96

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
LOCATION	Student_Education_Reasons	Attend-other location reason 1995-96
OTHRSN	Student_Education_Reasons	Attend-other reputation reason 1995-96
PARNATT	Student_Education_Reasons	Attend-parent(s) attended school 1995-96
PARENT	Student_Education_Reasons	Attend-parent(s) wanted 1995-96
ICNUMREP	Student_Education_Reasons	Attend-reputation reasons 1995-96
SHORTER	Student_Education_Reasons	Attend-shorter time to finish 1995-96
TEACHER	Student_Education_Reasons	Attend-teacher recommended 1995-96
TUITLESS	Student_Education_Reasons	Attend-tuition was low 1995-96
QBMLT1	Student_Education_Reasons	Coenrollment-first reason 2001
EEADVAY1	Student_Education_Reasons	Employee-advance in job 1995-96
EEDEGRY1	Student_Education_Reasons	Employee-earn degree/cert 1995-96
ELEEAR1	Student_Education_Reasons	Employee-learn new skills 1995-96
EPEERSY1	Student_Education_Reasons	Employee-personal interest 1995-96
EERECRY1	Student_Education_Reasons	Employee-recreation 1995-96
EEREQUY1	Student_Education_Reasons	Employee-required by job 1995-96
JFEOPPB1	Student_Education_Reasons	Enrolled to improve job opportunity 1998
JFEPROB1	Student_Education_Reasons	Enrolled to improve opps for promo 1998
JFESALB1	Student_Education_Reasons	Enrolled to improve salary 1998
JFERESB1	Student_Education_Reasons	Enrolled to increase responsibility 1998
RPFIRS	Student_Education_Reasons	Enroll-first reason provided 1998
RPADVANC	Student_Education_Reasons	Enroll-improve job skill 1998
PGM6Y1	Student_Education_Reasons	Enrolling-primary purpose (details) 1995-96
SBENRPUR	Student_Education_Reasons	Enrolling-primary reason 1995-96
RPPERSAT	Student_Education_Reasons	Enroll-personal satisfaction 1998
RPNEWJOB	Student_Education_Reasons	Enroll-qualify for new job 1998
RPREQUIR	Student_Education_Reasons	Enroll-required by employer/military 1998
RPCAREER	Student_Education_Reasons	Enroll-to change careers 1998
RPTRAIN	Student_Education_Reasons	Enroll-training to enter work force 1998
GFRIN2B	Student_Education_Reasons	Graduate-reasons-academic interest 2001
GFRV2B	Student_Education_Reasons	Graduate-reasons-availability of aid 2001
GFRCA2B	Student_Education_Reasons	Graduate-reasons-career advancement 2001
GFRCC2B	Student_Education_Reasons	Graduate-reasons-career choice 2001
QDGRC11	Student_Education_Reasons	Graduate-reasons-first reason (classes) 2001
QDGRP11	Student_Education_Reasons	Graduate-reasons-first reason (program) 2001
GFROT2B	Student_Education_Reasons	Graduate-reasons-other 2001
RLFIRSB1	Student_Education_Reasons	Left-1st reason provided 1998
QCLEAV1	Student_Education_Reasons	Left-1st reason provided 2001
RLACADB1	Student_Education_Reasons	Left-academic problems 1998
RLFAMIB1	Student_Education_Reasons	Left-change in family status 1998
RLFAMI2B	Student_Education_Reasons	Left-change in family status 2001
RLHOMEB1	Student_Education_Reasons	Left-conflicts at home 1998
RLHOME2B	Student_Education_Reasons	Left-conflicts at home 2001
RLJOB1	Student_Education_Reasons	Left-conflicts with job 1998
RLJOB2B	Student_Education_Reasons	Left-conflicts with job/military 2001
RLDONEB1	Student_Education_Reasons	Left-done taking classes 1998
RLDONE2B	Student_Education_Reasons	Left-done taking classes 2001
RLMOVE2B	Student_Education_Reasons	Left-moved to another city/state 2001
RLWORKB1	Student_Education_Reasons	Left-needed to work 1998
RLWORK2B	Student_Education_Reasons	Left-needed to work 2001
RLNOTSB1	Student_Education_Reasons	Left-not satisfied 1998
RLNOTS2B	Student_Education_Reasons	Left-not satisfied 2001
NUMRL	Student_Education_Reasons	Left-number of reasons 1998
RLFINAB1	Student_Education_Reasons	Left-other financial reasons 1998
RLFINA2B	Student_Education_Reasons	Left-other financial reasons 2001
RLOTH2B	Student_Education_Reasons	Left-other reason 2001
RLTIMEB1	Student_Education_Reasons	Left-taking time off from studies 1998
RLTIME2B	Student_Education_Reasons	Left-taking time off from studies 2001
RDFAM2B	Student_Education_Reasons	Stopout-change in family status 2001
RDPERS2B	Student_Education_Reasons	Stopout-conflicts/personal probs 2001
QBGAP1	Student_Education_Reasons	Stopout-first reason 2001
RDWORK2B	Student_Education_Reasons	Stopout-needed to work 2001
RDFIN2B	Student_Education_Reasons	Stopout-other financial reasons 2001
RDOTH2B	Student_Education_Reasons	Stopout-other reason 2001
RDOFF2B	Student_Education_Reasons	Stopout-taking time off studies 2001
RTFIRSB1	Student_Education_Reasons	Transfer-1st reason provided 1998
QBTRN1	Student_Education_Reasons	Transfer-1st reason provided 2001
RTACADB1	Student_Education_Reasons	Transfer-academic problems 1998
RTAFF2B	Student_Education_Reasons	Transfer-affordable/other financial 2001
RTFAMIB1	Student_Education_Reasons	Transfer-change in family status 1998

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
RTCHPRB1	Student_Education_Reasons	Transfer-changed degree/major 1998
RTSCHEB1	Student_Education_Reasons	Transfer-classes unavailable 1998
RTHOMB1	Student_Education_Reasons	Transfer-conflicts at home 1998
RTJOB1	Student_Education_Reasons	Transfer-conflicts with job 1998
RTOFF2B	Student_Education_Reasons	Transfer-desired program/courses 2001
RTDONEB1	Student_Education_Reasons	Transfer-done taking classes 1998
RTEARN2B	Student_Education_Reasons	Transfer-earn degree/certificate 2001
RTFINAB1	Student_Education_Reasons	Transfer-financial reasons 1998
RTLOC2B	Student_Education_Reasons	Transfer-logistics (location) 2001
RTMOVEB1	Student_Education_Reasons	Transfer-moved from the area 1998
RTOTH2B	Student_Education_Reasons	Transfer-other reason 2001
RTENR2B	Student_Education_Reasons	Transfer-personal interest 2001
RTCURRB1	Student_Education_Reasons	Transfer-reason enrolled current sch 1998
RTREP2B	Student_Education_Reasons	Transfer-reputation program/faculty 2001
RTNOTSB1	Student_Education_Reasons	Transfer-unsatisfied 1998
SMATTEY1	Student_Education_Strategies	Attend class more often 1995-96
SMSTUDY1	Student_Education_Strategies	Be a more serious student 1995-96
SMSPORY1	Student_Education_Strategies	Be involved in fewer sports/activs 1995-96
SMCLASY1	Student_Education_Strategies	Choose different classes/schedule 1995-96
SMFIRSY1	Student_Education_Strategies	First student improvement provided 1995-96
SMLIVEY1	Student_Education_Strategies	Live somewhere else 1995-96
SMPARTY1	Student_Education_Strategies	Party/socialize less 1995-96
SMACHEY1	Student_Education_Strategies	Seek academic help 1995-96
SMOTHEY1	Student_Education_Strategies	Seek other help (counseling) 1995-96
SMWRKLY1	Student_Education_Strategies	Work less or quit job 1995-96
SMWRKMY1	Student_Education_Strategies	Work more hours/get another job 1995-96
QEBN08C	Student_Employment_Benefit	Current job-receive childcare benefit 2001
QEBN02C	Student_Employment_Benefit	Current job-receive dental/vision ins 2001
QEBN07C	Student_Employment_Benefit	Current job-receive discount 2001
QEBN11C	Student_Employment_Benefit	Current job-receive employee assistance 2001
QEBN10C	Student_Employment_Benefit	Current job-receive fitness benefit 2001
QEBN06C	Student_Employment_Benefit	Current job-receive flex accounts 2001
QEBN03C	Student_Employment_Benefit	Current job-receive life insurance 2001
JFMEDIB1	Student_Employment_Benefit	Current job-receive medical insurance 1998
QEBN01C	Student_Employment_Benefit	Current job-receive medical insurance 2001
QEBN04C	Student_Employment_Benefit	Current job-receive retirement benefits 2001
QEBN05C	Student_Employment_Benefit	Current job-receive stock options 2001
QEBN09C	Student_Employment_Benefit	Current job-receive transit subsidy 2001
QEBN08F	Student_Employment_Benefit	First job-received childcare benefit 2001
QEBN02F	Student_Employment_Benefit	First job-received dental/vision ins 2001
QEBN07F	Student_Employment_Benefit	First job-received discount 2001
QEBN11F	Student_Employment_Benefit	First job-received employee assistance 2001
QEBN10F	Student_Employment_Benefit	First job-received fitness benefit 2001
QEBN06F	Student_Employment_Benefit	First job-received flex accounts 2001
QEBN03F	Student_Employment_Benefit	First job-received life insurance 2001
QEBN01F	Student_Employment_Benefit	First job-received medical insurance 2001
QEBN04F	Student_Employment_Benefit	First job-received retirement benefits 2001
QEBN05F	Student_Employment_Benefit	First job-received stock options 2001
QEBN09F	Student_Employment_Benefit	First job-received transit subsidy 2001
QEAUTO	Student_Employment_Jobs	Current job-autonomy on job 2001
JFSECT2B	Student_Employment_Jobs	Current job-employer 2001
QEHRSC	Student_Employment_Jobs	Current job-hours per week 2001
JFINDU2B	Student_Employment_Jobs	Current job-industry 2001
QERELC	Student_Employment_Jobs	Current job-job & classes relationship 2001
QEDSTC	Student_Employment_Jobs	Current job-move-distance moved 2001
QEEMPDC	Student_Employment_Jobs	Current job-move-employer pay costs 2001
QERELOC	Student_Employment_Jobs	Current job-move-more than 50 miles 2001
JFNUMBB1	Student_Employment_Jobs	Current job-number of jobs held 1998
JFNUMB2B	Student_Employment_Jobs	Current job-number of jobs held 2001
QEDEGC	Student_Employment_Jobs	Current job-require degree/certificate 2001
JECUR2B1	Student_Employment_Jobs	Current job-same as enrolled job 1998
JFSTILB1	Student_Employment_Jobs	Current job-same as first job 1998
JFSOCCB1	Student_Employment_Jobs	Current job-same occupation as 1st job 1998
QESLFC	Student_Employment_Jobs	Current job-self employed 2001
JFSINDB1	Student_Employment_Jobs	Current job-similar business as 1st job 1998
QESMYC	Student_Employment_Jobs	Current job-start date 2001
QEOCCDC	Student_Employment_Jobs	Current job-title 2001
QETRLCC	Student_Employment_Jobs	Current job-training location 2001
QETRNC	Student_Employment_Jobs	Current job-training related to job 2001

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
QETRHRC	Student_Employment_Jobs	Current job-training time past 3 months 2001
QESAMFST	Student_Employment_Jobs	Current/first-still at first job (after PSE) 2001
QECARRC	Student_Employment_Jobs	Current-career-beginning of career 2001
JFCONT2B	Student_Employment_Jobs	Current-career-continuing career 2001
JFDEC2B	Student_Employment_Jobs	Current-career-deciding on future 2001
JFOPTS2B	Student_Employment_Jobs	Current-career-exploring options 2001
JFDOTH2B	Student_Employment_Jobs	Current-career-other 2001
JFBILL2B	Student_Employment_Jobs	Current-career-paying the bills 2001
JFWANT2B	Student_Employment_Jobs	Current-career-what student wants 2001
JFCUREB1	Student_Employment_Jobs	Currently employed 1998
QECUREMP	Student_Employment_Jobs	Currently employed 2001
JFSTAT98	Student_Employment_Jobs	Employment status in 1998
JFEVERB1	Student_Employment_Jobs	Ever worked for pay thru 1998
JFAUTOB1	Student_Employment_Jobs	First job-autonomy on job 1998
QEAUTOF	Student_Employment_Jobs	First job-autonomy on job 2001
QECARRF	Student_Employment_Jobs	First job-career-beginning of career 2001
JJDEC2B	Student_Employment_Jobs	First job-career-deciding on future 2001
JJOPTS2B	Student_Employment_Jobs	First job-career-exploring options 2001
JJDOTH2B	Student_Employment_Jobs	First job-career-other 2001
JJBILL2B	Student_Employment_Jobs	First job-career-paying the bills 2001
JFSAMEB1	Student_Employment_Jobs	First job-continued in enrolled job 1998
QESAMENR	Student_Employment_Jobs	First job-continued in enrolled job 2001
JFDEG2B1	Student_Employment_Jobs	First job-difficulty without courses 1998
QEJBDIF	Student_Employment_Jobs	First job-difficulty without courses 2001
JFSECTB1	Student_Employment_Jobs	First job-employer 1998
JJSECT2B	Student_Employment_Jobs	First job-employer 2001
QEEMYF	Student_Employment_Jobs	First job-end date 2001
JFHOURB1	Student_Employment_Jobs	First job-hours per week 1998
QEHRSF	Student_Employment_Jobs	First job-hours per week 2001
JFINDUB1	Student_Employment_Jobs	First job-industry 1998
JJIND2B	Student_Employment_Jobs	First job-industry 2001
JFEDUCB1	Student_Employment_Jobs	First job-job & class relationship 1998
QERELF	Student_Employment_Jobs	First job-job & class relationship 2001
JFOCCCB1	Student_Employment_Jobs	First job-job title (collapsed) 1998
JFOCCUB1	Student_Employment_Jobs	First job-job title 1998
QEOCCDF	Student_Employment_Jobs	First job-job title 2001
QEDSTF	Student_Employment_Jobs	First job-move-distance moved 2001
QEEMPDF	Student_Employment_Jobs	First job-move-employer pay costs 2001
QERELOF	Student_Employment_Jobs	First job-move-more than 50 miles 2001
JJNUM2B	Student_Employment_Jobs	First job-number of jobs 2001
JFSIMB1	Student_Employment_Jobs	First job-previously held similar job 1998
QESIMJOB	Student_Employment_Jobs	First job-previously held similar job 2001
JFDEG1B1	Student_Employment_Jobs	First job-require degree/certificate 1998
QEDEGF	Student_Employment_Jobs	First job-require degree/certificate 2001
JFNEWB1	Student_Employment_Jobs	First job-same or new job/employer 1998
QESLFF	Student_Employment_Jobs	First job-self employed 2001
QESMYF	Student_Employment_Jobs	First job-start date 2001
JFEVEMB1	Student_Employment_Jobs	First job-started first job 1998
JFTOOLB1	Student_Employment_Jobs	First job-used tools/equipment 1998
QESKILL	Student_Employment_Jobs	First job-used tools/equipment 2001
J1STLLY1	Student_Employment_Jobs	First yr-still working job 1995-96
JFJBEXB1	Student_Employment_Jobs	Job expected after education 1998
QETOTJB	Student_Employment_Jobs	Number of jobs held since PSE 2001
JLENROLL	Student_Employment_Jobs	Pre-enroll job-continued when enrolled 95-96
JLSAMEJB	Student_Employment_Jobs	Pre-enroll job-described earlier 1998
JLSECTOR	Student_Employment_Jobs	Pre-enroll job-employer 1998
JLHOURS	Student_Employment_Jobs	Pre-enroll job-hours per week 1998
JLINDUST	Student_Employment_Jobs	Pre-enroll job-industry 1998
JLFULLTM	Student_Employment_Jobs	Pre-enroll job-intensity 1998
JLNUMBER	Student_Employment_Jobs	Pre-enroll job-number of jobs 1998
JLPREFFT	Student_Employment_Jobs	Pre-enroll job-preferred full-time work 1998
JLOCCUC	Student_Employment_Jobs	Pre-enroll job-title (combined) 1998
JLOCCUP	Student_Employment_Jobs	Pre-enroll job-title 1998
J1SHRSY1	Student_Employment_Jobs	Summer hours worked 1995
J1SUMRY1	Student_Employment_Jobs	Summer worked 1995
JEINSUB1	Student_Employment_Jobs	Summer/vacation-intensity of work 1998
QEINCEC	Student_Employment_Salary	Current job-annual salary 2001
QEINCEF	Student_Employment_Salary	First job-annual salary 2001
JFINCOB1	Student_Employment_Salary	First job-annual starting salary 1998

