



**U.S. Department of Education**  
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# **2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06)**

## **Methodology Report**





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# 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06)

## Methodology Report

**December 2007**

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# Executive Summary

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## Overview of BPS:04/06

The *2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06)* is sponsored by the U.S. Department of Education to respond to the need for a national, comprehensive database concerning issues students may face in enrollment, persistence, progress, and attainment in postsecondary education and in consequent early rates of return to society. The BPS Longitudinal Study follows the paths of first-time beginners (FTBs) for a number of years as they navigate the system of postsecondary education, and captures transfer patterns, co-enrollment, and periods of nonenrollment (stopouts).

The BPS Longitudinal Study is unique in that the FTB cohort is tracked regardless of when they completed high school or how many colleges they attend. Students are classified as FTBs during the base-year survey of the 2003–04 National Postsecondary Student Aid Study (NPSAS:04), and tracked from that point forward. The first follow-up, BPS:04/06, focuses primarily on continued education and experience, education financing, entry into the workforce, the relationship between experiences during postsecondary education and various societal and personal outcomes, and returns to the individual and to society on the investment in postsecondary education. The second follow-up, BPS:04/09, will focus primarily on employment, baccalaureate degree completion, graduate and professional school access issues, and rate of return issues for those who will have completed their education.

This report details the methodological procedures and results from BPS:04/06. The full-scale study was conducted by RTI International (RTI), with the assistance of MPR Associates, Inc. (MPR), for the National Center for Education Statistics (NCES) of the U.S. Department of Education, Washington, DC, as authorized by Title I, Section 153, of the Education Sciences Reform Act [P.L. 107–279].

## Sample Design

Students selected for BPS:04/06 were initially selected to participate in the NPSAS:04 base-year study. The NPSAS:04 study included 1,670 postsecondary institutions throughout the United States and Puerto Rico. Eligible institutions were required to meet the federal requirements to issue Title IV federal aid; offer at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours; offer courses that are open to more than the employees or members of the company or group (e.g., union) that administers the institution; and offer an educational program designed for persons who have completed a high school education. The BPS:04/06 sample included both NPSAS:04 respondents who were identified as FTBs and NPSAS:04 nonrespondents who were potential FTBs.

The BPS:04/06 data collection began with a sample of 23,090 students, a subset of students initially sampled for participation in NPSAS:04 and classified by their NPSAS institutions as FTBs.

## Data Collection Design

BPS:04/06 data collection consisted of three phases. The first, the early response incentive phase, paid a \$30 incentive to sample members who completed the self-administered web interview or called in to complete a telephone interview during the first 4 weeks of data collection, prior to the start of outbound calling. Approximately 47 percent<sup>1</sup> of completed interviews were obtained during this phase.

During the second phase of data collection, production interviewing, when interviewers were initiating calls to complete telephone interviews using computer-assisted telephone interviewing (CATI), the incentive amount was decreased to \$20. A \$20 incentive was also paid for a self-administered web interview completion, which remained available throughout production interviewing. About 23 percent of the completed interviews were obtained during the production interviewing phase.

The third phase of data collection, the nonresponse conversion phase, focused on obtaining interviews from sample members who had refused to participate, who could not be located, or who were difficult to reach but whose location had been confirmed. If last located within one of 48 selected geographic clusters, these nonrespondent cases were assigned to field interviewers for computer-assisted personal interviewing (CAPI). Otherwise the case continued to be worked by telephone interviewers, specially trained refusal converters, and the tracing unit in RTI's Call Center Services (CCS). After a case was classified as either a refusal or difficult to find, the incentive amount was increased to \$30. About 29 percent of completed interviews were completed during the nonresponse conversion phase.

## Instrumentation

The BPS:04/06 was the first study in the BPS series of interviews that provided an option for sample members to complete a self-administered web interview. The web interview was designed to function in all three administration modes: self-administered, CATI, and CAPI. For CATI and CAPI interviews, the interviewer accessed the web instrument through RTI's case management system. A Spanish web interview containing the first two sections of the full English interview was developed for Spanish-speaking respondents. The entire interview contained six sections that collected information on study eligibility (for base-year nonrespondents and those with questionable study eligibility), current or most recent enrollment, employment, finances, background, and locating information.

## Data Collection Outcomes

Approximately 18,640 (81 percent) of the 23,090 sample members were determined to be eligible for inclusion in the BPS:04 cohort. Of those, 16,580 were located. The overall unweighted response rate for eligible sample members (including both located and not located) was 80 percent. Further, the response rate for eligible sample members who were successfully located was 90 percent. On average, the interview took approximately 20 minutes to complete.

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<sup>1</sup> Unless otherwise stated, all percentages presented in this report are based on unrounded numbers.

Base-year respondents had a lower overall interview time (20 minutes) than base-year nonrespondents (23 minutes).

## **Evaluation of Data Quality**

The BPS:04/06 web-based instrument included several features to enhance data quality and minimize the potential effects of administration mode. Evaluations of data quality included examinations of cohort eligibility, match rates among extant databases, help text usage, item nonresponse, conversion of nonresponse to critical items in the instrument, and quality control procedures for question delivery and data entry.

## **Data Files**

Over the course of data collection, the data were continuously processed and evaluated for quality. The final data 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.<sup>2</sup> The first DAS was adjudicated and approved for public release in June 2007. The primary analysis file contains data for 18,640 eligible sample members and over 800 variables developed from multiple sources.

## **Analysis Weights**

The weights created for the analysis of BPS:04/06 data were derived from the NPSAS:04 base-year sample weights. Weights did not include nonresponse adjustments because the BPS file contained imputed data for BPS nonrespondents. The unweighted response rate was 80 percent, with a weighted response rate of 77 percent.

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<sup>2</sup> The electronic codebook (ECB) and Data Analysis System (DAS) are both fully documented software products available from the National Center for Education Statistics (NCES). The DAS is available online at <http://nces.ed.gov/das>.



# Foreword

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This report describes and evaluates the methods and procedures used in the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06), the first follow-up of the cohort of first-time beginning students who were identified as part of the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). This cohort was first interviewed in 2004 and identified as first-time beginners (FTBs). An FTB was defined as an individual who began his or her postsecondary education during the 2003–04 academic year. BPS:04/06 is the first of two scheduled follow-up studies that will follow these students through college and into the workforce. The second, and final, follow-up is scheduled to take place in 2009. The BPS study is unique in that it includes both traditional and nontraditional students, follows their path through postsecondary education over the course of 6 years, and is not limited to enrollment at a single institution.

One important change new to the BPS project this cycle was the use of a single web-based interview for all administration modes. Students were given the opportunity to complete a self-administered interview online. Computer-assisted telephone interviewing (CATI) and computer-assisted personal interviewing (CAPI) were used to follow up with sample members who did not complete the self-administered interviews.

We hope that the information provided here will be useful to a wide range of interested readers and will encourage others to use the 2004/06 Beginning Postsecondary Students Longitudinal Study data. Additional information can be found at <http://nces.ed.gov/surveys/bps/>.

C. Dennis Carroll  
Associate Commissioner  
Postsecondary Studies Division



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Particular thanks are extended to the Technical Review Panel members, who provided considerable insight and guidance in the development of the design and instrumentation of the study. Thanks are also extended to the many project staff members, with special acknowledgment given to Nicole Amass, Lesa Caves, Theresa Gilligan, Richard Hair, and Sharon Powell, and to Daniel Goldenberg, Kent Phillippe, and Marvin Titus who reviewed this report and offered many helpful suggestions.

Finally, the authors would like to extend their thanks to the students who participated in the study. Their participation has made BPS:04/06 a success.



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# Chapter 1

## Overview of BPS:04/06

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This report documents the methodological procedures and related evaluations for the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06). RTI International (RTI), with the assistance of MPR Associates, Inc. (MPR), conducted the full-scale BPS:04/06 for the National Center for Education Statistics (NCES) of the U.S. Department of Education, Washington, DC, as authorized by Title I, section 153 of the Education Sciences Reform Act [P.L. 107–279]. For reference, BPS was authorized by the following legislation:

- The General Education Provisions Act, as amended, 20 U.S.C. § 1221 e-1 (2001);
- The Higher Education Act of 1965, as amended by the Higher Education Amendments of 1986, Title XIII(a), section 1303, and Title XIV, 20 U.S.C. § 1070 et seq. (1994);
- The Higher Education Act of 1965, Augustus F. Hawkins – Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, 20 U.S.C. § 2911 to 2976 (2001); and
- Sections 404(a), 408(a), and 408(b) of the National Education Statistics Act of 1994, 20 U.S.C. 9001 et seq. (2002).

This introductory chapter describes the background, purpose, schedule, and products of BPS:04/06. Chapter 2 describes study design and procedures. Chapter 3 presents data collection outcomes, while chapter 4 presents evaluations of the quality of the data collected. Chapter 5 reviews the data file development process. Finally, chapter 6 describes the weighting and variance estimation procedures and reports on the quality of the estimates. Further information about the study, including members of the Technical Review Panel, data elements, instrument facsimile, materials used during interviewer training and data collection, and additional technical details about the data, are provided as appendixes to the report and cited in the text where appropriate.

Analyses conducted to evaluate the effectiveness of the BPS:04/06 procedures are presented here. Unless otherwise indicated, a criterion probability level of .05 was used for all tests of significance. Throughout this document, reported numbers of sample institutions and students have been rounded to further ensure the confidentiality of individual student data. As a result, row and column entries in tables may not sum to their respective totals, and reported percentages (based on unrounded numbers) may differ somewhat from those that would result from these rounded numbers.

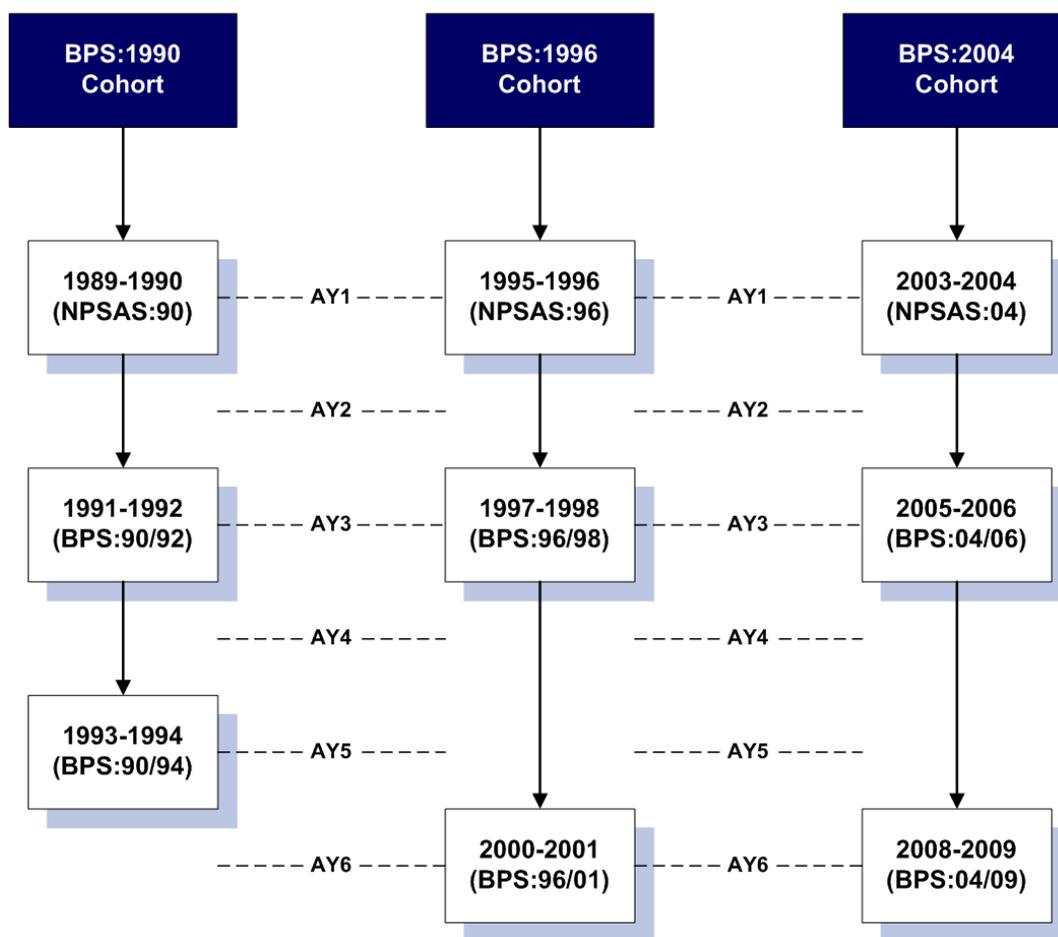
### 1.1 Background and Objectives of BPS Series

Each academic year, several million students begin postsecondary education for the first time. The BPS series provides a unique opportunity to learn about the experiences of these students during their first year, and at two additional 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 and employment, and to early rates of return to the individual and society.

The BPS series of studies is uniquely able to identify students as first-time beginners (FTBs) through its base study—the National Postsecondary Student Aid Study (NPSAS), a recurring survey of nationally representative, cross-sectional samples of postsecondary students designed to determine how students and their families pay for postsecondary education. The BPS series follows FTBs over a period of 6 years to monitor their progress in the issues of postsecondary education described above. Figure 1 presents the timelines for the base-year and subsequent follow-up studies for each BPS in the series.

**Figure 1. Chronology of the Beginning Postsecondary Students Longitudinal Study (BPS): 1990–2009**



NOTE: BPS = Beginning Postsecondary Students Longitudinal Study. NPSAS = National Postsecondary Student Aid Study. AY = Academic Year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

BPS:04/06 consists of individuals who first began postsecondary education in the 2003–04 academic year, regardless of when they completed high school. BPS is unlike previous

longitudinal studies of high school age cohorts in that its student sample includes nontraditional postsecondary students who delay continuing their education after high school for a variety of reasons. Through its unique design, the BPS series makes it possible to trace the paths of FTBs throughout the entire system of postsecondary education over a number of years. Consequently, whereas typical retention and attainment studies of entering freshmen provide data at a single institution, BPS allows for the study of student persistence and attainment at any U.S. institution in the United States and Puerto Rico.

The purpose of the BPS:04/06 follow-up is to monitor the academic progress and persistence in postsecondary education of 2003–04 FTB students during the 3 years following their initial entry into a postsecondary institution. The data collection focused on degree completion (less than 4-year) and continued education and experience, education financing, entry into the workforce, the relationship between experiences during postsecondary education and various societal and personal outcomes, and returns to the individual and to society on the investment in postsecondary education.

The second follow-up of the BPS:04 cohort, scheduled for 2009, will monitor students' academic progress in the 6 years following their first entry into postsecondary education and will be able to assess completion rates in 4-year programs. Data collected will continue to focus on education and employment, and the survey will include many of the questions used in the first follow-up. The second follow-up will also be enhanced to focus on graduate and professional school access issues, and to further explore rate of return issues for those who will have completed their education.

By following a cohort of new entrants into postsecondary education, the BPS series of studies provides a unique perspective on what happens to persons as they enter and pursue education beyond high school. Because it includes both traditional and nontraditional students, 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 a comprehensive national database addressing policy issues at the postsecondary level.

## 1.2 Schedule and Products of BPS:04/06

Table 1 summarizes the schedule for the full-scale study in 2006. Electronically documented, restricted-access research files (with associated electronic codebooks) as well as NCES Data Analysis Systems (DASs) for public release have been constructed from the full-scale data collection and made available to a variety of organizations and researchers. In addition to this full-scale methodology report, BPS:04/06 has produced

- special tabulations on issues of interest to the higher education community, as determined by NCES; and
- a descriptive summary of significant findings for dissemination to a broad audience.

**Table 1. Schedule of major BPS:04/06 activities: 2005–07**

Activity	Start date <sup>1</sup>	End date <sup>2</sup>
Sampling	08/01/2005	09/30/2005
Instrument development	09/12/2005	02/24/2006
Data collection	03/20/2006	09/15/2006
Self-administered	03/20/2006	09/15/2006
Telephone interviewing—CATI	04/19/2006	09/15/2006
In-person interviewing—CAPI	06/26/2006	09/15/2006
Data files and documentation	03/30/2006	03/30/2007
Methodological reporting	04/24/2006	12/07/2007
Special tabulations and DAS files	05/02/2006	12/31/2007
Descriptive report	05/09/2006	11/19/2007

<sup>1</sup> This is the date on which the activity was initiated.

<sup>2</sup> This is the date on which the activity was completed.

NOTE: CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing. DAS = Data Analysis System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

# Chapter 2

## Design and Methodology of BPS:04/06

---

This chapter describes the design of the BPS:04/06 full-scale data collection. An overview of the sampling design, sample member locating and contacting activities, interview design, and data collection procedures is presented, together with a description of the systems developed to support the BPS:04/06 data collection.

### 2.1 Sampling Design

#### 2.1.1 Respondent Universe

The respondent universe for the BPS:04/06 full-scale study consisted of all students who began their postsecondary education for the first time during the 2003–04 academic year at any postsecondary institution in the United States or Puerto Rico that was eligible for the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). The sample students included the first-time beginners (FTBs) from NPSAS:04. The institution and student universes are defined in greater detail in the subsections that follow.

**Institution Universe for NPSAS:04.** The institutions eligible for NPSAS:04 were required during the 2003–04 academic year to meet all the requirements for distributing federal Title IV aid, including:

- offering an educational program designed for persons who have completed a high school education;
- offering at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offering courses that are open to more than the employees or members of the company or group (e.g., union) that administers the institution; and
- being located in the 50 states, the District of Columbia, or Puerto Rico.

Institutions providing only vocational, recreational, or remedial courses or only in-house courses for their own employees were excluded. U.S. service academies were excluded because of their unique funding/tuition base.

The above institutional eligibility conditions are consistent with previous NPSAS studies with two exceptions. First, the requirement of being eligible to distribute Title IV aid was implemented beginning with NPSAS:2000.<sup>1</sup> Second, the previous NPSAS studies excluded institutions that offered only correspondence courses. NPSAS:04 included such institutions if they were eligible to distribute Title IV student aid.

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<sup>1</sup>An indicator of Title IV eligibility has been added to the analysis files from earlier NPSAS studies to facilitate comparable analyses.

**Student Universe for NPSAS:04 and BPS:04/06.** Students eligible for the BPS:04/06 full-scale study were those both eligible to participate in NPSAS:04 and identified as FTB students at NPSAS sample institutions in the 2003–04 academic year. Consistent with previous NPSAS studies, the students eligible for the NPSAS:04 full-scale study were those enrolled in eligible institutions who satisfied all the following eligibility requirements:

- were enrolled in *either* (1) an academic program; (2) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; or (3) 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; and
- were not concurrently or solely enrolled in high school, or in a General Educational Development (GED) or other high school completion program.

NPSAS-eligible students who enrolled in a postsecondary institution during the “NPSAS year” (July 1, 2003–June 30, 2004) for the first time after completing high school requirements were considered *pure* FTBs and were eligible for BPS:04/06. 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 2003–04 academic year were considered *effective* FTBs and were also eligible for the BPS:04/06 full-scale study. In the full-scale BPS data collection, students were sampled from both (1) NPSAS:04 respondents who were identified as (pure or effective) FTBs and (2) NPSAS:04 nonrespondents who were *potential* (pure or effective) FTBs.

### 2.1.2 Statistical Methodology

The NPSAS:04 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 (see appendix A for more information on the NPSAS:04 sampling details). The NPSAS:04 sample, the process of identifying and selecting FTBs for the BPS follow-up studies, and the BPS:04/06 subsampling procedures are described below.

**Institution Sample for NPSAS:04.** The institutional sampling frame for NPSAS:04 was constructed from the 2000–01 and 2001–02 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics (IC) file and header files, and the 2000 and 2001 Fall Enrollment files. The sample of institutions was freshened using the 2002–03 IPEDS, to include a sample of newly formed institutions. Records on the IPEDS files for NPSAS-ineligible institutions were deleted. NPSAS-ineligible institutions included U.S. service academies, institutions located outside the U.S. and Puerto Rico, and institutions offering no programs of study lasting at least 3 months or 300 clock hours. The IPEDS files were then cleaned to resolve the following types of problems:

- missing enrollment data,<sup>2</sup> because these data are needed to compute measures of size for sample selection; and

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<sup>2</sup> Missing IPEDS enrollment data had been previously imputed for most, but not all of the NPSAS:04 institutions. This step filled in missing data for any remaining institutions.

- unusually large or small enrollment, especially if imputed because, if incorrect, these data would result in inappropriate probabilities of selection and sample allocation.

Table 2 presents the allocation of the NPSAS:04 institutional sample to the nine types of institutions. The number of sample institutions was 1,670, of which 1,630 were eligible. Table 2 also indicates that 1,360 institutions provided student enrollment lists.

**Table 2. NPSAS:04 institution sample sizes and yield, by institution type: 2004**

Type of institution	Sampled institutions	Eligible institutions	Institutions <sup>1</sup>		
			Provided enrollment lists	Unweighted percent	Weighted percent
Total	1,670	1,630	1,360	83.5	80.0
Public less-than-2-year	70	60	50	76.6	74.3
Public 2-year	380	380	320	85.4	77.6
Public 4-year non-doctorate-granting	130	130	110	85.1	70.3
Public 4-year doctorate-granting	230	230	200	86.3	87.1
Private not-for-profit 2-year or less	70	70	70	89.0	92.6
Private not-for-profit, 4-year non-doctorate-granting	280	270	220	81.9	78.1
Private not-for-profit 4-year doctorate-granting	220	220	170	77.7	80.8
Private for-profit less-than-2-year	170	160	140	84.0	82.3
Private for-profit 2-year or more	110	110	90	84.4	88.2

<sup>1</sup> Percentages are based on the eligible institutions within the row under consideration.

NOTE: Detail may not sum to totals because of rounding. Among the 30 ineligible institutions, 10 closed after the sampling frame was defined, and 10 failed to meet one or more of the criteria for institutional NPSAS eligibility. The remainder were treated as merged institutions because two or more campuses were included on one combined student list.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

A direct, unclustered sample of institutions was selected, like the sample selected for NPSAS:2000 and NPSAS:96, rather than the clustered sample used for earlier NPSAS studies. In addition, to allow analysis of the effects of state tuition and student aid policies in individual states, representative samples were selected from three institution types—public 2-year institutions; public 4-year institutions; and private not-for-profit 4-year institutions—in each of the following 12 states: California, Connecticut, Delaware, Georgia, Illinois, Indiana, Minnesota, Nebraska, New York, Oregon, Tennessee, and Texas.

**Student Sample for NPSAS:04.** The NPSAS:04 student sampling design was based on fixed type sampling rates, not fixed type sample sizes. The design used two student sampling types for undergraduates (FTB and other undergraduates), three student sampling types for graduate students (master’s, doctoral, and other graduate students), and one type for first-professional students. Differential sampling rates were used for the three types of graduate students to get adequate representation of students pursuing doctoral degrees and to limit the sample size for “other” graduate students, who are of limited inferential interest.

The NPSAS:04 student interview data collection procedures were expected to produce about a 70 percent student response rate based on historical experience. The sample sizes were determined using prior NPSAS experience regarding institutional CADE response rates and

sample student eligibility rates. A total of 109,210 sample students were selected for NPSAS:04, including 49,410 potential FTBs; 47,680 other undergraduate students; and 12,120 graduate and first-professional students (see table 3).

**Table 3. Numbers of NPSAS:04 sampled and eligible students and response rates, by institutional characteristics and student type: 2004**

Institutional characteristics and student type <sup>3</sup>	Sampled students	Eligible students <sup>4</sup>	Responding students <sup>1,2</sup>	
			Unweighted percent	Weighted percent
All students	109,210	101,010	89.8	91.0
Type of institution				
Public less-than-2-year	3,180	2,580	84.2	90.6
Public 2-year	36,300	32,450	81.3	83.9
Public 4-year non-doctorate-granting	9,200	8,880	91.9	93.3
Public 4-year doctorate-granting	22,350	21,620	93.7	94.2
Private not-for-profit less-than-4-year	3,060	2,770	94.3	94.6
Private not-for-profit 4-year non-doctorate-granting	9,740	9,300	96.3	96.9
Private not-for-profit 4-year doctorate-granting	9,930	9,590	94.5	95.4
Private for-profit less-than-2-year	9,270	8,030	94.9	94.3
Private for-profit 2-year or more	6,190	5,790	95.0	96.7
Student type				
Total undergraduates	97,090	89,480	89.3	90.3
Potential FTB	49,410	44,670	91.2	91.4
Other undergraduates	47,680	44,810	87.3	90.0
Graduate/first-professional	12,120	11,530	94.2	95.1

<sup>1</sup> A responding student is defined as any eligible student for whom sufficient data were obtained from one or more sources, including student interview, institutional records, and the U.S. Department of Education's Central Processing System (CPS).

<sup>2</sup> Percentages are based on the eligible students within the row under consideration.

<sup>3</sup> Institutional characteristics are based on data from the sampling frame that was formed from the 2000–01 and 2001–02 Integrated Postsecondary Education Data System (IPEDS). Student type is based on data from the sampling frames that were the enrollment lists received from participating institutions.

<sup>4</sup> Ineligible students were identified during the student interview or from institutional records if student eligibility was not determined from a student interview.

NOTE: Detail may not sum to totals because of rounding. FTB = first-time beginner.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Postsecondary institutions are sometimes unable to accurately identify their FTB students. Therefore, students classified as potential FTBs for sampling for NPSAS:04 included both true FTBs who began their postsecondary education for the first time during the NPSAS year (potential false positives) and effective FTBs who had not completed a postsecondary class prior to the NPSAS year (potential false negatives). The NPSAS sampling rates for students identified as FTBs and other undergraduate students by the sample institutions were adjusted to yield the desired sample sizes after accounting for expected false positive and false negative rates. The false positive and false negative FTB rates experienced in NPSAS:96 were used to set appropriate sampling rates for NPSAS:04.<sup>3</sup> A discussion of the rates is presented in chapter 4.

<sup>3</sup> The NPSAS:96 false positive rate was 27.6 percent for students identified as potential FTBs by the sample institutions, and the false negative rate was 9.1 percent for those identified as other undergraduate students.

NPSAS:04 data collection included an institution record abstraction (CADE), a web-based student interview, and record matching against several extant databases (e.g., the U.S. Department of Education’s Central Processing System [CPS]). NPSAS:04 study respondents were those sample members for whom key pieces of data were obtained from one or more of these sources. Students could be NPSAS:04 study respondents without completing the student instrument.

**BPS:04/06 Full-Scale Sample.** The BPS:04/06 student sample consisted of four groups according to their base-year response status:

1. NPSAS:04 study respondents who completed the student interview and were determined to be FTBs;
2. NPSAS:04 study respondents who completed the student interview but were initially determined to be non-FTB other undergraduates, and who were potential FTBs based on data from other sources;
3. a subsample of potential FTBs<sup>4</sup> who were NPSAS:04 study respondents but student interview nonrespondents; and
4. a subsample of potential FTBs who were NPSAS:04 study nonrespondents.

Multiple data sources were used to provide information regarding a student’s FTB status during the NPSAS year, including the NPSAS:04 student interview, records from the student’s base-year institution via CADE, and federal financial aid sources. The data elements that were examined to estimate a student’s likelihood of being an FTB and to construct the frame for the BPS:04/06 sample included the following:

- indicator of FTB status from the institution enrollment lists used for NPSAS:04 student sampling;
- indicator of FTB status from the Central Processing System (CPS);
- indicator of FTB status from student-level data obtained from institutional records via CADE;
- student reports (obtained during the NPSAS:04 interview) indicating that they were FTBs during the 2003–04 academic year;
- year of high school graduation;
- receipt of Stafford loan (date loan was first received and number of years loan was received);
- receipt of Pell grant (date grant was first received and number of years grant was received); and
- undergraduate class level.

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<sup>4</sup> A “potential FTB” is one who is expected to have been a first-time beginning student during the “NPSAS year” (July 1, 2003–June 30, 2004) but was not confirmed as such during the student interview. Students were identified as potential FTBs by their sample institution. Other data sources (CPS, CADE) also provide an indication of FTB status for the time period of interest.

Using the above indicators, a set of decision rules was developed to identify which cases would be included or excluded from the follow-up sample, and which among those included would require additional eligibility screening.

The NPSAS:04 sample yielded the numbers of students below who either indicated that they were FTBs during the interview and had other institutional records or federal financial aid sources that supported this, or were identified as potential FTBs based on institutional records or federal financial aid sources:

1. Approximately 24,990 students responding to the student interview indicated that they were FTBs during the 2003–04 academic year. Based on a review of the FTB status indicators above, approximately 21,170 of these were identified for inclusion in the follow-up sample. Of the approximately 21,170 included in the follow-up sample, approximately 19,800 had other data that strongly supported their FTB status, and approximately 1,370 of these students had some indications that they were not FTBs; these potential “false positives” were rescreened during the BPS:04/06 interview to confirm their status. The remaining approximately 3,820 of the original 24,990 were identified for exclusion from the follow-up when multiple data sources confirmed that they could not have been FTBs during the NPSAS year.
2. Approximately 1,420 students were not originally classified as FTBs, but were potential FTBs based on either CPS data or because they had a high school graduation date in 2003 or 2004; these potential “false negatives” were also screened during the BPS:04/06 interview to verify their status.
3. Approximately 8,860 students did not respond to the student interview but were classified as NPSAS:04 study respondents and were potential FTBs based on CADE or CPS data, more positive than negative indicators among the other variables, and any Stafford loans or Pell grants that began after 2003.
4. Approximately 720 NPSAS:04 sample members were potential FTBs based on information from CADE or CPS, but did not respond to the student interview and did not have sufficient data to be classified as study respondents.

Table 4 summarizes the distribution of the sample.

**Table 4. Distribution of BPS:04/06 full-scale sample, by base-year response status: 2004**

Base-year response status	Number of cases
<b>Group 1</b>	
Base-year study respondent student interview respondents who were classified as FTBs <sup>1</sup>	24,990
Total to be included in sample	21,170
No additional screening required	19,800
Additional screening required	1,370
<b>Group 2</b>	
Base-year study respondent student interview respondents who were classified as Other Undergraduate (potential false negatives)	28,610
Likely FTBs	1,420
<b>Group 3</b>	
Base-year study respondent student interview nonrespondents	10,170
Likely FTBs	8,860
Subsample	460
<b>Group 4</b>	
Base-year study nonrespondents	3,890
Likely FTBs	720
Subsample	40
<b>Final sample</b>	<b>23,090</b>

<sup>1</sup> Due to evidence indicating they were not eligible for inclusion in the cohort of FTBs, approximately 3,820 base-year study respondents were removed from the follow-up sample.

NOTE: Detail may not sum to totals because of rounding. FTB = first-time beginner.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

As noted above, approximately 9,580 student interview nonrespondents were classified as potential FTBs. Of these, approximately 8,860 were NPSAS:04 study respondents who did not respond to the student interview, and approximately 720 were NPSAS:04 study nonrespondents. NPSAS:04 student interview nonrespondents who were potential FTBs were subsampled for follow-up to improve the nonresponse bias reduction achieved through the nonresponse adjustments incorporated into the NPSAS:04 statistical analysis weights. For these students, sampling types were developed from the following characteristics:

- likelihood of being an FTB (medium, high); and
- tracing outcome (located, not located).<sup>5</sup>

Two factors, stratification by tracing outcome and the likelihood of being an FTB, were used to oversample the students most likely to be located and eligible for the study. The frame was also sorted by institutional sector to ensure representativeness of the sample.