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
JLINCOME	Student_Employment_Salary	Pre-enroll job-annual salary 1998
QESAT2C	Student_Employment_Satisfaction	Current job-satisfied-fringe benefit 01
QESAT3C	Student_Employment_Satisfaction	Current job-satisfied-importance 2001
QESAT6C	Student_Employment_Satisfaction	Current job-satisfied-job security 2001
QESAT8C	Student_Employment_Satisfaction	Current job-satisfied-overall 2001
QESAT1C	Student_Employment_Satisfaction	Current job-satisfied-pay 2001
QESAT4C	Student_Employment_Satisfaction	Current job-satisfied-promotion 2001
QESAT7C	Student_Employment_Satisfaction	Current job-satisfied-training 2001
QESAT5C	Student_Employment_Satisfaction	Current job-satisfied-use education 01
JFSCHAB1	Student_Employment_Satisfaction	First job-satisfied-challenge 1998
QESAT2F	Student_Employment_Satisfaction	First job-satisfied-fringe benefits 01
JFSFRGB1	Student_Employment_Satisfaction	First job-satisfied-fringe benefits 98
JFSIMPB1	Student_Employment_Satisfaction	First job-satisfied-importance 1998
QESAT3F	Student_Employment_Satisfaction	First job-satisfied-importance 2001
QESAT6F	Student_Employment_Satisfaction	First job-satisfied-job security 2001
JFSOVRB1	Student_Employment_Satisfaction	First job-satisfied-overall 1998
QESAT8F	Student_Employment_Satisfaction	First job-satisfied-overall 2001
JFSPAYB1	Student_Employment_Satisfaction	First job-satisfied-pay 1998
QESAT1F	Student_Employment_Satisfaction	First job-satisfied-pay 2001
JFSPROB1	Student_Employment_Satisfaction	First job-satisfied-promotion 1998
QESAT4F	Student_Employment_Satisfaction	First job-satisfied-promotion 2001
QESAT7F	Student_Employment_Satisfaction	First job-satisfied-training 2001
JFSEDUB1	Student_Employment_Satisfaction	First job-satisfied-use education 1998
QESAT5F	Student_Employment_Satisfaction	First job-satisfied-use education 2001
QESRH1C	Student_Employment_Strategies	Current job-search-first method 2001
JFFWWW2B	Student_Employment_Strategies	Current job-search-internet 2001
QESRCHC	Student_Employment_Strategies	Current job-search-method led to job 2001
JFFNET2B	Student_Employment_Strategies	Current job-search-networked 2001
JFFNEW2B	Student_Employment_Strategies	Current job-search-newspaper 2001
JFFOTH2B	Student_Employment_Strategies	Current job-search-other method 2001
JFFPL2B	Student_Employment_Strategies	Current job-search-placement office 2001
JFFAGE2B	Student_Employment_Strategies	Current job-search-recruiter/agency 2001
JFFATT2B	Student_Employment_Strategies	Current job-search-recruiting fairs 2001
JFFRES2B	Student_Employment_Strategies	Current job-search-sent resume 2001
JFFTAL2B	Student_Employment_Strategies	Current job-search-talked to faculty 2001
JFFVIS2B	Student_Employment_Strategies	Current job-search-unemployment 2001
JFFVOL2B	Student_Employment_Strategies	Current job-search-volunteer 2001
JSLOOKB1	Student_Employment_Strategies	Currently looking for work 1998
JSLOOK2B	Student_Employment_Strategies	Currently looking for work 2001
QESRH1F	Student_Employment_Strategies	First job-search-first method 2001
JFPLACB1	Student_Employment_Strategies	First job-search-institution helped 1998
JJWWW2B	Student_Employment_Strategies	First job-search-internet 2001
JFFINDB1	Student_Employment_Strategies	First job-search-method led to job 1998
QESRCHF	Student_Employment_Strategies	First job-search-method led to job 2001
JJNETW2B	Student_Employment_Strategies	First job-search-networked 2001
JJNEWS2B	Student_Employment_Strategies	First job-search-newspaper 2001
JJOTH2B	Student_Employment_Strategies	First job-search-other method 2001
JJPLAC2B	Student_Employment_Strategies	First job-search-placement office 2001
JJRECR2B	Student_Employment_Strategies	First job-search-recruiter/agency 2001
JJFAIR2B	Student_Employment_Strategies	First job-search-recruiting fairs 2001
JJSENT2B	Student_Employment_Strategies	First job-search-sent resume 2001
JJTALK2B	Student_Employment_Strategies	First job-search-talked to faculty 2001
JSFIRSB1	Student_Employment_Strategies	Present search method 1998
QESRH1N	Student_Employment_Strategies	Present search method 2001
JSWWW2B	Student_Employment_Strategies	Present search-internet 2001
JSNETW2B	Student_Employment_Strategies	Present search-networked 2001
JSNEWS2B	Student_Employment_Strategies	Present search-newspaper 2001
JSOTH2B	Student_Employment_Strategies	Present search-other method 2001
JSPLAC2B	Student_Employment_Strategies	Present search-placement office 2001
JSRECR2B	Student_Employment_Strategies	Present search-recruiter/agency 2001
JSFAIR2B	Student_Employment_Strategies	Present search-recruiting fairs 2001
JJSENT2B	Student_Employment_Strategies	Present search-sent resume 2001
JSUNEM2B	Student_Employment_Strategies	Present search-unemployment 2001
JLEVRUNM	Student_Employment_Unemployment	Ever unemployed before enrollment 1998
QEUNMM	Student_Employment_Unemployment	Length of longest unemployment 2001
QEUNEMN	Student_Employment_Unemployment	Number of times unemployed 2001
JFUNEMB1	Student_Employment_Unemployment	Receive unemployment since last job 98
QEEVRUN	Student_Employment_Unemployment	Receive unemployment since PSE 2001
JLUNCOMP	Student_Employment_Unemployment	Received unemployment compensation 1998

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
QEUNCM	Student_Employment_Unemployment	Receiving unemployment 2001
QEUNEM3	Student_Employment_Unemployment	Unemployed over 3 months since PSE 2001
JEAFFDB1	Student_Employment_Work&Education	Could attend without working 1998
QCAFFORD	Student_Employment_Work&Education	Could attend without working 2001
QCJBEMY	Student_Employment_Work&Education	Date last undergrad job ended 2001
JESECTB1	Student_Employment_Work&Education	Employer while enrolled 1998
SEPAPPY1	Student_Employment_Work&Education	First yr-apprenticeship 1995-96
SEPCOOY1	Student_Employment_Work&Education	First yr-cooperative program 1995-96
J1SCHLY1	Student_Employment_Work&Education	First yr-employed by school 1995-96
J1LOCAY1	Student_Employment_Work&Education	First yr-employed on campus 1995-96
J1HOURY1	Student_Employment_Work&Education	First yr-hours/week enrolled 1995-96
J1PHRSY1	Student_Employment_Work&Education	First yr-hrs expected to work 1995-96
SEPINTY1	Student_Employment_Work&Education	First yr-internship 1995-96
J1EFCTY1	Student_Employment_Work&Education	First yr-job affect academics 1995-96
J1MAJRY1	Student_Employment_Work&Education	First yr-job related to major 1995-96
J1NUMY1	Student_Employment_Work&Education	First yr-number of jobs held 1995-96
J1OCCUY1	Student_Employment_Work&Education	First yr-occupation 1995-96
J1SECTY1	Student_Employment_Work&Education	First yr-sector of job 1995-96
J1PEXPY1	Student_Employment_Work&Education	First yr-student expected-work 95-96
J1WEEKY1	Student_Employment_Work&Education	First yr-weeks worked-enrolled 95-96
J1WSTYY1	Student_Employment_Work&Education	First yr-work study employer 1995-96
J1WKSTY1	Student_Employment_Work&Education	First yr-work study job 1995-96
J1WSLOY1	Student_Employment_Work&Education	First yr-work study location 1995-96
J1WSCSY1	Student_Employment_Work&Education	First yr-work study-community 1995-96
SEPANY1	Student_Employment_Work&Education	First yr-work-based learning 1995-96
QDWKHR1	Student_Employment_Work&Education	Graduate-hours per week worked 2001
QDPRIM1	Student_Employment_Work&Education	Graduate-student/employee role 2001
QCENRWAG	Student_Employment_Work&Education	Hourly wage-last job enrolled 2001
JEHOURB1	Student_Employment_Work&Education	Hours per week while enrolled 1998
QCENRHRS	Student_Employment_Work&Education	Hours per week while enrolled 2001
JEINENB1	Student_Employment_Work&Education	Intensity of work-enrolled 1998
JEEDUCB1	Student_Employment_Work&Education	Job & class relationship 1998
QCRELMAJ	Student_Employment_Work&Education	Job & major relationship 2001
JELOCAB1	Student_Employment_Work&Education	Location of job while enrolled 1998
QCONCMP	Student_Employment_Work&Education	Location of job while enrolled 2001
JENUM2B	Student_Employment_Work&Education	Number of jobs-last enrolled 2001
JECCUB1	Student_Employment_Work&Education	Occupation while enrolled 1998
QCSTLWRK	Student_Employment_Work&Education	Still working enrolled job 2001
SEROLEY1	Student_Employment_Work&Education	Student/employee role 1995-96
SEROLEB1	Student_Employment_Work&Education	Student/employee role 1998
QCPRMROL	Student_Employment_Work&Education	Student/employee role 2001
ESCAREY1	Student_Employment_Work&Education	Student-career preparation 1995-96
ESCLCNY1	Student_Employment_Work&Education	Student-class content 1995-96
ESTUITY1	Student_Employment_Work&Education	Student-expenses 1995-96
ESEXPEY1	Student_Employment_Work&Education	Student-future employment 1995-96
ESCLCHY1	Student_Employment_Work&Education	Student-limits class choice 1995-96
ESCLNUY1	Student_Employment_Work&Education	Student-limits classes 1995-96
ESLIBRY1	Student_Employment_Work&Education	Student-limits library 1995-96
ESSCHEY1	Student_Employment_Work&Education	Student-limits schedule 1995-96
ESCASHY1	Student_Employment_Work&Education	Student-spending money 1995-96
SBWKBOY1	Student_Employment_Work&Education	Working and borrowing status 1995-96
JECUR1B1	Student_Employment_Work&Education	Working while last enrolled 1998
JECUR12B	Student_Employment_Work&Education	Working while last enrolled 2001
JEWKSTB1	Student_Employment_Work&Education	Work-study, internship, co-op 1998
JEWKST2B	Student_Employment_Work&Education	Work-study, internship, co-op 2001
SBDEP3Y1	Student_Family	Dependency status & marital status 1995-96
SBDEP1Y1	Student_Family	Dependency status 1995-96
SBDEP2Y1	Student_Family	Dependency status and dependents 1995-96
SBDPNKB1	Student_Family	Dependent children-number 1998
QFNMDPEP	Student_Family	Dependent children-number 2001
SBDPA3Y1	Student_Family	Dependents age 14 & older 1995-96
SBDPA32B	Student_Family	Dependents age 14 & older 2001
SBDPA1Y1	Student_Family	Dependents age 4 or below 1995-96
SBDPA12B	Student_Family	Dependents age 4 or below 2001
SBDPA2Y1	Student_Family	Dependents age 5-13 1995-96
SBDPA22B	Student_Family	Dependents age 5-13 2001
SBDPCCY1	Student_Family	Dependents paying childcare 1995-96
DEPCH	Student_Family	Dependents-number changed 1995 to 1998
SBDPNY1	Student_Family	Dependents-number of 1995-96

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
SBDPNB1	Student_Family	Dependents-number of 1998
SBFMSZY1	Student_Family	Family members 1995-96
SBFMENY1	Student_Family	Family members enrolled 1995-96
SBHHSZB1	Student_Family	Household size 1998
SBLAL2B	Student_Family	Live alone 2001
SBLDP2B	Student_Family	Live with children/dependents 2001
SBLPA2B	Student_Family	Live with parents/other relatives 2001
SBLRO2B	Student_Family	Live with roommate/friend 2001
SBLSP2B	Student_Family	Live with spouse/partner 2001
SBMARRY1	Student_Family	Marital status 1995-96
SBMARRB1	Student_Family	Marital status 1998
QFMARR	Student_Family	Marital status 2001
SBMRCHY1	Student_Family	Marital status and children 1995-96
SBMADTB1	Student_Family	Marital status change date 1998
SBMAFAY1	Student_Family	Marital status when applied for aid 1995-96
SBSINGY1	Student_Family	Single parent 1995-96
SBSPENY1	Student_Family	Spouse enrolled for 6+ credits 1995-96
QFSPSEN	Student_Family	Spouse enrolled in 2000-01
QFSPSED	Student_Family	Spouse highest education completed 2001
SFHOSB1	Student_Finances_Assets	Own home or pay rent 1998
QFOWNRNT	Student_Finances_Assets	Own home or pay rent 2001
STBUSNT	Student_Finances_Assets	Students business net value 1995-96
STBUSVL	Student_Finances_Assets	Students business value 1995-96
SMONEY	Student_Finances_Assets	Students cash and savings 1995-96
STFRMNT	Student_Finances_Assets	Students farm net value 1995-96
STFRMVL	Student_Finances_Assets	Students farm value 1995-96
SNETWORK	Student_Finances_Assets	Students net worth 1995-96
STINVNT	Student_Finances_Assets	Students other investment net value 1995-96
STINVL	Student_Finances_Assets	Students other investment value 1995-96
BORAMT95	Student_Finances_Debt	Amount borrowed for education 1995-96
FAMLOAN	Student_Finances_Debt	Amount borrowed from family 1995-96
QCFAMLN	Student_Finances_Debt	Amount borrowed from family-total 2001
RELLOAN	Student_Finances_Debt	Amount other(s) loaned for 1995-96
QCFAMO	Student_Finances_Debt	Amount still owed for family loans 2001
QCUGLNO	Student_Finances_Debt	Amount still owed on loans-total in 2001
QFCRDBAL	Student_Finances_Debt	Credit cards-balance due last statement 2001
QFCRDNM	Student_Finances_Debt	Credit cards-number of credit cards 2001
QFPAYOFF	Student_Finances_Debt	Credit cards-pay off balance 2001
QCUGLN	Student_Finances_Debt	Cumulative undergrad student loans 2001
ALPYNGB1	Student_Finances_Debt	Currently repaying loans 1998
QCREPAY	Student_Finances_Debt	Currently repaying loans 2001
SFILAMB1	Student_Finances_Debt	Installment loan payment amount 1998
ALFUTRB1	Student_Finances_Debt	Intend/need to borrow in future 1998
ALPAIDB1	Student_Finances_Debt	Loan paid off 1998
ALPAID2B	Student_Finances_Debt	Loan paid off 2001
ALEXAMB1	Student_Finances_Debt	Loan payment expected amount known 1998
ALPYAMB1	Student_Finances_Debt	Loan repayment amount 1998
QCRPYAMT	Student_Finances_Debt	Loan repayment amount 2001
SFMTGGB1	Student_Finances_Debt	Monthly mortgage payment 1998
QFMTGAMT	Student_Finances_Debt	Monthly mortgage/rent payment 2001
ALPARHB1	Student_Finances_Debt	Parents expected to help repay loans 1998
QCRPYPAR	Student_Finances_Debt	Parents helping to repay loans 2001
QFSPSREP	Student_Finances_Debt	Spouse currently repaying ed loans 2001
QFSPLN	Student_Finances_Debt	Spouse monthly ed loan payment 2001
STBUSDB	Student_Finances_Debt	Students business debt 1995-96
STFRMDB	Student_Finances_Debt	Students farm debt 1995-96
SHOMEQ	Student_Finances_Debt	Students home equity 1995-96
STINVDB	Student_Finances_Debt	Students other investment debt 1995-96
SFCRAMB1	Student_Finances_Debt	Vehicle loan payment amount 1998
QFCARLN	Student_Finances_Debt	Vehicle loan payment amount 2001
SFCRLNB1	Student_Finances_Debt	Vehicle loan repayment 1998
QFCARPMT	Student_Finances_Debt	Vehicle loan repayment 2001
FMSC	Student_Finances_EFC	Dependent student contribution 1995-96
EFC4	Student_Finances_EFC	Expected Family Contribution (composite) 1995-96
EFC1	Student_Finances_EFC	Expected Family Contribution (recorded) 1995-96
EFCID2	Student_Finances_EFC	Federal aid subject to EFC limits 1995-96
FMPC	Student_Finances_EFC	Parental contribution, dep students 1995-96
EFCID1	Student_Finances_EFC	Total aid subject to EFC limits 1995-96
CAGICAT	Student_Finances_Income	AGI combined (categorical) 1994