A stratified sample of 500 was selected with probabilities proportional to their NPSAS:04 sampling weights. Table 5 summarizes the BPS:04/06 counts of students eligible for the sample and the sample sizes, including the allocation of the subsample of 500 cases to the two groups of

<sup>5</sup> The results from the advance tracing for BPS:04/06 were used to determine whether a student had been located. The National Change of Address file (NCOA) was used to obtain updated addresses for the student, then Telematch was used to obtain an updated telephone number. The student was classified as “located” if Telematch either returned a new telephone number or confirmed the current telephone number.

NPSAS:04 student interview nonrespondents. Given that the NPSAS:04 sampling weights were available for all student interview nonrespondents, they served as the basis for computing the BPS:04/06 analysis weights. Therefore, selection of the NPSAS:04 student interview nonrespondents with probabilities proportional to these weights was used to reduce the overall unequal weighting effects for the sample.

**Table 5. BPS:04/06 sample allocation for NPSAS:04 student interview, by type of student: 2006**

Type of student	Students eligible for sample	Sample size
Total	32,170	23,090
NPSAS:04 student interview respondents classified as FTBs during interview	21,170	21,170
Likely to be FTBs	19,800	19,800
Potential to be FTBs	1,370	1,370
NPSAS:04 student interview respondents who were potentially FTBs but were not classified as FTBs during interview	1,420	1,420
NPSAS:04 student interview nonrespondents	9,580	500
Study respondents who were student interview nonrespondents	8,860	460
Located, likely to be FTBs	3,590	270
Located, potential to be FTBs	550	30
Not located	4,720	160
Study nonrespondents	720	40
Located, likely to be FTBs	90	10
Located, potential to be FTBs	250	10
Not located	380	20

NOTE: Detail may not sum to totals because of rounding. The likelihood of being an FTB was determined from student financial aid data and institutional record (CADE) data and based on the number and type of indicators suggesting a student was an FTB. The location information was based on whether the advance tracing information from the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) either confirmed the existing telephone number or yielded a new telephone number. Eligibility rates were assumed to be lower for NPSAS:04 study nonrespondents since less information was available for these students. FTB = first-time beginner. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

## 2.2 Data Collection Design

The sections that follow provide an overview of the procedures implemented for the BPS:04/06 full-scale data collection, in particular, the development of the instrument and the procedures used to locate sample members.

### 2.2.1 Instrument Development

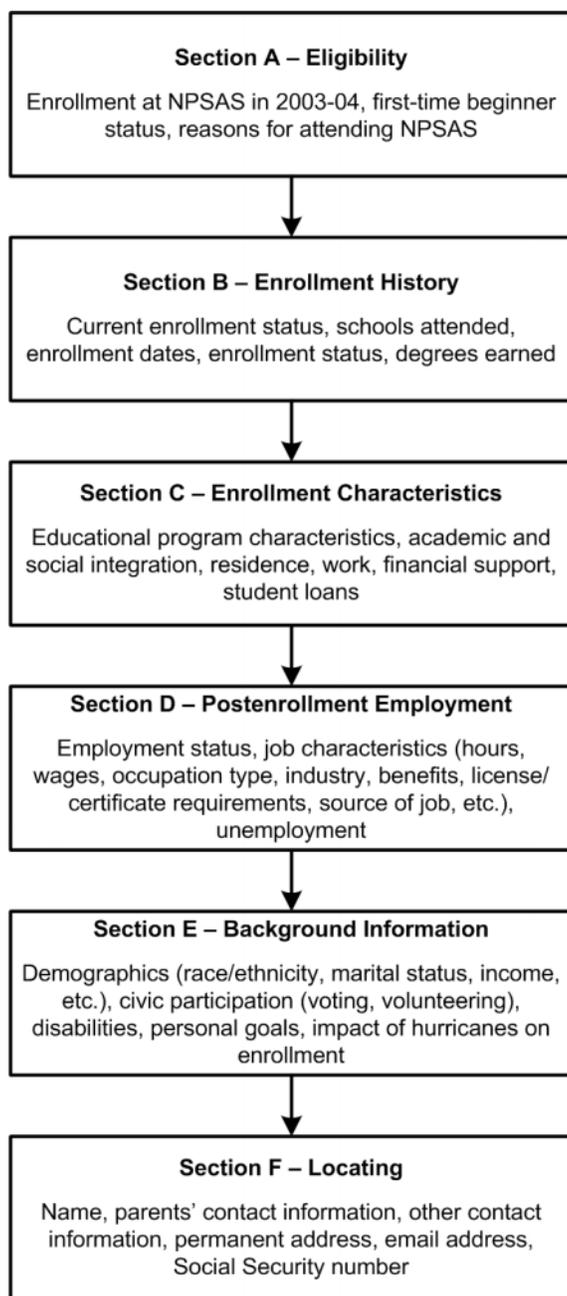
Beginning with the NPSAS:04 base-year interview, BPS:04/06 was the first in the BPS series to give respondents the option of completing a self-administered web interview. A single, web-based instrument was developed to use in three modes: self-administered interview, computer-assisted telephone interview (CATI), and computer-assisted personal interview (CAPI). Sample members could access the interview directly from the study website by entering a Study ID and password provided to them in a mailing. Telephone interviewers could access the

interview via RTI's integrated case management system, while field interviewers accessed the interview through an independent case management system installed on each field laptop.

The content of the first follow-up interview remained primarily the same as that used in prior BPS first follow-up interviews (BPS:90/92 and BPS:96/98), building upon data elements developed with input from the study's Technical Review Panel (TRP) as well as from the National Center for Education Statistics (NCES). (See appendix B for a list of TRP members and appendix C for a list of the final set of data elements.) The interview consisted of six sections, grouped by topic (see figure 2). Only base-year nonrespondents and base-year respondents with questionable eligibility were asked questions in the first section, which determined eligibility both for NPSAS and for BPS. This section gathered a subset of information already collected in the base-year interview—specifically, postsecondary enrollment prior to and during the NPSAS year (July 1, 2003–June 30, 2004), type of program, reasons for attending the sample institution, information on high school completion, and date of birth. All respondents were asked questions in the next section—education history—that focused on their enrollment after the first year, that is, between July 1, 2004, and June 30, 2006. Data were collected about all institutions attended, any degrees or certificates earned, and dates of enrollment. A Spanish translation, covering just these first two sections (along with the locating section described below), was developed for Spanish-speaking respondents.

The third section, education characteristics, focused on the respondent's experiences while enrolled. Questions pertained to the most recent degree sought, major or field of study if declared, grade point average, education expenses, work while enrolled, student loan debt, and loan repayment, if applicable. The fourth section of the interview, on post-enrollment employment, was asked only of respondents who were no longer enrolled in postsecondary education, regardless of whether they had completed a degree/certificate. The fifth section collected and updated as needed student demographic characteristics including race/ethnicity, citizenship, voting behavior, marital status and family composition, volunteerism, disability status, goals, and effects of the 2005 hurricanes on enrollment (if applicable). The final section collected contact information that will be used in locating sample members for the final follow-up data collection in 2009 (as part of BPS:04/09).

**Figure 2. Follow-up interview questions, by section, for BPS:04/06**



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Respondents were guided through each section of the interview according to skip logic that took into account both their current interview answers and any preloaded data available from the base year. Respondents could access help text by clicking on the help text link on each interview page. Pop-up messages were used to clarify inconsistent and out-of-range values and to convert item nonresponse.

Like past BPS interviews, coding systems for standardizing the collection of data on schools attended, major or field of study, occupation, industry, and licenses/certificates were

included in the BPS:04/06 full-scale interview. Text strings were first collected for schools attended, major field of study, occupation, and industry before the strings were coded. Coding of schools, majors, and occupations was performed using an assisted coding system that returned a list of options based on the original text strings provided by the respondent. The correct choice could be selected from among the set of returned choices. Industry coding was a manual process in which respondents selected the best categorical description from among a set of 24 options. Licenses/certifications were coded simply by requiring respondents to select from among two drop-down lists of general and specific categories.

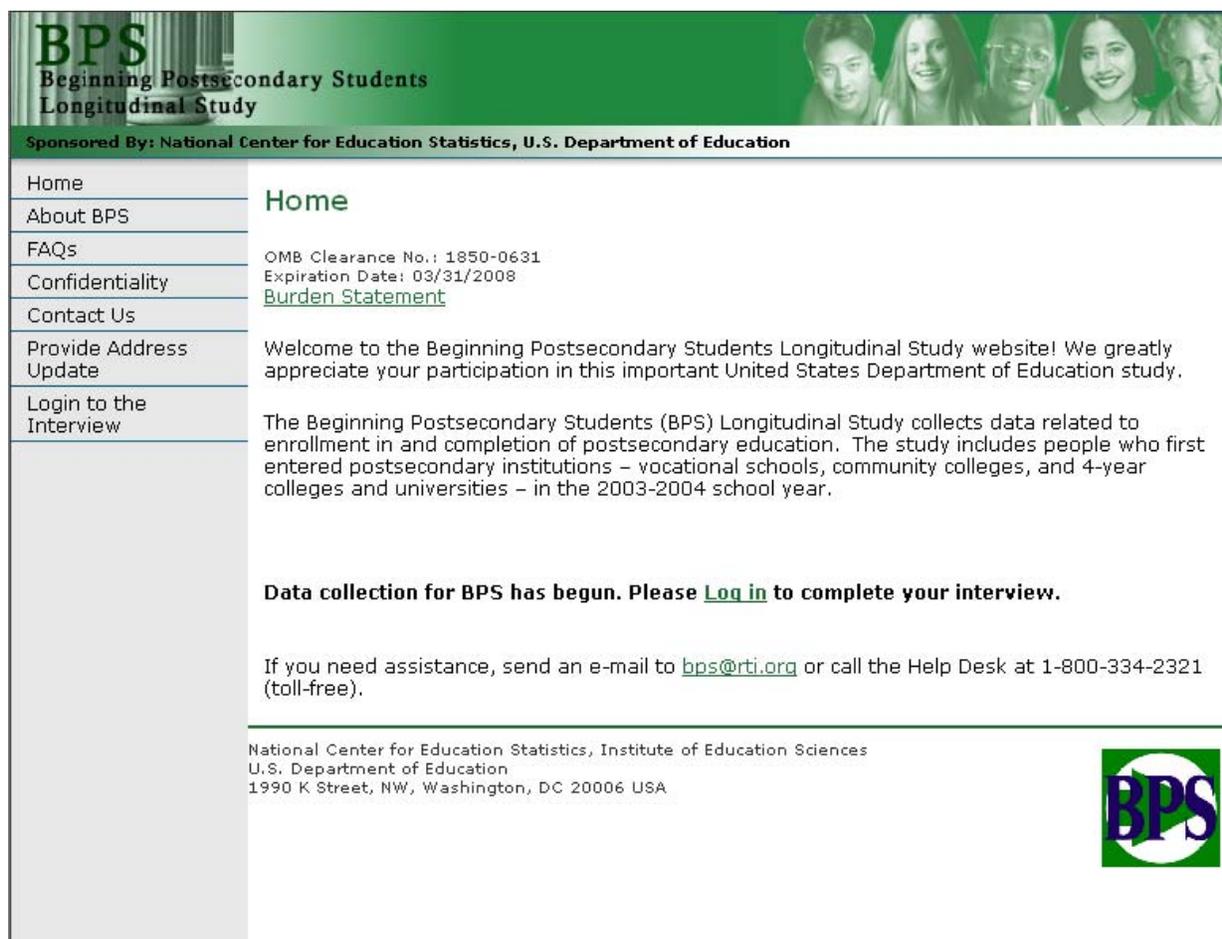
The assisted coder for institutions was developed using the set of institutions contained in the IPEDS developed by NCES. Similarly, the assisted coder used for majors was constructed to parallel the Classification of Instructional Programs taxonomy also developed by NCES. Like the school coder, the field of study coder derived a list of possible matches in accordance with the text string provided. If no areas matched, respondents were offered dual drop-down boxes to manually code the general and specific areas corresponding to their major.

The assisted coding system for occupation, built from the Occupational Information Network Online (O\*NET) database (for more information on O\*NET, see <http://online.onetcenter.org>), involved entering a job title and job activities. The assisted coder then returned a set of possible categories based on both the job title and activities provided. If none of the options based on the database search was an appropriate match, respondents were directed to a series of drop-down menus from which they could select a general category, a specific category, and finally a detailed category. For more information, please visit <http://nces.ed.gov/surveys/bps/>.

Prior to the start of data collection, a study website was designed for use by BPS:04/06 field test and full-scale sample members for updating address information and accessing the self-administered web interview. The website also provided general information about the BPS set of studies, previous findings, contact information for the study Help Desk and project staff at RTI, and links to the NCES and RTI websites. The website was made available to sample members at the time of the first mailing to them, prior to data collection.

Figure 3 shows the home page for the BPS:04/06 website. Designed according to NCES web policies, it used a two-tier approach to security to protect any data collected. At the first tier, sample members could log onto the secure areas of the website using a unique Study ID and password that they were provided prior to the start of data collection. At the second tier, data entered on the website were protected with Secure Sockets Layer (SSL) technology, which allowed only encrypted data to be transmitted over the Internet.

Figure 3. Home page for the BPS:04/06 student website: 2006



**BPS**  
Beginning Postsecondary Students  
Longitudinal Study

Sponsored By: National Center for Education Statistics, U.S. Department of Education

Home	<b>Home</b>
About BPS	OMB Clearance No.: 1850-0631 Expiration Date: 03/31/2008 <a href="#">Burden Statement</a>
FAQs	
Confidentiality	
Contact Us	
Provide Address Update	Welcome to the Beginning Postsecondary Students Longitudinal Study website! We greatly appreciate your participation in this important United States Department of Education study.
Login to the Interview	The Beginning Postsecondary Students (BPS) Longitudinal Study collects data related to enrollment in and completion of postsecondary education. The study includes people who first entered postsecondary institutions – vocational schools, community colleges, and 4-year colleges and universities – in the 2003-2004 school year.

**Data collection for BPS has begun. Please [Log in](#) to complete your interview.**

If you need assistance, send an e-mail to [bps@rti.org](mailto:bps@rti.org) or call the Help Desk at 1-800-334-2321 (toll-free).

National Center for Education Statistics, Institute of Education Sciences  
U.S. Department of Education  
1990 K Street, NW, Washington, DC 20006 USA



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

## 2.2.2 Locating

**Advance Locating and Contacting.** Tracing activities for all students selected for the BPS:04/06 full-scale study were conducted prior to the start of data collection and before any mailouts to students and their families occurred. Batch searches using the U.S. Department of Education's CPS and the U.S. Postal Service's National Change of Address (NCOA) database were conducted using contact information available for each sample member and his or her parents. In December 2005, an initial mailing was sent to the parents of dependent sample members. The mailing included a study leaflet (see appendix D), an address update sheet, and a business reply envelope, together with a letter introducing the BPS:04/06 study and requesting parents' cooperation and assistance in locating the sample member. All updated addresses produced by the parent mailing were noted in the receipt control system.

In January 2006, a mailing to students was sent to the best known address. The accompanying letter announced the upcoming data collection and asked sample members to update their address information. The mailing included a study leaflet, address update sheet, and a business reply envelope. A link to the study website was provided so that sample members

could update their address directly. Closer to the start of self-administered web interviewing, all address information for sample members was sent to Gannett Co., Inc.'s Telematch service to obtain new telephone numbers and/or update existing numbers.

Immediately prior to the start of data collection on March 20, 2006, a postcard announcing the availability of the self-administered web interview was sent to each sample member's current address. The mailing provided a unique Study ID and password and informed sample members that they would receive \$30 if they completed the interview by April 18, 2006. At the same time as this mailing, a comparable mailing was sent via electronic mail (e-mail) to those sample members for whom a working e-mail address was available (provided during the base-year interview by the student or the institution or in response to the student notification mailing via the address update sheet or the student website). Additional e-mail prompts were sent to nonrespondents throughout the course of data collection to encourage their participation.

**CATI Locating.** Once telephone interviewing began, telephone interviewers conducted limited tracing and locating activities as needed. These included calling all telephone numbers and contacts for a sample member or talking to persons answering the telephone to determine how to contact the sample member. When a sample member could not be located at a known address during CATI, the case was batched and sent to Accurint for directory assistance services. Cases that could not be located using any of the existing address information were identified for intensive tracing in RTI's Call Center Services (CCS). Cases that failed to be located a second time were either sent to the field for locating and interviewing, or returned to CCS for additional intensive tracing.

**Intensive Tracing.** The most difficult locating cases were sent to CCS for intensive tracing using a number of online tracing sources, beginning with the credit bureau services (Experian, TransUnion, and Equifax) for those cases with a Social Security number (SSN). Any new information obtained was processed immediately and the case returned to production interviewing. Remaining cases underwent a more intensive level of tracing, which included calls to directory assistance, alumni offices, contacts with neighbors and/or landlords, and other locating strategies. Each case was handled individually based on the amount of information already available, the age of the locating data, and the presence of an SSN.

**Field Cluster Selection and Locating.** A subset of the unlocatable cases was sent to field interviewers for tracing and interviewing. Using the best available address for the nonresponding sample members, the cases were plotted on a map and, using a 50-mile radius, the top 75 high-density areas were selected as geographic clusters for possible field interviewing. Field interviewers were hired in clusters with the highest numbers of sample members (e.g., major metropolitan areas). A total of 48 field interviewers were hired to conduct field interviews.

For each case assigned to them, field interviewers received all available address information, locating information obtained from any tracing activities conducted to date, and information provided by telephone interviewers who had attempted to reach the sample member. Field interviewers used any and all tracing resources available to them, including many local resources not otherwise known or available outside the geographic area, contacts with the U.S. Postal Service, and searches of public records.

## 2.3 Interviewing

### 2.3.1 Early Response Phase: Self-Administered Web Interview

The BPS:04/06 full-scale data collection began with an early response period of about 4 weeks (March 20–April 18, 2006), during which sample members could complete a self-administered interview via the Internet. Given the effectiveness of prompting calls for base-year nonrespondents utilized in the field test, prompting calls to these sample members ( $n = 500$ ) were placed about halfway through the early response period to encourage participation in the study. Additionally, sample members were offered a \$30 incentive to participate in the first 4 weeks.

A toll-free hotline to the study Help Desk was provided to assist those who had problems accessing the website or questions about the survey. If technical difficulties prevented a sample member from completing the interview, a Help Desk staff member encouraged him or her to complete a telephone interview rather than attempt the web interview.

An application designed for the Help Desk documented all calls from sample members and provided

- information needed to verify a sample member's identity;
- login information allowing a sample member to access the web interview;
- systematic documentation of each call; and
- a method for tracking calls that could not be immediately resolved.

Reports on the types and frequency of problems experienced by sample members as well as a way to monitor the resolution status of all Help Desk inquiries were available to project staff. Examples of Help Desk staff training materials are available in appendix E.

### 2.3.2 Production Phase: Computer-Assisted Telephone Interviewing (CATI)

At the end of the early response period, the production interviewing phase of data collection (outbound CATI) began on April 19, 2006. Interviewers received intensive training and were required to complete a certification process to ensure satisfactory interview performance (see field interviewer training materials in appendix E). Interviewers placed outgoing calls to sample members to complete a telephone interview. Sample members were initially offered \$20 for their participation. After 20 call attempts, the incentive amount was raised to \$30 to encourage participation among nonrespondents. The interviewer-administered interview was identical to the self-administered web interview, except that instructions to interviewers on how to administer each question were embedded at the top of each CATI screen. An automated call-scheduler assigned cases to interviewers and allowed calls to be scheduled by case priority and time of day. If a self-administered web interview was in progress or had recently been completed, the scheduler prevented a CATI call to that case. If a sample member told an interviewer that he or she preferred to complete the self-administered web interview, interviewers would set a call-back appointment for 2 weeks from the date of the original contact for follow-up in the event that a self-administered web interview had not yet been completed.

### 2.3.3 Nonresponse Phase: Computer-Assisted Personal Interviewing (CAPI)

CAPI, or field interviewing, began June 26, 2006, with sample members who had not yet completed either a self-administered or a CATI interview. Interviewers were trained and certified prior to their entry into the field (see training materials in appendix E). Field interviews were conducted either in person or by telephone by local field interviewers assigned to one of 75 geographic clusters in 29 states based on the last known address for the sample member. Cases assigned to the field could not be accessed by CATI interviewers but could still be completed as a self-administered web interview. Like the CATI interview, the CAPI interview presented interviewer instructions at the top of each screen. Sample members completing interviews in the field were offered a \$30 incentive for their participation.

## 2.4 Data Collection Systems

### 2.4.1 Instrument Development and Documentation System (IDADS)

The Instrument Development and Documentation System (IDADS) was a combination web and Visual Basic (VB) environment in which project staff developed, reviewed, modified, and communicated changes to specifications, code, and documentation for the BPS:04/06 full-scale instrument. All information relating to the instrument was stored in a Structured Query Language (SQL) Server database and was made accessible through web browser and Windows VB interfaces. The IDADS contained three modules: specification, programming, and documentation.

**Specification Module.** The IDADS specification module provided tools and graphical user interfaces for creating, searching, reviewing, commenting on, updating, importing, and exporting information associated with instrument development. A web interface provided access to the instrument specifications for project staff at MPR Associates, Inc. (MPR), and NCES.

**Programming Module.** Once specifications were finalized, the programming module within IDADS produced hypertext transfer markup language (HTML), Active Server Pages (ASP), and JavaScript template program code for each screen based on the contents of the SQL Server database. This output included question wording, response options, and code to write the responses to a database, as well as code to automatically handle such web instrument functions as backing up and moving forward, recording timer data, and linking to context-specific help text. Programming staff edited the automatically generated code to customize screen appearance and to program response-based routing.

**Documentation Module.** The documentation module contained the finalized version of all instrument items, their screen wording, and variable and value labels. Also included were the more technical descriptions of items such as variable types (alpha or numeric), to whom the item was administered, and frequency distributions for response categories. The documentation module was used to generate the instrument facsimiles and the deliverable electronic codebook (ECB) input files.

## 2.4.2 Integrated Management System (IMS)

All aspects of the study were controlled using 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:04/06 IMS consisted of several components: the management module, the Receipt Control System (RCS) module, and the instrumentation module.

**Management Module.** The IMS management module included tools and strategies to assist project staff and the NCES project officer in managing the full-scale data collection. All management information pertinent to the study was located in the management module, accessible via the Web, and protected by SSL encryption and a password-protected login. The IMS contained the current project schedule, monthly progress reports, daily data collection reports and status reports (generated by the RCS described below), project plans and specifications, project deliverables, instrument specifications, staff contacts, the project bibliography, and a document archive. The IMS also had a download area from which staff at MPR and NCES could retrieve files as necessary.

**Receipt Control System (RCS).** The RCS was an integrated set of systems 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 statuses, 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 system produced mailings to 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 address update sheets were returned or forwarding information was received. The RCS also interacted with the Tracing Services case management database within RTI's Call Center Services (CCS), sending locator data between the two systems as necessary.

A subcomponent of the RCS, the Field Case Management System (FCMS), controlled field interviewing activities. The FCMS allowed field staff to conduct tracing and CAPI, communicate with RTI staff via e-mail, transmit completed cases, and receive new cases.

**Instrumentation Module.** The instrumentation module managed development of the multimode web data collection instrument within IDADS. Developing the instrument with IDADS ensured that all variables were linked to their item/screen wording and thoroughly documented.

## 2.4.3 The Variable Tracking System (VTS)

The central mechanism for constructing input files for the NCES ECB was a software application called the Variable Tracking System (VTS). The VTS tracked and stored documentation for both interview and derived variables required for the ECB and NCES' Data Analysis System (DAS). This included 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 were automatically produced by the VTS according to NCES specifications.

# Chapter 3

## Data Collection Outcomes

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The data collection efforts for 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) involved several steps, including attempting to locate sample members, initiating intensive locating efforts for hard-to-locate sample members, evaluating the utility of incentives paid throughout the course of data collection, and completing a self-administered, computer-assisted telephone interview (CATI), or computer-assisted personal interview (CAPI).

This chapter reports the data collection outcomes of the full-scale study. The response rates are reported first, including an overall summary of results, followed by a discussion of interviewing outcomes by prior response status, institution type, administration mode, and tracing status. This section also discusses procedures that were used to encourage response. The second section discusses the interview burden on respondents, including times to complete various sections and transmit data. Results are presented for the entire interview, overall, by section, and by mode of administration. The average number of calls made overall and by current and prior response status, mode of administration, incentive period, and institution type are also covered in this section.

### 3.1 Response Rates

#### 3.1.1 Overall Summary of Interview Results

Locating, eligibility, and participation results of the BPS:04/06 data collection are presented in figure 4. The BPS:04/06 sample consisted of participants and a small number of nonrespondents from the base-year study, the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). Of the total 23,090 sample members, 20,580 (89 percent) were located for the study.<sup>6</sup> Of the number located, 16,580 (81 percent) were considered eligible and 3,130 cases were ineligible, which was determined via multiple data sources. A total of 870 located cases were excluded from the sample (because they were unavailable for the duration of the study, out of the country, incapable, institutionalized, hearing impaired, or deceased). Of the entire sample, 18,640 (81 percent) made up the total number of eligible cases, which consisted of 16,580 located and 2,060 not located cases.

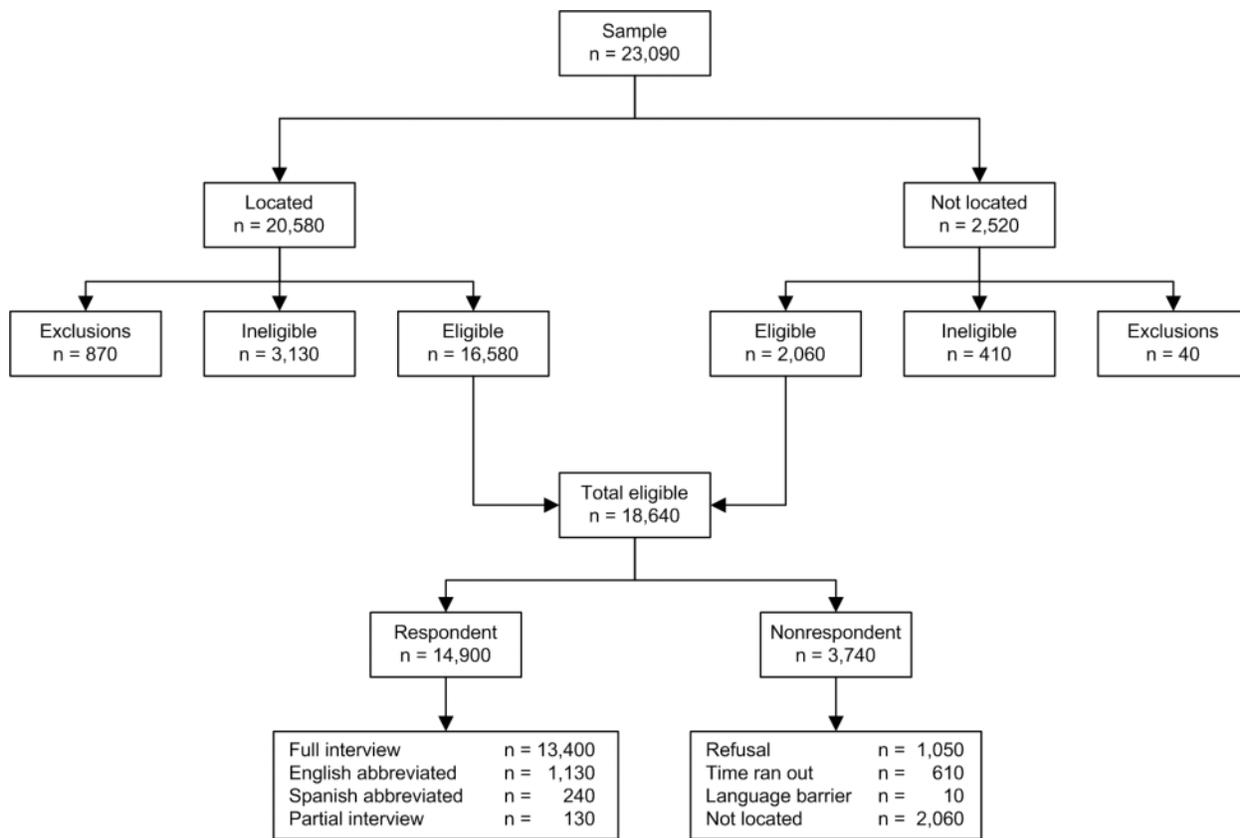
The ability to successfully locate sample members largely affects participant response rates. Just over 2,500 cases were not located for BPS:04/06. Among eligible nonrespondents, 55 percent were not located and 28 percent were refusals. Time ran out for 16 percent (e.g., data collection ended before these cases could be fully worked), and cases with a language barrier constituted less than 1 percent. Considering all eligible sample members (located and not

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<sup>6</sup> Students were classified as located if case management system status codes at the end of data collection indicated that good contact information for the respondent had been obtained, and/or the respondent had actually been contacted. Actual contacts considered located included calls, e-mailings, or paper mailings resulting in partial or complete interviews, appointments for callbacks, refusals, exclusions, or determination of ineligibility. A noncontact status was classified as located when unsuccessful attempts at contact did not cast doubt on the accuracy of the address or phone used for the attempted contact.

located), the overall unweighted response rate was 80 percent. In comparison, the response rate was 90 percent for eligible cases that were successfully located.

**Figure 4. Overall locating and interviewing results: 2006**



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Almost 90 percent of all BPS:04/06 respondents completed the full BPS:04/06 interview, with another 9 percent completing an abbreviated interview. As shown in table 6, this included 1,130 English abbreviated interviews and 240 Spanish abbreviated interviews.<sup>7</sup> Response rates for interview type by base-year response status are also provided in table 6. The full interview was completed by 90 percent of NPSAS:04 respondents and 83 percent of NPSAS:04 nonrespondents. Overall, the English abbreviated interview accounted for 8 percent of all interviews. Only 130 interviews were partially completed. All of the partials were completed by base-year respondents.

<sup>7</sup> The full interview contained six sections (A-F), while the English and Spanish abbreviated interviews consisted of three sections (A, B, and F).

**Table 6. Interview completeness, by 2003–04 NPSAS:04 response status: 2006**

BPS:04/06 response status	Total	NPSAS:04 respondents		NPSAS:04 nonrespondents	
		Number	Percent	Number	Percent
Total	14,900	14,750	100.0	150	100.0
Full	13,400	13,280	90.0	130	83.3
English abbreviated	1,130	1,110	7.5	20	14.0
Spanish abbreviated	240	230	1.6	#	2.7
Partial interview	130	130	0.9	#	#

# Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

### 3.1.2 Interview Outcomes by Prior Response Status and Institution Type

Interview outcomes by prior response status and institution type are presented in tables 7 and 8. As previously mentioned, the results of sample member locating have an impact on response rates. For each table, response rates are provided among the eligible sample and the located eligible sample.

As discussed in section 3.1.1 and shown in table 7, the overall locate rate for eligible sample members was 89 percent. Of those located, 90 percent completed the BPS:04/06 interview. Across all eligible sample members (located and not located), the response rate was 80 percent. Eligible base-year respondents had a locate rate of 89 percent, in which 90 percent of those located were interview respondents. The locate rate for eligible base-year nonrespondents was 75 percent and, of those located, 52 percent completed the interview. Regardless of locate status, 81 percent of eligible base-year respondents and 39 percent of eligible base-year nonrespondents completed the interview.

**Table 7. Number of cases sampled, eligible, located, and responded, by base-year response status: 2006**

Base-year response status	Number sampled	Number eligible <sup>1</sup>	Located eligible cases		Responding students		
			Number	Percent of total eligible	Number	Percent of located eligible	Percent of total eligible
Total	23,090	18,640	16,580	88.9	14,900	89.9	79.9
NPSAS:04 respondent	22,590	18,260	16,300	89.2	14,750	90.5	80.8
NPSAS:04 nonrespondent	500	380	290	74.7	150	52.4	39.2

<sup>1</sup> Number includes located and not located eligible cases.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Table 8 shows locate and response rates by institution type. Locate rates for eligible cases ranged from 80 to 94 percent. Participation rates based on eligible located cases ranged from 87 percent for private for-profit (both less-than-2-year and 2 year or more) schools to 94 percent for private not-for-profit 4-year doctorate-granting and non-doctorate-granting schools. Response rates based on total eligibility ranged from 69 to 88 percent across the nine institution types.

**Table 8. Number of cases sampled, eligible, located, and responded, by institution type: 2006**

Type of institution	Number sampled	Number eligible <sup>1</sup>	Located eligible cases		Responding students		
			Number	Percent of total eligible	Number	Percent of located eligible	Percent of total eligible
Total	23,090	18,640	16,580	88.9	14,900	89.9	79.9
Public less-than-2-year	780	600	530	87.4	470	88.4	77.3
Public 2-year	8,210	6,390	5,550	86.9	4,870	87.7	76.2
Public 4-year non-doctorate-granting	1,890	1,600	1,480	92.1	1,340	90.5	83.4
Public 4-year doctorate-granting	3,630	3,090	2,900	93.9	2,670	92.0	86.4
Private not-for-profit less-than-4-year	710	550	460	84.6	410	89.8	76.0
Private not-for-profit 4-year non-doctorate-granting	2,560	2,210	2,080	94.1	1,940	93.2	87.7
Private not-for-profit 4-year doctorate-granting	1,800	1,580	1,480	93.6	1,390	93.6	87.6
Private for-profit less-than-2-year	2,100	1,570	1,250	79.7	1,090	86.7	69.1
Private for-profit 2-year or more	1,420	1,050	850	80.9	740	86.7	70.1

<sup>1</sup> Number includes located and not located eligible cases.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

### 3.1.3 Interview Outcomes by Mode

The BPS:04/06 interview was cross-modal, where three options for interview administration were utilized during the data collection period, March 20–September 10, 2006. Self-administered web interviews remained an option throughout data collection; however, the early self-administered interview completion period with increased monetary incentive occurred during the first 4 weeks only. Once the early option ended, CATI began on April 19, 2006, and continued through the beginning of September. Field interviewing, or computer-assisted personal interviewing (CAPI), began near the end of data collection when remaining cases were most difficult to locate or reach by telephone.

Table 9 provides the distribution of interview completions by mode of administration. As expected, web-based self-administration was a more productive and attractive mode for respondents than interviews completed through CATI and CAPI ( $z = 19.52, p < .01$ ). Specifically, 58 percent of completed interviews were self-administered, while 39 percent of completions were CATI and 3 percent were CAPI. The majority of self-administered respondents (77 percent) completed the survey during the first 4 weeks, providing support for the effectiveness of an early web completion option.

**Table 9. Distribution of interview completions, by mode of administration: 2006**

Mode of administration	Total	Percent
All respondents	14,900	100.0
Self-administered	8,650	58.1
Interviewer-administered	6,250	41.9
CATI	5,820	39.1
CAPI	430	2.9

NOTE: Detail may not sum to totals because of rounding. CATI = computer-assisted telephone interviewing.

CAPI = computer-assisted personal interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

As mentioned, the most difficult cases were sent to the field near the end of data collection. Table 10 shows locate and response rates among the 940 cases sent for field interviewing (CAPI). Results overall, by base-year response status and by institution type, are provided. Of all eligible cases sent, 58 percent were located, and, of those located, 92 percent participated. In comparison, 54 percent of all eligible (located and not located) cases that were assigned to CAPI completed an interview.

**Table 10. Locate and response rates for field cases (CAPI), by base-year response status and institution type: 2006**

Base-year response status and institution type	Number sent to field	Located eligible cases		Responding students		
		Number	Percent of those sent to field	Number <sup>1</sup>	Percent of those located	Percent of those sent to field
Total	940	550	58.1	500	92.3	53.6
Base-year response status						
NPSAS:04 respondent	910	530	58.8	490	92.5	54.4
NPSAS:04 nonrespondent	30	10	39.4	10	84.6	33.3
Type of institution						
Public less-than-2-year	30	20	52.9	20	94.4	50.0
Public 2-year	370	200	54.6	190	92.0	50.3
Public 4-year non-doctorate-granting	50	30	73.3	30	90.9	66.7
Public 4-year doctorate-granting	70	40	61.2	40	87.8	53.7
Private not-for-profit less-than-4-year	50	30	69.4	30	94.1	65.3
Private not-for-profit 4-year non-doctorate-granting	70	40	64.6	40	92.9	60.0
Private not-for-profit 4-year doctorate-granting	40	20	55.3	20	95.2	52.6
Private for-profit less-than-2-year	160	90	57.5	90	95.7	55.0
Private for-profit 2-year or more	110	60	56.3	60	88.9	50.0

<sup>1</sup>Sample members were still able to access the self-administered web instrument and receive outbound CATI calls once a case was sent to the field. This number indicates the response rates for all field cases regardless of their completion mode.

NOTE: Detail may not sum to totals because of rounding. CAPI = computer-assisted personal interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Of the CAPI cases that were located, 93 percent of base-year respondents and 85 percent of base-year nonrespondents participated. For institution type, of the cases that were located, response rates ranged from 88 percent for public 4-year doctorate-granting schools to 96 percent for private for-profit less-than-2-year schools.

### 3.1.4 Procedures to Encourage Response (Prompting, Incentives, and Refusal Conversion)

On the basis of results from field test experiments, several techniques were employed during full-scale data collection to enhance response rates: prompting of base-year nonrespondents at the outset of data collection, provision of monetary incentives, and focused refusal conversion efforts for difficult cases. The results of each of these measures are provided in the sections that follow.

**Prompting.** The BPS:04/06 field test implemented an experiment to evaluate the effectiveness of prompting calls in increasing self-administered web interview response rates during the early response period. Results from the field test showed that prompting calls did not have a significant effect on interview participation among base-year respondents. Prompting calls did, however, increase response rates among base-year nonrespondents. The most significant finding was that, among prompted cases, there was no difference in interview participation between base-year respondents and nonrespondents, suggesting that prompting calls increase the likelihood that nonrespondents participate at the same rate observed for base-year respondents.

Based on the findings from the BPS:04/06 field test, prompting calls were made to base-year nonrespondents in the full-scale interview. Of the 380 total eligible base-year nonrespondents, approximately 330 were eligible for prompting.<sup>8</sup> Table 11 compares response rates for base-year nonrespondents who were reached by the prompting calls versus those who were not reached (e.g., staff spoke with someone other than the sample member, an answering machine was reached, or the call was not answered). The results suggest that the prompting calls were more effective when staff spoke with the sample member directly; the response rate for this group was 56 percent, compared to 34 percent for sample members not reached by prompting calls ( $z = 2.8$ ;  $p < .01$ ). The overall response rate for prompted base-year nonrespondents was 36 percent.

**Table 11. Response rates by prompting status of base-year nonrespondents: 2006**

Prompting status	Number <sup>1</sup>	Respondents	Response rate
Total	330	120	36.3
Sample member contacted when prompted	40	20	56.4
Sample member not contacted when prompted <sup>2</sup>	290	100	33.6

<sup>1</sup> Approximately 60 base-year nonrespondents were ineligible for prompting for miscellaneous reasons such as no valid telephone number to call or had already completed the interview when prompting began.

<sup>2</sup> The sample member was considered "not contacted" when someone other than the sample member was reached, the call was directed to an answering machine, there was no answer, or the sample member refused the call.

NOTE: Only base-year nonrespondents received prompting calls at the start of data collection. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Incentives.** Table 12 depicts interview response rates per incentive phase (early, production, and nonresponse phase). During the early response phase of data collection, sample

<sup>8</sup> Approximately 60 base-year nonrespondents were ineligible for prompting for miscellaneous reasons such as no valid telephone number to call or had already completed the interview.

members were offered \$30 to complete the self-administered web interview. A response rate of 38 percent was obtained during this phase. The production phase, during which sample members received \$20 for completing an interview, yielded the lowest rate of response at 30 percent. The nonresponse conversion phase provided respondents a \$30 incentive, and the resulting response rate was 53 percent. When compared, response rates observed during the early response, production, and nonresponse conversion phases were significantly different from one another (early vs. production  $z = 14.2$ ; production vs. nonresponse  $z = 32.6$ ; early vs. nonresponse  $z = 22.9$ ;  $p < .01$ ). Approximately 6 percent of all incentive checks issued to respondents were never cashed.

**Table 12. Interview completions, by incentive phase: 2006**

Type of incentive	Eligible sample	Number of complete interviews <sup>1</sup>	Percent completed <sup>2</sup>
Early phase: \$30	18,640	7,030	37.7
Production phase: \$20 <sup>3</sup>	11,620	3,450	29.7
Nonresponse phase: \$30 <sup>4</sup>	8,160	4,300	52.7

<sup>1</sup> Number completed includes full, English abbreviated, and Spanish abbreviated completed interviews.

<sup>2</sup> Percent is based on the number of eligible sample members within the row under consideration.

<sup>3</sup> Response rate calculation excludes early phase respondents.

<sup>4</sup> Response rate calculation excludes early and production phase respondents.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Refusal Conversion.** As shown in tables 13 and 14, about 10 percent of all eligible sample members refused to be interviewed at some point during data collection. Of these initial refusals, approximately 38 percent ultimately completed an interview. Table 13 compares number of refusals and completion rates given refusal by base-year response status. Twice as many base-year nonrespondents (25 percent) as base-year respondents (10 percent) refused to be interviewed ( $z = 9.9$ ;  $p < .01$ ). Likewise, of those who refused, base-year respondents were converted at a higher rate (39 percent) than base-year nonrespondents (17 percent) ( $z = 4.3$ ;  $p < .01$ ). These findings likely reflect base-year respondents' familiarity with the study and their willingness to participate in the past.

Table 14 provides refusal and interview rates by institution type. Refusal rates by type ranged from 7 percent for sample members who attended private not-for-profit 4-year institutions (both non-doctorate-granting and doctorate-granting) to 13 percent for sample members who attended public less-than-2-year institutions. Moreover, interview rates given sample member refusal ranged from 28 percent for sample members who attended private not-for-profit less-than-4-year institutions to 45 percent for sample members attending public less-than-2-year schools.

**Table 13. Refusal and refusal conversion rates, by prior response status: 2006**

Prior response status	Ever refused interview		Interviewed, given refusal	
	Number	Percent <sup>1</sup>	Number	Percent <sup>2</sup>
Total	1,850	9.9	700	37.7
Base-year respondent	1,750	9.6	680	38.8
Base-year nonrespondent	100	24.8	20	16.8

<sup>1</sup> Percentage is based on the total eligible sample.

<sup>2</sup> Percentage is based on the number of eligible sample members who ever refused the interview.

NOTE: Detail may not sum to totals because of rounding. Percentages are calculated excluding ineligible sample members.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table 14. Refusal and refusal conversion rates, by institution type: 2006**

Type of institution	Ever refused interview		Interviewed, given refusal	
	Number	Percent	Number	Percent
Total	1,850	9.9	700	37.6
Public less-than-2-year	80	12.8	40	45.5
Public 2-year	780	12.1	300	38.5
Public 4-year non-doctorate-granting	150	9.6	60	40.3
Public 4-year doctorate-granting	250	8.1	90	37.1
Private not-for-profit less-than-4-year	50	9.7	20	28.3
Private not-for-profit 4-year non-doctorate-granting	150	6.8	60	38.0
Private not-for-profit 4-year doctorate-granting	110	7.0	40	36.0
Private for-profit less-than-2-year	160	10.4	60	35.0
Private for-profit 2-year or more	110	10.1	40	34.6

NOTE: Detail may not sum to totals because of rounding. Percentages are calculated excluding ineligible sample members.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Locating and Interviewing Outcomes.** For the BPS:04/06 full-scale study, tracing began in fall 2005 by updating address and other contact information collected during the NPSAS:04 interview. Several tracing resources were used, including the Central Processing System (CPS), which contains federal financial aid application information and databases from Telematch, Accurint, and the National Change of Address (NCOA) file. Table 15 shows the record match rate for each method of batch tracing employed. Match rates, which are based on the number of records either confirmed or updated with new information, ranged from 5 percent for the second round of NCOA tracing to 72 percent for Telematch. The overall match rate, which accounts for all tracing methods implemented, was 46 percent.

In addition, as part of each mailing to sample members and their parents, sample members were asked to complete an address update form either on the study website or on a hardcopy form. Table 16 presents the located and interview rates for those who returned some form of address update sheet. Almost all sample members who provided updated address information were located (98 percent), and about 96 percent of those who updated their contact information completed an interview.

Locating and interview rates by intensive tracing status are shown in table 17. Of cases that were sent to the first stage of intensive tracing, or CCS-1, 60 percent were located, and 76 percent of those completed an interview. Among cases sent to the second stage of intensive tracing, or CCS-2, 36 percent were located and 69 percent of those located were interviewed.

**Table 15. Batch processing record match rates, by tracing source: 2006**

Tracing source	Number of records sent	Number of records matched	Percent matched <sup>1,2</sup>
Total	98,240	45,450	46.3
NCOA - Round 1 <sup>3</sup>	23,080	5,690	24.7
NCOA - Round 2	3,200	150	4.6
CPS - 2004–05	22,500	12,440	55.3
CPS - 2005–06	22,510	9,440	41.9
Telematch	22,960	16,460	71.7
Accurint	4,000	1,270	31.8

<sup>1</sup> Match rate includes instances when sample member contact information was confirmed and when new information was provided.

<sup>2</sup> Percent is based on the number of records sent for batch tracing. Because records were sent to multiple tracing sources, multiple record matches were possible.

<sup>3</sup> The entire sample was sent to the NCOA in the first round, excluding approximately 15 cases that did not have mailing addresses.

NOTE: Detail may not sum to totals because of rounding. CPS = Central Processing System. NCOA = National Change of Address.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table 16. Interview completion rates, by address update reply: 2006**

Type of address update	Provided update		Located		Interviewed	
	Number	Percent	Number	Percent <sup>1</sup>	Number	Percent <sup>2</sup>
Total	6,060	100.0	5,960	98.3	5,730	96.1
Parent mailing	2,700	44.5	2,640	97.8	2,520	95.6
Advance notification mailing	2,360	38.9	2,330	98.7	2,250	96.4
Website reply	1,010	16.6	1,000	98.9	960	96.8

<sup>1</sup> Percent is based on the number of cases providing address updates within the row under consideration.

<sup>2</sup> Percent is based on the number of located cases within the row under consideration.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table 17. Interview completion rates, by intensive tracing status: 2006**

Intensive tracing status	Sent to CCS	Located		Interviewed	
		Number	Percent <sup>1</sup>	Number	Percent <sup>2</sup>
Total	4,370	2,450	56.1	1,840	75.2
CCS-1	3,690	2,200	59.7	1,670	75.9
CCS-2	680	250	36.4	170	68.5

<sup>1</sup> Percent is based on the number of cases sent to CCS within the row under consideration.

<sup>2</sup> Percent is based on the number of located cases within the row under consideration.

NOTE: Detail may not sum to totals because of rounding. CCS = RTI's Call Center Services.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

## 3.2 Interview Burden and Effort

The following section provides a detailed look at the burden and effort associated with conducting and participating in the BPS:04/06 interview. Respondent burden is presented in a series of tables depicting the time needed to complete the interview, including overall, by section, and by mode comparisons. Completion times in conjunction with specific respondent characteristics are also presented, along with the timing of coding systems. Efforts by interviewing staff are examined, including hours expended, call counts, and results of call screening.

### 3.2.1 Timing to Complete the Student Interview

**Overall Interview Completion Time.** To track the time needed to complete the interview, two time stamp variables were associated with each question. The start time stamp recorded the computer clock time at which a particular question was displayed on the respondent's or interviewer's screen. The second time stamp variable, the end stamp, recorded the clock time at which the respondent or interviewer clicked "Continue" on that same screen. These two time stamps enabled calculation of on-screen and transit time.

On-screen time was calculated by subtracting the start time from the end time for each web page received. The end stamp of a preceding screen subtracted from the start stamp of a current screen provided transit time. Transit time, therefore, takes into account several processes including data transmission time to the server, server processing time, and loading time of the next screen. Total on-screen time and total transit time were calculated for all respondents by summing all of the on-screen times for each screen received and summing all of the transit times for each respondent. Total instrument time was then calculated by summing a respondent's total on-screen and total transit times.

Table 18 displays average completion time for the BPS:04/06 completed student interviews both overall and by section. The average total interview time was 19.6 minutes; section completion times were 2.1 minutes for section A, 2.7 minutes for section B, 6.5 minutes for section C, 4.7 minutes for section D, 6 minutes for section E, and 3.2 minutes for section F. Section A, which determined eligibility for BPS:04/06, was mostly administered to base-year nonrespondents; however, base-year respondents with questionable eligibility received several questions that clarified their eligibility for the BPS:04 cohort.

**Table 18. Average overall time in minutes to complete interview, by section: 2006**

Interview section	Number of cases <sup>1</sup>	Average time	Standard deviation
Total interview	12,050	19.6	6.0
Section A – Base year	220	2.1	1.9
Section B – History	12,770	2.7	1.8
Section C – Characteristics	10,650	6.5	2.4
Section D – Employment	4,210	4.7	2.6
Section E – Background	12,720	6.0	2.1
Section F – Locating	12,720	3.2	1.3

<sup>1</sup> The number of cases in each section may vary because not all sections were applicable to all sample members.

NOTE: Detail may not sum to totals because of rounding. Interview times are based on full completed web and computer-assisted telephone interview (CATI) cases only. Computer-assisted personal interview (CAPI), Spanish and English abbreviated versions, and partial cases were excluded from analysis. Also excluded from this analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time. There were approximately 1,130 outliers excluded from total interview time. The number of outliers excluded per section varies.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

In addition to the full BPS:04/06 interview, an English abbreviated version was available via web, CATI, and CAPI, and a Spanish abbreviated version was available via CATI and CAPI. The abbreviated interviews included sections A, B, and F. The number of English abbreviated interview completions was 1,130. Excluding outliers, the average total interview time for sections A, B, and F was 6.1 minutes. Specific section completion times included 2.7 minutes for section A, 2.7 minutes for section B, and 3.4 minutes for section F. A total of 240 abbreviated interviews were conducted in Spanish. Excluding outliers, the average total interview time was 8.2 minutes, while section completion times were 3.9 minutes for section A, 3.3 minutes for section B, and 4.8 minutes for section F.<sup>9</sup>

**Timing by Respondent Characteristics.** When specific respondent characteristics were taken into account, interview completion times varied. In particular, the respondent characteristics of base-year response status, postsecondary enrollment, and employment affected overall and section completion time. Such comparisons are presented in table 19.

Regarding base-year response status, nonrespondents had a higher completion time overall (22.9 minutes) than base-year respondents (19.6 minutes) ( $t = 5.79, p < .0001$ ). Because section A focused on eligibility determination, base-year nonrespondents were asked more questions than base-year respondents. On average, it took base-year nonrespondents 3.9 minutes to complete section A, compared to less than 1 minute for base-year respondents ( $t = 29.27, p < .0001$ ).

<sup>9</sup> An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Of the 1,130 completed English abbreviated interviews, 40 outlier cases were excluded from the calculation of total interview time. Of the 240 completed Spanish abbreviated interviews, 10 outlier cases were excluded from the calculation of total interview time. The number of outliers per section varied.

Respondents enrolled at the time of the interview were not administered the employment questions in section D. Consequently, enrolled respondents required less time overall to complete the interview (19.4 minutes) than respondents who were no longer enrolled (19.9 minutes) ( $t = 4.35, p < .0001$ ). Enrolled respondents, however, required more time (3.1 minutes) to complete section B, the enrollment history section, than those not enrolled (2.1 minutes;  $t = -30.74, p < .0001$ ).

The final respondent characteristic considered was employment status. Employed respondents had a longer overall interview completion time (20.7 minutes) than respondents not in the workforce (16.8 minutes) ( $t = -16.80, p < .0001$ ). The difference in completion times can be attributed almost entirely to differences in section D completion times for these two groups. Because section D focused primarily on characteristics of the current job, employed respondents were asked significantly more questions than those not currently employed. Employed respondents took an average of 5.9 minutes to complete section D, compared to an average of 1.2 minutes for respondents not currently employed ( $t = 123.09, p < .0001$ ).

**Table 19. Average time in minutes to complete interview, by base-year, enrollment, and employment status, by section: 2006**

Interview section	Average time in minutes					
	Base-year status		Enrollment status		Employment status	
	Respondent	Non-respondent	Currently enrolled	Not currently enrolled	Currently employed	Not currently employed
Total interview	19.6	22.9	19.4	19.9	20.7	16.8
Section A - Base year	0.5	3.9	2.4	1.9	1.8	1.9
Section B - History	2.7	2.5	3.1	2.1	1.8	1.9
Section C - Characteristics	6.5	6.3	6.4	6.7	6.6	6.4
Section D - Employment	4.7	4.3	†	4.7	5.9	1.2
Section E - Background	6.0	6.2	5.9	6.1	6.1	6.4
Section F - Locating	3.2	3.5	3.1	3.4	3.4	3.6

† Not applicable.

NOTE: Interview times are based on full completed web and computer-assisted telephone interviewing (CATI) cases only. Computer-assisted personal interviewing (CAPI), Spanish and English abbreviated, and partial cases were excluded from analysis. Also excluded from this analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Timing for Coding Systems.** Interview completion times can be affected not only by respondent characteristics, but also by the extent to which respondents need to code responses during the interview. Several coding systems were used in the BPS:04/06 instrument, and the on-screen time required for coding is presented below. The institutional coding system collected information on additional schools attended, and provided various ways to search for schools, including by city, state, and/or school name. The field of study and occupation coding systems used an assisted-coding approach, such that the entry of text strings interfaced with a database to identify the best match or provide a set of comparable matches. The industry coder presented a

list of radio button choices.<sup>10</sup> Overall, it took self-administered respondents and CATI interviewers just over 1 minute to code occupation and less than 1 minute to code institutions, field of study, and industry. No mode differences were found.

**Timing by Completion Mode.** Differences between web-based cases, self-administered and interviewer-administered (CATI), are presented in table 20. CATI respondents required approximately 1 minute longer to complete the BPS:04/06 interview than self-administered respondents, 20.4 minutes as opposed to 19.1 minutes ( $t = -12.16, p < .0001$ ), largely due to the conversational nature of the CATI interviewer-respondent experience. Exchange and verification of information and the verbal administration of each question plus response options tend to increase completion time. As with overall times, section A had the shortest completion time, and section E had the longest completion time across mode.

**Table 20. Average time in minutes to complete web-based interview, by section and mode of administration: 2006**

Interview section	Self-administered		CATI <sup>1</sup>	
	Number of cases <sup>2</sup>	Average time	Number of cases <sup>2</sup>	Average time
Total interview	7,240	19.1	4,810	20.4
Section A – Base year	110	2.2	120	2.1
Section B – History	7,960	2.8	4,810	2.6
Section C – Characteristics	7,220	6.3	3,430	6.7
Section D – Employment	1,750	4.8	2,460	4.7
Section E – Background	7,860	6.7	4,860	6.7
Section F – Locating	7,910	3.0	4,820	3.5

<sup>1</sup> Includes CATI only. Timing data for CAPI were excluded due to being administered on a stand-alone laptop, which was not transmitted over the Internet.

<sup>2</sup> The number of cases in each section may vary because not all sections were applicable to all sample members.

NOTE: Interview times are based on full completed web and computer-assisted telephone interviewing (CATI) cases only. Computer-assisted personal interviewing (CAPI), Spanish and English abbreviated, and partial cases were excluded from analysis. Also excluded from the analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Completion times tended to increase when interviews were conducted in the field. Table 21 shows the average interview completion times for the two CAPI modes, in-person and by phone.

<sup>10</sup> See chapter 2 for details about the coding systems.

**Table 21. Average time in minutes to complete interview, by section and CAPI type: 2006**

Interview section	CAPI by phone average time	CAPI in-person average time
Total interview	24.3	23.8
Section A – Base year	4.3	7.5
Section B – History	2.4	2.6
Section C – Characteristics	7.9	8.1
Section D – Employment	4.9	5.7
Section E – Background	7.1	6.7
Section F – Locating	4.9	4.8

NOTE: Interview times are based on completed computer-assisted personal interviewing (CAPI) cases only. Full completed web, computer-assisted telephone interviewing (CATI), Spanish and English abbreviated, and partial cases were excluded from analysis. Also excluded from this analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Components of Timing.** Table 22 displays the average on-screen and transit times for both web-based, self-administered and interviewer-administered (CATI) surveys. CATI respondents had longer on-screen time (18.7 minutes) than web-based, self-administered respondents (15.7 minutes) ( $t = -31.11, p < .0001$ ). This finding is expected, given the conversational nature of the interviewer-respondent experience. Average transit time between screens, however, was longer for web respondents (3.4 minutes) than CATI respondents (1.7 minutes) ( $t = 61.00, p < .0001$ ). This result is most likely due to the efficient high-speed connection provided by the call center facility. Average on-screen and transit time by mode of administration is presented in figure 5.

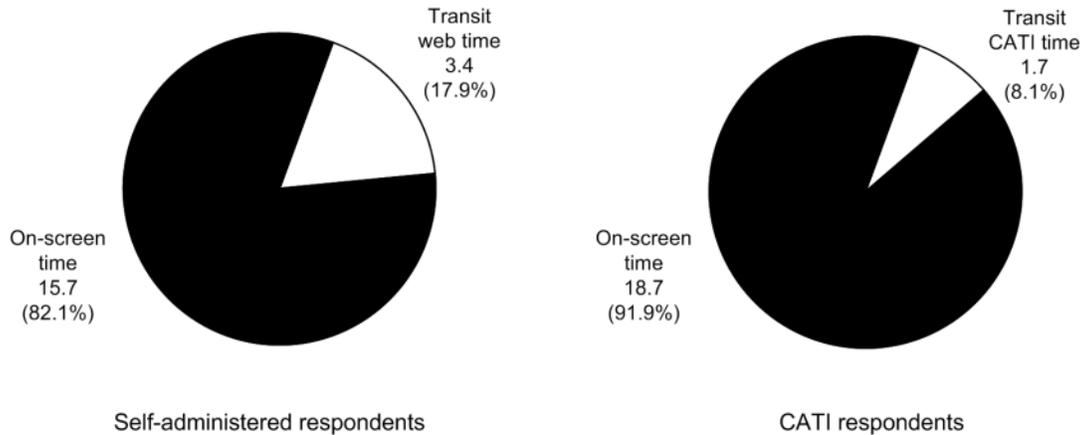
**Table 22. Average on-screen time and transit time in minutes, by mode of administration: 2006**

Mode of administration	Number of cases	Average on-screen time	Average transit time	Average completion time
Total	12,050	16.9	2.7	19.6
Self-administered	7,240	15.7	3.4	19.1
Interviewer-administered <sup>1</sup>	4,810	18.7	1.7	20.4

<sup>1</sup> Includes CATI only. Timing data for CAPI were excluded due to being administered on a stand-alone laptop, which was not transmitted over the Internet.

NOTE: Detail may not sum to totals because of rounding. Interview times are based on full completed web and computer-assisted telephone interviewing (CATI) cases only. Computer-assisted personal interviewing (CAPI), Spanish and English abbreviated, and partial cases were excluded from analysis. Also excluded from this analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Figure 5. Interview time by proportion of on-screen and transit time for self-administered and CATI respondents: 2006**

NOTE: CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

As mentioned above, internet connection type impacts transit time, thereby affecting overall completion time. Many self-administered respondents indicated completing the interview via fast connection, as shown in table 23. A random sample of respondents was asked to complete a small set of debriefing questions post-interview. Almost 90 percent of respondents answering a debriefing question concerning internet connection type indicated using a fast connection. As expected, respondents using dial-up modems experienced much longer transit times (7.8 minutes) than those with a fast connection (3.1 minutes) ( $t = -38.86, p < .0001$ ).

**Table 23. Average time in minutes to complete self-administered web interview, by internet connection type: 2006**

Internet connection type	Number of cases <sup>1</sup>	Percent of cases	Interview time	Transit time
Total	7,190	100.0	19.1	3.4
Dial-up modem	430	6.0	23.6	7.8
Fast connection (DSL, ISDN, cable modem, office LAN)	6,410	89.2	18.7	3.1
Do not know connection type	350	4.9	20.2	3.7

<sup>1</sup> Represents those from the random sample selected for debriefing that provided a response to connection type.

NOTE: Detail may not sum to totals because of rounding. Interview times are based on full completed web and computer-assisted telephone interviewing (CATI) cases only. Computer-assisted personal interviewing (CAPI), Spanish and English abbreviated, and partial cases were excluded from analysis. Also excluded from this analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

### 3.2.2 Telephone Interviewer Hours

The CATI component of data collection required considerable effort on the part of telephone interviewers and call center supervisory staff. Telephone interviewer hours for BPS:04/06 totaled about 17,040 hours with an average of 2.4 hours spent per completed interview.

Given the average telephone interview completion time of 20 minutes, the remaining 2 hours was spent in activities outside the actual interview. The majority of this time was dedicated to locating and contacting each sample member. Multiple interview attempts were made with each sample member for whom contact information was available. When necessary, contacts with all available locating sources were attempted in an effort to interview a sample member. The balance of interviewer time was spent on case maintenance, such as opening a case and reviewing its call history, scheduling callbacks, providing comments, and updating case statuses.

### 3.2.3 Number of Calls and Call Screening

The average number of calls required to obtain a completed interview varied according to prior response status and phase of data collection. Table 24 shows the average number of telephone calls overall and by current and prior response status, mode of administration, and incentive period. On average, 14 calls were made per sample member. Base-year respondents received 2 fewer calls, on average, than base-year nonrespondents (14 and 16, respectively) ( $t = 2.54, p > .05$ ). As expected, significant call count differences were found between BPS:04/06 respondents and nonrespondents and between self-administered, and interviewer-administered modes. For example, BPS:04/06 participants were called on average 10 times, compared to an average of 33 calls to nonrespondents ( $t = 67.82, p < .0001$ ). Self-administered web respondents were called less frequently than CATI/CAPI cases, an average of 5 calls as opposed to 15 calls ( $t = -44.10, p < .0001$ ). While fewer calls would be expected for self-administered web respondents, outbound Help Desk calls were made as needed to respond to sample member inquiries, such as password requests and technical assistance.

**Table 24. Call counts, by current and base-year response status, mode of administration, and incentive period: 2006**

Sample member characteristics	Number of cases	Average number of calls
Total	18,640	14.3
Response status		
BPS:04/06 respondent	14,900	9.6
BPS:04/06 nonrespondent, ineligible, or exclusion	3,740	32.9
Base-year response status		
NPSAS:04 respondent	18,260	14.2
NPSAS:04 nonrespondent	380	16.3
Mode of administration		
Self-administered	8,650	5.4
Interviewer-administered	6,250	15.3
CATI	5,820	15.1
CAPI	480	16.5
BPS nonrespondent	3,740	32.9
Incentive period		
Early Response(\$30)	7,030	#
Production (\$20)	3,460	7.7
Nonresponse conversion (\$30)	8,160	29.3

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing. NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Call counts also varied by incentive period. Respondents who received either the early response or production incentive were called an average of three times (an average of less than one for early response and eight for production incentive), while those who received or were eligible to receive the nonresponse incentive were called an average of 29 times ( $t = 135.25$ ,  $p < .0001$ ).