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
CAGI	Student_Finances_Income	AGI combined (continuous) 1994
SAGICAT	Student_Finances_Income	AGI-independent student (cat) 1995-96
JEINSM97	Student_Finances_Income	Earned income from summer 1997
JEINCOB1	Student_Finances_Income	Earned income-last year enrolled 1998
INCOME3	Student_Finances_Income	Family income & dependency 1994 (quartiles)
SFHHWKB1	Student_Finances_Income	Household members employed 1998
SFINDE94	Student_Finances_Income	Income and dependency level 1994
INCOME2	Student_Finances_Income	Income and dependency level 1994
SFHHINB1	Student_Finances_Income	Income in 1998 (annual)
SFEARNB1	Student_Finances_Income	Income in 1998 (monthly)
QFSAL00	Student_Finances_Income	Income in 2000 calendar year
SFININ94	Student_Finances_Income	Income of independent student 1994
PCTALL2	Student_Finances_Income	Income percentile rank (dep & indep) 1994
SFINSU94	Student_Finances_Income	Income support received 1994-95
SFINSU2B	Student_Finances_Income	Income support received 2001
CINCOME	Student_Finances_Income	Income-total parents & independents 1994
SFPOV94	Student_Finances_Income	Percent of poverty level 1994
SFPOV95	Student_Finances_Income	Percent of poverty level 1995
PCTINDEP	Student_Finances_Income	Percentile rank independent student income 1994
SFPCT294	Student_Finances_Income	Percentile rank of income 1994
PCTDEP	Student_Finances_Income	Percentile rank parents income 1994
SFCHSUP	Student_Finances_Income	Receive child support 2001
QFDIS	Student_Finances_Income	Receive disability 2001
QFDSTMP	Student_Finances_Income	Receive food stamps 2001
QFSOCSEC	Student_Finances_Income	Receive social security 2001
QFTANF	Student_Finances_Income	Receive TANF (AFDC) 2001
QFWKCOMP	Student_Finances_Income	Receive workers comp 2001
AFDC	Student_Finances_Income	Received AFDC in 1994 or 1995
CHILDSUP	Student_Finances_Income	Received child support in 1994/1995
SFDIS95	Student_Finances_Income	Received disability payments in 1995
SFFOOD	Student_Finances_Income	Received food stamps 1995
SSI	Student_Finances_Income	Received social security 1994/1995
SFWELF95	Student_Finances_Income	Received welfare in 1995
SFCOMP95	Student_Finances_Income	Received workers compensation in 1995
SPSEMP	Student_Finances_Income	Spouse employed 1995-96
QFSPSAL	Student_Finances_Income	Spouse income in 2000
SBSPFAY1	Student_Finances_Income	Spouse received financial aid 1995-96
QFSPSAID	Student_Finances_Income	Spouse received financial aid 2001
QFSPEM	Student_Finances_Income	Spouse worked for pay in 2000
SPSINC	Student_Finances_Income	Spouses earned income from work 1995-96
STUAFDC	Student_Finances_Income	Students AFDC/ADC benefits 1994/1995
STUCHILD	Student_Finances_Income	Students child support received 1994/1995
WKINC	Student_Finances_Income	Students earnings while enrolled 1995-96
STUEXEM	Student_Finances_Income	Students exemptions claimed in 1994
STUINC95	Student_Finances_Income	Students income (including deps) 1995
STUINC94	Student_Finances_Income	Students income (including deps)1994
STUWORK	Student_Finances_Income	Students income earned from work 1994
STUTTAX	Student_Finances_Income	Students income taxes paid in 1994
STUOTHER	Student_Finances_Income	Students other nontaxed income 1994
STUSOC	Student_Finances_Income	Students social security benefits 1994
STUFORM	Student_Finances_Income	Students tax form 1994
SUNTAX	Student_Finances_Income	Students untaxed income 1994
QDLLTCGR	Student_Finances_Income	Tax credit-decide to enroll 2001-graduate
QCLLTCUG	Student_Finances_Income	Tax credit-decide to enroll 2001-undergrad
QDLLGR99	Student_Finances_Income	Tax credit-life learning 1999-graduate
QCLLUG99	Student_Finances_Income	Tax credit-life learning 1999-undergraduate
QDLLGR00	Student_Finances_Income	Tax credit-life learning 2000-graduate
QCLLUG00	Student_Finances_Income	Tax credit-life learning 2000-undergraduate
QFEMP00	Student_Finances_Income	Work for pay in 2000
SNEED3	Student_Finances_Net Price	Budget minus EFC & federal grants 1995-96
SNEED2	Student_Finances_Net Price	Budget minus EFC & total aid 1995-96
SNEED1	Student_Finances_Net Price	Budget minus EFC 1995-96
SNEED7	Student_Finances_Net Price	Budget minus EFC, fed & state grants 1995-96
NETCST2	Student_Finances_Net Price	Budget minus federal grants 1995-96
NETCST4	Student_Finances_Net Price	Budget minus grants & 50% of loans 1995-96
NETCST3	Student_Finances_Net Price	Budget minus grants 1995-96
NETCST1	Student_Finances_Net Price	Budget minus total aid 1995-96
SNEED6	Student_Finances_Net Price	Remaining need before Stafford loan 1995-96
NETCST9	Student_Finances_Net Price	Tuition/fees minus all grants 1995-96

Appendix F: BPS1996/2001 Analysis Variables

Variable name	Prefix	Label
NETCST10	Student_Finances_Net Price	Tuition/fees minus federal grants 1995-96
NETCST12	Student_Finances_Net Price	Tuition/fees minus institut grants 1995-96
NETTUIT2	Student_Finances_Net Price	Tuition/fees minus state & inst aid 1995-96
NETTUIT1	Student_Finances_Net Price	Tuition/fees minus state aid 1995-96
SBBOOKS	Student_Finances_Price	Books and supplies 1995-96
SBEQUIP	Student_Finances_Price	Equipment and instruments 1995-96
SFPDRMY1	Student_Finances_Price	Paid room and board to parents 1995-96
STSAVPLN	Student_Finances_Strategies	College prepayment plan used 1995-96
PREPAID	Student_Finances_Strategies	Prepaid tuition amount used 1995-96
SCHOMEQ	Student_Finances_Strategies	Real estate/home equity used 1995-96
STRAT1	Student_Finances_Strategies	Strategies-number used to finance 1995-96
SCUSBOND	Student_Finances_Strategies	US savings bonds used 1995-96
PGLEAD	Student_Goals	Be leader in community 1995-96
QFIMP01	Student_Goals	Be leader in community 2001
PGFINC	Student_Goals	Be well off financially 1995-96
QFIMP02	Student_Goals	Be well off financially 2001
PGAUTH	Student_Goals	Become an authority in field 1995-96
QFIMP03	Student_Goals	Become an authority in field 2001
PGBTROPP	Student_Goals	Better opportunity for children 1995-96
QFIMP11	Student_Goals	Better opportunity for children 2001
PGAWAY	Student_Goals	Get away from home 1995-96
QFIMP08	Student_Goals	Get away from home 2001
PGLEISR	Student_Goals	Have leisure time 1995-96
QFIMP09	Student_Goals	Have leisure time 2001
PGINFL	Student_Goals	Influence political structure 1995-96
QFIMP04	Student_Goals	Influence political structure 2001
PGLIVCLS	Student_Goals	Live close to family 1995-96
QFIMP07	Student_Goals	Live close to family 2001
PGFAMILY	Student_Goals	Raise a family 1995-96
QFIMP10	Student_Goals	Raise a family 2001
PGSUCCAR	Student_Goals	Succeed in career 1995-96
QFIMP05	Student_Goals	Succeed in career 2001
PGBUSIN	Student_Goals	Succeed in own business 1995-96
QFIMP06	Student_Goals	Succeed in own business 2001
POLACT	Student_Public Service_Civic	Political activities-participate 1995-96
QFPOLIT	Student_Public Service_Civic	Political activities-participate 2001
SGVOTE	Student_Public Service_Civic	Registered to vote US elections 1995-96
QFREGSTR	Student_Public Service_Civic	Registered to vote US elections 2001
QFVOT00	Student_Public Service_Civic	Voted in 2001 elections
SGVOTEVR	Student_Public Service_Civic	Voted in elections-ever 1995-96
QFCORRSP	Student_Public Service_Civic	Write to public official 2001
LITERACY	Student_Public Service_Community	Adult literacy project 1995-96
LITERA2B	Student_Public Service_Community	Adult literacy project 2001
COMMSERV	Student_Public Service_Community	Any community service in 1995-96
QFVOL	Student_Public Service_Community	Any community service in 2001
QFVOL1	Student_Public Service_Community	First type of community service 2001
MONEYNP	Student_Public Service_Community	Fundraising-non-political purpose 1998
MONEYN2B	Student_Public Service_Community	Fundraising-non-political purpose 2001
HOSPITAL	Student_Public Service_Community	Hospital, nursing or group home 1995-6
HOSPIT2B	Student_Public Service_Community	Hospital, nursing or group home 2001
QFVOLT	Student_Public Service_Community	Hours/month community service 2001
COMMHOUR	Student_Public Service_Community	Hours/week community service 1995-96
NEIGHBOR	Student_Public Service_Community	Neighborhood improvement/clean 1995-96
NEIGHB2B	Student_Public Service_Community	Neighborhood improvement/cleanup 2001
COMMNUM	Student_Public Service_Community	Number of volunteer activities 1995-96
COMMNUM2B	Student_Public Service_Community	Number of volunteer activities 2001
OTHCOMM	Student_Public Service_Community	Other type of community service 1995-6
OTHCOM2B	Student_Public Service_Community	Other type of community service 2001
MONEYP	Student_Public Service_Community	Political campaign-volunteer 1998
MONEYP2B	Student_Public Service_Community	Political campaign-volunteer 2001
COMMREQ	Student_Public Service_Community	Service required-education 1995-96
QFVOLRQ	Student_Public Service_Community	Service required-education 2001
CHURCH2B	Student_Public Service_Community	Service to church 2001
TELCRIS	Student_Public Service_Community	Telephone crisis center 1995-96
TELCRI2B	Student_Public Service_Community	Telephone crisis center 2001
EMTFIR2B	Student_Public Service_Community	Volunteer firefighter/EMT 2001
MENTOR	Student_Public Service_Community	Work with kids as tutor/mentor 1995-96
MENTOR2B	Student_Public Service_Community	Work with kids as tutor/mentor 2001
COACH2B	Student_Public Service_Community	Work with kids as volunteer 2001

Appendix F: BPS 1996/2001 Analysis Variables

Variable name	Prefix	Label
SHELTR2B	Student_Public Service_Community	Worked at a shelter/soup kitchen 2001
SHELTER	Student_Public Service_Community	Worked at a shelter/soup kitchen 95-96
SBMILTB1	Student_Public Service_Military	Military service 1998
QFMILIT	Student_Public Service_Military	Military service 2001
SBMIVEB1	Student_Public Service_Military	Military veteran status 1995-96
ACTVDUTY	Student_Public Service_Military	Military-active duty 1995-96
HTCOMMB1	Student_Residence	Commute method-most recent 1998
HTDISTB1	Student_Residence	Distance from most recent institution 1998
ICMILES	Student_Residence	Distance to permanent home 1995-96
SBREGIO	Student_Residence	Region of legal residence 1995-96
SBREGIOS	Student_Residence	Region of legal residence same 1995-96
HTCJRRB1	Student_Residence	Residence at interview 1998
HTENRLB1	Student_Residence	Residence when last enrolled 1998
QCUGRES	Student_Residence	Residence when last enrolled 2001
HTENRLY1	Student_Residence	Residence while enrolled 1995-96
HTBREKY1	Student_Residence	Residence while not enrolled 1995-96
HTBREKB1	Student_Residence	Residence while not enrolled 1998
SBSTATE	Student_Residence	State of legal residence 1995-96
SBSTATES	Student_Residence	State of legal residence same 1995-96
B98AREP	Survey_Sample	Analysis replicate for BPS:1998
B01AREP	Survey_Sample	Analysis replicate for BPS:2001
B98ASTR	Survey_Sample	Analysis strata for BPS:1998
B01ASTR	Survey_Sample	Analysis strata for BPS:2001
B98PCATI	Survey_Sample	BPS:1996 parent CATI respondent indicator
B98INT	Survey_Sample	BPS:1996/1998 respondent indicator
RESPSTAT	Survey_Sample	BPS:1996/1998/2001 respondent indicator
B01INT	Survey_Sample	BPS:1996/2001 respondent indicator
BPSID	Survey_Sample	Case ID
CHKDGT	Survey_Sample	Check Digit
COMPTO87	Survey_Sample	Comparable to 1987 NPSAS
DATASCR	Survey_Sample	Data sources 1995-96
NP96INT	Survey_Sample	NPSAS:96 respondent indicator
PSU	Survey_Sample	PSU
ZRID	Survey_Sample	Student case ID number
B98IAWT	Survey_Weights	Weight BPS:1996 cross-sectional
B98AWT	Survey_Weights	Weight BPS:1996/1998 longitudinal
B01LWT1	Survey_Weights	Weight BPS:1996/1998/2001 longitudinal
B01IAWT	Survey_Weights	Weight BPS:1996/2001 all eligibles
B01LWT2	Survey_Weights	Weight BPS:1996/2001 longitudinal
B01AWT	Survey_Weights	Weight BPS:2001 cross-sectional

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APPENDIX G
Design Effects

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G.1.—Design effects for all respondents

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	15.64	0.88	0.45	6,450	1.96	3.83
Earned a bachelor's degree	29.15	0.91	0.48	9,150	1.92	3.69
Earned a certificate or associate's degree	25.22	0.92	0.45	9,150	2.02	4.09
Had graduate enrollment	7.56	0.39	0.28	9,150	1.40	1.96
Had overlapping enrollment at 2 or more undergraduate schools	1.61	0.26	0.13	9,150	1.99	3.97
Attended more than one undergraduate school	12.47	0.71	0.35	9,150	2.07	4.27
Experienced difficulties in school	30.85	1.09	0.55	7,050	1.98	3.91
Primarily a student (undergraduate)	73.88	1.27	0.58	5,750	2.19	4.79
Received any undergraduate aid	60.80	1.01	0.51	9,150	1.98	3.93
Received any undergraduate aid since 1998	41.68	0.97	0.52	9,150	1.89	3.55
Received any undergraduate loans	47.57	1.07	0.52	9,150	2.04	4.17
Has high undergraduate loans (more than \$12,000)	23.53	0.84	0.53	6,500	1.60	2.57
Attained a BA in education	2.80	0.25	0.17	9,150	1.44	2.08
Took distance education courses	17.03	0.93	0.44	7,200	2.09	4.36
Currently repaying education loans	25.50	0.86	0.54	6,650	1.60	2.56
Has occupational license	17.17	0.80	0.39	9,150	2.02	4.09
Has occupational certification	14.09	0.73	0.36	9,150	2.01	4.03
Self-employed in first job	3.19	0.48	0.26	4,750	1.89	3.55
First job related to course work	67.42	1.45	0.84	3,150	1.73	3.00
Degree required by employer (first job)	38.49	1.35	0.72	4,600	1.87	3.51
Difficult to do first job without coursework	42.15	2.09	1.09	2,050	1.92	3.67
Used specialized tools on first job	42.44	9.15	6.38	50	1.43	2.06
First employer provided medical insurance	70.43	1.36	0.67	4,600	2.01	4.06
Relocated for first job	17.44	1.05	0.56	4,600	1.87	3.52
Autonomous at first job	8.61	0.74	0.41	4,600	1.79	3.21
Satisfied with pay at first job	56.72	1.19	0.73	4,600	1.63	2.66
Satisfied with fringe benefits at first job	58.87	1.26	0.73	4,600	1.73	3.01
First job was start of career	63.43	1.36	0.83	3,400	1.64	2.70
First job was just to pay the bills	48.92	2.45	1.43	1,200	1.71	2.93
Ever unemployed for 3 or more months	21.42	1.06	0.50	6,850	2.15	4.62
Single, never married	60.14	1.16	0.51	9,050	2.26	5.11
Has dependent children	32.98	1.10	0.49	9,050	2.23	4.97
Has untaxed sources of income (TANF, SS, etc.)	7.11	0.60	0.27	9,150	2.24	5.01
Pay off credit card balances	44.34	1.14	0.60	6,800	1.90	3.59
Did volunteer work in last year	32.90	0.82	0.50	8,850	1.64	2.70
Has a long-lasting disability	4.92	0.50	0.23	8,850	2.17	4.72
Had 2 or more risk factors in NPSAS:96	37.12	1.13	0.51	9,100	2.23	4.98
First generation in postsecondary education	42.11	1.11	0.53	8,650	2.09	4.39
SUMMARY STATISTICS						
Mean	†	†	†	†	1.90	3.68
Minimum	†	†	†	†	1.40	1.96
Maximum	†	†	†	†	2.26	5.11

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Appendix G: Design Effects

G.2.—Design effects for respondents age 19 or younger

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	14.03	0.93	0.45	5,950	2.07	4.28
Earned a bachelor's degree	40.07	1.17	0.57	7,500	2.06	4.25
Earned a certificate or associate's degree	20.80	1.04	0.47	7,500	2.21	4.88
Had graduate enrollment	10.52	0.55	0.35	7,500	1.56	2.44
Had overlapping enrollment at 2 or more undergraduate schools	1.86	0.29	0.16	7,500	1.88	3.55
Attended more than one undergraduate school	14.22	0.88	0.40	7,500	2.18	4.77
Experienced difficulties in school	27.28	1.11	0.56	6,350	1.99	3.95
Primarily a student (undergraduate)	81.59	1.16	0.54	5,150	2.15	4.62
Received any undergraduate aid	66.00	1.11	0.55	7,500	2.03	4.13
Received any undergraduate aid since 1998	49.27	1.09	0.58	7,500	1.89	3.58
Received any undergraduate loans	52.59	1.14	0.58	7,500	1.98	3.90
Has high undergraduate loans (more than \$12,000)	25.74	0.94	0.57	5,900	1.65	2.71
Attained a BA in education	3.82	0.33	0.22	7,500	1.48	2.19
Took distance education courses	15.35	1.00	0.45	6,450	2.24	5.01
Currently repaying education loans	28.00	0.93	0.58	6,050	1.62	2.61
Has occupational license	14.98	0.71	0.41	7,500	1.73	2.99
Has occupational certification	12.08	0.75	0.38	7,500	1.98	3.93
Self-employed in first job	3.59	0.58	0.28	4,350	2.07	4.28
First job related to course work	65.64	1.48	0.89	2,850	1.66	2.77
Degree required by employer (first job)	40.24	1.41	0.76	4,200	1.87	3.49
Difficult to do first job without coursework	43.16	2.18	1.15	1,850	1.90	3.62
Used specialized tools on first job	48.29	11.73	8.33	50	1.41	1.98
First employer provided medical insurance	70.38	1.40	0.70	4,200	1.99	3.97
Relocated for first job	19.69	1.15	0.61	4,200	1.88	3.52
Autonomous at first job	7.54	0.68	0.41	4,200	1.68	2.82
Satisfied with pay at first job	56.11	1.37	0.77	4,200	1.79	3.22
Satisfied with fringe benefits at first job	58.61	1.32	0.76	4,200	1.74	3.03
First job was start of career	62.85	1.41	0.87	3,100	1.62	2.61
First job was just to pay the bills	45.14	2.58	1.49	1,100	1.73	2.98
Ever unemployed for 3 or more months	18.09	1.06	0.52	5,550	2.04	4.16
Single, never married	74.16	1.01	0.51	7,450	1.99	3.95
Has dependent children	19.09	0.95	0.46	7,450	2.08	4.34
Has untaxed sources of income (TANF, SS, etc.)	4.17	0.54	0.23	7,500	2.32	5.38
Pay off credit card balances	45.62	1.18	0.65	5,850	1.81	3.29
Did volunteer work in last year	34.28	0.95	0.56	7,250	1.71	2.91
Has a long-lasting disability	2.92	0.42	0.20	7,250	2.12	4.49
Had 2 or more risk factors in NPSAS:96	13.08	0.91	0.39	7,500	2.33	5.44
First generation in postsecondary education	31.75	1.01	0.55	7,200	1.85	3.42
SUMMARY STATISTICS						
Mean	†	†	†	†	1.90	3.67
Minimum	†	†	†	†	1.41	1.98
Maximum	†	†	†	†	2.33	5.44

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.3.—Design effects for respondents age 20 to 23 years

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	27.79	4.36	2.60	300	1.68	2.81
Earned a bachelor's degree	12.78	1.71	1.23	750	1.39	1.92
Earned a certificate or associate's degree	32.81	2.86	1.74	750	1.65	2.71
Had graduate enrollment	2.58	0.57	0.59	750	0.96	0.93
Had overlapping enrollment at 2 or more undergraduate schools	1.58	0.86	0.46	750	1.86	3.44
Attended more than one undergraduate school	12.39	1.97	1.22	750	1.62	2.62
Experienced difficulties in school	38.19	3.93	2.45	400	1.60	2.57
Primarily a student (undergraduate)	62.52	4.15	2.68	350	1.55	2.40
Received any undergraduate aid	58.16	2.82	1.82	750	1.55	2.40
Received any undergraduate aid since 1998	33.94	2.62	1.75	750	1.50	2.24
Received any undergraduate loans	47.54	2.91	1.85	750	1.57	2.48
Has high undergraduate loans (more than \$12,000)	18.12	2.64	2.10	350	1.26	1.59
Attained a BA in education	0.75	0.28	0.32	750	0.89	0.80
Took distance education courses	23.93	3.36	2.12	400	1.58	2.51
Currently repaying education loans	16.49	2.56	2.00	350	1.28	1.64
Has occupational license	19.19	2.22	1.46	750	1.53	2.33
Has occupational certification	19.29	2.34	1.46	750	1.60	2.57
Self-employed in first job	1.63	0.66	0.86	200	0.77	0.59
First job related to course work	64.57	6.48	4.21	150	1.54	2.37
Degree required by employer (first job)	29.81	4.63	3.16	200	1.46	2.14
Difficult to do first job without coursework	25.94	5.83	4.54	100	1.28	1.65
First employer provided medical insurance	73.82	4.94	3.06	200	1.61	2.60
Relocated for first job	6.08	1.47	1.65	200	0.89	0.79
Autonomous at first job	7.93	3.18	1.87	200	1.70	2.89
Satisfied with pay at first job	58.86	5.26	3.40	200	1.54	2.39
Satisfied with fringe benefits at first job	59.10	5.07	3.42	200	1.48	2.20
First job was start of career	57.13	6.03	3.84	150	1.57	2.47
First job was just to pay the bills	75.64	6.19	5.28	50	1.17	1.37
Ever unemployed for 3 or more months	30.59	3.13	1.96	550	1.60	2.56
Single, never married	55.24	2.79	1.85	700	1.51	2.27
Has dependent children	46.57	2.77	1.85	700	1.50	2.24
Has untaxed sources of income (TANF, SS, etc.)	8.69	1.39	1.04	750	1.34	1.79
Pay off credit card balances	39.87	3.56	2.36	450	1.51	2.28
Did volunteer work in last year	28.89	2.71	1.71	700	1.59	2.52
Has a long-lasting disability	7.46	1.87	0.99	700	1.89	3.58
Had 2 or more risk factors in NPSAS:96	67.04	2.39	1.74	750	1.37	1.88
First generation in postsecondary education	50.10	2.96	1.92	700	1.54	2.38
SUMMARY STATISTICS						
Mean	†	†	†	†	1.46	2.19
Minimum	†	†	†	†	0.77	0.59
Maximum	†	†	†	†	1.89	3.58

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Appendix G: Design Effects

G.4.—Design effects for respondents age 24 to 29 years

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	13.44	4.10	3.28	100	1.25	1.56
Earned a bachelor's degree	3.71	1.04	1.03	350	1.01	1.02
Earned a certificate or associate's degree	40.43	3.76	2.67	350	1.41	1.99
Had graduate enrollment	1.17	0.61	0.58	350	1.04	1.08
Had overlapping enrollment at 2 or more undergraduate schools	1.57	1.07	0.67	350	1.59	2.54
Attended more than one undergraduate school	9.65	2.92	1.60	350	1.82	3.31
Experienced difficulties in school	46.23	6.65	4.13	150	1.61	2.60
Primarily a student (undergraduate)	31.66	6.34	4.42	100	1.44	2.06
Received any undergraduate aid	48.99	4.07	2.72	350	1.50	2.25
Received any undergraduate aid since 1998	20.94	2.92	2.21	350	1.32	1.75
Received any undergraduate loans	35.47	4.25	2.60	350	1.63	2.67
Has high undergraduate loans (more than \$12,000)	11.74	3.28	2.98	100	1.10	1.22
Attained a BA in education	0.25	0.16	0.27	350	0.59	0.34
Took distance education courses	19.96	4.58	3.29	150	1.39	1.94
Currently repaying education loans	16.83	5.03	3.46	100	1.46	2.12
Has occupational license	26.38	3.80	2.39	350	1.59	2.52
Has occupational certification	17.97	3.57	2.09	350	1.71	2.93
Self-employed in first job	0.49	0.31	0.74	100	0.42	0.18
First job related to course work	80.69	6.72	4.90	50	1.37	1.89
Degree required by employer (first job)	26.68	6.02	4.74	100	1.27	1.61
Difficult to do first job without coursework	48.74	10.11	7.81	50	1.29	1.68
First employer provided medical insurance	63.99	7.13	5.15	100	1.39	1.92
Relocated for first job	19.62	9.06	4.26	100	2.13	4.53
Autonomous at first job	13.45	4.94	3.66	100	1.35	1.82
Satisfied with pay at first job	72.65	6.41	4.81	100	1.33	1.78
Satisfied with fringe benefits at first job	56.04	7.70	5.35	100	1.44	2.07
First job was start of career	73.74	7.34	5.22	50	1.40	1.97
Ever unemployed for 3 or more months	29.34	4.68	2.70	300	1.73	3.01
Single, never married	23.90	3.58	2.33	350	1.54	2.37
Has dependent children	75.74	3.51	2.34	350	1.50	2.26
Has untaxed sources of income (TANF, SS, etc.)	16.71	3.03	2.03	350	1.50	2.24
Pay off credit card balances	28.19	4.46	3.26	200	1.37	1.88
Did volunteer work in last year	30.08	4.12	2.52	350	1.64	2.68
Has a long-lasting disability	4.48	1.24	1.14	350	1.09	1.18
Had 2 or more risk factors in NPSAS:96	99.18	0.46	0.49	350	0.94	0.89
First generation in postsecondary education	65.79	4.00	2.72	300	1.47	2.16
SUMMARY STATISTICS						
Mean	†	†	†	†	1.38	2.00
Minimum	†	†	†	†	0.42	0.18
Maximum	†	†	†	†	2.13	4.53

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.5.—Design effects for respondents age 30 to 39 years

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	14.86	5.36	3.98	100	1.35	1.82
Earned a bachelor’s degree	3.88	1.79	1.04	350	1.72	2.97
Earned a certificate or associate’s degree	35.26	3.82	2.58	350	1.48	2.20
Had graduate enrollment	0.45	0.20	0.36	350	0.56	0.31
Had overlapping enrollment at 2 or more undergraduate schools	0.23	0.23	0.26	350	0.88	0.78
Attended more than one undergraduate school	5.26	2.24	1.21	350	1.86	3.46
Experienced difficulties in school	54.28	6.43	4.63	100	1.39	1.93
Primarily a student (undergraduate)	20.41	5.40	4.25	100	1.27	1.61
Received any undergraduate aid	48.54	4.15	2.69	350	1.54	2.37
Received any undergraduate aid since 1998	25.10	4.29	2.34	350	1.84	3.37
Received any undergraduate loans	35.27	3.84	2.58	350	1.49	2.22
Has high undergraduate loans (more than \$12,000)	19.52	5.94	4.25	100	1.40	1.95
Attained a BA in education	1.71	1.58	0.70	350	2.27	5.15
Took distance education courses	17.65	5.49	3.52	100	1.56	2.43
Currently repaying education loans	16.54	5.88	3.87	100	1.52	2.31
Has occupational license	25.38	4.26	2.35	350	1.82	3.30
Has occupational certification	17.73	2.90	2.06	350	1.41	1.99
First job related to course work	81.45	8.53	5.10	50	1.67	2.79
Degree required by employer (first job)	43.16	8.35	5.80	50	1.44	2.08
Difficult to do first job without coursework	42.92	13.47	8.62	50	1.56	2.45
First employer provided medical insurance	60.54	9.02	5.72	50	1.58	2.49
Relocated for first job	8.01	4.15	3.18	50	1.31	1.71
Autonomous at first job	23.86	8.41	4.99	50	1.69	2.84
Satisfied with pay at first job	44.08	8.38	5.81	50	1.44	2.08
Satisfied with fringe benefits at first job	60.27	8.86	5.73	50	1.55	2.39
First job was start of career	58.60	9.05	6.41	50	1.41	1.99
Ever unemployed for 3 or more months	23.89	4.01	2.46	300	1.63	2.66
Single, never married	12.11	2.07	1.77	350	1.17	1.38
Has dependent children	81.15	2.64	2.12	350	1.25	1.56
Has untaxed sources of income (TANF, SS, etc.)	12.36	2.38	1.77	350	1.34	1.80
Pay off credit card balances	42.68	5.49	3.50	200	1.57	2.47
Did volunteer work in last year	34.47	3.78	2.62	350	1.45	2.09
Has a long-lasting disability	12.82	2.89	1.85	350	1.56	2.45
Had 2 or more risk factors in NPSAS:96	98.20	0.82	0.72	350	1.15	1.32
First generation in postsecondary education	79.34	3.65	2.30	300	1.59	2.52
SUMMARY STATISTICS						
Mean	†	†	†	†	1.48	2.26
Minimum	†	†	†	†	0.56	0.31
Maximum	†	†	†	†	2.27	5.15

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.6.—Design effects for respondents age 40 or older

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	26.79	10.25	6.60	50	1.55	2.41
Earned a bachelor's degree	1.05	0.45	0.70	200	0.64	0.41
Earned a certificate or associate's degree	27.53	4.37	3.07	200	1.42	2.03
Had graduate enrollment	0.72	0.42	0.58	200	0.73	0.54
Had overlapping enrollment at 2 or more undergraduate schools	0.32	0.23	0.39	200	0.59	0.35
Attended more than one undergraduate school	3.64	1.39	1.29	200	1.08	1.16
Experienced difficulties in school	42.63	10.06	6.61	50	1.52	2.32
Primarily a student (undergraduate) (undergraduate)	35.38	9.25	7.38	50	1.25	1.57
Received any undergraduate aid	35.12	4.60	3.28	200	1.40	1.97
Received any undergraduate aid since 1998	16.88	4.15	2.57	200	1.61	2.60
Received any undergraduate loans	18.31	3.55	2.66	200	1.34	1.78
Had high undergraduate loans (more than \$12,000)	1.96	1.18	2.00	50	0.59	0.35
Attained a BA in education	0.20	0.20	0.30	200	0.65	0.42
Took distance education courses	29.72	8.10	5.95	50	1.36	1.85
Currently repaying education loans	13.21	5.88	4.94	50	1.19	1.42
Has occupational license	16.52	3.63	2.55	200	1.42	2.02
Has occupational certification	16.38	4.72	2.54	200	1.86	3.44
Ever unemployed for 3 or more months	23.45	4.81	3.11	200	1.55	2.39
Single, never married	6.51	2.06	1.71	200	1.21	1.45
Has dependent children	53.62	5.55	3.45	200	1.61	2.59
Has untaxed sources of income (TANF, SS, etc.)	19.21	3.81	2.71	200	1.41	1.99
Pay off credit card balances	59.09	5.52	4.16	150	1.33	1.76
Did volunteer work in last year	27.95	5.10	3.17	200	1.61	2.59
Has a long-lasting disability	15.47	3.79	2.56	200	1.48	2.19
Had 2 or more risk factors in NPSAS:96	99.15	0.40	0.63	200	0.63	0.39
First generation in postsecondary education	84.98	4.05	2.66	200	1.52	2.31
SUMMARY STATISTICS						
Mean	†	†	†	†	1.25	1.71
Minimum	†	†	†	†	0.59	0.35
Maximum	†	†	†	†	1.86	3.44

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.7.—Design effects for non-Hispanic White respondents

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	14.53	1.05	0.51	4,850	2.07	4.30
Earned a bachelor's degree	32.04	1.16	0.57	6,600	2.02	4.07
Earned a certificate or associate's degree	24.57	1.08	0.53	6,600	2.04	4.15
Had graduate enrollment	8.09	0.47	0.34	6,600	1.39	1.94
Had overlapping enrollment at 2 or more undergraduate schools	1.76	0.36	0.16	6,600	2.20	4.84
Attended more than one undergraduate school	12.07	0.84	0.40	6,600	2.09	4.38
Experienced difficulties in school	28.24	1.24	0.62	5,300	1.99	3.97
Primarily a student (undergraduate)	74.34	1.40	0.67	4,250	2.08	4.34
Received any undergraduate aid	60.33	1.15	0.60	6,600	1.91	3.66
Received any undergraduate aid since 1998	42.31	1.21	0.61	6,600	1.99	3.96
Received any undergraduate loans	46.15	1.24	0.61	6,600	2.01	4.06
Had high undergraduate loans (more than \$12,000)	23.57	0.95	0.61	4,800	1.55	2.41
Attained a BA in education	3.43	0.31	0.22	6,600	1.38	1.91
Took distance education courses	16.68	1.06	0.51	5,300	2.07	4.29
Currently repaying education loans	26.05	1.01	0.62	5,000	1.62	2.64
Has occupational license	18.56	0.98	0.48	6,600	2.04	4.16
Has occupational certification	14.16	0.85	0.43	6,600	1.98	3.92
Self-employed in first job	3.12	0.57	0.29	3,650	2.00	4.00
First job related to course work	68.60	1.75	0.94	2,450	1.87	3.51
Degree required by employer (first job)	40.31	1.49	0.82	3,550	1.81	3.26
Difficult to do first job without coursework	44.67	2.41	1.24	1,600	1.95	3.79
Used specialized tools on first job	42.14	10.39	7.91	50	1.31	1.73
First employer provided medical insurance	72.47	1.42	0.75	3,550	1.90	3.62
Relocated for first job	18.75	1.23	0.65	3,550	1.88	3.55
Autonomous at first job	8.83	0.86	0.47	3,550	1.82	3.31
Satisfied with pay at first job	58.04	1.37	0.83	3,550	1.66	2.75
Satisfied with fringe benefits at first job	61.86	1.41	0.81	3,550	1.74	3.01
First job was start of career	66.78	1.46	0.93	2,550	1.57	2.47
First job was just to pay the bills	43.61	2.90	1.67	900	1.73	3.01
Ever unemployed for 3 or more months	19.71	1.16	0.56	5,050	2.08	4.31
Single, never married	58.09	1.38	0.61	6,550	2.27	5.17
Has dependent children	29.09	1.26	0.56	6,550	2.24	5.02
Has untaxed sources of income (TANF, SS, etc.)	6.66	0.66	0.31	6,600	2.15	4.63
Pay off credit card balances	45.80	1.29	0.69	5,200	1.86	3.46
Did volunteer work in last year	35.07	0.97	0.59	6,500	1.64	2.69
Has a long-lasting disability	5.19	0.61	0.28	6,450	2.20	4.83
Had 2 or more risk factors in NPSAS:96	35.88	1.28	0.59	6,600	2.17	4.72
First generation in postsecondary education	37.73	1.20	0.61	6,350	1.97	3.90
SUMMARY STATISTICS						
Mean	†	†	†	†	1.90	3.68
Minimum	†	†	†	†	1.31	1.73
Maximum	†	†	†	†	2.27	5.17

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.8.—Design effects for non-Hispanic Black respondents