As mentioned above, both BPS:04/06 nonrespondents and those eligible for the nonresponse incentive had high call counts. Interviewer-based studies increasingly have to work around call screening behaviors in order to reduce the rate of participant nonresponse. Sample members use various devices such as answering machines, caller ID, call blocking, call filtering, and privacy managers in order to be selective about incoming calls. Cell phones also provide on-screen identification and instant voicemail. While call screening provides privacy and selectivity to the individual, studies with an interviewer component can be adversely affected by way of reduced representativeness, lower response rates, and higher project costs.

Just over one half of the cases (9,590 of the 18,640) in the BPS:04/06 sample had an answering machine event. An answering machine event is when an interviewer-initiated call to the sample member resulted in obtaining an answering machine message. Overall, 43 percent of BPS:04/06 respondents has at least one answering machine event compared to 87 percent of

nonrespondents ( $t = 64.92, p < .0001$ ). For sample members with at least one answering machine event occurred, 26 calls on average were made. Only two calls on average were made to sample members when no answering machine event occurred ( $t = -123.37, p < .0001$ ).

### 3.3 Conclusion

This chapter reported data collection outcomes for the BPS:04/06 full-scale study, including response rates and interview burden on respondents. Of the 23,090 sample members, 18,640 were eligible for the study. In addition, 20,580 (89 percent) of the 23,090 total sample members were able to be located. The unweighted response rate for all eligible cases (located and not located) was 80 percent, while the response rate for located eligible cases was 90 percent.

Prompting calls, use of incentives, and refusal conversion techniques were employed to encourage high response rates. Prompting calls increased the response rate of base-year nonrespondents. In the full-scale study, prompting calls were made to base-year nonrespondents, and the results suggest that response rates were significantly higher when staff spoke with the sample member directly (56 percent), as opposed to when staff spoke to someone other than the sample member, reached an answering machine, or a call was not answered (34 percent). Response rates were higher in the early response phase and nonresponse phase when a \$30 incentive was offered than in the production phase when a \$20 incentive was offered. Finally, the refusal rates and refusal conversion results indicated that eligible base-year nonrespondents were more likely (25 percent) than eligible base-year respondents (10 percent) to refuse at some point to complete the interview. Further, base-year respondents were converted at a higher rate (39 percent) than base-year nonrespondents (17 percent).

Regarding interview burden, it took, on average, 20 minutes to complete the BPS:04/06 student interview. The average number of calls made per sample members was 14, and it varied based on response status. The average number of calls to respondents was 10, and the average number of calls to nonrespondents was 33.

# Chapter 4

## Evaluation of Data Quality

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This chapter includes summaries of evaluations conducted throughout the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) data collection, as well as a detailed analysis of the quality of data collected. Analyses of quality control procedures, coding processes, and item-level nonresponse are also presented in this chapter.

### 4.1 Defining and Identifying First-Time Beginners (FTBs) for Cohort Membership

Identifying first-time beginners (FTBs) for membership in the BPS:04/06 cohort required an extensive process involving data collected across two studies, the 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and the current study, BPS:04/06. Data were collected from a number of sources, including

- lists of students enrolled during the 2003–04 academic year at the NPSAS-eligible institutions that provided the lists;
- student-level data abstracted from the student’s institutional record using a computer-assisted data entry (CADE) system;
- records matches, conducted across academic years between 2003–04 and 2005–06, to two extant databases: the Central Processing System (CPS) and the National Student Loan Data System (NSLDS);
- student interviews conducted in 2004 as part of NPSAS:04 and in 2006 as part of BPS:04/06; and
- a one-time record match to the National Student Clearinghouse (NSC) StudentTracker database conducted in September 2006.

The following section describes the process by which sample members were identified and ultimately classified as FTBs across these multiple data sources and time periods.

#### 4.1.1 FTB Identification During NPSAS:04

To begin the NPSAS:04 data collection, NPSAS-eligible institutions were asked to submit to RTI lists of all students enrolled at the institution at any time during the 2003–04 academic year. Students were classified by their institutions as being either FTBs, other undergraduates, or graduate and professional students. As discussed in chapter 2, students should be identified as FTBs if they were an undergraduate enrolled at some time between July 1, 2003 and June 30, 2004 and, prior to July 1, 2003, had not earned any postsecondary degrees or completed any postsecondary classes toward a degree or formal award since completing high school requirements.<sup>11</sup> Table 25 presents the number of NPSAS-eligible FTBs and other

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<sup>11</sup> College credit earned while in high school did not affect FTB status.

undergraduate and graduate/first-professional students sampled from institution lists according to how they were listed initially by the institutions.

**Table 25. Distribution of first-time beginners (FTBs) and other undergraduate, graduate, and first-professional students as listed initially by NPSAS institutions: 2004**

Initial institution classification	Count		Percent	
	Unweighted	Weighted	Unweighted	Weighted
Total, NPSAS-eligible sample	101,010	17,267,520	100.0	100.0
Listed FTB students	42,400	3,336,030	42.0	19.3
Listed other undergraduate and graduate students	55,690	13,610,990	55.1	78.8
Unknown classification	2,920	320,510	2.9	1.9

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

That students were identified by their institutions as FTBs was only the first step in confirming student eligibility for membership in the BPS cohort. Information was also extracted by matching the entire NPSAS:04 sample to two extant databases. The first, the CPS, contains the records of all students who applied for federal financial aid using the Free Application for Federal Student Aid (FAFSA) for the 2003–04 academic year. Question 24 (Q24) of the FAFSA asked applicants about their year in postsecondary education:

*What will be your grade level when you begin the 2003–2004 school year?*

Sample members who answered Q24 as “first year/never attended college before” were considered FTBs according to CPS and, therefore, potentially eligible for membership in the BPS cohort.

In addition to the CPS, the NPSAS:04 student sample was matched to the National Student Loan Data System (NSLDS), which, as the central data system for federal student aid, contains records for Pell grants and the Direct loan program (including subsidized and unsubsidized Stafford, Perkins, and PLUS loans). As a history file, the NSLDS contains aid records for all years of a student’s funding, not just the current academic year. Although NSLDS records do not contain an FTB indicator, it was assumed that any student with a record of federal financial aid receipt prior to the 2003–04 academic year could not have been an FTB in 2003–04.

Two additional sources of student data were involved in the determination of eligibility for the BPS cohort. First, as part of NPSAS:04, records at the NPSAS institutions were abstracted for the entire sample using a CADE methodology. The CADE abstraction instrument contained one item, Question 8, that could help identify a particular sample member as FTB according to the definition of FTB reported under the Integrated Postsecondary Education Data System (IPEDS).

*Is this student classified as a first-time, first-year degree-seeking student for IPEDS reporting purposes? [y/n]*

The response provided for CADE Question 8 helped confirm a student’s eligibility as an FTB but, given the additional requirement of full-time status under the IPEDS definition, could not be used to exclude sample members from the BPS cohort.

In addition to CADE, attempts were made to interview students selected for NPSAS:04 using either a self-administered interview on the Web, or a computer-assisted telephone interview (CATI). Several items in the NPSAS:04 student interview helped to clarify a student’s status as an FTB. Depending on whether or not the NPSAS institution was the first postsecondary institution attended in the 2003–04 academic year, students were asked either **N4FSTSTR** or **N4SCHSTR** (see table 26), which determined when the sample member first enrolled at any postsecondary institution after completing high school requirements. If the sample member reported enrollment prior to the 2003–04 academic year, **N4CMPCLS** determined whether or not credit was earned for the prior enrollment. As long as the student did not earn transferable credit for postsecondary enrollment between high school completion and July 1, 2003, he or she would still be considered potentially eligible for the BPS cohort.

At the end of the NPSAS:04 data collection, all available information for sample members—classification on the institution lists, student interview, CADE, and CPS and NSLDS records matching—was reviewed to make a final determination of BPS eligibility. Since these sources were sometimes found to be contradictory, a judgment was made as to the likely eligibility of each sample member. The outcome of this analysis is shown in table 27, organized according to the institution’s original classification of the student. Institution listings of students were found to be correct for about 86 percent<sup>12</sup> of the NPSAS:04 eligible sample. FTBs were falsely classified as such for 35 percent of the listed sample (false positives), while about 10 percent of the other undergraduate, graduate, and first-professional students were determined actually to be FTBs (false negatives). About 17 percent of those whose status as an FTB was unknown at the time of the listing ended up classified as FTBs.

**Table 26. NPSAS:04 student interview items for determining student status as first-time beginner (FTB): 2004**

Variable	Item	Administered to
N4SCHSTR	In what month and year did you first attend [NPSAS] after completing high school requirements?	Undergraduate respondents whose first school was NPSAS
N4FSTSTR	In what month and year did you first attend any college, university, or trade school after high school?	Undergraduate respondents whose first school was not NPSAS
N4CMPCLS	Did you complete one or more postsecondary classes (at a college or trade school) toward a degree or formal award between the time you completed high school and July 1, 2003?	Undergraduates who first enrolled at a postsecondary institution prior to July 1, 2003 and are either in the first or second year of a degree program, or not in a degree program

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

<sup>12</sup> For sections 4.1 and 4.2 only, weighted percentages are cited in the text, while both unweighted and weighted values are provided in the tables.

**Table 27. First-time beginner (FTB) status following NPSAS:04 interview, record abstraction, and record matching, by initial institutional classification: 2004**

Initial institution classification	Institution listing disposition following data collection					
	Total count		Percent confirmed		Percent error in FTB status	
	Un-weighted	Weighted	Un-weighted	Weighted	Un-weighted	Weighted
Total	101,010	17,267,520	78.2	85.5	21.8	14.5
FTB	42,400	3,336,030	61.9 <sup>1</sup>	65.3	38.2	34.7
Other undergraduate, graduate, or first-professional	55,690	13,610,990	90.5	90.5	9.6	9.6
Unknown classification <sup>2</sup>	2,920	320,510	83.1	83.2	16.9	16.8

<sup>1</sup>Includes 340 cases listed by the NPSAS institution as FTBs who were later determined to be FTBs at another institution. Since these cases were ultimately retained for the BPS:04 cohort, they were considered counted among the confirmed FTBs.

<sup>2</sup>Students whose status was unknown according to the initial list classification were assumed to be non-FTBs.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

#### 4.1.2 FTB Identification During BPS:04/06

In preparation for BPS:04/06 full-scale data collection, the 32,170 FTBs identified during NPSAS:04 were subsampled (see chapter 2) to yield a starting sample of 23,090 sample members. NPSAS:04 interview nonrespondents were asked the same set of base-year interview items, described above, to determine eligibility for the BPS:04 cohort. In addition, a subset of the base-year respondents, whose eligibility as an FTB remained in question despite their interview responses and the results of the CPS and NSLDS record matching were rescreened. Table 28 presents the FTB status of the BPS:04/06 sample, according to the original classification of the sample member by the NPSAS institution, following the BPS:04/06 interview.

**Table 28. First-time beginner (FTB) status following BPS:04/06 interview according to initial FTB listing by NPSAS institution: 2006**

Initial institution classification	Institution listing disposition following data collection					
	Total count		Percent confirmed <sup>1</sup>		Percent error in FTB status	
	Un-weighted	Weighted	Un-weighted	Weighted	Un-weighted	Weighted
Total	23,090	2,770,780	98.6	98.5	1.4	1.5
FTB	18,010	1,579,170	98.9	99.1	1.1	0.9
Other undergraduate, graduate, or first-professional	4,530	1,133,010	97.5	97.6	2.5	2.4
Unknown classification <sup>2</sup>	550	58,220	98.6	99.6	1.4	0.4

<sup>1</sup>Includes those students who were confirmed to be FTBs as well as those who were nonrespondents to the BPS:04/06 interview.

<sup>2</sup>Students whose status was unknown according to the initial list classification were assumed to be non-FTBs.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

As part of the BPS:04/06 data collection, the BPS:04 cohort was again matched to the CPS, for every application year since 2004, and NSLDS databases. In addition, in 2006, the cohort sample was matched to a new source, the National Student Clearinghouse (NSC)

StudentTracker database, which contains enrollment and degree completion data for any students enrolled in NSC-participating institutions.<sup>13</sup> A record match for a student's enrollment at the NPSAS institution was obtained for about 60 percent of FTBs (for further discussion of the match rates obtained from the CPS, NSLDS, and NSC, see section 4.2).

Since it is a history file, the NSC shows current and prior postsecondary enrollment, as well as degrees being attempted and earned at all known institutions for an individual student. Consequently, the NSC data provided another opportunity to evaluate whether sample members were appropriately classified as FTB students in the 2003–04 academic year in light of what was already known from, and was sometimes contradictory with, the CPS, NSLDS, and interviews. If the NSC data confirmed enrollment prior to July 2003, or indicated degrees earned prior to 2003, the sample member was concluded to be ineligible for the BPS:04 cohort. Table 29 presents the final determination of BPS:04 cohort eligibility as a result of records matching to the CPS, NSLDS, and NSC databases in 2006. Based on the combination of information known about sample members across sources, another 7 percent of the sample initially classified as FTB was determined to be ineligible for the BPS:04 cohort.

**Table 29. First-time beginner (FTB) status following records matching to CPS, NSLDS, and NSC databases according to initial FTB listing by NPSAS institution: 2006**

Initial institution classification	Total count <sup>1</sup>		Institution listing disposition following data collection			
			Percent confirmed		Percent error in FTB status	
	Un-weighted	Weighted	Un-weighted	Weighted	Un-weighted	Weighted
Total	22,760	2,728,190	79.8	73.5	20.2	26.5
FTB	17,800	1,564,860	89.4	91.1	10.6	8.9
Other undergraduate, graduate, or first-professional	4,420	1,105,360	47.6	51.0	52.4	49.0
Unknown classification <sup>2</sup>	550	57,970	25.3	26.4	74.7	73.6

<sup>1</sup>The total count of FTBs decreased when additional information collected from records matching determined the students were not actually FTBs during the 2003–04 academic year.

<sup>2</sup> Students whose status was unknown according to the initial list classification were assumed to be non-FTBs.

NOTE: Detail may not sum to totals because of rounding. CPS = Central Processing System. NSC = National Student Clearinghouse. NSLDS = National Student Loan Data System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Identification of FTBs for the BPS:04 cohort, therefore, began with the NPSAS institution's classification of students and ended with the completion of records matching following data collection for BPS:04/06. Table 30 shows the final false positive and false negative rates of the initial institutional classification. From among the students initially classified by their institutions as FTBs for the 2003–04 academic year, 48 percent were ultimately determined not to be FTBs (false positives). Among those classified by their NPSAS institution as other undergraduate, graduate, or first-professional students, about 4 percent were determined to be eligible for the BPS:04 cohort (false negatives), with another 13 percent of students with unknown classification determined to be FTBs as well.

<sup>13</sup> Of the 1,280 NPSAS-eligible institutions enrolling FTBs, 830 (65 percent) participated in the NSC.

**Table 30. Final false positive and false negative rates for classification of first-time beginners (FTBs) by NPSAS institution following NPSAS:04 and BPS:04/06 student interviewing and records matching: 2006**

Initial institution classification	Count		Percent error rate	
	Unweighted	Weighted	Unweighted	Weighted
Total, NPSAS-eligible sample	101,010	17,267,520	†	†
Listed FTB students (false positives)	42,400	3,336,030	53.4	47.9
Listed other undergraduate and graduate students (false negatives)	55,690	13,610,990	4.2	4.1
Unknown classification <sup>1</sup> (false negatives)	2,920	320,510	14.0	13.3

† Not applicable.

<sup>1</sup> Students whose status was unknown according to the initial list classification were assumed to be non-FTBs.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

## 4.2 Record Matching Rates for the BPS:04 Cohort

As described above, the initial FTB sample for BPS:04 was selected from a cross-section of students enrolled at NPSAS-eligible postsecondary institutions between July 1, 2003, and June 30, 2004. From the sampled institutions, RTI received lists of enrolled students from which it selected a random sample of students for participation in NPSAS. Data collection for NPSAS:04 included an abstraction of a sample member's institution records, an interview with the sample member, and record matching to the NSLDS and CPS databases. Similarly, the BPS:04/06 data collection included a follow-up interview with FTBs and additional record matching to CPS, NSLDS, and the NSC StudentTracker database. This section provides a discussion of the observed match rates for these three databases within the BPS:04 cohort.

**Matching to the CPS.** In order to determine an accurate match rate for the CPS, RTI identified respondents who were known to have received federal financial aid of any kind because receipt of federal aid necessarily implies that an application was made. Two sources of information were used to identify federal aid recipients: presence of a record in the NSLDS and information abstracted from each sample member's institution record (CADE data) as part of NPSAS:04. Matching to the CPS applicant database was performed by RTI several times over the course of the 2003–04 FAFSA application year, using the sample member's SSN concatenated with the first two letters of the last name as the "CPS ID." SSNs were received for approximately 96 percent of the NPSAS:04 eligible potential FTBs. As shown in table 31, about 97 percent of students known to have received federal aid matched to records in the CPS.

**Table 31. Percentage of federally aided BPS:04 cohort members matching to the Central Processing System (CPS) database: 2003–04**

Matching to the CPS	Percent of cohort members receiving federal aid	
	Unweighted	Weighted
Total	100.0	100.0
Matched	96.7	96.6
Did not match	3.3	3.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Matching to the NSLDS.** The second major database for records matching in BPS:04/06 was the NSLDS. To match to the NSLDS, RTI provided student SSNs to staff at the U.S. Department of Education; actual matching was performed at the request of the Department by the NSLDS contractor. Match rates were calculated against the number of BPS:04 cohort members identified in NPSAS:04 who, based on abstracted CADE records, were known to have received either a Pell grant or a Direct loan during the 2003–04 academic year. As shown in table 32, about 94 percent of study respondents with known Pell grants and/or Direct loans matched to the NSLDS database.

**Table 32. Percentage of Pell grant or Direct loan BPS:04 cohort members matching to the National Student Loan Data System (NSLDS) database: 2003–04**

Matching to the NSLDS	Percent of cohort members receiving Pell grant or Direct loan	
	Unweighted	Weighted
Total	100.0	100.0
Matched	94.3	94.3
Did not match	5.7	5.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Matching to the NSC.** In addition to the CPS and NSLDS file matching, the BPS:04 cohort sample was matched to the NSC StudentTracker database in September 2006. RTI provided SSNs and dates of birth to the NSC for those sample members for whom the information was available (about 97 percent).<sup>14</sup> Irrespective of institution, at least one record match was found in the database for 76 percent of FTBs.

Results of the student-level file matching to the NSC for their NPSAS institution enrollment are shown in table 33. Overall, a record match for a student’s enrollment at the NPSAS institution was obtained for about 60 percent of the FTBs with an SSN and/or date of birth. An individual student record would match to the NSC only if the student’s NPSAS institution was a participant in the NSC.<sup>15</sup> Of the original NPSAS institutions, 94 percent enrolled FTBs. (The remaining institutions were professional schools that do not enroll first-time

<sup>14</sup> If not already provided during NPSAS:04, additional SSNs and birth dates were obtained from student respondents during the first follow-up interview.

<sup>15</sup> Institutional participation in the NSC was assumed if a record of enrollment at the NPSAS institution was located for at least one BPS sample member.

postsecondary students.) Among those institutions enrolling FTBs, 65 percent participated in the NSC. As shown in table 34, an NSC record match was obtained for about 84 percent of students enrolled at NSC-participating institutions.

**Table 33. Percentage of BPS:04 cohort members matching to the National Student Clearinghouse (NSC) StudentTracker database: 2006**

Matching to NSC	Percent of cohort members	
	Unweighted	Weighted
Total	100.0	100.0
Matched	61.4	60.2
Did not match	38.6	39.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table 34. Percentage of BPS:04 cohort members enrolled in NSC-participating institutions matching to the National Student Clearinghouse (NSC) StudentTracker database: 2006**

Matching to NSC	Percent of cohort members enrolled in NCS- participating institutions	
	Unweighted	Weighted
Total	100.0	100.0
Matched	86.2	83.5
Did not match	13.8	16.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

### 4.3 Online Coding

The online coding systems used to code institution, major, occupation, and industry were developed to standardize sample member responses into predetermined categories. As described in chapter 2, institution, major, and occupation coding systems involved an assisted coding mechanism that retrieved a list of possible codes following the entry of a text string. Industry was coded manually from a list of 24 industries.

The reliability of the coding systems was assessed by expert coders. When institution codes were missing, expert coders used the text string (if provided) to determine the appropriate school code. The rate at which institution codes were upcoded is presented in the next section. A total of 25 percent of reported majors, occupations, and industries were subject to review by expert coders. Expert coders reviewed text strings collected by the three coding systems and selected the appropriate corresponding code. An application compared expert codes to original codes provided in the interview. Expert codes replaced original codes when they did not coincide. Recoding rates for major, occupation, and industry are presented in table 35 along with comparisons by mode.

#### 4.3.1 Institution (IPEDS) Coding

Institution names and enrollment history were collected in section B of the student interview in a looping series of questions that repeated for each school attended. As a result,

respondents were able to report enrollment dates and intensity for multiple postsecondary institutions (the maximum number of institutions attended by a single respondent was seven).

The upcoding rates were calculated on the basis of whether *any* of the institution names for a given respondent were upcoded. A small number of respondents (3 percent) had at least one upcoded institution. No mode differences were found.

### 4.3.2 Major Coding

As described in chapter 2, the major coding system utilized an assisted coder that derived a list of possible matches from the text string the respondent provided. If no areas matched, double drop-down boxes were used to categorize the major. As shown in table 35, 83 percent of all majors were coded correctly according to expert coder evaluations, while 15 percent required recoding and 2 percent of strings were too vague to code accurately. Mode comparisons suggest that CATI/CAPI produced reliable major codes at a higher rate than the self-administered web interview (89 percent of CATI/CAPI codes were correct versus 81 percent of web codes;  $z = 5.7$ ;  $p < .01$ ). The mode difference in major coding reliability suggests that the specialized training modules designed to introduce interviewers to the coding systems were effective. That interviewers received this training and, over time, became experienced coders accounts for their greater facility navigating the coding systems compared to self-administered respondents.

### 4.3.3 Occupation Coding

Chapter 2 discussed how the occupation coding system utilized an assisted coder that derived a list of possible matches from the text string the respondent provided. If no areas matched, then triple drop-down boxes were used to categorize the occupation. Occupation codes, collected from employed respondents who were no longer enrolled in postsecondary education, were correct for 81 percent of cases reviewed (table 35). Of the remaining 19 percent of cases, 17 percent of codes were recoded, and 2 percent were too vague to code. The reliability of occupation coding did not vary significantly by administration mode ( $z = 0.2$ ).

### 4.3.4 Industry Coding

Also described in chapter 2, the industry coding was a manual process where an industry was selected, based on the text string provided by the respondent, from a list of 24 industries. Like occupation, industry data were collected from working respondents who were not enrolled in postsecondary education. Table 35 displays the expert coder results for industry coding. Of the cases subject to quality review by expert coders, 86 percent of codes were deemed correct, while 11 percent required recoding, and 3 percent were too vague to code. The reliability of industry coding did not vary significantly by interview mode ( $z = 0.7$ ).

**Table 35. Expert coder results for major, occupation, and industry coding, by mode of administration: 2006**

Mode of administration	Original code was correct		Recoded - original code was not missing		Text string was too vague to code	
	Number	Percent	Number	Percent	Number	Percent
<b>Major coding</b>						
Overall	2,340	83.1	440	15.4	40	1.5
Web	1,590	80.5	350	17.8	30	1.7
CATI/CAPI	750	89.3	80	9.8	10	1.0
<b>Occupation coding</b>						
Overall	750	80.8	160	17.2	20	2.0
Web	320	81.1	70	16.6	10	2.3
CATI/CAPI	420	80.6	90	17.7	10	1.7
<b>Industry coding</b>						
Overall	740	86.2	90	10.8	30	3.0
Web	280	85.1	30	10.3	20	4.6
CATI/CAPI	460	86.8	60	11.1	10	2.1

NOTE: Detail may not sum to totals because of rounding. CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education. National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

## 4.4 Identifying Difficult Items: Help Text, Conversion Text, and Item Nonresponse

### 4.4.1 Help Text Analysis

The BPS:04/06 full-scale interview offered general and screen-specific help text on all instrument screens. The general help text provided answers to frequently asked questions about response types and browser settings for questionnaire completion. The screen-specific help text provided definitions of terms and phrases used in question wording and response options, and explained the type of information requested. Each help text screen also provided a toll-free telephone number so that sample members could call the BPS:04/06 Help Desk for additional assistance.

The number of times respondents clicked the help text button for each screen was tallied to determine the rate of help text access per screen relative to the number of respondents to whom the screen was administered. The screen-level rate of help text access was analyzed overall and by mode of interview administration to identify screens that may have been problematic for users.

Overall, the mean percentage of help text hits per screen was less than 1 percent. Across all interview forms, cases completed with an interviewer accessed help text more often than did self-administered cases (1 percent compared with less than 1 percent, respectively;  $t = -7.1$ ,  $p < .0001$ ). It should be noted that interviewers were trained and encouraged to use help text as needed. Table 36 presents the rates of help text access for the interview screens that were administered to 50 or more respondents and in which help text was accessed at a rate of 2 percent or more.

The item with the highest rate of help text access was *employer's primary industry*, at a rate of 7 percent. This item asked respondents to provide their employer's primary industry or business. The majority of requests for help text on this screen was from interviewer-administered respondents. Approximately 11 percent of all interviewer-administered respondents used help text for this form, compared to 1 percent among self-administered respondents ( $z = 11.9$ ;  $p < .01$ ). The item with the second highest rate of help text access was *confirm first-time enrollment*, at a rate of 6 percent. No differences were found between modes of administration.

The two items where help text was accessed at a rate of 2 percent or more were similar questions. One item, *type of employer while enrolled in school*, had an overall help text rate of 3 percent. Approximately 9 percent of all interviewer-administered respondents used help text for this form, compared to less than 1 percent among self-administered respondents ( $z = 19.8$ ;  $p < .01$ ). The other item, *type of employer worked for in current job if no longer enrolled in school*, had an overall help text rate of 5 percent. Help text for this form was utilized by 9 percent of interviewer-administered respondents, compared to 1 percent of self-administered respondents ( $z = 10.3$ ;  $p < .01$ ).

The remaining two items where help text was accessed at a rate of 3 percent dealt with untaxed benefits and remedial courses. In one item, *ever taken remedial courses after completing high school*, the help text was never accessed by self-administered respondents, but was used by 6 percent ( $z = 1.9$ ,  $p < .1$ ) of CATI respondents. For the other item, *received other untaxed benefits*, the help text was never accessed by CATI respondents, but was used by 4 percent ( $z = 5.23$ ,  $p < .1$ ) of self-administered respondents.

**Table 36. Rates of help text access, by item: 2006**

Item description	Number administered to	Percent of help text access
Confirm first-time enrollment	110	5.5
Ever take remedial courses after completing high school	120	2.5
Type of employer, while enrolled	7,030	3.0
Type of employer, current job	3,290	5.3
Employer's primary industry	3,260	6.5
Received: other untaxed benefits	1,380	2.5

NOTE: Table is based on the rates of help text access for interviewer screens administered to a minimum of 50 respondents and in which help text was accessed at a rate of at least 2 percent. Due to increased confidentiality measures, rates of help text access are based on self-administered respondents and telephone-administered interviews, but not on in-person-administered interviews.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

#### 4.4.2 Conversion Text Analysis

To keep item-level nonresponse to a minimum, the BPS:04/06 instrument implemented conversion text for 20 items of critical importance to the study. These key items included such topics as postsecondary enrollment, grade point average (GPA), employment status, amount of undergraduate loans, earnings, race, citizenship status, rent or mortgage payments, and number of credit cards in the respondent's name. If respondents did not provide an answer before continuing to the next screen, the original screen was reloaded with conversion text—a brief

statement intended to encourage item completion. This additional text emphasized the confidential nature of the study as well as the importance of individual responses and explained how the information was to be used in research.

Table 37 displays the rate of conversion for each item in which the conversion text was viewed by at least 10 respondents (13 of the 20 critical items). Overall conversion rates are shown, as well as rates by mode (self- or interviewer-administered). Rates of conversion ranged from 32 to 100 percent, suggesting that the conversion text was generally successful in encouraging item response. Conversion text was particularly advantageous for items pertaining to enrollment and employment, earnings, and undergraduate loans. Conversion text was least effective in improving responsiveness to the item on monthly rent or mortgage payments (32 percent conversion rate).

**Table 37. Overall conversion results for critical items, by mode of administration: 2006**

Description	Total number of cases	Total percent converted	Self-administered		Interviewer-administered	
			Number of cases	Percent converted	Number of cases	Percent converted
Still enrolled at last known school	20	100.0	10	100.0	10	100.0
Currently employed	10	100.0	#	100.0	10	100.0
Number of jobs during last term of enrollment	20	89.5	10	100.0	10	75.0
Parents' income in 2005	800	88.1	180	83.7	610	90.3
Earnings in 2005	410	75.6	110	77.1	310	75.8
Spouse's earnings in 2005	120	68.1	20	82.4	100	65.7
Amount borrowed for undergraduate loans	560	69.9	370	78.0	180	53.3
Citizenship status	10	64.3	10	85.7	10	42.9
Number of credit cards in own name	90	67.4	50	86.0	40	45.2
Enrollment through June 2006 at NPSAS school	70	56.5	30	72.7	40	41.7
Race	10	66.7	#	100.0	#	50.0
Cumulative GPA	320	50.6	90	80.4	230	38.7
Monthly rent or mortgage payment	130	31.5	40	47.5	90	24.1

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Table is based on conversion text that was viewed by at least 10 respondents, which included 13 of the 20 critical items. GPA = Grade point average.

SOURCE: U.S. Department of Education. National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

There were no significant mode differences identified for several of the key items, including still enrolled at last known school, number of jobs, current employment status, race, earnings in 2005, spouse's earnings in 2005, and citizenship status. Conversion text results did vary by mode with critical items of NPSAS enrollment through June 2006 ( $z = 2.59$ ;  $p < .01$ ), cumulative GPA ( $z = 6.76$ ;  $p < .01$ ), amount borrowed for undergraduate loans ( $z = 5.96$ ;  $p < .01$ ), monthly rent or mortgage payments ( $z = 2.63$ ;  $p < .01$ ), and number of credit cards ( $z = 4.16$ ;  $p < .01$ ). The results indicate that, on these items, higher rates of conversion were obtained through the self-administered web interview. Conversely, a higher rate of conversion was observed for interviewer-administered interviews on the item requesting parents' income in 2005 ( $z = 2.49$ ;  $p < .05$ ). This could be confounded by the fact that interviewers chose the *don't know* option more often than self-administered respondents, thus resulting in a valid answer.

### 4.4.3 Item-Level Nonresponse

The rate of nonresponse is another data quality measure that can identify troublesome interview items and help to better understand the experiences of sample members in completing the interview. The purpose of the evaluation presented here is not to analyze potential bias, but to identify items that were administered yet have relatively high rates of nonresponse.<sup>16</sup> Missing data for items in the full-scale student interview were associated with a number of factors: (1) a true refusal, (2) an unknown answer, (3) an inappropriate question for the respondent that he or she could not answer, (4) confusion related to the question wording or response options, or (5) hesitation to provide a best guess response. This section discusses items with high rates of missing data (including “don’t know” responses) to better understand which items may be sensitive or difficult to answer.<sup>17</sup>

Total nonresponse rates were calculated for each of the items that were administered to at least 100 respondents. Of over 400 items, only 7 yielded a total nonresponse rate greater than 5 percent. Results of the item-level nonresponse analysis by item are presented in table 38. The item with the highest rate of nonresponse (11 percent) was spouse’s total student loan amount.