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	20.17	2.25	1.68	550	1.34	1.79
Earned a bachelor's degree	17.38	1.69	1.21	1,000	1.39	1.94
Earned a certificate or associate's degree	25.26	2.70	1.39	1,000	1.94	3.76
Had graduate enrollment	5.75	0.91	0.75	1,000	1.22	1.49
Had overlapping enrollment at 2 or more undergraduate schools	0.29	0.16	0.17	1,000	0.95	0.91
Attended more than one undergraduate school	11.33	1.89	1.01	1,000	1.86	3.47
Experienced difficulties in school	40.42	3.52	1.87	700	1.88	3.54
Primarily a student (undergraduate)	63.91	3.73	2.03	550	1.84	3.39
Received any undergraduate aid	61.65	3.21	1.56	1,000	2.06	4.26
Received any undergraduate aid since 1998	37.85	2.87	1.55	1,000	1.85	3.42
Received any undergraduate loans	54.64	3.19	1.59	1,000	2.00	4.02
Had high undergraduate loans (more than \$12,000)	27.24	2.91	1.83	600	1.59	2.53
Attained a BA in education	1.11	0.33	0.34	1,000	0.98	0.97
Took distance education courses	17.06	2.58	1.44	700	1.79	3.22
Currently repaying education loans	23.90	2.40	1.70	650	1.41	1.99
Has occupational license	17.00	2.54	1.20	1,000	2.11	4.47
Has occupational certification	15.08	1.88	1.15	1,000	1.65	2.71
Self-employed in first job	2.08	0.92	0.71	400	1.30	1.69
First job related to course work	63.77	4.53	3.18	250	1.43	2.03
Degree required by employer (first job)	28.20	3.01	2.27	400	1.33	1.76
Difficult to do first job without coursework	23.16	3.95	3.24	150	1.22	1.48
First employer provided medical insurance	62.16	4.64	2.44	400	1.90	3.60
Relocated for first job	14.67	3.54	1.78	400	1.99	3.96
Autonomous at first job	6.13	1.53	1.21	400	1.27	1.61
Satisfied with pay at first job	42.73	4.04	2.49	400	1.62	2.64
Satisfied with fringe benefits at first job	48.03	4.34	2.52	400	1.73	2.98
First job was start of career	48.33	4.59	2.78	300	1.65	2.72
First job was just to pay the bills	62.92	6.84	3.98	150	1.72	2.95
Ever unemployed for 3 or more months	27.36	3.06	1.68	700	1.82	3.30
Single, never married	65.04	3.03	1.54	950	1.97	3.90
Has dependent children	56.51	3.15	1.60	950	1.97	3.87
Has untaxed sources of income (TANF, SS, etc.)	11.33	1.74	1.01	1,000	1.72	2.95
Pay off credit card balances	27.11	2.86	1.88	550	1.53	2.33
Did volunteer work in last year	27.00	2.31	1.44	950	1.61	2.59
Has a long-lasting disability	3.80	0.83	0.62	950	1.34	1.80
Had 2 or more risk factors in NPSAS:96	45.42	3.34	1.59	1,000	2.09	4.38
First generation in postsecondary education	50.13	3.29	1.64	950	2.00	4.01
SUMMARY STATISTICS						
Mean	†	†	†	†	1.65	2.82
Minimum	†	†	†	†	0.95	0.91
Maximum	†	†	†	†	2.11	4.47

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.9.—Design effects for Hispanic respondents

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	20.09	2.96	1.69	550	1.75	3.05
Earned a bachelor’s degree	16.99	1.99	1.23	950	1.61	2.60
Earned a certificate or associate’s degree	32.07	2.88	1.53	950	1.88	3.54
Had graduate enrollment	4.31	0.80	0.67	950	1.21	1.45
Had overlapping enrollment at 2 or more undergraduate schools	1.31	0.36	0.37	950	0.97	0.94
Attended more than one undergraduate school	12.73	1.86	1.10	950	1.70	2.88
Experienced difficulties in school	37.79	3.57	2.03	550	1.75	3.08
Primarily a student (undergraduate)	79.32	3.51	1.77	500	1.98	3.93
Received any undergraduate aid	59.99	3.09	1.61	950	1.92	3.68
Received any undergraduate aid since 1998	37.74	3.17	1.59	950	1.99	3.97
Received any undergraduate loans	45.19	2.99	1.64	950	1.83	3.33
Had high undergraduate loans (more than \$12,000)	14.12	2.11	1.43	600	1.47	2.16
Attained a BA in education	0.84	0.29	0.30	950	0.96	0.93
Took distance education courses	18.48	3.26	1.51	650	2.15	4.62
Currently repaying education loans	19.38	2.65	1.74	500	1.53	2.34
Has occupational license	11.15	1.60	1.03	950	1.54	2.38
Has occupational certification	16.36	2.49	1.22	950	2.05	4.21
Self-employed in first job	2.91	0.93	0.92	350	1.00	1.01
First job related to course work	66.59	5.56	3.21	200	1.73	3.00
Degree required by employer (first job)	31.28	3.97	2.58	300	1.54	2.36
Difficult to do first job without coursework	41.42	7.17	4.18	150	1.72	2.95
First employer provided medical insurance	62.58	5.56	2.70	300	2.06	4.24
Relocated for first job	7.40	1.48	1.46	300	1.02	1.03
Autonomous at first job	6.67	2.09	1.39	300	1.50	2.25
Satisfied with pay at first job	57.37	4.52	2.76	300	1.64	2.69
Satisfied with fringe benefits at first job	43.88	4.59	2.77	300	1.66	2.74
First job was start of career	52.15	6.03	3.16	250	1.91	3.65
First job was just to pay the bills	62.20	8.33	4.69	100	1.78	3.16
Ever unemployed for 3 or more months	25.67	3.10	1.69	650	1.84	3.38
Single, never married	60.89	3.23	1.61	900	2.01	4.02
Has dependent children	40.09	3.52	1.62	900	2.18	4.75
Has untaxed sources of income (TANF, SS, etc.)	7.77	1.71	0.88	950	1.95	3.78
Pay off credit card balances	39.30	3.63	2.10	550	1.73	3.00
Did volunteer work in last year	23.81	2.24	1.51	800	1.49	2.21
Has a long-lasting disability	3.54	1.20	0.65	800	1.84	3.39
Had 2 or more risk factors in NPSAS:96	40.34	3.77	1.61	950	2.34	5.48
First generation in postsecondary education	65.17	3.11	1.64	850	1.90	3.63
SUMMARY STATISTICS						
Mean	†	†	†	†	1.71	3.02
Minimum	†	†	†	†	0.96	0.93
Maximum	†	†	†	†	2.34	5.48

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.10.—Design effects for Asian/Pacific Islander respondents

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	16.88	3.04	1.84	400	1.65	2.72
Earned a bachelor's degree	40.73	3.87	2.20	500	1.76	3.11
Earned a certificate or associate's degree	20.93	3.59	1.82	500	1.98	3.90
Had graduate enrollment	11.54	1.70	1.43	500	1.19	1.41
Had overlapping enrollment at 2 or more undergraduate schools	3.57	1.21	0.83	500	1.46	2.13
Attended more than one undergraduate school	20.95	4.19	1.82	500	2.30	5.31
Experienced difficulties in school	27.87	4.02	2.15	450	1.87	3.50
Primarily a student (undergraduate)	77.36	5.17	2.29	350	2.26	5.11
Received any undergraduate aid	68.36	3.68	2.08	500	1.77	3.13
Received any undergraduate aid since 1998	50.59	3.93	2.24	500	1.76	3.10
Received any undergraduate loans	55.17	4.12	2.22	500	1.85	3.44
Had high undergraduate loans (more than \$12,000)	29.94	4.25	2.28	400	1.86	3.47
Attained a BA in education	0.33	0.24	0.26	500	0.93	0.87
Took distance education courses	18.93	4.16	1.87	450	2.23	4.96
Currently repaying education loans	27.96	3.87	2.20	400	1.76	3.10
Has occupational license	10.67	2.79	1.38	500	2.02	4.07
Has occupational certification	5.11	1.41	0.98	500	1.43	2.04
Self-employed in first job	6.14	3.23	1.46	250	2.21	4.88
First job related to course work	57.57	5.32	3.55	200	1.50	2.25
Degree required by employer (first job)	42.40	4.99	3.08	250	1.62	2.64
Difficult to do first job without coursework	46.50	8.92	4.96	100	1.80	3.23
First employer provided medical insurance	74.51	5.06	2.71	250	1.87	3.48
Relocated for first job	23.11	5.26	2.62	250	2.01	4.04
Autonomous at first job	7.75	2.71	1.66	250	1.63	2.66
Satisfied with pay at first job	62.57	5.21	3.01	250	1.73	3.01
Satisfied with fringe benefits at first job	60.72	5.30	3.05	250	1.74	3.03
First job was start of career	67.18	5.83	3.22	200	1.81	3.26
First job was just to pay the bills	45.17	11.06	5.82	50	1.90	3.61
Ever unemployed for 3 or more months	20.82	3.33	2.20	350	1.51	2.29
Single, never married	76.74	3.76	1.90	500	1.98	3.92
Has dependent children	16.62	3.28	1.67	500	1.96	3.84
Has untaxed sources of income (TANF, SS, etc.)	2.76	1.09	0.73	500	1.49	2.21
Pay off credit card balances	57.70	4.81	2.41	400	1.99	3.97
Did volunteer work in last year	31.26	3.49	2.10	500	1.66	2.75
Has a long-lasting disability	4.92	2.46	0.98	500	2.51	6.28
Had 2 or more risk factors in NPSAS:96	27.41	4.55	2.00	500	2.28	5.19
First generation in postsecondary education	38.77	4.43	2.27	450	1.95	3.80
SUMMARY STATISTICS						
Mean	†	†	†	†	1.82	3.40
Minimum	†	†	†	†	0.93	0.87
Maximum	†	†	†	†	2.51	6.28

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.11.—Design effects for American Indian/Alaska Native respondents

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	10.88	5.67	5.42	50	1.05	1.09
Earned a bachelor's degree	32.85	9.39	6.06	50	1.55	2.40
Earned a certificate or associate's degree	13.75	6.61	4.45	50	1.49	2.21
Had graduate enrollment	3.80	2.95	2.47	50	1.19	1.42
Had overlapping enrollment at 2 or more undergraduate schools	1.49	0.98	1.57	50	0.62	0.39
Attended more than one undergraduate school	10.35	5.56	3.93	50	1.41	2.00
Experienced difficulties in school	67.99	8.81	7.20	50	1.22	1.50
Primarily a student (undergraduate)	91.21	5.10	4.86	50	1.05	1.10
Received any undergraduate aid	70.69	8.89	5.88	50	1.51	2.29
Received any undergraduate aid since 1998	54.99	8.40	6.42	50	1.31	1.71
Received any undergraduate loans	69.17	8.87	5.96	50	1.49	2.21
Had high undergraduate loans (more than \$12,000)	41.06	14.79	8.09	50	1.83	3.34
Attained a BA in education	13.27	11.08	4.38	50	2.53	6.40
Took distance education courses	20.53	7.67	6.16	50	1.24	1.55
Currently repaying education loans	46.87	12.94	7.99	50	1.62	2.62
Has occupational license	17.07	10.99	4.86	50	2.26	5.12
Has occupational certification	9.89	4.25	3.85	50	1.10	1.21
Ever unemployed for 3 or more months	30.65	10.13	6.87	50	1.47	2.17
Single, never married	62.10	9.33	6.32	50	1.48	2.18
Has dependent children	43.72	9.99	6.46	50	1.55	2.39
Has untaxed sources of income (TANF, SS, etc.)	4.07	3.54	2.55	50	1.39	1.92
Pay off credit card balances	59.78	13.69	8.29	50	1.65	2.73
Did volunteer work in last year	48.14	9.71	6.62	50	1.47	2.15
Has a long-lasting disability	9.62	7.82	3.91	50	2.00	4.01
Had 2 or more risk factors in NPSAS:96	51.82	10.50	6.45	50	1.63	2.65
First generation in postsecondary education	53.60	10.59	6.92	50	1.53	2.35
SUMMARY STATISTICS						
Mean	†	†	†	†	1.49	2.35
Minimum	†	†	†	†	0.62	0.39
Maximum	†	†	†	†	2.53	6.40

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.12.—Design effects for other race respondents

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	7.17	4.13	3.93	50	1.05	1.10
Earned a bachelor's degree	29.19	7.16	6.02	50	1.19	1.41
Earned a certificate or associate's degree	33.77	9.74	6.26	50	1.56	2.42
Had graduate enrollment	8.22	3.56	3.64	50	0.98	0.96
Had overlapping enrollment at 2 or more undergraduate schools	0.27	0.28	0.69	50	0.40	0.16
Attended more than one undergraduate school	14.21	9.08	4.62	50	1.96	3.86
Experienced difficulties in school	47.78	11.18	7.36	50	1.52	2.31
Primarily a student (undergraduate)	65.95	14.09	8.01	50	1.76	3.10
Received any undergraduate aid	42.94	9.83	6.56	50	1.50	2.25
Received any undergraduate aid since 1998	23.61	6.07	5.63	50	1.08	1.17
Received any undergraduate loans	30.44	7.54	6.09	50	1.24	1.53
Had high undergraduate loans (more than \$12,000)	14.61	5.49	5.73	50	0.96	0.92
Took distance education courses	12.09	7.92	4.91	50	1.61	2.59
Currently repaying education loans	16.60	5.92	5.88	50	1.01	1.01
Has occupational license	8.89	5.88	3.77	50	1.56	2.43
Has occupational certification	23.22	9.58	5.59	50	1.71	2.93
Self-employed in first job	11.38	7.70	5.70	50	1.35	1.82
Ever unemployed for 3 or more months	28.60	9.42	6.74	50	1.40	1.95
Single, never married	60.81	10.12	6.47	50	1.56	2.45
Has dependent children	29.42	9.48	6.04	50	1.57	2.47
Has untaxed sources of income (TANF, SS, etc.)	4.09	3.14	2.62	50	1.20	1.43
Pay off credit card balances	58.70	11.63	7.42	50	1.57	2.46
Did volunteer work in last year	23.63	6.61	5.68	50	1.16	1.35
Has a long-lasting disability	9.35	6.15	3.89	50	1.58	2.50
Had 2 or more risk factors in NPSAS:96	22.73	7.63	5.55	50	1.37	1.89
First generation in postsecondary education	40.21	10.87	6.93	50	1.57	2.46
SUMMARY STATISTICS						
Mean	†	†	†	†	1.36	1.96
Minimum	†	†	†	†	0.40	0.16
Maximum	†	†	†	†	1.96	3.86

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.13.—Design effects for male respondents

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	16.70	1.24	0.70	2,800	1.75	3.07
Earned a bachelor's degree	27.81	1.23	0.72	3,900	1.71	2.92
Earned a certificate or associate's degree	25.29	1.31	0.70	3,900	1.89	3.55
Had graduate enrollment	6.58	0.49	0.40	3,900	1.24	1.55
Had overlapping enrollment at 2 or more undergraduate schools	2.18	0.50	0.23	3,900	2.16	4.66
Attended more than one undergraduate school	14.66	1.18	0.57	3,900	2.08	4.31
Experienced difficulties in school	29.48	1.50	0.82	3,050	1.82	3.32
Primarily a student (undergraduate)	69.51	1.97	0.93	2,450	2.13	4.52
Received any undergraduate aid	59.40	1.66	0.79	3,900	2.11	4.45
Received any undergraduate aid since 1998	41.70	1.46	0.79	3,900	1.85	3.42
Received any undergraduate loans	46.99	1.57	0.80	3,900	1.96	3.84
Had high undergraduate loans (more than \$12,000)	23.64	1.24	0.81	2,800	1.54	2.37
Attained a BA in education	1.25	0.20	0.18	3,900	1.12	1.26
Took distance education courses	18.15	1.41	0.69	3,100	2.04	4.15
Currently repaying education loans	25.48	1.34	0.81	2,850	1.64	2.69
Has occupational license	15.87	1.17	0.59	3,900	2.01	4.02
Has occupational certification	15.79	1.16	0.58	3,900	1.98	3.92
Self-employed in first job	3.94	0.82	0.43	2,000	1.88	3.55
First job related to course work	67.38	2.31	1.29	1,350	1.80	3.22
Degree required by employer (first job)	36.98	2.04	1.10	1,950	1.85	3.43
Difficult to do first job without coursework	40.59	3.20	1.75	800	1.83	3.34
First employer provided medical insurance	75.96	1.98	0.97	1,950	2.03	4.12
Relocated for first job	20.85	1.79	0.92	1,950	1.94	3.78
Autonomous at first job	10.38	1.26	0.69	1,950	1.81	3.28
Satisfied with pay at first job	58.63	1.98	1.12	1,950	1.76	3.11
Satisfied with fringe benefits at first job	63.08	2.08	1.10	1,950	1.90	3.59
First job was start of career	64.80	2.10	1.26	1,450	1.67	2.79
First job was just to pay the bills	46.89	3.86	2.24	500	1.72	2.97
Ever unemployed for 3 or more months	15.12	1.35	0.67	2,850	2.01	4.04
Single, never married	67.99	1.69	0.75	3,850	2.25	5.07
Has dependent children	23.18	1.46	0.68	3,850	2.15	4.64
Has untaxed sources of income (TANF, SS, etc.)	3.73	0.65	0.30	3,900	2.14	4.58
Pay off credit card balances	47.58	1.74	0.93	2,900	1.88	3.55
Did volunteer work in last year	30.88	1.32	0.75	3,800	1.76	3.09
Has a long-lasting disability	4.59	0.83	0.34	3,800	2.43	5.92
Had 2 or more risk factors in NPSAS:96	34.61	1.89	0.76	3,900	2.48	6.16
First generation in postsecondary education	37.63	1.58	0.80	3,700	1.99	3.94
SUMMARY STATISTICS						
Mean	†	†	†	†	1.90	3.68
Minimum	†	†	†	†	1.12	1.26
Maximum	†	†	†	†	2.48	6.16

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.14.—Design effects for female respondents