**Table 38. Interview item nonresponse, by items with over 5 percent missing: 2006**

Item description	Number administered to	Percent don't know	Percent blank	Total percent nonresponse
Month degree will be awarded at School 1	420	†	5.5	5.5
Month degree will be awarded at School 2	130	†	8.7	8.7
Estimate of GPA <sup>1</sup>	680	7.2	0.4	7.6
Monthly payment on education loans	1,080	†	7.5	7.5
Parent's income in 2005	10,580	4.2	0.8	5.0
Spouse's total student loan amount	330	†	10.9	10.9
Spouse's monthly payment of student loans	320	†	6.1	6.1

† Not applicable.

<sup>1</sup> This question was asked of respondents who were not graded on a 4.0 scale. GPA = Grade point average.

NOTE: This table includes only those items that were administered to at least 100 respondents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Another item that produced a high nonresponse rate, at 9 percent, was month degree will be awarded at School 2. This item was asked of respondents who indicated they were expecting to complete a degree by July 2006 and listed March, April, May, and June as options, depending on the month the interview was administered. The item for estimate of GPA for respondents who were not graded on a 4.0 scale produced an 8 percent nonresponse; furthermore, 7 percent of nonresponse on this item was due to respondents providing a “don’t know” response. Other items with more than 5 percent nonresponse included respondent’s monthly payment on education loans, parent’s income in 2005, and spouse’s monthly payment of student loans. These items may have probed matters that were perceived as personal to respondents, thus contributing to their reluctance to answer them or dealt with information in which the respondent truly did not know the answer.

<sup>16</sup> A nonresponse bias analysis for items with 15 percent or more missing data across all data sources is presented in chapter 6.

<sup>17</sup> See appendix J for analyses of nonresponse bias among all study respondents.

Item-level nonresponse rates were examined by mode. All items, except for month degree will be awarded at School 1 and 2 and estimate of GPA, exhibited statistically significant differences in nonresponse rates ( $p < .01$ ) between self-administered and interviewer-administered modes. Overall, CATI item nonresponse for these items was higher than for self-administered interviews. Results of the item-level nonresponse analysis by mode are presented in table 39, along with the corresponding  $z$  values. The items that exhibited statistically significant differences between modes all pertained to financial information, including income and loan amounts, so the personal nature of the questions could have contributed to the rate of nonresponse for interviewer-administered cases.

**Table 39. Interview item nonresponse, by mode of administration: 2006**

Item description	Self-administered		Interviewer-administered		$z$
	Number	Percent	Number	Percent	
Month degree will be awarded at School 1	360	4.5	60	11.1	1.71
Month degree will be awarded at School 2	100	7.4	30	12.5	0.89
Estimate of GPA <sup>1</sup>	280	8.2	400	7.3	0.43
Monthly payment on education loans	660	5.6	430	10.3	2.88
Parent's income in 2005	7,110	1.9	3,470	11.3	20.9
Spouse's total student loan amount	210	4.3	120	22.1	5.01
Spouse's monthly payment of student loans	210	0.5	120	15.8	5.55

<sup>1</sup> This question was asked of respondents who were not graded on a 4.0 scale.

NOTE: Table includes items that were administered to at least 100 respondents and had nonresponse rates of at least 5 percent. GPA = Grade point average.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Overall, the help text, conversion text, and item-level nonresponse rates did not show many significant differences between modes of administration. The help text analysis resulted in 3 out of 4 items showing statistically significant differences between modes. This is an expected result: interviewers were trained to use help text, whereas self-administered web respondents may have forgotten it was available. The conversion text analysis only resulted in 6 out of 13 items showing significant differences between modes. The item-level nonresponse analysis resulted in significant mode differences in 4 out of the 7 items. There was only one item, parent's income in 2005, which contained conversion text and still had a high level of nonresponse. Overall, the rate of nonresponse for the item of parent's income was 5 percent; furthermore, over 80 percent of this item's nonresponse rate reflects respondents selecting the *don't know* option, which appeared once the conversion text was displayed.

## 4.5 Question Delivery and Data Entry Error Rates

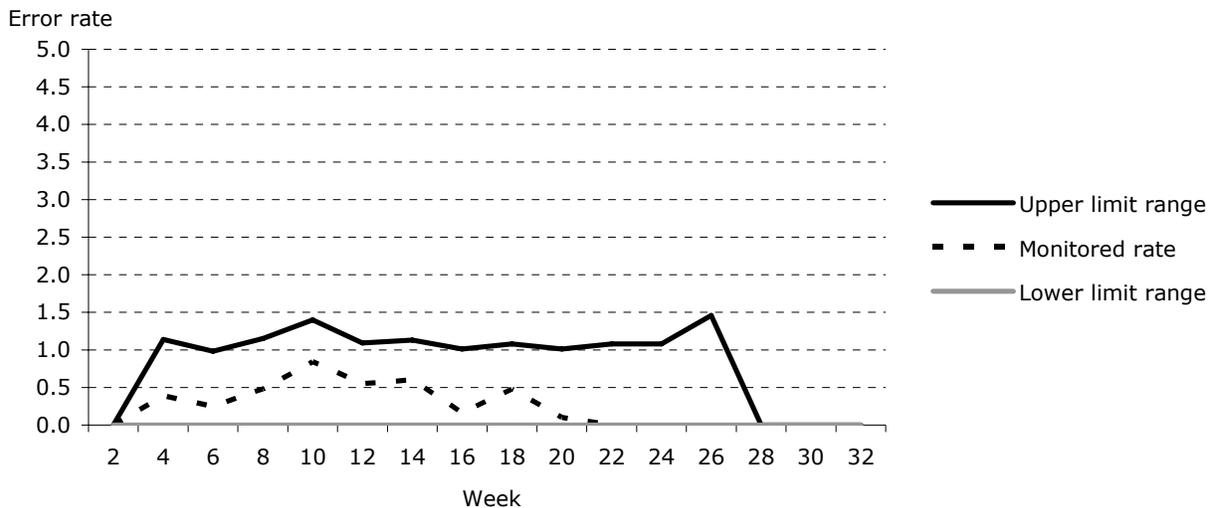
Monitoring telephone data collection accomplishes a number of goals, all aimed at maintaining a high level of data quality. Regular monitoring in BPS:04/06 helped to meet three important quality objectives: (1) reduction in the number of interviewer errors, (2) improvement in interviewer performance by reinforcement of good interviewing practices, and (3) assessment of the quality of the data being collected.

Specially trained monitors simultaneously listened to and viewed CATI interviews using remote monitoring telephones and computer equipment. This system provided for sampling of

interviewing and interview items during CATI operations. It also allowed monitors to observe live interviews without disturbing the interviewer or respondent. Monitors listened to up to 20 questions during an ongoing interview and, for each question, evaluated two aspects of interviewer performance: (1) correct delivery of questions (error in question delivery) and (2) accurate keying of the response (error in data entry). To ensure that sufficient monitoring occurred for BPS:04/06, monitoring sessions were conducted throughout all of CATI data collection, including day, evening, and weekend shifts.

Daily, weekly, and cumulative question delivery and data entry outcomes were measured and displayed on the Integrated Management System (IMS). During CATI data collection, 9,109 items were monitored. During the initial weeks of data collection, the number of observations was lower because telephone interviews were slow to start. Likewise, monitoring efforts were scaled back during the final weeks of data collection due to lighter caseloads being worked by the telephone interviewers. Among the 9,109 items observed, 31 question delivery errors and 20 data entry errors were observed. Throughout the monitoring period, error rates for each 2-week period remained within acceptable limits, never exceeding 1 percent. Error rates in question delivery and data entry, by 2-week data collection periods, are shown in figure 6 and figure 7. Both presentations provide upper and lower control limits for these measures.<sup>18</sup> The error rate peaks are attributable to the addition of new interviewer staff, who were becoming familiar with the student instrument.<sup>19</sup>

**Figure 6. Question delivery errors, by week: 2006**

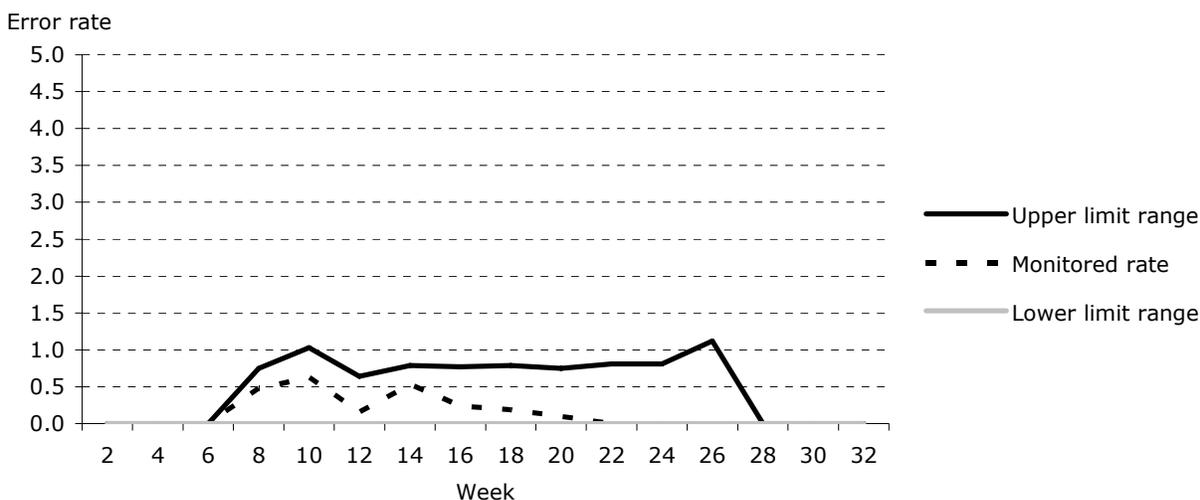


NOTE: The upper and lower control limits were defined by 3 times the standard error of the proportion of errors to the number of questions observed for the period (+3 times the standard error for the upper limit; -3 times the standard error for the lower limit). The lower control limit for each week of data collection was 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

<sup>18</sup> The upper and lower control limits were defined by 3 times the standard error of the proportion of errors to the number of questions observed for the period (+3 times the standard error for the upper limit; -3 times the standard error for the lower limit).

<sup>19</sup> The number of student interviews to be completed required a large interviewing staff. There were several training sessions for new interviewers throughout data collection.

**Figure 7. Data entry errors, by week: 2006**

NOTE: The upper and lower control limits were defined by 3 times the standard error of the proportion of errors to the number of questions observed for the period (+3 times the standard error for the upper limit; -3 times the standard error for the lower limit). The lower control limit for each week of data collection was 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

## 4.6 Data Collection Evaluations

### 4.6.1 Help Desk

As described in chapter 2, a Help Desk was available to assist respondents in completing the student interview. Help Desk staff were trained to answer any calls received from the Help Desk hotline, as well as conduct telephone interviews as needed. Help Desk staff assisted sample members with questions about the web instrument and provided technical assistance to sample members who experienced problems while completing the self-administered web interview. Help Desk agents also responded to voice-mail messages left by respondents when the call center was closed.

To gain a better understanding of the problems encountered by students attempting to complete the interview over the Web, a software program was developed to record each Help Desk incident that occurred during data collection. For each occurrence, Help Desk staff confirmed contact information for the sample member and recorded the type of problem, a description of the problem and resolution, an incident status (pending or resolved), and the approximate time required to assist the caller.

Table 40 provides a summary of Help Desk incidents encountered during BPS:04/06 data collection. Help Desk staff assisted 669 students (4 percent of the sample) with 748 total incidents. The most common type of incident recorded by the Help Desk was sample members that called in to complete the interview (46 percent). Calls from students requesting their Study ID and/or password were the second most common type of Help Desk incident (24 percent). Further, 14 percent of Help Desk incidents involved miscellaneous issues, and 9 percent were

related to browser settings and computer problems. Questions about the study accounted for 5 percent of Help Desk incidents, while “website down” or “unavailable” and “program error” call-in incidents each accounted for 1 percent of Help Desk incidents. Questionnaire content questions and questions about the study each represented fewer than 1 percent of Help Desk incidents.

**Table 40. Help Desk requests, by type of incident reported: 2006**

Type of incident reported	Number of requests	Percent of requests
Total	748	100.0
Study ID/password	176	23.5
Browser settings/computer problems	64	8.6
Called Help Desk to complete the interview	345	46.1
Website down/unavailable	9	1.2
Program error call-in	9	1.2
Questionnaire content	4	0.5
Questions about the study	36	4.8
Routing/Skip problems	2	0.3
Other problems, not classifiable	103	13.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Student Longitudinal Study (BPS:04/06).

#### 4.6.2 CATI Quality Circle Meetings

Quality Circle (QC) meetings were vital components for ensuring that project staff, call center supervisory staff, and telephone interviewers were communicating on a regular basis about the goals of the study and addressing challenges encountered along the way. These meetings provided a forum for discussing elements of the CATI instrument, questionnaire design, and interview cooperation tactics; motivating the group toward the goals of the study; and acquiring feedback on data collection issues. Meetings were held biweekly at the Call Center, and an agenda was provided to those in attendance. For interviewing staff unable to attend the meeting, notes were distributed electronically to the Call Center supervisory staff and passed along accordingly. A summary of issues addressed in the meetings is outlined below:

- clarification of questions and item responses;
- BPS eligibility criteria;
- submission of problem sheets;
- the importance of providing detailed case comments;
- data security protocols;
- methods of gaining cooperation from sample members and gatekeepers; and
- general morale boosting and reinforcement of positive interviewing techniques.

Throughout the duration of the study, a variety of issues were addressed at the QC meetings that reinforced specific content from training and contributed to prompt problem solving. Some of the issues covered in QC meetings included the following:

**Writing Problem Sheets.** Reporting problems when they occur is an important part of telephone interviewing. Interviewers were trained to report problems electronically and to provide specific detail, including but not limited to the problem that occurred, when it occurred, and the specific point in the interview in which it occurred. Problem sheets further delineated how the issue was addressed. Review of problem sheets in QC meetings was a critical means through which staff learned to recognize and manage the different problems they would encounter.

**Eligibility Criteria.** Because of the considerable complexity of the eligibility criteria, interviewers were reminded to allow eligibility determination to be made by the programmed instrument.

**Gaining Cooperation.** Discussions focused on the difficulty of gaining a sample member's trust during the initial phases of the call. Refusal avoidance strategies were revisited during QC meetings and adapted, as needed, for problems specific to the BPS:04/06 full-scale study data collection. For example, obtaining new contact information from parents (for students no longer living at home) was a focal point for many discussions. Interviewers shared tips for overcoming parent concerns and found ways to benefit and learn from each other's experiences.

**Questionnaire.** Interviewers were given hard copies of the questionnaire and asked to read and review the questions to identify any items that seemed to be confusing or misleading. During QC meetings, particular problems with question wording and other aspects of the interview were discussed.

**Interviewer Debriefings.** At the conclusion of the BPS:04/06 full-scale study, project staff held debriefing meetings with the telephone and field interviewers to learn more about the field test experience. Interviewer debriefings focused on what worked well and what could be improved with respect to the following:

- interviewer training sessions;
- tracing strategies;
- refusal conversion;
- interview questions and coding systems that were difficult for the respondents to answer or the interviewers to code; and
- use of incentives and mailouts.

A summary of the telephone and field interviewer debriefing meetings was prepared and will be considered when planning the next BPS follow-up interview in 2009.

## 4.7 Conclusions

This chapter evaluated the quality of data collected by the BPS:04/06 full study instrument and analyzed the quality control procedures, coding processes, and item-level nonresponse.

Students eligible for BPS:04/06 are the students who were eligible to participate in the NPSAS:04 and who were determined to be FTB students in the 2003–04 academic year. Approximately 81 percent of BPS:04/06 sample members were determined to be eligible for the study, and 80 percent of the eligible students responded to the interview.

Assessment of coding systems by mode was assessed in this chapter. Of the cases subject to quality review by expert coders, 86 percent of industry codes, 83 percent of major codes, and 81 percent of occupation codes coincided with expert coder evaluations. Mode comparisons suggested that the reliability of industry and occupation codes did not vary significantly by interview mode. With major coding, CATI/CAPI produced reliable major codes at a higher rate than the self-administered web interview, suggesting that interview training modules on coding systems were effective.

The help text analysis indicated that, on average, help text was accessed per screen less than 1 percent of the time, and the item with the highest rate of help text access was employer's primary industry. Conversion text was implemented for 20 items of critical importance for the study. Rates of conversion ranged from 32 to 100 percent. Conversion text was especially effective for enrollment and employment items and least effective for monthly rent and mortgage payments. The item-level nonresponse analysis indicated that out of the 400 items, only 7 yielded a total nonresponse rate greater than 5 percent. The item with the highest rate of nonresponse was spouse's total student loan amount.

The examination of question delivery and data entry error rates indicates that out of the 9,109 items monitored, 31 question delivery errors and 20 data entry errors were observed. In addition, for each 2-week time period, error rates remained within acceptable limits, never exceeding 1 percent. A total of 748 Help Desk incidents was reported; student calls to complete the interview were the most common incidents.



# Chapter 5

## Variable Construction and File Development

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The data files for the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) contain student-level data collected from student interviews and national databases. 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.<sup>20</sup> This chapter describes each file and details the editing and documentation process.

### 5.1 Overview of the BPS:04/06 Data Files

The primary analysis file, from which the study DAS was constructed, contains data for 18,640 eligible sample members. The primary analysis file contains over 800 variables, developed from multiple sources. Throughout the data collection period, data were processed and examined for quality control purposes. Editing of student data began shortly after the start of self-administered web data collection, when procedures and programs for this purpose were first developed. Anomalous values were investigated and resolved, where appropriate, through the use of data corrections and logical recodes. Interim files were delivered to the National Center for Education Statistics (NCES) for review throughout the data collection period.

The first DAS was adjudicated and approved for public release in June 2007. Complete data for BPS:04/06 are located on the restricted access files and are documented by the ECB. The restricted files and the ECB are available to researchers who have applied for and received authorization from NCES to access restricted research files. Authorization may be obtained by contacting the NCES Data Security Office. The restricted-use BPS:04/06 ECB contains the following files, each linked by the student's study ID:

- *BPS analysis file*. Contains analytic variables derived from all BPS data sources, as well as selected direct student interview variables.
- *BPS student data file*. Contains student interview data collected from 18,640 eligible sample members, which includes 14,900 interview respondents. Topics include enrollment history, education characteristics, employment, and background.
- *BPS institution analysis file*. Contains student-level analytic variables derived from the BPS:04/06 school data file.
- *BPS institution data file*. Contains institution data obtained from both the 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and BPS:04/06 student interviews for all eligible sample members. It is a student-level file; however, a student can have more than one record in the file. There is a separate record for each postsecondary institution that each student attended between July 2003 and June 2006 (up to nine institutions).

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<sup>20</sup> The electronic codebook (ECB) and Data Analysis System (DAS) are both fully documented software products available from the National Center for Education Statistics (NCES). The DAS is available online at <http://nces.ed.gov/das>.

- *BPS coding data file.* Contains major field of study, industry, and occupation strings collected in the BPS student interview, as well as the associated codes.
- *CPS 2003–04 data file.* Contains data received from the Central Processing System (CPS) for the 13,780 eligible sample members who matched to the 2003–04 financial aid application files.
- *CPS 2004–05 data file.* Contains data received from the CPS for the 10,680 eligible sample members who matched to the 2004–05 financial aid application files.
- *CPS 2005–06 data file.* Contains data received from the CPS for the 8,130 eligible sample members who matched to the 2005–06 federal aid application files.
- *CPS 2006–07 data file.* Contains data received from the CPS for the 4,680 eligible sample members who matched to the 2006–07 federal aid application files as of May 2006.
- *NSLDS data file.* Contains raw loan-level data received from the National Student Loan Data System (NSLDS) for the 9,920 eligible sample members who received loans from 2003–04 through 2005–06. This is a history file with separate records for each transaction in the loan files; therefore, there can be multiple records per case spanning several academic years.
- *Pell data file.* Contains raw grant-level data received from the NSLDS for the 8,230 eligible sample members who received Pell grants from 2003–04 through 2006–07. This is a history file with separate records for each transaction in the Pell system; therefore, there can be multiple records per case.
- *ACT data file.* Contains data received from ACT for the 5,940 eligible sample members who matched to the 1997–98 through 2002–03 ACT files.
- *NPSAS analysis file.* Contains the NPSAS:04 analytic variables derived from all data sources, as well as selected direct student interview variables for BPS:04-eligible sample members during the NPSAS year (July 1, 2003–June 30, 2004).
- *NPSAS student base data file.* Contains raw data collected from institutional records and the NPSAS:04 student interview for BPS:04/06-eligible sample members who were base-year study respondents.
- *NPSAS student interview institution data file.* Contains institution data obtained from the NPSAS student interview for BPS:04/06-eligible sample members who were base-year study respondents. It is a student-level file; however, a student can have more than one record in the file. There is a separate record for each postsecondary institution that each student attended during the base year (up to six institutions).
- *NPSAS institution file.* Contains selected institution-level variables for the NPSAS sampled institutions. This file can be linked to the NPSAS:04 student base data file using the institution’s Integrated Postsecondary Education Data System (IPEDS) number.
- *BPS:04/06 weights file.* Contains all of the analysis weights created for BPS:04/06. There is a separate record for each study respondent.

## 5.2 Data Coding and Editing

The BPS:04/06 student instrument data were coded and edited using procedures developed and implemented for previous NCES-sponsored studies, including the base-year study, NPSAS:04. The coding and editing procedures fell into two categories: (1) consistency checks and online coding performed within the instrument during data collection and (2) post-data collection data editing.

### 5.2.1 Range/Consistency Checks and Online Coding

**Range and Consistency Checks.** The web-based student instrument included edit checks to ensure that data collected were within valid ranges. Examples of some of the general online edit checks include the following:

- Range checks were applied to all numerical entries such that only valid numeric responses could be entered.
- A consistency check was triggered when a respondent provided a valid answer and then checked a “none of the above” option. Respondents and interviewers were advised to uncheck other options before checking the “none of the above” option. Conversely, if a respondent selected “none of the above” first and then checked a valid answer, the system unchecked the “none of the above” option automatically.
- Consistency checks were also used for cross-item comparisons. For example, if respondents indicated that they were born in 1989 but graduated from high school in 2004, they were asked to verify this information.

**Online Coding.** As noted in chapter 2, section 2.2.1, BPS:04/06 had a single data collection system for self-administered web interviews, computer-assisted telephone interviews (CATI), and computer-assisted personal interviews (CAPI): a web-based instrument. The web instrument included online coding systems used for the collection of industry, occupation, certificates, and major field of study data. The instrument also included a coding module used to obtain information for all postsecondary institutions that the student attended since the base-year study.

These online coding systems greatly reduced the coding efforts and the amount of file merging necessary after data collection was over. They allow the data file user to have useful and familiar codes for analysis while ensuring that most codes are assigned during data collection rather than during the data editing phase.

### 5.2.2 Post-Data Collection Editing

The BPS:04/06 data were edited using procedures developed and implemented for previous studies sponsored by NCES, including the base-year study, NPSAS:04. Following data collection, the information collected in the student instrument was subjected to various quality control checks and examinations. These checks were to confirm that the collected data reflected appropriate skip patterns. Another evaluation examined all variables with missing data and substituted specific values to indicate the reason for the missing data. A variety of explanations

are possible for missing data. Table 41 lists the set of consistency codes used to assist analysts in understanding the nature of missing data associated with BPS:04/06 interview items.

**Table 41. Description of missing data codes: 2006**

Missing data code	Description
-1	Don't know
-3	Not applicable
-6	Out of range
-8	Item was not reached due to an error
-9	Data missing <sup>1</sup>

<sup>1</sup> Missing data from the abbreviated interview was coded as -9.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Skip-pattern relationships in the database were examined by methodically running cross-tabulations between gate items and their associated nested items. In many instances, gate-nest relationships had multiple levels within the 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 several iterations and many multiway cross-tabulations to ensure the proper data were captured.

The data cleaning and editing process for the BPS:04/06 data files involved a multistage process that consisted of the following steps:

1. Blank or missing data were replaced with -9 for all variables in the instrument database. A one-way frequency distribution of every variable was reviewed to confirm that no missing or blank values remained. These same one-way frequencies revealed any out-of-range or outlier values, which were investigated and checked for reasonableness against other data values (for example, hourly wages of \$0.10 rather than \$10.00). Creating SAS formats from expected values and the associated value labels also revealed any categorical outliers.

Descriptive statistics were produced for all continuous variables. All values less than zero were temporarily recoded to missing. Minimum, median, maximum, and mean values were examined to assess reasonableness of responses, and anomalous data patterns were investigated and corrected as necessary.

2. Legitimate skips were identified using instrument source code. Gate-nest relationships were defined to replace -9's (missing for unknown reason) with -3's (not applicable) as appropriate. Two-way cross-tabulations between each gate-nest combination were evaluated, and high numbers of nonreplaced -9 codes were investigated to ensure skip-pattern integrity.

Nested values were further quality checked to reveal instances in which the legitimate skip code overwrote valid data. This typically occurred if a respondent answered a gate question and the appropriate nested item(s), but then backed up and changed the value of the gate, following an alternate path of nested item(s). Responses to the first nested item(s) remained in the database and, therefore, required editing.

3. Variable formatting (e.g., formatting dates as YYYYMM) and standardization of time units, for items that collected amount of time in multiple units, were performed during this step. In addition, any new codes assigned by expert coders reviewing IPEDS, industry, occupation, and major codes from the interview (including those strings that were unable to be coded during the interview) were merged back with the interview data files.

Also at this step, some logical recodes were performed when the value of missing items could be determined from answers to previous questions or preloaded values. For instance, if a student is not currently repaying education loans, then the monthly payment amount was recoded to \$0.

4. One-way frequency distributions for all categorical variables and descriptive statistics for all continuous variables were examined. Out-of-range or outlier values were replaced with the value of -6 (out of range).
5. One-way frequencies on all categorical variables were regenerated and examined. Variables with high counts of -9 values were investigated. Because self-administered web respondents could skip over most items without providing an answer, -9's did remain a valid value, especially for sensitive items, such as those asking for income information.

Concurrent with the data cleaning process, detailed documentation was developed to describe question text, response options, recoding, and the “applies to” text for each delivered variable. The documentation information can be found in the student instrument facsimile in appendix F.

**Data Perturbation.** To protect the confidentiality of NCES data that contain information about specific individuals, BPS:04/06 data were subject to perturbation procedures to minimize disclosure risk. Perturbation procedures, which have been approved by the NCES Disclosure Review Board, preserve the central tendency estimates but may result in slight increases in nonsampling errors.

BPS:04/06 has multiple sources of data for some variables (CPS, NLSDS, student interview, etc.), and reporting differences can occur in each. Data swapping and other forms of perturbation, implemented to protect respondent confidentiality, can also lead to inconsistencies.

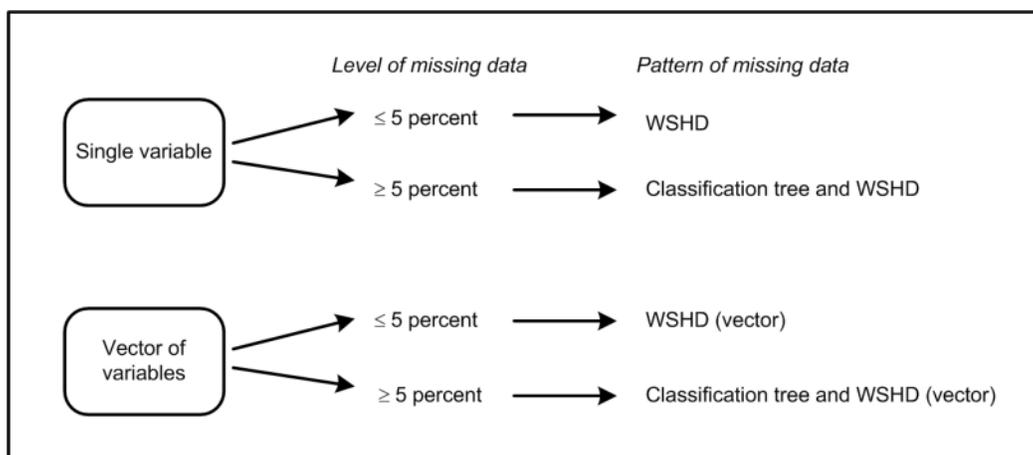
**Statistical Imputations.** All variables in the DAS with missing data were imputed. Imputed data are available on both the DAS and restricted data files. The variables included in the remaining restricted files have not been imputed. The variables were split into six groups, and a consistent imputation methodology was employed for each group. The imputation methodology varied by variable, depending on the relationship between the variable requiring imputation and other variables and the rate and pattern of missing data for the variable requiring imputation. The general imputation methodology is described in Ault et al (2004) and consisted of two steps. The first step, if applicable, was logical or deterministic imputation. That is, if the imputed value could be deduced from the logical relationships with other variables, then that information was used to deterministically impute the value for the recipient. The second step was weighted hot-deck imputation. That is, a relatively homogenous group of observations was

identified, and within this group a random donor’s value was selected to impute a value for the recipient.

Variables requiring imputation were imputed sequentially. However, some variables that were related substantively were grouped together into blocks, and the variables within a block were imputed simultaneously. The order in which variables, or blocks of variables, were imputed was primarily based on the level of missing data. The variables with lower levels of missing data were imputed before the variables with higher levels of missing data. When a variable was selected for imputation based on its level of missing data, three specific pieces of information were evaluated. First, logical consistency was checked to make sure that any known relationships were maintained throughout the imputation process. Second, the pattern of missing data was evaluated to determine whether other variables should be included to create a block of variables requiring imputation. Finally, the imputation class variables and sorting variables were identified.

The imputations were categorized into four possible approaches identified by the level and pattern of missing data. There are two categories for the level of missing data for the variable requiring imputation: less than or equal to 5 percent and greater than 5 percent. There were two categories for the pattern of missing data for the variable requiring imputation: unique and similar to other variables requiring imputation. If the pattern of missing data was unique, then the variable requiring imputation was imputed individually. If the pattern of missing data was similar to other variables requiring imputation, then all of variables requiring imputation and having a similar pattern of missing data are imputed as a vector. Typically, the vector imputation contains variables that are logically related. Figure 8 summarizes the four possible categories for the imputations and how they are implemented.

**Figure 8. Possible approaches for imputation: 2006**



NOTE: WSHD = weighted sequential hot-deck methodology.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

All stochastic imputations use the weighted sequential hot-deck (WSHD) methodology (Cox 1980; Iannacchione 1982). In the case where the level of missing data is greater than 5

percent, the stochastic imputations use nonparametric classification trees in conjunction with WSHD.

The WSHD methodology replaces missing data with valid data from a donor record within an imputation class. The WSHD methodology also incorporates sorting within imputation class for additional control and uses the sample weight of each record in the donor selection process. The imputation classes in the application of the WSHD methodology were formed by identifying variables related to the variable requiring imputation. Data were sorted within each imputation class to increase the chance of obtaining a close match between donor and recipient. The hot-deck process searches for donors sequentially, starting with the recipient and progressing up and down the sorted file to find the set of eligible donors from which a random selection of one is made. The process is weighted since it incorporates the sample weight of each record in the search and selection routine.

For variables with less than or equal to 5 percent missing data, the imputation classes were formed using variables identified by subject matter experts based on prior knowledge and known relationships among variables. For variables with more than 5 percent missing data, the imputation classes were formed using nonparametric classification trees (Breiman et al 1984; Kass 1980). The nonparametric classification trees form imputation classes based on the observations with valid values for the variable requiring imputation. The nonparametric classification tree splits the cases, which are used to define the imputation classes. The observations with missing values are assigned their imputation class based on the same variables used in the tree splits.