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	14.68	1.06	0.59	3,650	1.81	3.28
Earned a bachelor's degree	30.25	1.21	0.63	5,250	1.91	3.66
Earned a certificate or associate's degree	25.16	1.13	0.60	5,250	1.88	3.53
Had graduate enrollment	8.37	0.55	0.38	5,250	1.43	2.04
Had overlapping enrollment at 2 or more undergraduate schools	1.14	0.25	0.15	5,250	1.73	3.01
Attended more than one undergraduate school	10.66	0.88	0.43	5,250	2.07	4.28
Experienced difficulties in school	32.05	1.46	0.74	4,000	1.98	3.93
Primarily a student (undergraduate)	77.77	1.46	0.73	3,250	2.00	4.01
Received any undergraduate aid	61.96	1.36	0.67	5,250	2.03	4.11
Received any undergraduate aid since 1998	41.67	1.34	0.68	5,250	1.96	3.84
Received any undergraduate loans	48.06	1.41	0.69	5,250	2.04	4.16
Had high undergraduate loans (more than \$12,000)	23.43	1.08	0.70	3,700	1.55	2.40
Attained a BA in education	4.08	0.39	0.27	5,250	1.44	2.08
Took distance education courses	16.04	1.13	0.57	4,100	1.97	3.88
Currently repaying education loans	25.52	1.16	0.71	3,750	1.64	2.67
Has occupational license	18.24	1.02	0.53	5,250	1.91	3.65
Has occupational certification	12.69	0.98	0.46	5,250	2.14	4.58
Self-employed in first job	2.54	0.56	0.30	2,750	1.86	3.46
First job related to course work	67.46	1.75	1.10	1,800	1.58	2.51
Degree required by employer (first job)	39.76	1.66	0.95	2,650	1.75	3.06
Difficult to do first job without coursework	43.29	2.40	1.40	1,250	1.72	2.96
Used specialized tools on first job	40.17	9.39	7.75	50	1.21	1.47
First employer provided medical insurance	65.78	1.75	0.92	2,650	1.91	3.64
Relocated for first job	14.57	1.06	0.68	2,650	1.56	2.43
Autonomous at first job	7.12	0.92	0.50	2,650	1.84	3.39
Satisfied with pay at first job	55.11	1.56	0.96	2,650	1.62	2.62
Satisfied with fringe benefits at first job	55.34	1.63	0.96	2,650	1.69	2.86
First job was start of career	62.25	1.86	1.10	1,950	1.70	2.88
First job was just to pay the bills	50.56	3.40	1.85	750	1.84	3.37
Ever unemployed for 3 or more months	26.41	1.40	0.70	4,000	2.01	4.05
Single, never married	53.66	1.51	0.69	5,200	2.18	4.76
Has dependent children	41.09	1.43	0.68	5,200	2.10	4.41
Has untaxed sources of income (TANF, SS, etc.)	9.90	0.87	0.41	5,250	2.12	4.49
Pay off credit card balances	41.65	1.53	0.79	3,900	1.93	3.72
Did volunteer work in last year	34.59	1.16	0.67	5,050	1.74	3.02
Has a long-lasting disability	5.19	0.57	0.31	5,050	1.84	3.38
Had 2 or more risk factors in NPSAS:96	39.19	1.46	0.68	5,250	2.17	4.70
First generation in postsecondary education	45.74	1.44	0.71	5,000	2.04	4.16
SUMMARY STATISTICS						
Mean	†	†	†	†	1.84	3.43
Minimum	†	†	†	†	1.21	1.47
Maximum	†	†	†	†	2.18	4.76

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.15.—Design effects for respondents from 4-year institutions (NPSAS:96 institution)

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	14.61	0.69	0.47	5,650	1.47	2.16
Earned a bachelor's degree	58.84	1.18	0.60	6,750	1.97	3.88
Earned a certificate or associate's degree	10.21	0.56	0.37	6,750	1.51	2.29
Had graduate enrollment	16.21	0.73	0.45	6,750	1.64	2.68
Had overlapping enrollment at 2 or more undergraduate schools	1.58	0.19	0.15	6,750	1.25	1.57
Attended more than one undergraduate school	10.17	0.45	0.37	6,750	1.23	1.50
Experienced difficulties in school	22.39	0.75	0.54	5,950	1.39	1.95
Primarily a student (undergraduate)	88.68	0.64	0.46	4,800	1.40	1.97
Received any undergraduate aid	74.45	0.80	0.53	6,750	1.51	2.29
Received any undergraduate aid since 1998	58.78	0.89	0.60	6,750	1.49	2.22
Received any undergraduate loans	62.20	0.97	0.59	6,750	1.64	2.70
Had high undergraduate loans (more than \$12,000)	34.36	0.92	0.64	5,500	1.44	2.08
Attained a BA in education	5.18	0.39	0.27	6,750	1.45	2.09
Took distance education courses	13.39	0.67	0.44	6,050	1.53	2.35
Currently repaying education loans	32.83	0.81	0.62	5,650	1.30	1.69
Has occupational license	15.17	0.60	0.44	6,750	1.38	1.92
Has occupational certification	10.94	0.51	0.38	6,750	1.34	1.79
Self-employed in first job	3.05	0.34	0.27	4,100	1.25	1.57
First job related to course work	65.81	1.16	0.91	2,750	1.28	1.65
Degree required by employer (first job)	47.03	1.12	0.79	3,950	1.41	1.98
Difficult to do first job without coursework	46.59	1.42	1.19	1,750	1.19	1.41
First employer provided medical insurance	73.29	0.88	0.70	3,950	1.26	1.58
Relocated for first job	22.53	1.00	0.66	3,950	1.51	2.28
Autonomous at first job	6.95	0.48	0.40	3,950	1.20	1.44
Satisfied with pay at first job	58.16	0.93	0.78	3,950	1.19	1.42
Satisfied with fringe benefits at first job	61.25	0.98	0.77	3,950	1.27	1.61
First job was start of career	65.01	1.12	0.89	2,900	1.26	1.58
First job was just to pay the bills	39.42	1.90	1.53	1,000	1.25	1.55
Ever unemployed for 3 or more months	16.52	0.67	0.53	4,950	1.26	1.58
Single, never married	75.58	0.88	0.52	6,700	1.68	2.81
Has dependent children	14.97	0.76	0.44	6,700	1.74	3.03
Has untaxed sources of income (TANF, SS, etc.)	3.17	0.29	0.21	6,750	1.37	1.88
Pay off credit card balances	49.98	0.94	0.68	5,400	1.38	1.91
Did volunteer work in last year	40.97	0.90	0.61	6,550	1.49	2.21
Has a long-lasting disability	2.39	0.24	0.19	6,550	1.26	1.59
Had 2 or more risk factors in NPSAS:96	10.36	0.69	0.37	6,750	1.85	3.42
First generation in postsecondary education	29.01	0.96	0.56	6,500	1.71	2.92
SUMMARY STATISTICS						
Mean	†	†	†	†	1.43	2.07
Minimum	†	†	†	†	1.19	1.41
Maximum	†	†	†	†	1.97	3.88

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.16.—Design effects for respondents from 2-year institutions (NPSAS:96 institution)

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	17.16	1.87	1.39	750	1.35	1.81
Earned a bachelor's degree	9.82	1.10	0.73	1,650	1.50	2.26
Earned a certificate or associate's degree	31.64	1.61	1.14	1,650	1.41	2.00
Had graduate enrollment	1.65	0.34	0.31	1,650	1.09	1.19
Had overlapping enrollment at 2 or more undergraduate schools	1.83	0.50	0.33	1,650	1.53	2.33
Attended more than one undergraduate school	16.22	1.36	0.90	1,650	1.51	2.27
Experienced difficulties in school	40.29	2.13	1.59	950	1.35	1.81
Primarily a student (undergraduate)	59.39	2.36	1.74	800	1.36	1.84
Received any undergraduate aid	52.13	1.84	1.22	1,650	1.51	2.27
Received any undergraduate aid since 1998	33.34	1.69	1.16	1,650	1.46	2.13
Received any undergraduate loans	34.82	1.79	1.17	1,650	1.54	2.36
Had high undergraduate loans (more than \$12,000)	11.60	1.32	1.11	850	1.19	1.41
Attained a BA in education	1.33	0.38	0.28	1,650	1.36	1.84
Took distance education courses	21.22	1.85	1.31	1,000	1.42	2.01
Currently repaying education loans	17.06	1.55	1.30	850	1.19	1.42
Has occupational license	15.93	1.36	0.90	1,650	1.52	2.31
Has occupational certification	15.00	1.33	0.87	1,650	1.52	2.32
Self-employed in first job	3.49	1.09	0.78	550	1.40	1.97
First job related to course work	69.41	3.38	2.56	350	1.32	1.74
Degree required by employer (first job)	27.29	2.72	1.91	550	1.43	2.03
Difficult to do first job without coursework	36.29	4.81	3.06	250	1.57	2.47
First employer provided medical insurance	67.43	3.07	2.01	550	1.53	2.33
Relocated for first job	11.39	2.19	1.36	550	1.60	2.57
Autonomous at first job	10.43	1.62	1.31	550	1.24	1.53
Satisfied with pay at first job	54.06	2.55	2.14	550	1.19	1.42
Satisfied with fringe benefits at first job	55.83	2.76	2.13	550	1.29	1.67
First job was start of career	61.62	2.84	2.38	400	1.20	1.43
First job was just to pay the bills	58.60	4.76	3.80	150	1.25	1.57
Ever unemployed for 3 or more months	21.99	1.92	1.16	1,300	1.66	2.75
Single, never married	51.67	2.07	1.23	1,650	1.69	2.84
Has dependent children	42.07	1.90	1.22	1,650	1.56	2.44
Has untaxed sources of income (TANF, SS, etc.)	8.76	1.13	0.69	1,650	1.63	2.64
Pay off credit card balances	39.11	2.21	1.52	1,050	1.46	2.12
Did volunteer work in last year	28.39	1.38	1.13	1,600	1.22	1.49
Has a long-lasting disability	6.17	0.88	0.60	1,600	1.46	2.13
Had 2 or more risk factors in NPSAS:96	52.59	2.02	1.22	1,650	1.65	2.73
First generation in postsecondary education	48.80	1.95	1.27	1,550	1.53	2.35
SUMMARY STATISTICS						
Mean	†	†	†	†	1.42	2.05
Minimum	†	†	†	†	1.09	1.19
Maximum	†	†	†	†	1.69	2.84

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.17.—Design effects for respondents from less-than-two-year institutions (NPSAS:96 institution)

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	12.45	4.82	3.95	50	1.22	1.49
Earned a certificate or associate's degree	58.57	2.46	1.84	700	1.34	1.78
Had graduate enrollment	0.64	0.37	0.30	700	1.23	1.51
Had overlapping enrollment at 2 or more undergraduate schools	0.53	0.26	0.27	700	0.97	0.95
Attended more than one undergraduate school	2.14	0.52	0.54	700	0.95	0.91
Experienced difficulties in school	32.78	4.14	3.68	150	1.13	1.27
Primarily a student (undergraduate)	39.96	5.10	4.49	100	1.13	1.29
Received any undergraduate aid	46.27	2.70	1.86	700	1.45	2.10
Received any undergraduate aid since 1998	9.40	1.42	1.09	700	1.30	1.69
Received any undergraduate loans	51.23	4.55	1.87	700	2.44	5.94
Had high undergraduate loans (more than \$12,000)	6.83	3.14	2.23	150	1.41	1.98
Took distance education courses	16.11	3.60	2.81	150	1.28	1.64
Currently repaying education loans	19.03	4.44	3.43	150	1.30	1.68
Has occupational license	33.28	3.50	1.76	700	1.99	3.95
Has occupational certification	23.55	2.04	1.58	700	1.29	1.66
Self-employed in first job	1.74	0.84	1.34	100	0.63	0.39
First job related to course work	74.83	6.46	5.43	50	1.19	1.42
Degree required by employer (first job)	30.47	6.48	4.85	100	1.34	1.78
Difficult to do first job without coursework	36.73	8.68	6.75	50	1.29	1.65
First employer provided medical insurance	57.52	8.04	5.21	100	1.54	2.38
Relocated for first job	3.85	2.89	2.03	100	1.43	2.03
Autonomous at first job	14.95	5.08	3.76	100	1.35	1.83
Satisfied with pay at first job	65.57	6.81	5.01	100	1.36	1.85
Satisfied with fringe benefits at first job	55.26	6.15	5.27	100	1.17	1.36
First job was start of career	60.49	6.22	5.57	100	1.12	1.25
First job was just to pay the bills	69.52	8.40	8.01	50	1.05	1.10
Ever unemployed for 3 or more months	37.05	3.24	1.91	650	1.70	2.88
Single, never married	35.53	3.07	1.80	700	1.71	2.91
Has dependent children	65.99	2.85	1.78	700	1.60	2.56
Has untaxed sources of income (TANF, SS, etc.)	16.14	1.99	1.37	700	1.45	2.09
Pay off credit card balances	40.94	2.91	2.54	400	1.15	1.32
Did volunteer work in last year	20.45	1.98	1.55	700	1.28	1.63
Has a long-lasting disability	9.77	2.32	1.14	700	2.03	4.14
Had 2 or more risk factors in NPSAS:96	74.58	2.18	1.63	700	1.34	1.79
First generation in postsecondary education	69.88	2.47	1.82	650	1.35	1.83
SUMMARY STATISTICS						
Mean	†	†	†	†	1.36	1.94
Minimum	†	†	†	†	0.63	0.39
Maximum	†	†	†	†	2.44	5.94

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.18.—Design effects for respondents from public institutions (NPSAS:96 institution)

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	17.74	1.12	0.61	3,950	1.84	3.39
Earned a bachelor's degree	25.43	1.02	0.60	5,300	1.71	2.91
Earned a certificate or associate's degree	23.21	1.14	0.58	5,300	1.96	3.86
Had graduate enrollment	5.93	0.39	0.32	5,300	1.20	1.45
Had overlapping enrollment at 2 or more undergraduate schools	1.82	0.35	0.18	5,300	1.93	3.72
Attended more than one undergraduate school	14.63	0.95	0.48	5,300	1.97	3.87
Experienced difficulties in school	33.83	1.36	0.72	4,300	1.89	3.57
Primarily a student (undergraduate)	71.29	1.57	0.76	3,550	2.06	4.24
Received any undergraduate aid	57.95	1.30	0.68	5,300	1.92	3.68
Received any undergraduate aid since 1998	41.44	1.22	0.68	5,300	1.81	3.28
Received any undergraduate loans	40.76	1.27	0.67	5,300	1.88	3.53
Had high undergraduate loans (more than \$12,000)	19.29	0.96	0.63	4,000	1.53	2.34
Attained a BA in education	2.84	0.31	0.23	5,300	1.37	1.89
Took distance education courses	18.71	1.18	0.59	4,400	2.00	4.01
Currently repaying education loans	21.48	1.01	0.64	4,050	1.56	2.45
Has occupational license	16.34	0.99	0.51	5,300	1.95	3.82
Has occupational certification	13.66	0.92	0.47	5,300	1.95	3.81
Self-employed in first job	3.11	0.64	0.33	2,800	1.94	3.75
First job related to course work	67.79	1.92	1.09	1,850	1.76	3.09
Degree required by employer (first job)	36.16	1.72	0.92	2,700	1.87	3.51
Difficult to do first job without coursework	41.15	2.91	1.47	1,100	1.98	3.91
First employer provided medical insurance	70.36	1.79	0.88	2,700	2.04	4.17
Relocated for first job	17.02	1.37	0.72	2,750	1.90	3.62
Autonomous at first job	8.64	0.96	0.54	2,750	1.79	3.21
Satisfied with pay at first job	56.09	1.53	0.95	2,700	1.61	2.60
Satisfied with fringe benefits at first job	58.03	1.65	0.95	2,700	1.75	3.06
First job was start of career	63.00	1.74	1.07	2,050	1.63	2.67
First job was just to pay the bills	50.83	3.09	1.83	750	1.69	2.84
Ever unemployed for 3 or more months	19.10	1.36	0.64	3,850	2.14	4.59
Single, never married	59.65	1.49	0.68	5,250	2.21	4.88
Has dependent children	32.32	1.36	0.64	5,300	2.11	4.47
Has untaxed sources of income (TANF, SS, etc.)	6.75	0.77	0.34	5,300	2.23	4.98
Pay off credit card balances	42.15	1.47	0.78	4,050	1.89	3.57
Did volunteer work in last year	32.49	1.04	0.65	5,200	1.59	2.53
Has a long-lasting disability	5.03	0.61	0.30	5,150	2.01	4.05
Had 2 or more risk factors in NPSAS:96	38.16	1.40	0.67	5,300	2.10	4.42
First generation in postsecondary education	42.11	1.39	0.69	5,050	2.00	3.99
SUMMARY STATISTICS						
Mean	†	†	†	†	1.86	3.51
Minimum	†	†	†	†	1.20	1.45
Maximum	†	†	†	†	2.23	4.98

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.19.—Design effects for respondents from private not-for-profit institutions (NPSAS:96 institution)