Given the number of variables and the complexity of the relationships among them, it was virtually impossible to identify and eliminate all inconsistencies. The objective was to reduce inconsistencies as much as possible, especially for key analytic variables. The imputation program was designed to impute all missing data as precisely and efficiently as possible, such that the process could be completed within a very short timeframe after the end of data collection and still maintain the desired quality. The aim was to replace missing data with data that were valid in all cases, with only a few relatively minor and unimportant exceptions.

Imputation diagnostics consisted of three checks: overall imputation checks, imputation checks by class variables, and multivariate consistency checks. The imputation checks compared the distributions and sum of the weights and unweighted counts for each level of the imputed variable before and after imputation. Differences greater than 5 percent were flagged and examined to see if changes should be made to the imputation sort of class variables. The imputation checks by class variables evaluated the number of times a given observation was used as a donor, and compared the sum of the weights and unweighted counts for each level of the imputed variable in the defined imputation classes before and after the imputation. Differences of 5 percent or more were flagged for further review. Finally, multivariate consistency checks ensured that relationships between variables were maintained and that any special instructions for the imputation were implemented properly.

In any of the three aforementioned checks, if there was any evidence of substantial deviation from the weighted sums or any identified inconsistencies, the imputation process was

revised and rerun. Some results of the imputation process are provided in appendix G, which presents the percentage missing for each variable subject to imputation, as well as pre- and post-imputation distributions for eight key variables. Appendix G also contains means and percent distributions of the continuous and categorical variables that were imputed. Approximately 30 percent of the variables show statistically significant estimated bias between the pre- and post-imputation means and distributions, but the percent relative biases are small and about half have relative bias less than 5 percent. As will be discussed in chapter 6, imputations were performed for BPS:04/06 unit nonrespondents as well as respondents and take the place of a nonresponse adjustment to the analysis weights.

**Composite and Derived Variable Construction.** Analytic variables were created by examining the data available for each respondent from the various data sources, establishing relative priorities of the data sources—on an item-by-item basis—and reconciling discrepancies within and between sources. In some cases, the derived or composite variables were created by simply assigning a value from the available source of information given the highest priority. In other cases, raw interview items were recoded or otherwise summarized to create a derived variable. A listing of the set of analysis variables derived for BPS:04/06 appears in appendix H. Specific details regarding the creation of each variable appear in the variable descriptions contained in the ECB and DAS.

# Chapter 6

## Weighting and Variance Estimation

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This chapter provides information pertaining to the weighting procedures for the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06). The development of statistical analysis weights for the BPS:04/06 sample is discussed in section 6.1. Analysis procedures that can be used to produce design-unbiased estimates of sampling variances are discussed in section 6.2, including variances computed using Taylor series and balanced repeated replications (BRR) techniques. Section 6.2 also describes how the Taylor series strata and primary sampling unit (PSU) variables were constructed, and how the bootstrap replicate weights were constructed. Section 6.3 discusses the accuracy of BPS:04/06 estimates for precision and the potential for nonresponse bias.

### 6.1 Analysis Weights

The weights for analyzing the BPS:04/06 data were derived from the 2003–04 National Postsecondary Student Aid Study (NPSAS:04) weights, because the BPS:04/06 sample members are a subset of the NPSAS:04 sample. As described in chapter 2, a stratified sample of 500 NPSAS:04 student interview nonrespondents was selected with probabilities proportional to their NPSAS:04 sampling weights. The weights for these cases were adjusted for the subsampling. The distribution of the weights was examined, and it was determined that they would benefit from trimming and smoothing. Weight sums were compared to estimates obtained from NPSAS and also to external estimates of the population that were obtained from the 2003 Integrated Postsecondary Education Data System (IPEDS) file, and the weights were then calibrated to these external totals. Nonresponse adjustments to the weights were not computed, however, because the BPS:04/06 data file contains the entire eligible BPS:04/06 sample (with imputed data for the BPS:04/06 nonrespondents). This section describes the base weight for BPS:04/06, the trimming and smoothing, and the calibration steps. The overall weighted and unweighted response rates are also provided.

#### 6.1.1 Base Weight for BPS:04/06

The *2004 National Postsecondary Student Aid Study (NPSAS:04) Full-scale Methodology Report* (Cominole et al. 2006) (hereinafter referred to as NPSAS:04 Full-scale Methodology Report) describes the development of the NPSAS weights. The statistical analysis weights compensated for the unequal probability of selection of institutions and students in the NPSAS:04 sample. The weights also adjusted for multiplicity at the institution and student levels, unknown student eligibility, nonresponse, and poststratification. The institution weight was computed and then used as a component of the student weight. Weights were computed for NPSAS:04 respondents as the product of the following 13 weight components:

1. institution sampling weight (WT1);
2. institution multiplicity adjustment (WT2);

3. institution poststratification adjustment (WT3);
4. institution nonresponse adjustment (WT4);
5. student sampling weight (WT5);
6. student subsampling weight (WT6);
7. first student multiplicity adjustment (WT7);
8. student unknown eligibility adjustment (WT8);
9. student not located adjustment (WT9);
10. student refusal adjustment (WT10);
11. student other nonresponse adjustment (WT11);
12. second student multiplicity adjustment (WT12); and
13. student poststratification adjustment (WT13).

The BPS:04/06 sample contains both NPSAS respondents and nonrespondents. Therefore, the BPS:04/06 base weight was formed as the product of the first eight of these adjustment factors. Specifically, for each student, the BPS:04/06 base weight was computed as

$$W\_BPS0 = WT1 \times WT2 \times WT3 \times WT4 \times WT5 \times WT6 \times WT7 \times WT8.$$

The subsample of 500 NPSAS:04 student interview nonrespondents was selected with probabilities proportional to the NPSAS:04 student weight. The BPS:04/06 base weight,  $W\_BPS0$ , was multiplied by the inverse of this selection probability for the subsampled cases to obtain the weight for cases in the sample.

### 6.1.2 Trimming and Smoothing of BPS:04/06 Weights

The BPS:04/06 sample consisted of 23,090 students. At the conclusion of the BPS:04/06 data collection, 17,700 students were initially determined to be eligible respondents, 4,550 were nonrespondents, and 840 were ineligible. Logistic models were developed to predict which of the nonrespondents were eligible. As a result of this step, 4,480 nonrespondents were classified as eligible. The distribution of the base weight and unequal weighting effect was examined overall and within subgroups, such as institutional sector, for the 22,190 eligible cases. Some students had very large weights, primarily due to the subsample of NPSAS:04 student interview nonrespondents. Because these cases will appear on the BPS:04/06 data file, many with imputed data, the weights were trimmed and smoothed to reduce the variability of the weights and to prevent these records with mostly imputed data from having a large influence on the estimates derived from the survey.

Distributions of the weights were examined within classes formed by the original NPSAS:04 strata. For each of the strata (denoted by  $h$ ), a maximum value for the weights was computed as

$$Max_h = median_h + 3 \times IQR_h,$$

where  $median_h$  is the median of the weights for the stratum, and  $IQR_h$  is the interquartile range of the weights for the stratum. Weight values greater than this cutoff were trimmed to this value. Very small strata (fewer than 30 cases) and strata with low unequal weighting effects were examined to determine whether trimming was needed and whether this gave a reasonable value. After this trimming and smoothing step, the weights for many NPSAS:04 nonrespondents (who had very large weights due to the subsampling) were trimmed to smaller values. The trimmed weights were adjusted so that they summed to the weights prior to trimming within each of the classes.

Table 42 provides the minimum, median, and maximum weights before and after the trimming and smoothing step. The trimming and smoothing reduced the design effect<sup>21</sup> from 4.09 to 1.73 caused by unequal weighting.

**Table 42. Distribution of BPS:04/06 base weights and trimmed and smoothed weights: 2006**

Weight distribution	Base weight, adjusted for subsampling	Trimmed and smoothed weight
Minimum	0.75	0.75
Median	86.40	113.60
Maximum	2,676.54	2,048.44
Unequal weighting effects	4.09	1.73

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

### 6.1.3 Calibration of the BPS:04/06 Weights

Additional cases were determined to be ineligible after comparing the BPS:04/06 sample members with the National Student Clearinghouse data, resulting in 18,640 eligible sample members. A more detailed discussion of this process is provided in chapter 4. The weight sums for these eligible cases were compared to the NPSAS:04 weight sums and to counts obtained from IPEDS:03 (for categories of students where there is a match of definitions between BPS:04/06 and IPEDS:03).

As noted in section 6.1.2, the BPS:04/06 base weight was derived from the NPSAS:04 weight components and did not include the adjustments for nonresponse and poststratification that were applied to obtain the NPSAS:04 student analysis weight. Most of the BPS:04/06 eligible sample members were classified as NPSAS:04 respondents and have a NPSAS:04 weight; therefore, the trimmed and smoothed weights from section 6.1.2 were adjusted to the sums of the NPSAS:04 weights (for the set of BPS:04/06 students who were NPSAS:04 respondents) within the set of classes used for the NPSAS:04 poststratification, and resulted in the NPSAS:04-adjusted weight variable BPSW\_NP. Control totals were derived from the sums of the NPSAS:04 weight for the following:

<sup>21</sup> The design effect is the ratio of the variance under the sample design divided by the variance under a simple random sample. The design effect has components due to unequal weighting (caused by unequal probabilities of selection and weight adjustments for nonresponse and undercoverage), clustering, and stratification.

- amount of Stafford loans awarded by institution type;
- amount of Pell grants awarded by institution type;
- nonfall undergraduate enrollment by institution type;
- fall enrollment by institution type; and
- fall enrollment by student type.

Table 43 presents the variables used for adjusting the trimmed and smoothed BPS:04/06 weights to NPSAS:04 weight sums and the average weight adjustment factors by these variables. The overall weight adjustment factors for the adjustment to the NPSAS:04 weight sums have the following characteristics:

- minimum: 0.31;
- median: 1.27; and
- maximum: 2.44.

**Table 43. Weight adjustment factors for BPS:04/06 trimmed and smoothed weights to NPSAS:04 weight sums, by institution type: 2004**

Type of institution	Model predictor variables			
	Amount of Stafford loans awarded	Amount of Pell grants awarded	Nonfall enrollment	Fall enrollment
Public less-than-2-year	0.69	0.62	0.89	0.94
Public 2-year	1.61	1.35	1.87	1.81
Public 4-year non-doctorate-granting	1.11	1.04	1.19	1.18
Public 4-year doctorate-granting	1.06	0.99	1.14	1.11
Private not-for-profit less-than-4-year	1.33	0.92	1.11	1.16
Private not-for-profit 4-year non-doctorate-granting	1.28	1.17	1.32	1.26
Private not-for-profit 4-year doctorate-granting	0.92	0.83	1.01	1.00
Private for-profit less-than-2-year	1.39	1.18	1.37	1.21
Private for-profit 2-year-or-more	1.70	1.67	1.55	1.35

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) and 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

The weight sums resulting from this adjustment were compared to estimates from IPEDS:03, and a second calibration was made to adjust the weights for the 15,380 BPS:04/06 sample students who were identified as freshmen in fall 2003. These totals from IPEDS:03 were used in the calibration to IPEDS:03 counts:

- fall 2003 freshmen enrollment by institution type;
- fall 2003 full-time freshmen enrollment by institution type;
- number of federal grants for fall 2003 full-time freshmen by institution type;
- number of loans for fall 2003 full-time freshmen by institution type;
- amount of federal grants for fall 2003 full-time freshmen by institution type; and
- amount of loans for fall 2003 full-time freshmen by institution type.

Table 44 gives the average weight adjustments for each of these variables. The overall weight adjustment factors for the adjustment to IPEDS:03 weight sums have the following characteristics:

- minimum: 0.10;
- median: 1.03; and
- maximum: 6.23.

**Table 44. Weight adjustment factors for adjustment of BPS:04/06 weights to fall 2003 IPEDS totals, by institution type: 2006**

Type of institution	Model predictor variables					
	Number of fall freshmen	Fall full-time freshmen enrollment	Fall full-time freshmen receiving federal grants	Fall full-time freshmen receiving loans	Amount of federal grants for fall full-time freshmen	Amount of loans for fall full-time freshmen
Public less-than-2-year	2.86	2.62	3.37	2.49	3.37	2.49
Public 2-year	0.79	0.71	0.81	0.61	0.81	0.61
Public 4-year non-doctorate-granting	1.10	1.08	1.27	1.08	1.27	1.08
Public 4-year doctorate-granting	1.04	1.05	1.16	1.12	1.16	1.12
Private not-for-profit less-than-4-year	2.36	2.28	2.85	2.01	2.85	2.01
Private not-for-profit 4-year non-doctorate-granting	1.25	1.26	1.48	1.22	1.48	1.22
Private not-for-profit 4-year doctorate-granting	1.00	1.01	1.20	1.04	1.20	1.04
Private for-profit less-than-2-year	3.54	3.51	4.26	3.59	4.26	3.59
Private for-profit 2-year-or-more	1.96	1.91	2.04	1.94	2.04	1.94

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) and 2003 Integrated Postsecondary Education Data System (IPEDS:03).

The BPS:04/06 analysis weight, BPS06\_WT, is equal to the IPEDS-calibrated weight (BPSW\_IP) for the eligible sample members who were enrolled in fall 2003, and is equal to the NPSAS:04-calibrated weight (BPSW\_NP) for the students who were not enrolled in fall 2003.

All poststratification and calibration adjustments were computed using RTI's generalized exponential models (GEM; Folsom and Singh 2000), which are similar to logistic models using bounds for adjustment factors and bounds on variance inflation. The GEM approach is a general version of weighting adjustments based on Deville and Särndal's logit model (1992).

As discussed earlier, no further adjustment was made for nonresponse to the BPS:04/06 interview because all of the eligible BPS:04/06 respondents and BPS:04/06 nonrespondents predicted to be eligible will appear on the data file, with imputed data for the nonrespondents. In BPS:04/06 unit nonresponse is handled through imputation, rather than weight adjustments.

Table 45 summarizes the student weight distribution and the variance inflation due to unequal weighting effects (UWE) by type of institution for the BPS:04/06 analysis weight. The median student weight ranges from 51.4 for students in public less-than-2-year institutions to 216.5 for students in public 4-year doctorate-granting institutions. The mean student weight ranges from 88.9 for students in public less-than-2-year institutions to 264.2 for students in private for-profit 2-year-or-more institutions. The unequal weighting effect is 1.95 overall and

ranges from 1.3 for students in private not-for-profit less-than-4-year institutions to 2.61 for students in public less-than-2-year institutions.

Table 46 gives the control totals obtained from IPEDS:03 and the estimates using the final calibrated weight (BPS06\_WT).

#### **6.1.4 Overall Weighted and Unweighted Response Rates**

The overall BPS:04/06 response rate is an estimate of the proportion of the study population directly represented by the study respondents. Because the BPS:04/06 study includes a subsample of NPSAS:04 nonrespondents, the overall study response rate is the product of the NPSAS:04 institution-level response rate times the BPS:04/06 student-level response rate. Therefore, the overall BPS:04/06 response rates can only be estimated directly for defined institutional characteristics.

Both weighted and unweighted overall study response rates are shown in table 47, 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:04 student-level sample; these rates were obtained from the NPSAS:04 Full-scale Methodology Report. Only the weighted response rates can be interpreted as estimates of the proportion of the BPS:04/06 population that is directly represented by the study respondents. Table 47 shows that the student response rate is 77 percent and that approximately 62 percent of the BPS:04/06 population is represented by the respondents. The rate of population coverage appears to vary by type of institution; the rate is higher for public institutions than for private institutions. See section 6.3.2 for a discussion of the results of the student and item-level nonresponse bias analyses.

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 calibrated BPS:04/06 weight (BPS06\_WT), which is defined for all of the eligible BPS:04/06 sample members. Each overall study response rate was calculated as the product of the NPSAS:04 institutional response rate times the student response rate.

**Table 45. Student weight distribution and unequal weighting effects (UWEs) for BPS:04/06 analysis weight (BPS06\_WT), by institution type: 2006**

Type of institution	Number of cases	Minimum	First quartile	Median	Third quartile	Maximum	Mean	UWE <sup>1</sup>
Total	18,640	1.0	90.6	155.3	250.3	4236.5	205.6	1.95
Public less-than-2-year	550	3.0	26.7	51.4	94.5	803.3	88.9	2.61
Public 2-year	6,350	2.0	112.4	181.8	293.3	4109.3	258.8	1.98
Public 4-year non-doctorate-granting	1,630	1.0	114.4	200.4	293.8	1074.8	220.8	1.48
Public 4-year doctorate-granting	3,150	1.9	123.7	216.5	261.6	942.4	204.0	1.30
Private not-for-profit less-than-4-year	530	1.1	30.8	58.8	93.2	1137.5	75.8	2.17
Private not-for-profit 4-year non-doctorate-granting	2,130	1.3	75.9	135.2	190.8	1456.6	152.8	1.70
Private not-for-profit 4-year doctorate-granting	1,690	1.1	73.5	111.3	145.0	778.6	118.4	1.40
Private for-profit less-than-2-year	1,460	2.3	73.1	136.2	237.6	1638.9	183.1	1.88
Private for-profit 2-year-or-more	1,160	3.8	108.4	188.9	331.4	4236.5	264.2	2.18

<sup>1</sup>UWE calculated as  $n S(Wt)^2 / (S Wt)^2$ .

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table 46. Weighted sums after adjustments, by institution type: 2006**

Type of institution	Total students	Fall 2003 freshmen	Fall 2003 full-time freshmen	Fall 2003 full-time freshmen only			
				Number of federal grants	Federal grant total dollars (in millions)	Number of loans	Loans total dollars (in millions)
Total	3,832,680	2,998,160	2,440,460	1,041,050	\$3,050.07	1,135,330	\$4,813.72
Public, less-than-2-year	48,640	43,580	26,070	18,750	45.84	6,860	31.20
Public, 2-year	1,642,180	1,045,060	631,050	245,140	669.72	106,740	288.93
Public, 4-year non-doctorate-granting	359,390	323,030	295,040	104,860	314.44	131,330	457.97
Public, 4-year doctorate-granting	643,360	610,190	588,970	152,950	462.64	259,420	960.25
Private, not-for-profit, 2-year-or-less	40,420	36,850	32,490	24,490	79.27	14,080	63.88
Private, not-for-profit, 4-year non-doctorate-granting	325,390	297,940	283,270	101,210	316.01	174,690	782.23
Private, not-for-profit, 4-year doctorate-granting	199,890	192,610	187,560	42,730	157.83	99,500	506.22
Private, for-profit, less-than-2-year	267,490	222,070	197,580	193,760	570.34	156,730	671.24
Private, for-profit, 2-year-or-more	305,920	226,840	198,420	157,170	433.97	185,990	1,051.78

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) and 2003 Integrated Postsecondary Education Data System (IPEDS:03).

**Table 47. Overall BPS:04/06 study response rates, by institution type: 2006**

Type of institution	Eligible institutions <sup>1</sup>				Eligible students				Overall response rate <sup>2</sup>	
	Total	Number of respondents	Response rate		Total	Number of respondents	Response rate		Un-weighted	Weighted
			Un-weighted	Weighted			Un-weighted	Weighted <sup>3</sup>		
Total	1,670	1,630	83.5	80.0	18,640	14,900	79.9	77.2	66.7	61.8
Public, less-than-2-year	70	60	76.6	74.3	550	420	77.5	77.5	59.4	57.5
Public, 2-year	380	380	85.4	77.6	6,350	4,830	76.2	74.0	65.1	57.4
Public, 4-year non-doctorate-granting	130	130	85.1	70.3	1,630	1,350	82.8	81.8	70.5	57.5
Public, 4-year doctorate-granting	230	230	86.3	87.1	3,150	2,720	86.4	84.2	74.6	73.3
Private not-for-profit less-than-4-year	70	70	89.0	92.6	530	400	75.6	77.7	67.3	72.0
Private not-for-profit 4-year non-doctorate-granting	280	270	81.9	78.1	2,130	1,870	87.7	85.8	71.8	67.0
Private, not-for-profit, 4-year doctorate-granting	220	220	77.7	80.8	1,690	1,480	87.7	86.3	68.2	69.7
Private for-profit, less-than-2-year	170	160	84.0	82.3	1,460	1,000	68.7	67.5	57.7	55.6
Private for-profit 2-year-or-more	110	110	84.4	88.2	1,160	820	70.5	68.1	59.5	60.1

<sup>1</sup> For more information regarding 2003–04 National Postsecondary Student Aid Study (NPSAS:04) institutional sampling details, please refer to table 8 in the NPSAS:04 Full-scale Methodology Report (Cominole et al. 2006). For information regarding institution-level nonresponse bias, refer to tables K-1 through K-15 in appendix K of the NPSAS:04 Full-Scale Methodology Report (Cominole et al. 2006).

<sup>2</sup> Calculated as the product of the institutional response rate times the student response rate.

<sup>3</sup> See appendix J, tables J-1 through J-10 for the student-level nonresponse bias analyses.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

## 6.2 Variance Estimation

For probability-based sample surveys, most estimates are nonlinear statistics. For example, a mean or proportion, which is expressed as  $\Sigma wy/\Sigma w$ , 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 procedures for estimating variances of survey statistics are the Taylor series linearization procedure and the bootstrap replication procedure, which are both available on the BPS:04/06 data files. The analysis strata and replicates created for the Taylor series procedure are discussed in section 6.2.1, and section 6.2.2 discusses the replicate weights created for the bootstrap procedure.

### 6.2.1 Taylor Series

The Taylor series variance estimation procedure is a well-known technique used to estimate the variances of nonlinear statistics. The procedure takes the first-order Taylor series approximation of the nonlinear statistic and then substitutes the linear representation into the appropriate variance formula based on the sample design. Woodruff (1971) presented the mathematical formulation of this procedure.

For stratified multistage surveys, the Taylor series procedure requires variance estimation strata and variance estimation primary sampling units (PSUs), also called replicates, defined from the sampling strata and PSUs used in the first stage of sampling. Because BPS:04/06 is a follow-up study of NPSAS:04, the variance estimation strata and PSUs for BPS:04/06 were derived from the variance estimation strata and PSUs that were developed for NPSAS:04 (ANALSTR and ANALPSU). The steps in the construction of the NPSAS:04 stratum and PSU variables are described in chapter 6 of the NPSAS:04 Full-scale Methodology Report (Cominole et al. 2006).

The variance estimation formulas require at least two PSUs in each stratum. The NPSAS:04 variance estimation strata and PSUs were examined for the BPS:04/06 sample, and strata with only one PSU were combined with other strata to obtain at least two PSUs. The rules used were the following: variance estimation strata were combined with other variance estimation strata within the original NPSAS:04 sampling strata, certainty schools were combined with other certainty schools, and noncertainty schools were combined with other noncertainty schools. In addition, the original sort order that was used for constructing the NPSAS:04 variance estimation strata and PSUs was used. An ANALSTR was combined with the next ANALSTR in the sorted list. If the stratum was the first in the sorted list, then it was combined with the next stratum in the list. The single PSU then became an additional PSU in the new variance estimation strata. The resulting variance estimation strata and PSUs for BPS:04/06 are the variables BPS06STR and BPS06PSU.

The procedure described above may overestimate the variance because it does not always account for the finite population correction (FPC) at the institution stage of sampling. An alternate variance estimation method using replicate weights is also provided for users of the BPS:04/06 data, as described below.

## 6.2.2 Bootstrap Replicate Weights

The variance estimation strategy that was chosen for BPS:04/06 is the same as that used for NPSAS:04 and satisfies the following requirements:

1. recognition of variance reduction due to stratification at all stages of sampling;
2. recognition of effects of unequal weighting;
3. recognition of possible increased variance due to sample clustering;
4. recognition of effects of weight adjustments for nonresponse and for poststratification of selected total estimates to known external totals;
5. satisfactory properties for estimating variances of nonlinear statistics and quantiles (such as the median) as well as for linear statistics;
6. ability to apply finite population corrections at the institution stage of sampling and reflect the reduction in variance due to the high sampling rates in some first-stage sampling strata; and
7. ability to test hypotheses about students based on normal distribution theory by ignoring the finite population corrections at the student level of sampling.

Commonly applied bootstrap variance estimation techniques satisfy requirements 1 through 5. To meet requirements 6 and 7 as well, a methodology developed by Kaufman (2004) was applied, allowing for finite population correction factors at two stages of sampling. The application of Kaufman's method, used for both NPSAS:04 and BPS:04/06, incorporated the finite population correction factor at the first stage only, where sampling fractions were generally high. At the second stage, where the sampling fractions were generally low, the finite population correction factor was set to 1.00.

The Kaufman methodology was used to develop a vector of bootstrap sample weights that was added to the analysis file. These weights are zero for units not selected in a particular bootstrap sample; weights for other units are inflated for the bootstrap subsampling. The initial analytic weights for the complete sample are also included for the purposes of computing the desired estimates. The vector of replicate weights allows for computing additional estimates for the sole purpose of estimating a variance. Assuming  $B$  sets of replicate weights, the variance of any estimate,  $\hat{\theta}$ , can be estimated by replicating the estimation procedure for each replicate and computing a simple variance of the replicate estimates, as follows:

$$\text{var}(\hat{\theta}) = \frac{\sum_{b=1}^B (\hat{\theta}_b^* - \hat{\theta})^2}{B},$$

where  $\hat{\theta}_b^*$  is the estimate based on the  $b$ -th replicate weight (where  $b = 1$  to the number of replicates) and  $B$  is the total number of sets of replicate weights. Once the replicate weights are provided, this estimate can be produced by most survey software packages (e.g., SUDAAN [RTI International 2004] computes this estimate by invoking the DESIGN=BRR option).

The number of replicate weights was set at 200 based on work that showed that this number of replicates has desirable properties for variance estimation in regression analyses. For the 200 replicate weights included on the weights file (WTA001–WTA200), the calibration process (i.e., calibration to NPSAS:04 weight sums and calibration to IPEDS:03 totals) was repeated so that the variance of survey estimates would include the variability due to the weights adjustment.

### 6.3 Accuracy of Estimates

The accuracy of survey statistics is affected by both random and nonrandom errors. Random errors reduce the precision of survey estimates, 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 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 such as NPSAS:04 and BPS:04/06. However, nonrandom errors can occur if the sampling frame does not provide complete coverage of the target population. The BPS:04/06 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:04/06 estimates are presented for a variety of domains. Next, the results of analyses comparing BPS:04/06 nonrespondents and respondents using characteristics known for both nonrespondents and respondents are presented. An analysis of nonresponse bias is presented at both the student level and the item level.

#### 6.3.1 Measures of Precision: Standard Errors and Design Effects

The survey design effect for a statistic is defined as the ratio of the design-based variance estimate divided by the variance estimate that would have been obtained from a simple random sample of the same size. The design effect is often used to measure the effects that sample design features have on the precision of survey estimates. For example, stratification tends to decrease the variance, but multistage sampling and unequal sampling rates usually increase the variance. Weight adjustments for nonresponse (performed to reduce nonresponse bias) and poststratification often increase the variance because they can increase the weight variation. Because of these factors, estimates from most complex multistage sampling designs such as

BPS:04/06 have design effects greater than one. That is, the design-based variance is larger than the simple random sample variance.

Specifically, the survey design effect for a given estimate,  $\hat{\theta}$ , is defined as

$$Deff(\hat{\theta}) = \frac{Var_{design}(\hat{\theta})}{Var_{srs}(\hat{\theta})}.$$

The square root of the design effect can also be expressed as the ratio of the standard errors, or

$$Deft(\hat{\theta}) = \frac{SE_{design}(\hat{\theta})}{SE_{srs}(\hat{\theta})}.$$

In appendix I, design effect estimates are presented for important survey domains to summarize the effects of stratification, multistage sampling, unequal probabilities of selection, and the weight adjustments. These design effects were estimated using SUDAAN and the bootstrap variance estimation procedure described in section 6.2.2. If an analysis of BPS:04/06 data must be performed without using one of the software packages for analysis of complex survey data, the design effect tables in appendix I can be used to make approximate adjustments to the standard errors of survey statistics computed using the standard software packages that assume simple random sampling designs. For example, in an analysis using the BPS dataset on students in public less-than-2-year institutions, the standard error using the simple random sample formulas is estimated to be 1.50. Table I-12 in appendix I gives a median design effect of 1.80 for students in public less-than-2-year universities. An estimate of the standard error, adjusting for the BPS sample design, is  $1.50 \times 1.80 = 2.70$ .

Large design effects imply large standard errors and relatively poor precision. Small design effects imply small standard errors and good precision. In general terms, a design effect under 2.0 is low, 2.0 to 3.0 is moderate, and above 3.0 is high. Moderate and high design effects often occur in complex surveys such as BPS:04/06, and the design effects in appendix I are consistent with those in past BPS studies. Unequal weighting causes large design effects and is often as a result of nonresponse and poststratification adjustments. However, in BPS:04/06 (as in NPSAS:04), the unequal weighting is also due to the sample design, different sampling rates between institution strata, and different sampling rates between student strata.

### 6.3.2 Measure of Bias

The bias in an estimated mean based on respondents,  $\bar{y}_R$ , is the difference between this mean and the target parameter,  $\pi$ , that is, the mean that would be estimated if a complete census of the target population was conducted and everyone responded. This bias can be expressed as follows:

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

The estimated mean based on nonrespondents,  $\bar{y}_{NR}$ , can be computed if data for the particular variable are available for most of the nonrespondents. The true target parameter,  $\pi$ , can be estimated for these variables as follows:

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

where  $\eta$  is the weighted unit (or item) nonresponse rate. For the variables that are from the frame, rather than from the sample,  $\pi$  can be estimated without sampling error. The bias can then 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.

Nonresponse bias analysis was conducted when the response rate at any level (institutions, students, items) was below 85 percent.<sup>22</sup> Institution nonresponse bias was performed as a part of NPSAS:04 and is described in the NPSAS:04 Full-scale Methodology Report (Cominole et al. 2006). A student nonresponse bias analysis and an item nonresponse bias analysis were performed for BPS:04/06.

**Unit Nonresponse Bias Analysis and Relative Bias.** A student respondent was defined as any sample member who was determined to be eligible for the study and had valid data for a selected set of key analytic variables. As noted earlier in this chapter, the BPS:04/06 analysis file contains all of the eligible sample members; nonrespondents to the BPS:04/06 interview appear on the analysis file with imputed data.

Of the 18,640 eligible sample students 14,900 responded. Approximately 10 percent of the completed interviews were either abbreviated or partial interviews. This gives an unweighted response rate of 80 percent, and a weighted response rate of 77 percent. Since these rates are less than 85 percent, a nonresponse bias analysis was conducted. The nonresponse bias was estimated for variables known for both respondents and nonrespondents. Some of these variables were known for all sample members, and the remaining were only known for federally aided students. These variables are listed below:

For all sample members:

- type of institution;
- region;
- institution total enrollment;

<sup>22</sup> See National Center for Education Statistics (NCES) statistical standards for a discussion of nonresponse bias analysis (U.S. Department of Education 2003).

- CPS match (yes/no);
- Pell grant recipient (yes/no); and
- Stafford loan recipient (yes/no).

For federally aided students:

- Pell grant amount and
- Stafford loan amount.

The nonresponse bias was estimated for the above variables and tested to determine if the bias was significant at the 5 percent level. The tests are reported to be statistically significant if the  $p$  value is less than  $0.05/(k - 1)$ , where  $k$  is the number of levels of the variable, which adjusts the  $p$  value for multiple comparisons. Results are given in table J-1 in appendix J for all institutions combined and in tables J-2 through J-10 by type of institution. The bias was significant for almost half of the categories. However, the relative bias was generally very small: for 7 of the 18 significant variables, the relative bias was less than 5 percent; for another 5, the relative bias was less than 10 percent.

This analysis of bias due to student nonresponse examines the difference between respondents and nonrespondents; however, a separate weight adjustment for unit nonresponse was not made because the data file contains both respondents and nonrespondents with imputed data. Including the nonrespondents in the data file and analyses reduces biases due to unit nonresponse. Tables J-2 through J-10 present the bias analyses separately for each of the institutional strata.

**Item Nonresponse Bias Analysis.** When item response rates were less than 85 percent, a nonresponse bias analysis was conducted. This analysis was conducted on the data items collected in the BPS:04/06 interview based on those sample members who responded to the interview. As shown in the equation below, item response rates ( $RRI$ ) are calculated as the ratio of the number of respondents for whom an in-scope response was obtained ( $I^x$  for item  $x$ ) to the number of respondents who are asked to answer that item. The number asked to answer an item is the number of unit-level respondents ( $I$ ) minus the number of respondents with a valid skip for item  $x$  ( $V^x$ ). When an abbreviated questionnaire is used to convert refusals, the eliminated questions are treated as item nonresponse (U.S. Department of Education 2003).

$$RRI^x = I^x \div (I - V^x)$$

Item response rates were computed using nonimputed data. Valid skips were later logically imputed to the follow-up items after the gate question was imputed. Table J-11 in appendix J lists the 116 variables from the BPS:04/06 interview that have weighted item response rates less than 85 percent, along with the number of cases who were eligible to answer the item.

A nonresponse bias analysis was conducted for all items with a weighted response rate less than 85 percent for all students who responded to the BPS:04/06 interview. The possibility of estimating the degree of bias depends on having some variables that reflect key characteristics

of respondents and for which there is little or no missing data. The variables that were used (from the bulleted list above) are known for all BPS interview respondents and include type of institution, region, institution total enrollment, CPS match (yes or no), Pell grant recipient (yes or no), and Stafford loan recipient (yes or no). For federally aided students, the variables Pell grant amount and Stafford loan amount (also known for all BPS interview respondents) were also used. These variables are important to the study and are related to many of the items being analyzed for low item response rates. For the items listed above with a weighted response rate less than 85 percent, the nonresponse bias prior to imputation was estimated for each of these characteristics that are known for respondents.

Table J-12 in appendix J illustrates the estimated bias (prior to item imputation) for all students who responded to the BPS:04/06 interview for one variable, KCGPAEST—Estimate of GPA. Similar computations were done for all of the variables listed in table J-11 that have item response rates of less than 85 percent. Table J-13 summarizes these computations.

To view the complete set of estimated bias tables see <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008184>. The percentage of variable categories with statistically significant bias across all items analyzed prior to imputation displayed in this table ranges from 5 percent to 54 percent. A byproduct of the imputation (described in section 5.2.2) is the reduction or elimination of item-level nonresponse bias. Imputation reduces or eliminates nonresponse bias by replacing missing data with statistically plausible values. Missing data and the associated nonresponse bias for variables are usually not ignorable (i.e., the respondents' distribution patterns differ from those in the full population). Therefore, replacing missing data with reasonable values produces imputed sample distributions that resemble full population distributions, thus reducing if not eliminating nonresponse bias. The use of carefully constructed imputation classes, donor-imputee matching criteria, and random hot-deck searches within imputation cells are all designed to ensure that imputed data are possible values and that the nonresponse bias is ignorable within the imputation classes.

Item imputation was used to fill in missing item data for BPS:04/06 interview respondents and nonrespondents, as described in chapter 5. Item imputation was used instead of an adjustment for unit nonresponse to the sampling weights. Items imputed included questionnaire items and derived variables; the imputation process is described in chapter 5, and the variables imputed are listed in appendix G. Appendix G also presents the percentage of variables that were imputed and analyses that compare pre- and post-imputation means and distributions. The tables in appendix G include all students who were determined to be eligible for the BPS:04/06 interview (respondents as well as nonrespondents), and are subset to those students eligible to answer each of the items.

The nonresponse bias was estimated before and after imputation to evaluate how well the imputations reduced nonresponse bias (see tables G-3 and G-4 for continuous and categorical variables, respectively). Tables G-3 and G-4 present an evaluation of the item nonresponse bias for each individual item based on the number of BPS:04/06 sample members (both respondents and nonrespondents) who were eligible to receive that item. This is in contrast to tables J-11, J-12, and J-13, which present the item-level nonresponse bias analysis after imputation and include only the BPS interview respondents. For continuous variables (table G-3), the estimated

bias equals the mean before imputation minus the mean after imputation. For categorical variables (table G-4), the estimated bias was computed for each category as the percentage of students in that category before imputation minus the percentage of students in that category after imputation. Tables G-3 and G-4 also present the percent relative bias, computed as  $100 \times (\text{before imputation mean} - \text{after imputation mean}) / (\text{after mean})$ . The bias and the relative bias are generally very small. The estimated bias was also tested (adjusting for multiple comparisons) to determine if the bias was significant at the 5 percent level. A categorical variable was deemed to be significantly biased if any of the categories was significantly biased. As shown in tables in appendix G, about 30 percent of the items show statistically significant estimated bias between the pre- and post-imputation means or distributions, but the percent relative bias is small (less than 5 percent) for about half of these items. Because the overall sample size is fairly large, a large number of estimated biases are statistically significant. However, since the actual percent relative bias is small, the bias is generally small and not practically significant.

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# **Appendix A**

## **NPSAS:04 Institution and Student Sampling Details**



To develop the mathematical foundation for the 2003–04 National Postsecondary Student Aid Study (NPSAS:04) institutional and student sampling design, the following notation is used to represent the institutional and student sampling strata:

$r = 1, 2, \dots, 58$  indexes the institutional strata, and

$s = 1, 2, \dots, 11$  indexes the student/faculty strata.

Note that the NSOPF sample of institutions was a subset of the NPSAS institutions, so the institution strata were expanded to accommodate the selection of certain types of institutions for NSOPF. The strata also accounted for selection of institutions in the 12 states where there were representative samples. The institution measure of size (described below) accounted for student as well as for faculty counts and sampling rates.

Further define the following notation:

$j = 1, 2, \dots, J(r)$  indexes the institutions that belong to institutional stratum  $r$ ,

$M_{rs}(j)$  = number of students and faculty during the NPSAS year who belong to person stratum  $s$  at the  $j$ -th institution in stratum  $r$  based on the latest IPEDS data, and

$m_{rs}$  = number of students and faculty to be selected from student stratum  $s$  within the  $r$ -th institutional stratum, referred to henceforth as person stratum  $rs$ .

The overall population sampling rate for student stratum  $rs$ , is then given by

$$f_{rs} = m_{rs} / M_{rs}(+, +) ,$$

where

$$M_{rs}(+) = \sum_{j=1}^{J(r)} M_{rs}(j) .$$

The person sampling rates,  $f_{rs}$ , were computed based on the final sample allocation and IPEDS data regarding the population sizes.

The composite measure of size for the  $j$ -th institution in stratum  $r$  will then be defined as

$$S_r(j) = \sum_{s=1}^{11} f_{rs} M_{rs}(j) ,$$

which is the number of persons that would be selected from the  $j$ -th institution if all institutions on the frame were to be sampled.

An independent sample of institutions was selected for each institutional stratum using Chromy's sequential, probability minimum replacement (pmr) sampling algorithm to select institutions with probabilities proportional to their measures of size (Chromy 1979). However, rather than allow multiple selections of sample institutions, those institutions with expected frequencies of selection greater than unity (1.00) were selected with certainty, and the remainder of the institutional sample was selected from the remaining institutions in each stratum. This

process made it unnecessary to select multiple second-stage samples of persons by precluding institutions with multiple selections at the first stage of sampling. Therefore, the expected frequency of selection for the  $j$ -th institution in institutional stratum  $r$  is given by

$$S_r (+) = \sum_{j=1}^{J(r)} S_r (j),$$

where

$$\pi_r (j) = \begin{cases} \frac{n_r S_r (j)}{S_r (+)}, & \text{for non-certainty selections;} \\ 1, & \text{for certainty selections ;} \end{cases}$$

and  $n_r$  is the number of noncertainty selections from stratum  $r$ .

Within each of the  $r$  institutional type, the type  $r$  sampling frame was implicitly stratified by sorting in a serpentine manner (see Williams and Chromy 1980) by the following variables:

- historically black colleges and universities (HBCU);
- Bureau of Economic Analysis Code (OBE) Region (from the IPEDS IC file) with Alaska and Hawaii moved to Region 9 with Puerto Rico;
- state; and
- the institution measure of size.

The objectives of this additional, implicit stratification were to ensure some HBCUs, to ensure proportionate representation of all geographic regions and states, and to ensure representation of both large and small institutions.

Procedures for obtaining and sampling from student lists included:

- obtaining as many lists as possible in machine-readable form, including e-mails, uploads to the project website, and diskettes or CD-ROMs;
- processing lists on a flow basis as they were received;
- unduplicating samples selected when an institution provided only a hard-copy list for each term of enrollment;
- ensuring that each sample institution received a sufficient sample allocation that at least 30 respondents would be expected;
- implementing quality assurance checks against the latest IPEDS data; and
- compiling a master sample file on a flow basis as sample students were selected, including student and institution sampling weight factors.

Student samples were selected as stratified, systematic random samples for both hard-copy and electronic lists primarily because of ease of implementation with hard-copy lists. The student sampling rates were fixed for each sample institution rather than the student sample sizes:

- to facilitate selecting the samples on a flow basis as the student lists were received from sample institutions;
- to facilitate unduplicating the samples selected when an institution provided only hard-copy lists by term; and
- because sampling at a fixed rate based on the overall stratum sampling rate and the institution probabilities of selection results in approximately equal overall probabilities of selection within student strata.

Recall that the overall population sampling rate for student stratum  $rs$  is given by

$$f_{rs} = m_{rs} / M_{rs}(+) ,$$

where

$$M_{rs}(+) = \sum_{j=1}^{J(r)} M_{rs}(j) .$$

For the unconditional probability of selection to be a constant for all eligible students in stratum  $rs$ , the overall probability of selection should be the overall student sampling fraction,  $f_{rs}$ ; i.e., it was ensured that

$$\frac{m_{rs}(j)}{M_{rs}(j)} \pi_r(j) = f_{rs} ,$$

or equivalently,

$$m_{rs}(j) = f_{rs} \frac{M_{rs}(j)}{\pi_r(j)} .$$

Thus, the conditional sampling rate for stratum  $rs$ , given selection of the  $j$ -th institution, becomes

$$f_{rs|j} = f_{rs} / \pi_r(j) .$$

However, in this case, the desired overall student sample size,  $m_s$ , is achieved only in expectation over all possible samples.

Achieving the desired sample sizes with equal probabilities within strata in the particular sample selected and simultaneously adjusting for institutional nonresponse and ineligibility requires that

$$\sum_{j \in R} m_{rs}(j) = m_{rs} ,$$

where  $R$  denotes the set of eligible, responding institutions. If the conditional student sampling rate for stratum  $rs$  in the  $j$ -th institution is

$$\hat{f}_{rs|j} = \hat{f}_{rs} / \pi_r(j) ,$$

it is required that

$$\sum_{i \in R} \hat{f}_{rs} \frac{M_{rs}(j)}{\pi_r(j)} = m_{rs} ,$$

or equivalently,

$$\hat{f}_{rs} = m_{rs} / \hat{M}_{rs} ,$$

where

$$\hat{M}_{rs} = \frac{\sum_{j \in R} M_{rs}(j)}{\pi_r(j)} .$$

Since it was necessary to set the student sampling rates, and because complete information on eligibility and response status was available,  $\hat{M}_{rs}$  was calculated as follows:

$$\hat{M}_{rs} = \sum_{j \in S} \frac{M_{rs}(j)}{\pi_r(j)} * [ E_r R_r E_{rs} ] ,$$

where  $S$  denotes the set of all sample institutions,

$E_r$  = the institutional eligibility factor for institutional stratum  $r$ ,

$R_r$  = the institutional response factor for institutional stratum  $r$ ,

$E_{rs}$  = the student eligibility factor for student stratum  $rs$ .

NPSAS is a multivariate survey with a  $p$ -dimensional parameter space,  $\theta = \{\theta_j\}, j = 1, \dots, p$ , for which it is desired to estimate  $\theta$  with  $\hat{\theta}$  while minimizing cost (sample size) subject to a series of precision requirements. Consequently, optimal sampling rates can be obtained by solving the following nonlinear optimization problem:

$$\text{Minimize: } C = C_0 + \sum_{i=1}^I \left( C_{1i} n_{1i} + \sum_{f=1}^F C_{2if} n_{2if} \right)$$

$$\text{Subject to: } \begin{cases} V(\hat{\theta}_j) \leq v_j, \forall j \\ 2 \leq n_{1i} \leq N_{1i}, i \in [1, I] \\ 2 \leq n_{2if} \leq N_{2if}, f \in [1, F] \end{cases}$$

where,

- $C_0$  = fixed cost not affected by changes in the numbers of institutions or students selected;
- $C_{1i}$  = variable cost per institution, depending on the number of participating institutions in the  $i$ -th institutional stratum;
- $n_{1i}$  = number of participating institutions in the  $i$ -th stratum;
- $C_{2if}$  = variable cost per student, depending on the number of participating students in the  $f$ -th student stratum within the  $i$ -th institutional stratum; and
- $n_{2if}$  = number of participating students in the  $f$ -th student stratum within the  $i$ -th institutional stratum.

In the above, variance constraints  $V(\hat{\theta}_j) \leq v_j$  correspond to precision requirements that have been specified by NCES for key survey estimates. Using data from the NPSAS:2000 and NPSAS:96 (and NSOPF:99 for faculty constraints), all of the required variance components and their associated precision constraints were developed. Subsequently, the resulting nonlinear optimization problem to determine the most effective sample allocation was solved using Chromy's algorithm (Chromy 1987) to obtain feasible solutions to the above problem.

The large sample sizes for NPSAS:04 were required to achieve the many objectives of the study, including estimates for three domains—public 2-year, public 4-year, and private not-for-profit 4-year institutions—in each of 12 states. A baseline cohort of FTBs was also selected for the BPS studies. Moreover, many NPSAS:04 statistical analyses focus on relatively rare domains, thereby requiring large overall sample sizes and disparate sampling rates. Discussions with NCES were used to identify the domains of interest and the study was designed to ensure adequate sample sizes for those domains.

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# **Appendix B**

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**Appendix C**  
**Data Elements for the**  
**BPS:04/06 Student Interview**

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**A. BPS eligibility/enrollment in 2003–04 (nonrespondents to 2004 interview only)**

1. Confirm enrollment at NPSAS in 2003–04
2. Confirm first-time beginner (FTB) status in 2003–04
3. Reasons for enrolling:
  - a. Complete a certificate, associate’s or bachelor’s degree program
  - b. Take courses to transfer to 4-year school
  - c. Gain job/occupational skills
  - d. Recreational courses/self-improvement (no degree)
4. Other institutions attended in 2003–04 (name, location, type)
5. Months enrolled and attendance (full- or part-time) in 2003–04
6. Took remedial courses in first year
7. High school completion including year
8. Date of birth
9. Age

**B. Enrollment since 2004**

1. Current enrollment status (at time of interview)
  - a. Still enrolled
    - Enrolled at NPSAS or last institution reported in 2004
    - Enrolled at another institution
  - b. No longer enrolled
    - Completed program
      - Type of certificate/degree earned
      - Date awarded
    - Left before completion
      - Completed 2 or more courses with a passing grade
      - Reasons for leaving
2. Enrollment in 2004–05
  - a. Enrolled at last institution reported in 2004
    - Months enrolled
    - Primarily full-time or part-time
  - b. Enrolled at another institution in 2004–05
    - Name of institution and location (online coding of type)
    - Months enrolled
    - Primarily full-time or part-time
    - Main educational goals

**C. Characteristics of current or last undergraduate enrollment**

1. Educational program characteristics
  - a. Degree goal (certificate, associate’s, bachelor’s, none)

- b. Types of classes for those not working on a degree
  - c. Major (online coding of type)
  - d. Number of times changed major
  - e. Class level
  - f. GPA
  - g. Academic performance
    - Ever withdraw from courses after normal drop/add deadline
    - Ever get incomplete grades
    - Ever retake a course to raise grades
2. Academic and social integration
- a. Frequency (never/sometimes/often) of:
    - Talking with faculty outside class
    - Meeting advisor about academic plans
    - Informal meetings with faculty
    - Attend study groups
    - Participate in school clubs
    - Attend fine arts activities
    - Participate in sports
3. Residence, work, and financial support
- a. Type of residence (on campus, off campus, with parents)
  - b. How far in miles
  - c. Working while enrolled
    - Number of jobs
    - On/off campus job
    - Participation in work study, cooperative employment, practicum
    - Type of employer
    - Relationship of job to studies
    - Number of hours worked per week
    - Number of terms/months worked
    - Job earnings (per school year, term/semester, month, week, or hour)
    - Primary role: student or employee?
    - Could you afford school without working?
  - d. Financial support from parents (respondents under 30)
    - None
    - Pay for tuition and/or fees
    - Pay for food or housing
    - Provide money for other expenses

**D. Employment regarding respondents no longer enrolled**

1. Currently employed?
2. Current job characteristics (if employed)
  - a. Job start date
  - b. Number of hours worked per week
  - c. Wages/salary
  - d. Occupation and industry (online coding of types)
  - e. Type of employer
  - f. Employer-offered health insurance as benefit
  - g. Held position or similar job
    - While enrolled
    - Before enrolled
  - h. Related to major/coursework
  - i. Related to career goals
  - j. Degree, certificate, or license required, including type of license/certification
  - k. Participation in internship or practicum
  - l. Was this first job after leaving school?
  - m. Source of job placement (advertisements, resume, networking, school, other)
3. Able to get current job without courses taken
4. Took classes necessary for license or certification
5. Unemployment periods of more than 3 months since end of enrollment
  - a. If yes, how many times
  - b. What was the longest period of unemployment
6. If not currently employed, then looking for a job?

**E. Current demographics**

1. Race/ethnicity
2. Respondent's current marital status
3. Respondents under 24:
  - a. Parents' marital status
  - b. Estimated parental income (in ranges)
4. Household composition (with whom do you live?)
5. Number of dependent children
  - a. Age of youngest child
6. Annual income
  - a. Own earnings (in ranges)
  - b. Spouse's earnings (in ranges)
  - c. Income from other sources (TANF (AFDC or state equivalent), Social Security, disability or worker's compensation, food stamps, child support, FEMA Disaster Assistance)

7. Spouse's level of education
8. Spouse currently enrolled in school (postsecondary)

**F. Student loan and other debt**

1. Student loan debt
  - a. Total amount borrowed in student loans (all years)
  - b. Total amount still owed
  - c. Currently repaying loans
    - Amount of monthly payment
    - Are parents helping to repay loans? (respondents under 30)
2. Amount of spouse's student loans
  - a. Spouse's monthly repayment amount
3. Other monthly payments
  - a. Rent or mortgage
  - b. Auto loan or lease
4. Number of credit cards
  - a. Usually pay off or carry balance
  - b. Current outstanding balance on credit cards

**G. Civic participation**

1. Current citizenship
2. Voting (if citizen)
  - a. Registered to vote?
  - b. Voted in the last presidential election?
3. Volunteering/community service
  - a. Volunteer activities in last 12 months?
  - b. Type of activities (check all that apply)
    - Education-related
    - Work with children
    - Fundraising
    - Homeless shelter/kitchen
    - Neighborhood improvement
    - Health services
    - Service to church
  - c. Hours per month
  - d. Reasons for participating (check all that apply)
    - School requirement
    - Campus organization
    - Encouraged by others
    - Expression of belief

- Meet people
- Develop skills
- Feel good about self

e. Outcomes of community service activities (check all that apply)

- Career choice
- Apply skills
- Expand skills
- Add to resume
- Clarified major
- Compassionate person
- Social awareness

**H. Disabilities (first 3 questions from NPSAS:04)**

1. Do you have a long-lasting condition such as blindness, deafness, or a severe vision or hearing impairment?
2. Do you have a long-lasting condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?
3. Excluding any conditions already mentioned, do you have any other physical, mental, emotional, or learning condition that has lasted six months or more?

**I. Personal goals**

1. Highest level of education ever expected
2. How enrollment plans have been affected by hurricanes in 2005 (transferred, took classes online, delayed enrollment, dropped out)
3. Plans to pursue a teaching career
4. Value of the following goals
  - a. Very important (check all that apply):
    - Being a community leader
    - Being financially well-off
    - Having children
    - Influencing political structure
    - Leisure time
    - Living close to relatives
    - Moving away from hometown
    - Steady work
    - Recognized as an expert
    - Meaning and purpose in life
    - Helping others

**J. Supplementary data from outside sources**

1. Financial aid application data (from CPS-Central Processing System)

2. Annual and cumulative federal student loan amounts (from NSLDS- National Student Loan Data System)
3. Annual Pell Grant amounts (from NSLDS)
4. Annual Tuition and Student Budgets (from IPEDS)

## **Appendix D**

# **Data Collection Materials**

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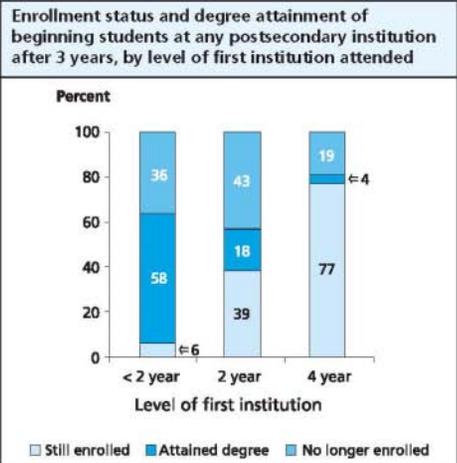
Brochure.....	D-3
Parent Letter.....	D-5
Address Update Form .....	D-6
Initial Letter to Base-Year Respondents .....	D-7
Initial Letter to Base-Year Nonrespondents .....	D-8
Data Collection Announcement Postcard .....	D-9
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Computer-Assisted Personal Interview (CAPI) Lead Letter .....	D-12
Field Interviewer Authorization Letter .....	D-13
Refusal Letter.....	D-14
Thank You Letter .....	D-15



## What have we learned from prior BPS studies?

BPS has been conducted with three cohorts of beginning postsecondary students since 1990. In prior BPS studies, we have learned that

- 92 percent of beginning students work while enrolled;
- 58 percent of students receive financial aid;
- those students receiving financial aid are more likely than those who do not receive financial aid to complete their degree in 5 years or less;
- 29 percent of students leave the college where they started to transfer elsewhere; and
- 58 percent of students attending less than 2 year schools completed their degree in 3 years or less.



SOURCE: U.S. Department of Education, National Center for Education Statistics. *Descriptive Summary of 1995-96 Beginning Postsecondary Students: Three Years Later* (NCES 2000-154). Washington, DC: 2000.

## Brochure

Where can I get  
**More Information**  
about BPS?

For more information on participating,  
visit the study's website at

<https://surveys.nces.ed.gov/bps/>

To make an appointment to complete  
the interview by telephone, or for assistance  
in completing the web interview, call  
1-800-334-2321

You may also contact us by  
E-mail: [bps@rti.org](mailto:bps@rti.org)  
Fax: 919-541-7014  
TDD: 1-877-212-7230

If you have additional questions or concerns,  
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BPS Project Officer (NCES)  
Tracy Hunt-White  
202-502-7438  
[Tracy.Hunt-White@ed.gov](mailto:Tracy.Hunt-White@ed.gov)

If you have questions about your rights  
as a participant, please contact:

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1-866-214-2043 (toll-free)



National Center for Education Statistics  
Institute of Education Sciences  
U.S. Department of Education



U.S. Department of Education  
Institute of Education Sciences  
NCES 2006-188



*Beginning Postsecondary Students  
Longitudinal Study*

## What is BPS?

The Beginning Postsecondary Students (BPS) Longitudinal Study collects data related to enrollment in and completion of postsecondary education. The study includes people who first entered postsecondary institutions—vocational schools, community colleges, and 4-year colleges and universities—in the 2003-04 school year. BPS participants will be interviewed in 2006 and again in 2009, as they continue their education, enter the work force, and pursue other interests. As a participant in the BPS study, the information you provide will be combined with information collected from thousands of other participants to produce national statistics.

## Who is conducting the study?

The BPS study is conducted under contract for the National Center for Education Statistics (NCES), U.S. Department of Education, by RTI International (RTI), a nonprofit research organization located in North Carolina. BPS is authorized by the Education Sciences Reform Act of 2002 (P.L. 107-279).

## Who is included in the study?

The BPS study consists of a sample of approximately 23,000 students from over 1,500 institutions in the 50 states, the District of Columbia, and Puerto Rico. All of the students began their postsecondary education during the 2003-2004 school year.

## When will the study be conducted?

BPS data collection will begin in the spring of 2006. Students may access the interview on the web at: <https://surveys.nces.ed.gov/bps/> or by calling the BPS Help Desk at 1-800-334-2321.

## Why should I participate?

By participating, you have the opportunity to help researchers, counselors, and others better understand the costs and benefits of postsecondary education. This study helps us determine

- what percentage of beginning students complete their degree programs;
- whether students receiving financial aid complete their programs in the same length of time as those who do not receive financial aid;
- why students leave school;
- whether increased financial aid is associated with completion; and
- how long it takes students to complete various types of degree programs.

## How can I Participate?

You may complete the BPS interview in one of two ways:

1. Log in to the study website at <https://surveys.nces.ed.gov/bps/> then simply select the Login link and enter your Study ID and password when prompted. If you need assistance, call the BPS Help Desk at 1-800-334-2321 or contact us via e-mail at [bps@rti.org](mailto:bps@rti.org).
2. Complete the interview by telephone. If you prefer to complete the BPS interview by telephone with a professionally trained interviewer from RTI, you may call the BPS Help Desk at 1-800-334-2321.

## How long will it take?

On average, the interview lasts about 25 minutes. Web interview time may vary depending on your Internet connection speed.

## Will my answers be kept Confidential?

Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. The answers that you provide are compiled with the responses from other students and reported to the general public in statistical form. The graph in this brochure is a good example of how data are reported.

The following procedures have been implemented to ensure the confidentiality of your responses:

- Your answers are secured behind firewalls and are encrypted during Internet transmission using Secure Sockets Layer (SSL) protocol. All data entry modules are password-protected and require the user to log in before accessing confidential data.
- Project staff may be severely fined or imprisoned for disclosure of individual responses.
- Confidentiality procedures are reviewed and approved by RTI's Institutional Review Board (Committee for Protection of Human Subjects).

## Where can I get a copy of the Results?

Results are scheduled to be released in 2007 and will be posted on the NCES website as soon as they are available at: <http://nces.ed.gov/surveys/bps/>.



## Parent Letter

August 10, 2007

«Cpfname» «Cpmname» «Cplname»  
 «CAddr1»  
 «CAddr2»  
 «CCity», «CState» «CZip» «CZip4»

Study ID: «caseid»  
 «panelinfo»

Dear «Cpfname» «Cplname»:

Students who first began their postsecondary education in the 2003-04 school year were selected to participate in the Beginning Postsecondary Students (BPS) Longitudinal Study sponsored by the U.S. Department of Education. This study collects information, over time, on students' postsecondary experiences, work while enrolled, persistence in school, degree completion, and employment following enrollment. The enclosed pamphlet describes BPS in more detail and presents selected findings from prior BPS studies.

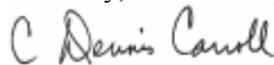
«sPfname» «sPlname» has been randomly selected to participate in this cycle of BPS. We need your help to update our records for «pronoun2». «text1». ***Please take a few minutes to update the enclosed Address Update Information sheet and return it in the enclosed postage paid envelope.***

We will be re-contacting «sPfname» and other study participants beginning in early spring 2006 to ask questions about their recent education and employment experiences. 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. If «sPfname» completes the interview on the Web by the date provided «pronoun2», «pronoun1» will **receive a \$30 check** as a token of our appreciation.

NCES has contracted with RTI International to conduct this cycle of the BPS data collection. 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 RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

We sincerely appreciate your assistance and thank you in advance for helping us conduct this important study.

Sincerely,



C. Dennis Carroll, Ph.D.  
 Associate Commissioner  
 Postsecondary Studies Division

## Address Update Form

Study ID: «caseid»

### Address and Telephone Information

**Step 1.** Please review the address displayed on the left. Check here if all information pre-printed in this section is **currently correct**.

**Step 2.** If not currently correct, **please update** in the space provided.  
To update your locating information online, visit our secure website at <http://surveys.nces.ed.gov/bps> and refer to **Study ID «caseid»**.

	<b>Update Information</b>
«fname» «mname» «lname» «suffix»	Name: _____
«addr1»	Address: _____
«addr2»	_____
«city», «state» «zip»«zip4»	Home phone: _____ ( )
«sarea1» «sphone1»	Work phone: _____ ( )
«panelinfo»	Cell phone: _____ ( )

**Step 3.** Please provide us with information on the best times and dates for us to call.

- a. Best time to call (in your time zone): \_\_\_\_:\_\_\_\_  am  pm through \_\_\_\_:\_\_\_\_  am  pm
- b. Which days are best for us to reach you?  Sun  Mon  Tues  Wed  Thur  Fri  Sat

**Step 4.** Please provide an e-mail address that we can use to contact you.

School e-mail address:  
Personal e-mail address:

**Thank you for your assistance. This information is completely confidential.  
Please return this page in the enclosed postage paid envelope.**

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) 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 25 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: Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

## Initial Letter to Base-Year Respondents

August 10, 2007

«fname» «mname» «lname» «suffix»  
 «addr1»  
 «addr2»  
 «city», «state» «zip»

Study ID: «caseid»  
 «panelinfo»

Dear «fname» «lname»:

In 2004, you participated in an interview for the U.S. Department of Education that focused on your early experiences as a postsecondary student and how you paid for your school expenses that year. We are now seeking your help with a follow-up interview with you and students like you who began their education in 2003-04. This new interview, conducted as part of the Beginning Postsecondary Students (BPS) Longitudinal Study, will focus on your experiences since the first interview, as you continued in, completed, or left postsecondary education. Results from previous BPS studies have been used by educators and policymakers to better understand the rate at which beginning students are completing degree programs, the factors preventing them from completing degree programs, and the effects of financial aid and jobs on academic performance.

The interview will take about 25 minutes to complete on the Web whenever it is convenient for you. When data collection begins in March, you will receive a postcard that will provide specific information on how to participate. If you complete the interview on the Web by the date indicated on the postcard, you will **receive a \$30 check** as a token of our appreciation.

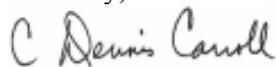
Your participation, while voluntary, is critical to the study's success. By law, we are required to protect your privacy. Your responses will be secured behind firewalls and will be encrypted during Internet transmission. Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

Enclosed you will find a pamphlet with a brief description of BPS, findings from prior BPS studies, and confidentiality procedures. If your contact information has changed, you may provide your new address and telephone number on the enclosed address update sheet and return it to us in the business reply envelope provided. To find out more about this BPS interview and to update your contact information online, visit the study's website at <https://surveys.nces.ed.gov/bps/>.