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	9.19	0.86	0.59	2,350	1.45	2.11
Earned a bachelor's degree	65.35	1.92	0.89	2,850	2.16	4.68
Earned a certificate or associate's degree	11.97	1.03	0.61	2,850	1.69	2.86
Had graduate enrollment	19.86	1.30	0.74	2,850	1.74	3.04
Had overlapping enrollment at 2 or more undergraduate schools	1.37	0.23	0.22	2,850	1.05	1.11
Attended more than one undergraduate school	9.02	0.58	0.53	2,850	1.09	1.19
Experienced difficulties in school	18.49	1.08	0.78	2,450	1.39	1.93
Primarily a student (undergraduate)	90.37	0.88	0.66	2,000	1.34	1.78
Received any undergraduate aid	78.05	1.25	0.77	2,850	1.62	2.64
Received any undergraduate aid since 1998	62.42	1.47	0.90	2,850	1.62	2.64
Received any undergraduate loans	66.86	1.55	0.88	2,850	1.76	3.11
Had high undergraduate loans (more than \$12,000)	41.10	1.49	1.03	2,300	1.45	2.10
Attained a BA in education	4.48	0.60	0.39	2,850	1.55	2.40
Took distance education courses	10.37	0.79	0.61	2,550	1.30	1.70
Currently repaying education loans	39.38	1.43	1.01	2,350	1.42	2.01
Has occupational license	15.65	0.91	0.68	2,850	1.34	1.80
Has occupational certification	10.36	0.82	0.57	2,850	1.45	2.10
Self-employed in first job	3.44	0.52	0.43	1,750	1.21	1.45
First job related to course work	63.95	1.68	1.39	1,200	1.21	1.46
Degree required by employer (first job)	48.17	1.57	1.21	1,700	1.30	1.69
Difficult to do first job without coursework	46.09	1.80	1.73	850	1.04	1.09
First employer provided medical insurance	71.81	1.21	1.09	1,700	1.11	1.24
Relocated for first job	21.69	1.32	1.00	1,700	1.32	1.75
Autonomous at first job	7.15	0.69	0.62	1,700	1.10	1.22
Satisfied with pay at first job	58.64	1.51	1.19	1,700	1.26	1.60
Satisfied with fringe benefits at first job	62.30	1.33	1.17	1,700	1.13	1.28
First job was start of career	65.73	1.64	1.37	1,200	1.20	1.44
First job was just to pay the bills	37.33	2.87	2.35	450	1.22	1.49
Ever unemployed for 3 or more months	18.23	0.96	0.83	2,200	1.16	1.34
Single, never married	75.54	1.28	0.80	2,850	1.59	2.54
Has dependent children	14.78	1.18	0.66	2,850	1.78	3.17
Has untaxed sources of income (TANF, SS, etc.)	3.37	0.47	0.34	2,850	1.40	1.96
Pay off credit card balances	54.83	1.36	1.05	2,250	1.30	1.68
Did volunteer work in last year	43.69	1.34	0.94	2,750	1.42	2.01
Has a long-lasting disability	2.52	0.35	0.30	2,750	1.18	1.40
Had 2 or more risk factors in NPSAS:96	10.57	1.14	0.57	2,850	1.99	3.97
First generation in postsecondary education	26.67	1.55	0.84	2,750	1.85	3.41
SUMMARY STATISTICS						
Mean	†	†	†	†	1.41	2.06
Minimum	†	†	†	†	1.04	1.09
Maximum	†	†	†	†	2.16	4.68

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Appendix G: Design Effects

G.20.—Design effects for respondents from private for-profit institutions (NPSAS:96 institution)

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	9.72	2.61	2.43	150	1.07	1.15
Earned a bachelor's degree	1.84	0.38	0.44	950	0.88	0.77
Earned a certificate or associate's degree	57.58	2.08	1.61	950	1.29	1.67
Had graduate enrollment	0.70	0.30	0.27	950	1.11	1.24
Had overlapping enrollment at 2 or more undergraduate schools	0.54	0.23	0.24	950	0.97	0.93
Attended more than one undergraduate school	3.08	0.65	0.56	950	1.15	1.32
Experienced difficulties in school	34.35	3.22	2.93	250	1.10	1.20
Primarily a student (undergraduate)	45.05	4.49	3.39	200	1.33	1.76
Received any undergraduate aid	54.92	2.41	1.62	950	1.49	2.21
Received any undergraduate aid since 1998	13.50	1.45	1.11	950	1.31	1.71
Received any undergraduate loans	65.07	3.67	1.55	950	2.36	5.58
Had high undergraduate loans (more than \$12,000)	15.92	3.38	2.50	200	1.35	1.83
Attained a BA in education	0.08	0.08	0.09	950	0.87	0.75
Took distance education courses	17.63	2.93	2.27	300	1.29	1.66
Currently repaying education loans	31.16	4.25	3.21	200	1.32	1.75
Has occupational license	24.83	2.64	1.41	950	1.87	3.51
Has occupational certification	22.32	2.07	1.36	950	1.53	2.34
Self-employed in first job	3.25	1.32	1.36	150	0.97	0.94
First job related to course work	78.90	4.33	3.91	100	1.11	1.23
Degree required by employer (first job)	28.99	4.63	3.55	150	1.30	1.70
Difficult to do first job without coursework	37.24	6.19	4.88	100	1.27	1.61
First employer provided medical insurance	65.19	5.45	3.73	150	1.46	2.13
Relocated for first job	3.94	1.63	1.52	150	1.07	1.14
Autonomous at first job	14.96	3.63	2.80	150	1.30	1.68
Satisfied with pay at first job	57.29	4.71	3.87	150	1.22	1.48
Satisfied with fringe benefits at first job	55.64	4.29	3.89	150	1.10	1.22
First job was start of career	60.20	5.22	4.29	150	1.22	1.48
First job was just to pay the bills	64.51	7.53	6.57	50	1.15	1.31
Ever unemployed for 3 or more months	37.36	2.84	1.66	850	1.71	2.92
Single, never married	41.21	2.66	1.61	950	1.65	2.72
Has dependent children	63.61	2.83	1.57	950	1.80	3.24
Has untaxed sources of income (TANF, SS, etc.)	14.90	1.74	1.16	950	1.50	2.24
Pay off credit card balances	41.34	2.67	2.19	500	1.22	1.48
Did volunteer work in last year	19.84	1.58	1.34	900	1.18	1.40
Has a long-lasting disability	7.66	1.91	0.89	900	2.13	4.55
Had 2 or more risk factors in NPSAS:96	68.48	2.71	1.52	950	1.79	3.19
First generation in postsecondary education	66.71	2.56	1.62	850	1.58	2.48
SUMMARY STATISTICS						
Mean	†	†	†	†	1.35	1.93
Minimum	†	†	†	†	0.87	0.75
Maximum	†	†	†	†	2.36	5.58

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.21.—Design effects for respondents who had received a degree by June 2001

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	7.12	0.60	0.37	4,850	1.64	2.69
Earned a bachelor's degree	57.36	1.47	0.65	5,750	2.25	5.07
Earned a certificate or associate's degree	49.65	1.42	0.66	5,750	2.16	4.66
Had graduate enrollment	13.87	0.68	0.45	5,750	1.50	2.25
Had overlapping enrollment at 2 or more undergraduate schools	2.25	0.47	0.20	5,750	2.40	5.74
Attended more than one undergraduate school	12.95	1.01	0.44	5,750	2.27	5.18
Experienced difficulties in school	18.37	1.14	0.55	5,000	2.09	4.39
Primarily a student (undergraduate)	84.45	1.28	0.57	4,000	2.23	4.97
Received any undergraduate aid	74.64	1.14	0.57	5,750	1.99	3.95
Received any undergraduate aid since 1998	55.21	1.32	0.65	5,750	2.02	4.09
Received any undergraduate loans	57.13	1.29	0.65	5,750	1.97	3.90
Had high undergraduate loans (more than \$12,000)	29.66	1.09	0.67	4,650	1.63	2.66
Attained a BA in education	5.51	0.49	0.30	5,750	1.65	2.71
Took distance education courses	14.01	0.97	0.49	5,100	2.00	4.00
Currently repaying education loans	33.04	1.08	0.68	4,800	1.59	2.53
Has occupational license	22.93	1.15	0.55	5,750	2.08	4.32
Has occupational certification	15.71	0.96	0.48	5,750	2.00	4.02
Self-employed in first job	2.95	0.52	0.27	3,900	1.93	3.72
First job related to course work	68.74	1.41	0.88	2,800	1.61	2.60
Degree required by employer (first job)	50.71	1.43	0.81	3,800	1.76	3.09
Difficult to do first job without coursework	50.94	2.11	1.23	1,650	1.71	2.93
Used specialized tools on first job	74.14	8.34	6.76	50	1.23	1.52
First employer provided medical insurance	72.57	1.40	0.72	3,800	1.94	3.76
Relocated for first job	20.10	1.08	0.65	3,800	1.66	2.75
Autonomous at first job	9.20	0.90	0.47	3,800	1.91	3.66
Satisfied with pay at first job	58.68	1.29	0.80	3,800	1.61	2.60
Satisfied with fringe benefits at first job	61.65	1.39	0.79	3,800	1.77	3.12
First job was start of career	69.85	1.36	0.87	2,750	1.56	2.42
First job was just to pay the bills	42.26	3.18	1.67	850	1.90	3.63
Ever unemployed for 3 or more months	18.30	1.24	0.56	4,700	2.20	4.85
Single, never married	67.02	1.43	0.62	5,750	2.31	5.32
Has dependent children	23.61	1.30	0.56	5,750	2.31	5.35
Has untaxed sources of income (TANF, SS, etc.)	5.21	0.61	0.29	5,750	2.08	4.32
Pay off credit card balances	51.10	1.26	0.73	4,650	1.72	2.97
Did volunteer work in last year	37.51	1.11	0.65	5,600	1.71	2.94
Has a long-lasting disability	3.21	0.48	0.24	5,600	2.04	4.18
Had 2 or more risk factors in NPSAS:96	25.75	1.35	0.58	5,750	2.35	5.53
First generation in postsecondary education	36.41	1.33	0.65	5,500	2.05	4.22
SUMMARY STATISTICS						
Mean	†	†	†	†	1.92	3.75
Minimum	†	†	†	†	1.23	1.52
Maximum	†	†	†	†	2.40	5.74

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Appendix G: Design Effects

G.22—Design effects for respondents who had not received a degree by June 2001

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	32.14	2.07	1.17	1,600	1.76	3.10
Had graduate enrollment	1.04	0.19	0.18	3,350	1.07	1.14
Had overlapping enrollment at 2 or more undergraduate schools	0.95	0.22	0.17	3,350	1.29	1.67
Attended more than one undergraduate school	11.97	0.97	0.56	3,350	1.73	3.00
Experienced difficulties in school	50.28	1.92	1.11	2,050	1.73	3.00
Primarily a student (undergraduate)	58.54	2.32	1.18	1,750	1.97	3.88
Received any undergraduate aid	46.54	1.49	0.86	3,350	1.73	2.99
Received any undergraduate aid since 1998	27.73	1.31	0.77	3,350	1.69	2.86
Received any undergraduate loans	37.72	1.52	0.84	3,350	1.81	3.29
Had high undergraduate loans (more than \$12,000)	13.53	0.99	0.81	1,800	1.22	1.50
Took distance education courses	21.68	1.78	0.90	2,100	1.98	3.91
Currently repaying education loans	12.79	1.10	0.78	1,800	1.40	1.97
Has occupational license	11.23	1.00	0.54	3,350	1.84	3.39
Has occupational certification	12.42	1.02	0.57	3,350	1.78	3.18
Self-employed in first job	3.84	1.10	0.67	850	1.64	2.69
First job related to course work	61.19	4.51	2.67	350	1.69	2.84
Degree required by employer (first job)	6.07	1.38	0.85	800	1.63	2.65
Difficult to do first job without coursework	21.66	4.12	2.07	400	1.99	3.95
First employer provided medical insurance	64.73	2.80	1.70	800	1.65	2.72
Relocated for first job	10.35	2.15	1.08	800	1.99	3.98
Autonomous at first job	7.03	1.33	0.91	800	1.47	2.15
Satisfied with pay at first job	51.53	3.18	1.77	800	1.79	3.22
Satisfied with fringe benefits at first job	51.45	2.88	1.77	800	1.62	2.63
First job was start of career	46.62	2.97	2.01	600	1.48	2.19
First job was just to pay the bills	58.72	4.03	2.63	350	1.53	2.35
Ever unemployed for 3 or more months	25.18	1.74	0.94	2,150	1.85	3.43
Single, never married	52.92	1.54	0.87	3,300	1.77	3.15
Has dependent children	42.79	1.56	0.86	3,300	1.82	3.30
Has untaxed sources of income (TANF, SS, etc.)	9.09	1.00	0.50	3,350	2.01	4.03
Pay off credit card balances	35.89	1.79	1.03	2,150	1.73	2.98
Did volunteer work in last year	28.03	1.23	0.79	3,200	1.56	2.43
Has a long-lasting disability	6.73	0.81	0.44	3,200	1.83	3.34
Had 2 or more risk factors in NPSAS:96	48.89	1.57	0.86	3,350	1.82	3.30
First generation in postsecondary education	48.25	1.63	0.89	3,150	1.82	3.33
SUMMARY STATISTICS						
Mean	†	†	†	†	1.70	2.93
Minimum	†	†	†	†	1.07	1.14
Maximum	†	†	†	†	2.01	4.03

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.23.—Design effects for respondents who are employed

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	6.37	0.70	0.37	4,400	1.90	3.63
Earned a bachelor’s degree	32.32	1.06	0.58	6,400	1.82	3.31
Earned a certificate or associate’s degree	25.52	1.12	0.54	6,400	2.06	4.26
Had graduate enrollment	3.73	0.28	0.24	6,400	1.20	1.44
Had overlapping enrollment at 2 or more undergraduate schools	1.29	0.28	0.14	6,400	1.98	3.93
Attended more than one undergraduate school	7.77	0.69	0.33	6,400	2.06	4.25
Experienced difficulties in school	29.04	1.30	0.66	4,750	1.98	3.90
Primarily a student (undergraduate)	65.15	1.59	0.75	4,050	2.11	4.46
Received any undergraduate aid	59.00	1.17	0.61	6,400	1.90	3.61
Received any undergraduate aid since 1998	38.42	1.10	0.61	6,400	1.81	3.29
Received any undergraduate loans	45.93	1.25	0.62	6,400	2.00	4.01
Had high undergraduate loans (more than \$12,000)	24.30	1.07	0.65	4,300	1.63	2.66
Attained a BA in education	3.53	0.33	0.23	6,400	1.42	2.02
Took distance education courses	16.98	1.12	0.54	4,850	2.08	4.31
Currently repaying education loans	33.50	1.16	0.71	4,450	1.64	2.68
Has occupational license	20.31	1.04	0.50	6,400	2.07	4.28
Has occupational certification	15.42	0.89	0.45	6,400	1.98	3.91
Self-employed in first job	3.17	0.51	0.26	4,400	1.94	3.75
First job related to course work	68.03	1.53	0.86	2,950	1.78	3.18
Degree required by employer (first job)	39.69	1.42	0.75	4,300	1.90	3.60
Difficult to do first job without coursework	42.20	2.23	1.19	1,700	1.87	3.51
Used specialized tools on first job	48.16	10.81	7.90	50	1.37	1.87
First employer provided medical insurance	72.07	1.36	0.69	4,300	1.99	3.95
Relocated for first job	17.93	1.12	0.59	4,300	1.91	3.64
Autonomous at first job	8.57	0.77	0.43	4,300	1.81	3.27
Satisfied with pay at first job	57.37	1.23	0.76	4,300	1.63	2.67
Satisfied with fringe benefits at first job	60.47	1.30	0.75	4,300	1.73	3.00
First job was start of career	65.85	1.46	0.86	3,050	1.71	2.92
First job was just to pay the bills	48.54	2.72	1.56	1,000	1.74	3.02
Ever unemployed for 3 or more months	15.03	0.91	0.46	6,050	1.99	3.96
Single, never married	58.18	1.41	0.62	6,350	2.28	5.19
Has dependent children	33.30	1.28	0.59	6,400	2.17	4.73
Has untaxed sources of income (TANF, SS, etc.)	5.38	0.52	0.28	6,400	1.86	3.45
Pay off credit card balances	44.75	1.32	0.71	4,900	1.86	3.47
Did volunteer work in last year	31.31	1.01	0.59	6,250	1.73	2.99
Has a long-lasting disability	2.90	0.39	0.21	6,250	1.85	3.44
Had 2 or more risk factors in NPSAS:96	38.34	1.37	0.61	6,400	2.25	5.08
First generation in postsecondary education	43.87	1.32	0.64	6,100	2.08	4.33
SUMMARY STATISTICS						
Mean	†	†	†	†	1.87	3.55
Minimum	†	†	†	†	1.20	1.44
Maximum	†	†	†	†	2.28	5.19

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.24.—Design effects for respondents who are not employed

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	34.35	2.10	1.07	1,950	1.96	3.83
Earned a bachelor's degree	20.97	1.24	0.80	2,600	1.56	2.42
Earned a certificate or associate's degree	24.92	1.53	0.85	2,600	1.81	3.28
Had graduate enrollment	17.08	1.08	0.74	2,600	1.46	2.14
Had overlapping enrollment at 2 or more undergraduate schools	2.45	0.54	0.30	2,600	1.78	3.16
Attended more than one undergraduate school	23.90	1.63	0.83	2,600	1.95	3.81
Experienced difficulties in school	34.44	1.88	1.01	2,200	1.86	3.47
Primarily a student (undergraduate)	94.82	1.06	0.55	1,650	1.95	3.79
Received any undergraduate aid	65.76	1.73	0.93	2,600	1.87	3.49
Received any undergraduate aid since 1998	49.90	1.72	0.98	2,600	1.76	3.09
Received any undergraduate loans	51.70	1.75	0.98	2,600	1.79	3.20
Had high undergraduate loans (more than \$12,000)	22.14	1.31	0.91	2,100	1.44	2.08
Attained a BA in education	1.11	0.23	0.20	2,600	1.13	1.27
Took distance education courses	17.33	1.48	0.80	2,250	1.87	3.48
Currently repaying education loans	11.02	1.13	0.68	2,150	1.67	2.80
Has occupational license	10.08	1.03	0.59	2,600	1.75	3.05
Has occupational certification	11.26	1.09	0.62	2,600	1.77	3.13
Self-employed in first job	3.47	1.15	1.01	350	1.14	1.30
First job related to course work	58.07	6.11	3.76	150	1.62	2.64
Degree required by employer (first job)	22.64	3.64	2.35	300	1.55	2.39
Difficult to do first job without coursework	41.88	4.32	2.72	350	1.58	2.51
First employer provided medical insurance	48.77	4.39	2.81	300	1.56	2.43
Relocated for first job	10.93	2.26	1.75	300	1.29	1.66
Autonomous at first job	9.04	3.11	1.61	300	1.93	3.71
Satisfied with pay at first job	48.08	4.24	2.81	300	1.51	2.27
Satisfied with fringe benefits at first job	37.64	3.93	2.73	300	1.44	2.08
First job was start of career	40.61	4.22	2.72	350	1.55	2.41
First job was just to pay the bills	51.00	5.62	3.52	200	1.60	2.55
Ever unemployed for 3 or more months	62.67	2.52	1.70	800	1.48	2.19
Single, never married	64.35	1.77	0.94	2,600	1.89	3.56
Has dependent children	32.75	1.84	0.92	2,600	2.00	4.00
Has untaxed sources of income (TANF, SS, etc.)	11.64	1.28	0.63	2,600	2.04	4.16
Pay off credit card balances	42.93	1.95	1.15	1,850	1.69	2.87
Did volunteer work in last year	36.73	1.54	0.96	2,500	1.60	2.56
Has a long-lasting disability	9.95	1.29	0.60	2,500	2.16	4.67
Had 2 or more risk factors in NPSAS:96	34.22	1.83	0.93	2,600	1.97	3.88
First generation in postsecondary education	37.81	1.66	0.98	2,450	1.70	2.90
SUMMARY STATISTICS						
Mean	†	†	†	†	1.69	2.93
Minimum	†	†	†	†	1.13	1.27
Maximum	†	†	†	†	2.16	4.67

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.25.—Design effects for respondents who attained a bachelors degree or higher

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	5.67	0.46	0.35	4,300	1.31	1.71
Earned a certificate or associate's degree	12.82	1.42	0.51	4,350	2.81	7.88
Had graduate enrollment	23.20	0.96	0.64	4,350	1.49	2.23
Had overlapping enrollment at 2 or more undergraduate schools	2.59	0.58	0.24	4,350	2.42	5.86
Attended more than one undergraduate school	8.34	0.92	0.42	4,350	2.20	4.85
Experienced difficulties in school	10.97	0.68	0.48	4,250	1.41	2.00
Primarily a student (undergraduate)	96.76	0.49	0.31	3,350	1.61	2.59
Received any undergraduate aid	79.14	1.12	0.62	4,350	1.82	3.29
Received any undergraduate aid since 1998	69.58	1.20	0.70	4,350	1.72	2.95
Received any undergraduate loans	61.53	1.24	0.74	4,350	1.69	2.85
Had high undergraduate loans (more than \$12,000)	36.63	1.21	0.76	4,000	1.59	2.52
Attained a BA in education	9.54	0.83	0.44	4,350	1.86	3.45
Took distance education courses	12.96	0.95	0.51	4,300	1.85	3.42
Currently repaying education loans	38.03	1.23	0.75	4,150	1.63	2.66
Has occupational license	19.03	1.08	0.59	4,350	1.81	3.29
Has occupational certification	9.63	0.72	0.45	4,350	1.62	2.62
Self-employed in first job	2.14	0.28	0.25	3,450	1.15	1.32
First job related to course work	65.31	1.49	0.96	2,500	1.56	2.42
Degree required by employer (first job)	54.53	1.39	0.86	3,350	1.62	2.63
Difficult to do first job without coursework	51.79	2.12	1.31	1,450	1.61	2.60
First employer provided medical insurance	74.04	1.32	0.76	3,350	1.75	3.06
Relocated for first job	23.57	1.16	0.73	3,350	1.58	2.50
Autonomous at first job	6.85	0.71	0.44	3,350	1.63	2.65
Satisfied with pay at first job	59.32	1.26	0.85	3,350	1.48	2.20
Satisfied with fringe benefits at first job	61.82	1.46	0.84	3,350	1.74	3.03
First job was start of career	69.99	1.42	0.93	2,400	1.53	2.33
First job was just to pay the bills	35.40	2.85	1.74	750	1.63	2.67
Ever unemployed for 3 or more months	12.93	0.87	0.56	3,600	1.56	2.44
Single, never married	78.83	1.07	0.62	4,350	1.73	2.98
Has dependent children	7.18	0.72	0.39	4,350	1.83	3.35
Has untaxed sources of income (TANF, SS, etc.)	1.71	0.27	0.20	4,350	1.40	1.95
Pay off credit card balances	56.45	1.23	0.81	3,750	1.52	2.31
Did volunteer work in last year	45.47	1.25	0.76	4,250	1.64	2.68
Has a long-lasting disability	1.67	0.31	0.20	4,250	1.58	2.50
Had 2 or more risk factors in NPSAS:96	5.58	0.77	0.35	4,350	2.22	4.93
First generation in postsecondary education	22.87	1.18	0.65	4,200	1.82	3.32
SUMMARY STATISTICS						
Mean	†	†	†	†	1.71	3.00
Minimum	†	†	†	†	1.15	1.32
Maximum	†	†	†	†	2.81	7.88

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Appendix G: Design Effects

G.26.—Design effects for respondents with associate's as a highest degree attained

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	10.32	2.31	1.53	400	1.51	2.29
Had graduate enrollment	1.83	1.02	0.53	650	1.92	3.69
Had overlapping enrollment at 2 or more undergraduate schools	2.52	1.17	0.62	650	1.89	3.57
Attended more than one undergraduate school	31.29	3.29	1.83	650	1.79	3.22
Experienced difficulties in school	31.64	3.21	2.20	450	1.46	2.12
Primarily a student (undergraduate)	75.08	3.38	2.19	400	1.54	2.38
Received any undergraduate aid	78.45	2.57	1.63	650	1.58	2.49
Received any undergraduate aid since 1998	51.66	3.37	1.98	650	1.70	2.91
Received any undergraduate loans	56.79	3.15	1.96	650	1.61	2.59
Had high undergraduate loans (more than \$12,000)	17.45	2.57	1.92	400	1.34	1.80
Took distance education courses	19.61	3.45	1.83	450	1.88	3.55
Currently repaying education loans	22.13	2.71	2.11	400	1.29	1.66
Has occupational license	18.23	2.49	1.53	650	1.63	2.65
Has occupational certification	17.56	2.34	1.50	650	1.56	2.42
Self-employed in first job	6.38	3.06	1.53	250	2.01	4.02
First job related to course work	77.61	5.24	3.17	150	1.65	2.73
Degree required by employer (first job)	39.47	4.99	3.09	250	1.61	2.61
Difficult to do first job without coursework	51.44	8.23	4.79	100	1.72	2.95
First employer provided medical insurance	67.93	5.09	2.95	250	1.72	2.97
Relocated for first job	12.55	3.65	2.09	250	1.74	3.03
Autonomous at first job	18.39	4.85	2.45	250	1.98	3.92
Satisfied with pay at first job	53.07	5.15	3.16	250	1.63	2.66
Satisfied with fringe benefits at first job	63.65	4.70	3.05	250	1.54	2.38
First job was start of career	74.34	4.37	3.17	200	1.38	1.90
First job was just to pay the bills	41.12	10.37	6.35	50	1.63	2.67
Ever unemployed for 3 or more months	22.86	3.90	1.99	450	1.96	3.84
Single, never married	59.59	3.33	1.94	650	1.71	2.93
Has dependent children	32.03	3.17	1.85	650	1.72	2.95
Has untaxed sources of income (TANF, SS, etc.)	8.14	1.96	1.08	650	1.81	3.28
Pay off credit card balances	45.43	3.97	2.43	400	1.63	2.67
Did volunteer work in last year	30.09	2.89	1.87	600	1.55	2.39
Has a long-lasting disability	4.84	1.52	0.88	600	1.73	3.00
Had 2 or more risk factors in NPSAS:96	37.08	3.27	1.91	650	1.71	2.94
First generation in postsecondary education	48.76	3.53	2.02	600	1.75	3.06
SUMMARY STATISTICS						
Mean	†	†	†	†	1.67	2.83
Minimum	†	†	†	†	1.29	1.66
Maximum	†	†	†	†	2.01	4.02

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.27.—Design effects for respondents with certificate as a highest degree attained

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	12.99	3.68	2.50	200	1.47	2.17
Had graduate enrollment	0.43	0.21	0.23	750	0.90	0.81
Had overlapping enrollment at 2 or more undergraduate schools	1.09	0.65	0.37	750	1.73	2.99
Attended more than one undergraduate school	7.87	1.65	0.97	750	1.70	2.90
Experienced difficulties in school	37.49	4.79	2.72	300	1.76	3.10
Primarily a student (undergraduate)	35.31	5.20	3.00	250	1.73	2.99
Received any undergraduate aid	59.11	3.10	1.77	750	1.75	3.08
Received any undergraduate aid since 1998	20.38	2.70	1.45	750	1.87	3.48
Received any undergraduate loans	45.78	3.79	1.79	750	2.11	4.47
Had high undergraduate loans (more than \$12,000)	7.01	2.66	1.56	250	1.70	2.90
Took distance education courses	10.59	2.07	1.70	350	1.22	1.49
Currently repaying education loans	20.59	4.65	2.47	250	1.89	3.56
Has occupational license	37.75	3.42	1.74	750	1.96	3.85
Has occupational certification	30.15	2.94	1.65	750	1.78	3.17
Self-employed in first job	4.03	1.42	1.36	200	1.04	1.09
First job related to course work	81.79	4.25	3.12	150	1.36	1.85
Degree required by employer (first job)	37.82	5.45	3.48	200	1.57	2.45
Difficult to do first job without coursework	43.76	7.86	5.01	100	1.57	2.46
Used specialized tools on first job	75.01	8.51	6.85	50	1.24	1.54
First employer provided medical insurance	67.98	5.32	3.35	200	1.59	2.52
Relocated for first job	4.75	2.27	1.53	200	1.49	2.21
Autonomous at first job	14.21	3.99	2.51	200	1.59	2.53
Satisfied with pay at first job	61.43	6.06	3.50	200	1.73	2.99
Satisfied with fringe benefits at first job	57.71	5.53	3.55	200	1.56	2.43
First job was start of career	63.64	6.76	3.79	150	1.78	3.18
First job was just to pay the bills	78.72	6.53	5.28	50	1.24	1.53
Ever unemployed for 3 or more months	29.32	2.94	1.77	650	1.67	2.77
Single, never married	42.56	3.45	1.79	750	1.93	3.71
Has dependent children	59.43	3.18	1.78	750	1.79	3.20
Has untaxed sources of income (TANF, SS, etc.)	11.73	2.01	1.16	750	1.73	3.01
Pay off credit card balances	37.00	3.53	2.26	450	1.56	2.43
Did volunteer work in last year	23.17	2.58	1.55	750	1.66	2.76
Has a long-lasting disability	5.79	1.56	0.86	750	1.81	3.28
Had 2 or more risk factors in NPSAS:96	68.61	2.54	1.67	750	1.52	2.31
First generation in postsecondary education	63.23	3.12	1.81	700	1.72	2.96
SUMMARY STATISTICS						
Mean	†	†	†	†	1.62	2.69
Minimum	†	†	†	†	0.90	0.81
Maximum	†	†	†	†	2.11	4.47

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.28.—Design effects for respondents who are first generation in postsecondary education

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	20.21	1.72	0.96	1,750	1.79	3.21
Earned a bachelor's degree	16.42	0.97	0.66	3,150	1.47	2.15
Earned a certificate or associate's degree	30.75	1.42	0.82	3,150	1.72	2.96
Had graduate enrollment	3.67	0.39	0.34	3,150	1.16	1.34
Had overlapping enrollment at 2 or more undergraduate schools	1.48	0.47	0.22	3,150	2.18	4.75
Attended more than one undergraduate school	10.90	1.04	0.56	3,150	1.86	3.47
Experienced difficulties in school	37.77	1.87	1.09	2,000	1.72	2.96
Primarily a student (undergraduate)	65.99	2.24	1.15	1,700	1.95	3.81
Received any undergraduate aid	59.38	1.69	0.88	3,150	1.93	3.71
Received any undergraduate aid since 1998	36.25	1.49	0.86	3,150	1.73	3.00
Received any undergraduate loans	46.84	1.63	0.89	3,150	1.83	3.36
Had high undergraduate loans (more than \$12,000)	23.54	1.29	0.99	1,800	1.30	1.68
Attained a BA in education	2.00	0.35	0.25	3,150	1.40	1.96
Took distance education courses	19.30	1.45	0.87	2,050	1.66	2.77
Currently repaying education loans	25.66	1.63	1.02	1,850	1.60	2.56
Has occupational license	18.65	1.33	0.69	3,150	1.91	3.65
Has occupational certification	14.28	1.15	0.62	3,150	1.84	3.40
Self-employed in first job	1.36	0.34	0.32	1,300	1.07	1.14
First job related to course work	70.17	2.56	1.54	900	1.66	2.76
Degree required by employer (first job)	36.86	2.37	1.35	1,300	1.76	3.08
Difficult to do first job without coursework	38.26	3.63	2.13	500	1.71	2.92
First employer provided medical insurance	70.17	2.28	1.28	1,250	1.78	3.17
Relocated for first job	12.16	1.58	0.91	1,300	1.73	2.98
Autonomous at first job	9.37	1.54	0.82	1,300	1.89	3.56
Satisfied with pay at first job	57.34	2.16	1.38	1,300	1.56	2.44
Satisfied with fringe benefits at first job	58.89	2.50	1.38	1,300	1.81	3.29
First job was start of career	67.73	2.42	1.49	1,000	1.62	2.63
First job was just to pay the bills	51.85	4.73	2.70	350	1.75	3.06
Ever unemployed for 3 or more months	25.55	1.89	0.88	2,450	2.15	4.64
Single, never married	49.50	1.67	0.90	3,100	1.86	3.46
Has dependent children	44.02	1.71	0.89	3,100	1.92	3.69
Has untaxed sources of income (TANF, SS, etc.)	10.14	1.09	0.54	3,150	2.03	4.11
Pay off credit card balances	40.11	1.76	1.06	2,150	1.67	2.78
Did volunteer work in last year	27.34	1.28	0.81	3,000	1.57	2.47
Has a long-lasting disability	5.76	0.71	0.43	3,000	1.67	2.80
Had 2 or more risk factors in NPSAS:96	51.14	1.58	0.89	3,150	1.78	3.15
SUMMARY STATISTICS						
Mean	†	†	†	†	1.72	3.02
Minimum	†	†	†	†	1.07	1.14
Maximum	†	†	†	†	2.18	4.75

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

G.29.—Design effects for respondents who are not first generation in postsecondary education

Variables	Percent estimate	Design SE	SRS-SE	N, to nearest 50	DEFT	DEFF
Still enrolled at last school	12.88	0.93	0.50	4,450	1.85	3.41
Earned a bachelor's degree	40.43	1.37	0.66	5,500	2.07	4.28
Earned a certificate or associate's degree	21.14	1.21	0.55	5,500	2.20	4.82
Had graduate enrollment	11.01	0.63	0.42	5,500	1.49	2.23
Had overlapping enrollment at 2 or more undergraduate schools	1.63	0.30	0.17	5,500	1.76	3.09
Attended more than one undergraduate school	14.12	0.98	0.47	5,500	2.10	4.42
Experienced difficulties in school	28.53	1.32	0.65	4,750	2.02	4.09
Primarily a student (undergraduate)	80.59	1.53	0.64	3,800	2.39	5.69
Received any undergraduate aid	64.56	1.32	0.64	5,500	2.05	4.18
Received any undergraduate aid since 1998	48.73	1.30	0.67	5,500	1.94	3.75
Received any undergraduate loans	52.06	1.34	0.67	5,500	1.99	3.98
Had high undergraduate loans (more than \$12,000)	25.47	1.05	0.66	4,350	1.59	2.52
Attained a BA in education	3.70	0.38	0.25	5,500	1.49	2.23
Took distance education courses	15.26	1.23	0.52	4,800	2.37	5.63
Currently repaying education loans	26.90	1.11	0.66	4,500	1.68	2.83
Has occupational license	15.92	0.90	0.49	5,500	1.83	3.34
Has occupational certification	14.23	0.84	0.47	5,500	1.78	3.18
Self-employed in first job	3.81	0.70	0.34	3,250	2.07	4.28
First job related to course work	65.66	1.63	1.03	2,150	1.59	2.53
Degree required by employer (first job)	39.53	1.53	0.87	3,150	1.76	3.08
Difficult to do first job without coursework	43.94	2.32	1.31	1,450	1.77	3.13
First employer provided medical insurance	70.22	1.54	0.82	3,150	1.89	3.57
Relocated for first job	20.39	1.27	0.72	3,150	1.77	3.14
Autonomous at first job	8.64	0.99	0.50	3,150	1.97	3.88
Satisfied with pay at first job	56.38	1.59	0.89	3,150	1.79	3.20
Satisfied with fringe benefits at first job	59.49	1.60	0.88	3,150	1.83	3.34
First job was start of career	60.63	1.71	1.02	2,300	1.67	2.80
First job was just to pay the bills	47.74	3.04	1.73	850	1.76	3.08
Ever unemployed for 3 or more months	17.93	1.21	0.60	4,050	2.00	4.02
Single, never married	69.66	1.25	0.62	5,500	2.01	4.03
Has dependent children	23.08	1.22	0.57	5,500	2.14	4.58
Has untaxed sources of income (TANF, SS, etc.)	4.61	0.56	0.28	5,500	1.98	3.92
Pay off credit card balances	46.22	1.35	0.76	4,350	1.79	3.21
Did volunteer work in last year	37.65	1.13	0.66	5,400	1.72	2.96
Has a long-lasting disability	3.94	0.62	0.26	5,400	2.33	5.43
Had 2 or more risk factors in NPSAS:96	24.45	1.23	0.58	5,500	2.13	4.56
SUMMARY STATISTICS						
Mean	†	†	†	†	1.90	3.68
Minimum	†	†	†	†	1.49	2.23
Maximum	†	†	†	†	2.39	5.69

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