The BPS study is being conducted for the U. S. Department of Education's National Center for Education Statistics by RTI International. If you have any questions about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

We thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,



C. Dennis Carroll, Ph.D.  
 Associate Commissioner  
 Postsecondary Studies Division

## Initial Letter to Base-Year Nonrespondents

August 10, 2007

«fname» «mname» «lname» «suffix»  
«addr1»  
«addr2»  
«city», «state» «zip»

Study ID: «caseid»  
«panelinfo»

Dear «fname» «lname»:

You have been randomly selected to take part in the Beginning Postsecondary Students (BPS) Longitudinal Study sponsored by the U.S. Department of Education. I am writing to ask you to participate in this important study by completing an interview about your experiences as a postsecondary student at «Inst\_name» in 2003–04, and your education and employment experiences since you first enrolled. Results from previous BPS studies have been used by educators and policymakers to better understand the rate at which beginning students are completing degree programs, the factors preventing them from completing degree programs, and the effects of financial aid and jobs on academic performance.

The interview will take about 25 minutes to complete on the Web whenever it is convenient for you. When data collection begins in March, you will receive a postcard that will provide specific information on how to participate. If you complete the interview on the Web by the date indicated on the postcard, you will **receive a \$30 check** as a token of our appreciation.

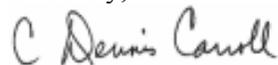
Your participation, while voluntary, is critical to the study's success. By law, we are required to protect your privacy. Your responses will be secured behind firewalls and will be encrypted during Internet transmission. Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

Enclosed you will find a pamphlet with a brief description of BPS, findings from prior BPS studies, and confidentiality procedures. If your contact information has changed, you may provide your new address and telephone number on the enclosed address update sheet and return it to us in the business reply envelope provided. To find out more about this BPS interview and to update your contact information online, visit the study's website at <https://surveys.nces.ed.gov/bps/>.

The BPS study is being conducted for the U. S. Department of Education's National Center for Education Statistics by RTI International. If you have any questions about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

We thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,



C. Dennis Carroll, Ph.D.  
Associate Commissioner  
Postsecondary Studies Division

## Data Collection Announcement Postcard

BPS «panelinfo»  
Case ID «caseid»



### *Beginning Postsecondary Students Longitudinal Study*

**Complete your BPS interview  
by «date» and  
receive **\$30** as a token of our appreciation.**

**To complete a web interview over our secure website, log on to:**

**<https://surveys.nces.ed.gov/bps/>**

**Your Study ID is: «caseid»**

**Your Password is: «password»**

**For questions or problems completing your web interview, call the BPS Help Desk at  
1-800-334-2321.**

**Thank you for participating in BPS!**

Dear «fname» «lname»:

Interviews for the Beginning Postsecondary Students (BPS) longitudinal study are now being conducted. If you complete your BPS interview by «date», you will **receive a \$30 check as a token of our appreciation.**

You may access the web interview by logging on to our secure website at <https://surveys.nces.ed.gov/bps/> using the Study ID and password provided below.

**Study ID** = «caseid»

**Password** = «password»

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. If you have questions or problems completing your interview online, simply call the **BPS Help Desk at 1-800-334-2321.**

If you have any questions or concerns about the study itself, please contact the BPS Project Director, Dr. Jennifer Wine, toll free at 1-877-225-8470 (e-mail: [jennifer@rti.org](mailto:jennifer@rti.org)), or the NCES Project Officer, Ms. Tracy Hunt-White, at 202-502-7438 (e-mail: [tracy.hunt-white@ed.gov](mailto:tracy.hunt-white@ed.gov)).

**Thank you in advance for making BPS a success.**

## Data Collection Prompt Flyer

---



# *Beginning Postsecondary Students Longitudinal Study*

BPS «panelinfo»  
Case ID «caseid»

**«fname», complete a 25 minute interview  
and get \$«IncAmt» for your time.**

To complete a **WEB INTERVIEW** over our secure website, log on to

**<https://surveys.nces.ed.gov/bps/>**

**Your Study ID is: «caseid»**

**Your Password is: «password»**

To complete a **TELEPHONE INTERVIEW** with a professional interviewer, or for help  
completing the web interview please call **1-800-334-2321**.

---

Dear «fname» «lname»:

Data collection for the Beginning Postsecondary Students (BPS) longitudinal study is coming to a close. Because the results from this study will help develop policy regarding participation in higher education, your experiences will help determine how future tax dollars are spent. You will also help represent the thousands of others like you who lead busy lives. If you complete your BPS interview soon, you will **receive a \$«IncAmt» check as a token of our appreciation.**

You may access the web interview by logging on to our secure website at <https://surveys.nces.ed.gov/bps/> using the Study ID and password provided below.

**Study ID** = «caseid»

**Password** = «password»

On average the interview takes less than 25 minutes to complete, and your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other

purpose, except as required by law. If you have questions or problems completing your interview online, or would like to complete your interview over the telephone with a professional interviewer, simply call the **BPS Help Desk at 1-800-334-2321**.

If you have any questions or concerns about the study itself, please contact the BPS Project Director, Dr. Jennifer Wine, toll free at 1-877-225-8470 (e-mail: [jennifer@rti.org](mailto:jennifer@rti.org)), or the NCES Project Officer, Dr. Tracy Hunt-White, at 202-502-7438 (e-mail: [tracy.hunt-white@ed.gov](mailto:tracy.hunt-white@ed.gov)).

**Thank you in advance for making BPS a success.**

## Computer-Assisted Personal Interview (CAPI) Lead Letter

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Study ID \_\_\_\_\_

Dear \_\_\_\_\_:

The Beginning Postsecondary Students Longitudinal Study (BPS) is now being conducted. Sponsored by the US Department of Education, the results of this study will be used to better understand the rate at which beginning students are completing degree programs, the factors preventing them from completing degree programs, and the effects of financial aid and jobs on academic performance.

Your participation is critical to the success of the study. We need you to complete a brief interview with our Field Interviewer, which can be arranged at a time convenient to your schedule. All of your responses will be kept confidential and will be protected to the fullest extent allowable under law. When you complete your interview, **we will pay you \$30** to reimburse you for your time.

Thank you for helping to make BPS a success. Please do not hesitate to contact me by telephone at 1-877-225-8470 or via e-mail at [jennifer@rti.org](mailto:jennifer@rti.org) if you have questions about the study. If you'd like to schedule an appointment to complete the interview, call our field interviewer directly (please call collect, if it's long distance) at the number below, or you may call her supervisor toll-free at 1-877-582-9769.

Thank you for your time and willingness to participate.

Sincerely yours,



Jennifer Wine, Ph.D.  
BPS Project Director

Field Interviewer: \_\_\_\_\_

Phone: \_\_\_\_\_

## Field Interviewer Authorization Letter

June 3, 2005

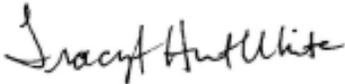
To Whom It May Concern:

This letter is to verify that «FI\_Name» is representing RTI International (RTI) during data collection for a national research study conducted for the National Center for Education Statistics of the U.S. Department of Education.

This individual is a «Position» for the Beginning Postsecondary Students (BPS) longitudinal study (Contract No.ED-02-CO-0011) which collects information on students' postsecondary experiences, work while enrolled, persistence in school, degree completion, and employment following enrollment. Your assistance in helping this person locate, contact, and interview sample members for this important study would be greatly appreciated.

If you would like to verify the employment status of this individual, please contact Jeff Franklin, the BPS Data Collection Task Leader, at 1-800-334-8571, weekdays between 8:15 AM and 5:00 PM ET. If you have any questions about the study, you may reach me at (202) 502-7438, (M-F). Thank you for your cooperation.

Sincerely,



Tracy Hunt-White  
BPS Project Officer  
U.S. Department of Education  
National Center for Education Statistics

## Refusal Letter

August 10, 2007

«fname» «mname» «lname» «suffix»  
«addr1»  
«addr2»  
«city», «state» «zip»

Study ID: «caseid»  
«panelinfo»

Dear «fname» «lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the Beginning Postsecondary Students Longitudinal Study (BPS). Because the results from this study will help develop policy regarding participation in higher education, your experiences and opinions will help determine how future tax dollars are spent. You will also **receive a \$30 check as a token of our appreciation** for the time you took to complete the survey.

Please call us at **1-800-334-2321** to complete a telephone interview or, if you wish to complete the interview yourself over our secure website, log on to <https://surveys.nces.ed.gov/bps/>. You will need the Study ID and password provided below to access the web interview.

**Study ID** = «caseid»  
**Password** = «password»

Be assured that all of your answers will be kept confidential and will be protected to the fullest extent allowable under law.

Please do not hesitate to contact me directly at 1-877-225-8470 (toll-free) or by e-mail at [jennifer@rti.org](mailto:jennifer@rti.org) if I can provide any additional information about the study or your interview.

Thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,



Jennifer Wine, Ph.D.  
Project Director

## Thank You Letter

Date

«fname» «mname» «lname» «suffix»  
«addr1»  
«addr2»  
«city», «state» «zip»

Study ID: «caseid»  
«panelinfo»

Dear «fname» «lname»:

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 your BPS interview. Your participation in this study is very important to ensuring its success. Enclosed you will find a check for [\$20 or \$30] as a token of our appreciation for completing the survey.

Please do not hesitate to contact me directly at 1-877-225-8470 if I can provide any additional information or assistance.

Again, thank you for your time and willingness to participate.

Sincerely,



Jennifer Wine, Ph.D.  
Project Director



# Appendix E

## Help Desk, Telephone, and Field Interviewer Training Materials

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## Help Desk Training Agenda (March 13–15, 2006)

***Monday, March 13, 2006***

***6:00 pm –10:00 pm***

Welcome and Introduction  
Overview of Study, Sample, Review Manual  
Confidentiality  
Your Role as a Help Desk Agent  
Introduction to the HD application  
Demonstration Interview  
FAQ Review  
Question by Question Review  
Wrap-up Questions

***Tuesday, March 14, 2006***

***6:00 pm –10:00 pm***

Help Desk FAQ Review (Oral Quiz)  
Coding Practice  
CATI-CMS Review  
Round Robin Mock #1  
Paired Mocks (2 mocks)  
BPS Study FAQs  
Wrap-up Questions

***Wednesday, March 15, 2006***

***6:00 pm –10:00 pm***

FAQ Review (Oral Quiz)  
Coding Practice  
Round Robin Mock #2  
Additional Help Desk Practice  
Questions and Intro to Certifications  
Certification Interviews & FAQ Certification  
Wrap-up

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- Topic 3 Confidentiality and Informed Consent
- Topic 4 Demonstration Mock Interview
- Topic 5 Q x Q Review (Part 1)
- Topic 5 Q x Q Review (Part 2) and Discussion
- Topic 6 Introduction to the IBM Thinkpad Laptop
- Topic 7 Open-Ended Coding Practice
- Topic 8 Round Robin Mock #1
- Topic 8 FAQs

### Wednesday, June 21, 2006

- Topic 9 BPS Case Management System
- Topic 10 Tracing Techniques
- Topic 10A FAQs – 2<sup>nd</sup> Review of FAQs
- Topic 11 Case Assignment Folders
- Topic 12 Paired Mock #1 of BPS Interview
- Topic 13 Explaining the Study, Obtaining Participation
- Topic 14 Transmission of Completed Cases
- Topic 15 Practice Contacting/Locating/Interviewing (Paired Mock #2)
- Evening Study Hall (As Needed with Field Supervisor)

### Thursday, June 22, 2006

- Topic 15 Practice Contacting/Locating/Interviewing, continued
- Topic 16 Outlook E-mail Practice Session
- Topic 17 Quality Control Measures
- Topic 18 CMS Review Session
- Topic 19 Open-Ended Coding Practice
- Topic 20 Certification: Paired Mocks #1 and 2
- Topic 21 Finish/Review Paired Mocks
- Topic 22 Transmission of Completed Cases (Mocks 2, 3, 4)
- Topic 23 Headway: Production, Time, and Expense Reports
- Topic 24 Trouble-shooting PC issues
- Evening Study Hall (As Needed with Field Supervisor)

### Friday, June 23, 2006

- Topic 25 Review Transmission/E-mail
- Topic 26 Review ePT&E
- Topic 27 BPS Goals and Reporting Requirements
- Topic 28 Assignments & FS/FI Conference Schedule
- Topic 29 FI Training Evaluation
- Question and Answer Session

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## Section A: Base Year

### ZRID

*Identification number*

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KAQST

*Confirm first-time enrollment*

When we talked to you last, you said you'd been enrolled at [NPSAS] during the 2003–2004 school year. Was that the first time you attended any college, university, or trade school after completing high school?

0 = No

1 = Yes

*Applies to: Base-year respondents with questionable BPS eligibility from the base year.*

Instrument code: Y\_BASEYR = 1 and Y\_FTQST = 1  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KAELIG

*[NPSAS] enrollment during NPSAS year*

Before we begin the main interview, we need to determine your eligibility for this study.

According to our information, you were enrolled at [NPSAS] between July 1, 2003 and June 30, 2004. Is that correct?

0 = No

1 = Yes, I was enrolled at [NPSAS] during the 2003–2004 school year

2 = Yes, but I dropped out before completing any terms

3 = Yes, but I was still enrolled in high school during the entire 2003–2004 school year

4 = Don't know

*Applies to: Base-year nonrespondents.*

Instrument code: Y\_BASEYR = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KADRPMY

*Date left [NPSAS]*

When did you last attend [NPSAS] between July 1, 2003 and June 30, 2004?

*Applies to: Base-year nonrespondents who were enrolled at [NPSAS] between July 1, 2003 and June 30, 2004 but dropped out before completing any terms.*

Instrument code: Y\_BASEYR = 0 and KAELIG = 2

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KADRPTM

*Left [NPSAS] with a completed term*

[If KADRPMY = -9]

When you last attended [NPSAS] during the 2003–2004 school year, did you leave at the end of the term, or did you leave before the term ended?

[else]

Is that date, [KADRPMY], at the end of the term, or did you leave before the term ended?

1 = Left at the end of the term

2 = Left before the term ended

*Applies to: Base-year nonrespondents who were enrolled at [NPSAS] between July 1, 2003 and June 30, 2004 but dropped out before completing any terms.*

Instrument code: Y\_BASEYR = 0 and KAELIG = 2

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KADRPRF

*Received full tuition refund*

Did you receive a full refund of your tuition when you left [NPSAS] during the 2003–2004 school year?

0 = No

1 = Yes

*Applies to: Base-year nonrespondents who were enrolled at [NPSAS] between July 1, 2003 and June 30, 2004 who left [NPSAS] before the end of the term.*

Instrument code: Y\_BASEYR = 0 and KAELIG = 2 and KADRPTM ne 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KATYPE**

*Type of degree at [NPSAS]*

What degree or certificate were you working on at [NPSAS] during the 2003–2004 school year? (If you were working on more than one degree or certificate, please select the highest.)

- 1 = Undergraduate, not enrolled in a degree program
- 2 = Undergraduate certificate or diploma (occupational or technical program)
- 3 = Associate’s degree
- 4 = Bachelor’s degree—4-year program
- 5 = Bachelor’s degree—5-year program
- 6 = Post-baccalaureate certificate
- 7 = Graduate, not enrolled in a degree program
- 8 = Master’s degree
- 9 = Post-master’s certificate
- 10 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine)
- 11 = Doctoral degree

Applies to: Base-year nonrespondents.

Instrument code: *Y\_BASEYR* = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KAPRDG**

*Earned prior degree/certificates*

Prior to your enrollment at [NPSAS] during the 2003–2004 school year, had you completed any degrees or certificates beyond high school?

(Please do not include certificates of achievement, such as for completion of a class in CPR, lifesaving, or other areas not requiring study at the postsecondary level.)

- 0 = No
- 1 = Yes
- 2 = Don’t know

Applies to: Base-year nonrespondents.

Instrument code: *Y\_BASEYR* = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KAVERLV**

*Verification of student degree level*

According to our records, you began your undergraduate studies during the 2003–2004 school year. However, you have just selected a graduate level degree. Were you an undergraduate or graduate student during the 2003–2004 school year?

1 = I was an undergraduate student in the 2003–2004 school year

2 = I was a graduate student in the 2003–2004 school year

Applies to: Base-year nonrespondents who were not working on a professional degree.

Instrument code: *Y\_BASEYR* = 0 and *KATYPE* ne 10

Recode note: If *KATYPE* in (1 2 3 4 5) then

*KAVERLV* = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KACKHOUR**

*Clock hour requirement*

Did your certificate/diploma program require at least 3 months or 300 clock hours of instruction?

- 0 = No
- 1 = Yes

Applies to: Base-year nonrespondents who were working on a diploma or certificate.

Instrument code: *Y\_BASEYR* = 0 and *KATYPE* = 2

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KAELCRD**

*Enrolled for transferable credit*

During your enrollment at [NPSAS] in the 2003–2004 school year, were you enrolled in a course for credit that could be transferred to another school?

- 0 = No
- 1 = Yes

Applies to: Base-year nonrespondents.

Instrument code: *Y\_BASEYR* = 0

Recode note: If *KATYPE* ne 1 and *KATYPE* ne 7 then *KAELCRD* = 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KAASSOC***Type of associate's degree*

What type of associate's degree were you working on at [NPSAS]?

- 1 = Associate in Arts (AA), Associate in Science (AS), Associate in General Education (AGE), or a transfer program
- 2 = Associate in Applied Science (AAS), or other degree in an occupational/technical area

*Applies to: Base-year nonrespondents who were working on an associate's degree.*

Instrument code: Y\_BASEYR = 0 and KATYPE = 3  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KADGPR***Type of professional degree*

What specific professional degree were you working toward at [NPSAS] during the 2003–2004 school year?

- 19 = Ministry or Divinity (MDiv/DMin/MHL/BD/ordination)
- 20 = Law (JD/LLB)
- 21 = Medicine (MD) or osteopathic medicine (DO)
- 22 = Dentistry (DDS/DMD)
- 23 = Chiropractic (DC/DCM)
- 24 = Pharmacy (PharmD)
- 25 = Optometry (OD)
- 26 = Podiatry (DPM/DP/PodD)
- 27 = Veterinary medicine (DVM)
- 28 = Another degree not listed

*Applies to: Base-year nonrespondents who were working on a professional degree.*

Instrument code: Y\_BASEYR = 0 and KATYPE = 10  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KANFST***[NPSAS] was first school attended after high school*

Was [NPSAS] the first college or trade school you enrolled in after completing your high school requirements?

- 0 = No
- 1 = Yes

*Applies to: Base-year nonrespondents or (base-year respondents with questionable BPS eligibility from the base year who attended [NPSAS] for the first time in the 2003–2004 school year).*

Instrument code: Y\_BASEYR = 0 or (Y\_BASEYR = 1 and Y\_FTQST = 1 and KAQST = 0)

Recode note: If Y\_BASEYR = 1 and Y\_FTQST = 1 and KAQST in (-9 0)

THEN KANFST = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KAFSTMY***Date attended first school*

In what month and year did you first attend any college, university, or trade school after high school?

*Applies to: Base-year nonrespondents or (base-year respondents with questionable BPS eligibility from the base year) whose first school was not [NPSAS].*

Instrument code: (Y\_BASEYR = 0 and KANFST = 0) or (Y\_BASEYR = 1 and Y\_FTQST = 1 and KAQST = 0)

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KADGBMY***Date first began [NPSAS] ever*

In what month and year did you first attend [NPSAS] after completing high school requirements?

*Applies to: Base-year nonrespondents or (base-year respondents with questionable BPS eligibility from the base year whose first school was not [NPSAS]).*

Instrument code: Y\_BASEYR = 0 or (Y\_BASEYR = 1 and Y\_FTQST = 1 and KAQST = 0)

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KANPSTMY

*Date started at [NPSAS] during the NPSAS year*  
In what month and year did you first attend [NPSAS] during the 2003–2004 school year (that is, between July 1, 2003 and June 30, 2004)?

*Applies to: Base-year nonrespondents or base-year respondents with questionable BPS eligibility from the base year who first attended [NPSAS] prior to the NPSAS year.*

Instrument code: Y\_BASEYR = 0 or (Y\_BASEYR = 1 and Y\_FTBQST = 1 and KAQST = 0) and (KADGBMY < 200307 or = -1)

Recode note: If KADGBMY = inside the NPSAS year then KANPSTMY = KADGBMY.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KACMPCLS

*Completed postsecondary course after high school*  
Did you complete any classes for credit at a university, college, or trade school between the time you completed high school and July 1, 2003?

- 0 = No
- 1 = Yes
- 2 = Don't know

*Applies to: All respondents.*

Recode note: If KABPSELG = 1 and KACMPCLS = -3 then KACMPCLS = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KABPSELG

*BPS Eligibility Variable*

All cases initially set to BPS ineligible.

KABPSELG = 0

If KANFST = 1 and (KADGBMY >= 200307 OR (KADGBMY <= 200406 and month(KADGBMY) > 0))

then KABPSELG = 1

else if KANFST ne 1 and (KADGBMY >= 200307 OR (KADGBMY <= 200406

and month(KADGBMY) > 0)) AND (KAFSTMY >= 200307 or (KAFSTMY <= 200406

and month(KADGBMY) > 0))

then KABPSELG = 1

else if KACMPCLS = 0

then KABPSELG = 1

0 = Not BPS eligible

1 = BPS eligible

*Applies to: All respondents.*

Recode note: If Y\_BASEYR = 1 and Y\_FTBQST = 1 and KAQST = 1

then KABPSELG = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KAUGYR

*Undergraduate level last term at [NPSAS]*

What was your year or level during your last term at [NPSAS] in the 2003–2004 school year?

- 1 = First year or freshman
- 2 = Second year or sophomore
- 3 = Third year or junior
- 4 = Fourth year or senior
- 5 = Fifth year or higher undergraduate
- 6 = Unclassified undergraduate
- 7 = Graduate student taking undergraduate classes

*Applies to: Base-year nonrespondents who were working on a degree during the 2003–2004 school year.*

Instrument code: Y\_BASEYR = 0 and KATYPE ne 7

Recode note: IF KAUGYR < 1 and KATYPE = 1 then

KAUGYR = 6

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KARSNA**

*Reason for attending [NPSAS]: complete degree*  
 What were your main educational goals in attending [NPSAS]? (Please check all that apply.)  
 Complete a degree or certificate program at the school  
 0 = No  
 1 = Yes

*Applies to: Base-year nonrespondents.*  
 Instrument code: Y\_BASEYR = 0  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview

**KARSNB**

*Reason for attending [NPSAS]: prepare for transfer*  
 What were your main educational goals in attending [NPSAS]? (Please check all that apply.)  
 Prepare for transfer to a 4-year school  
 0 = No  
 1 = Yes

*Applies to: Base-year nonrespondents.*  
 Instrument code: Y\_BASEYR = 0  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview

**KARSNC**

*Reason for attending [NPSAS]: earn credits*  
 What were your main educational goals in attending [NPSAS]? (Please check all that apply.)  
 Earn course credits needed for a program at a different school  
 0 = No  
 1 = Yes

*Applies to: Base-year nonrespondents.*  
 Instrument code: Y\_BASEYR = 0  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview

**KARSND**

*Reason for attending [NPSAS]: gain job skills*  
 What were your main educational goals in attending [NPSAS]? (Please check all that apply.)  
 Gain job or occupational skills  
 0 = No  
 1 = Yes

*Applies to: Base-year nonrespondents.*  
 Instrument code: Y\_BASEYR = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview

**KARSNE**

*Reason for attending [NPSAS]: self-improvement*  
 What were your main educational goals in attending [NPSAS]? (Please check all that apply.)  
 Take courses solely for recreation, self-improvement or personal interest  
 0 = No  
 1 = Yes

*Applies to: Base-year nonrespondents.*  
 Instrument code: Y\_BASEYR = 0  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview

**KARSNF**

*Reason for attending [NPSAS]: None of the above*  
 What were your main educational goals in attending [NPSAS]? (Please check all that apply.)  
 None of the above  
 0 = No  
 1 = Yes

*Applies to: Base-year nonrespondents.*  
 Instrument code: Y\_BASEYR = 0  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview

**KAREMEVR**

*Ever take remedial courses after completing high school*  
 After completing high school, did you take any remedial or developmental courses to improve your basic skills, such as in mathematics, reading, writing, or studying?  
 0 = No  
 1 = Yes

*Applies to: Base-year nonrespondents.*  
 Instrument code: Y\_BASEYR = 0  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview

### KADIPL

*Type of high school completion*

Which of the following best describes your high school completion?

- 1 = Received a high school diploma
- 2 = Passed a GED (General Educational Development test)
- 3 = Received a high school completion certificate
- 4 = Attended a foreign high school
- 5 = Did not complete high school
- 6 = Was home schooled

*Applies to: Base-year nonrespondents.*

Instrument code: Y\_BASEYR = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KAHSYR

*Year completed high school*

[If KADIPL = 1]

In what year did you receive your high school diploma?

[If KADIPL = 2]

In what year did you receive your GED?

[If KADIPL = 3]

In what year did you receive your high school certificate?

[If KADIPL in (4 6)]

In what year did you complete high school?

*Applies to: Base-year nonrespondents.*

Instrument code: Y\_BASEYR = 0

Recode note: If KADIPL = 5 then KAHSYR = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KAHSCMP

Completing high school requirements while enrolled in 2003–2004

Were you completing high school requirements for the entire time you

were enrolled at [NPSAS] between July 1, 2003 and June 30, 2004?

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

Recode note: If KABPSELG = 1 and KANPELG ne (0 2) and KAHSCMP = -3 then KAHSCMP= 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KANPELG

*NPSAS Eligibility Variable*

KANPELG = 1

KABPSELG = -9

if KAELIG = 3 then

KANPELG = 0

else if KAELIG = 2 and KADRPTM = 2 and KADRPRF = 1

then KANPELG = 0

else if KAELIG = 0

then KANPELG = 0

else if KAPRDG = 1

then KANPELG = 2

KABPSELG = 0

else if KAVERLV = 2

then KANPELG = 2

KABPSELG = 0

else if KATYPE = -9 and KAVERLV = -9

then KANPELG = 2

KABPSELG = -9

else if (KATYPE = 6 or KATYPE = 7 or KATYPE = 8 or KATYPE = 9 or

KATYPE = 11) and KAVERLV = -9

then KANPELG = 2

KABPSELG = -9

else if (KATYPE = 2 and KACKHOUR = 0)

then KANPELG = 0

else if (KATYPE = 1 or KATYPE = 7) and

KAELCRD = 0

then KANPELG = 0

0 = Not eligible

1 = Eligible

2 = Not eligible (grad student or nonresponse)

*Applies to: All respondents.*

Recode note: If Y\_BASEYR = 1 and Y\_FTQST = 1 and KAQST = 1 then KANPELG = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KADOBMY

*Date of birth*

So that the rest of this interview may be customized for you, please answer the following questions.

In what month and year were you born?

Respondents without a known date of birth from NPSAS were asked KADOBMY. Those with known dates of birth from NPSAS were skipped around KADOBMY but the values from NPSAS were preloaded into the instrument.

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**TAGE**

*Age as of January 1, 2006*

Internal Variable

Calculates age as of January 1, 2006 based on  
KADOBMY

If KADOBMY ne -9 then calculate TAGE based on  
year;

    else TAGE = 21;

If TAGE = -9, this sample member did not make it  
through the instrument far enough for TAGE to be  
calculated. Usually, SUMSTFLG will be a -9 when  
TAGE = -9.

*Applies to: All respondents.*

Perturbation procedures were applied to this and other  
variables to protect against disclosure of individual  
information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

## Section B: Enrollment History

### KBNEWEN

*Enrollment at [NPSAS] since base-year*

[If Y\_BASEYR = 0]

Earlier, you said you were enrolled at [NPSAS] during the 2003–2004 school year. Did you attend [NPSAS] at anytime after June 2004?

[If Y\_BASEYR = 1 and Y\_FTQST = 1]

Did you attend [NPSAS] at anytime after June 2004? [else]

When we talked to you last, you had been enrolled at [NPSAS] during the 2003–2004 school year.

Did you attend [NPSAS] at anytime after June 2004?

0 = No

1 = Yes

2 = I was never enrolled at [NPSAS]

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KBSTLENR

*Still enrolled at [NPSAS]*

[If interview occurs May–August]

Are you currently enrolled at [NPSAS]?

If you are not enrolled now, but plan to enroll for the fall term, please respond "yes."

[else]

Are you currently enrolled at [NPSAS]?

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004.*

Instrument code: KBNEWEN = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KBANY

*Enrolled at any school since July 2004*

[If Y\_BASEYR = 0]

Have you enrolled at any other school since July 1, 2003?

[If Y\_BASEYR = 1]

Have you enrolled at any school since July 1, 2004?

0 = No

1 = Yes

*Applies to: Respondents who were not enrolled at [NPSAS] after June 2004 or who were never enrolled at [NPSAS].*

Instrument code: KBNEWEN ne 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KBSCH01-07

*school 1*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If COMPMODE = 0]

What other school did you attend between July 1, [If Y\_BASEYR = 0 then

2003 else 2004] and June 30, 2006 ?

To code your school:

1. Enter all or part of the school name, then click "Continue" to display a list of matching schools.

(You can narrow your search by selecting a state and/or city.)

If your school is outside the U.S. and its territories, select "Foreign

Country" from the state list and click "Continue."

2. Click on the name of your school in the resulting list.

[DISPLAY ENTRY FIELDS HERE]

Hints:

Do not use abbreviations or acronyms of school names (for example, ASU for Arizona State University).

If school name, state, or city is left blank, all schools

matching the other specified search items will be

displayed. You can get a new list of schools by

changing the school name, state, or city and clicking

"Continue."

[ELSE]

What other school did you attend, and in what city and state is it located?

PLEASE BEAR WITH ME AS I CODE THIS - IT SHOULD JUST TAKE A SECOND.

*Applies to: Respondents who were enrolled at another school after June 2003.*

Sources: NPSAS:04 full-scale student interview

**KBJL0301, KBAG0301, KBSP0301, KBOC0301, KBNV0301, KBDC0301, KBJA0401, KBFB0401, KBMR0401, KBAP0401, KBMY0401, KBJN0401, KBJL0401, KBAG0401, KBSP0401, KBOC0401, KBNV0401, KBDC0401, KBJA0501, KBFB0501, KBMR0501, KBAP0501, KBMY0501, KBJN0501, KBJL0501, KBAG0501, KBSP0501, KBOC0501, KBNV0501, KBDC0501, KBJA0601, KBFB0601, KBMR0601, KBAP0601, KBMY0601, KBJN0601**

*Enrolled July 2003-Enrolled June 2006*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If KBSTLENR = 1]

In which months have you been enrolled at [NPSAS] between

[(Y\_BASEYR = 0 and iteration not in 1) July 2003/else July 2004]

and June 2006? If you plan to re-enroll there this year, please indicate the months you plan to be enrolled.

If your enrollment covers only a portion of any month, please include that month. Exclude any months during which you are not taking classes, such as summer break.

[If KBSTLENR = 0 and for all schools other than NPSAS]

In which months were you enrolled at [NPSAS] beginning with

[(y\_baseyr = 0 and iteration not in 1) July 2003/else July 2004].

If you plan to re-enroll there this year, please indicate the months you plan to be enrolled.

If your enrollment covers only a portion of any month, please include that month. Exclude any months during which you are not taking classes, such as summer break.

[If March, April, or May 2006]

[If KBSTLENR = 1]

In which months have you been enrolled at [NPSAS] between

[(Y\_BASEYR = 0 and iteration not in 1) July 2003/else July 2004]

and June 2006? Since it is only [COMPMON], please do your best to predict your enrollment through June 2006.

If your enrollment covers only a portion of any month, please include that month. Exclude any months during which you are not taking classes, such as summer break.

[If KBSTLENR = 0 and for all schools other than NPSAS]

In which months were you enrolled at [NPSAS] beginning with

[(Y\_BASEYR = 0 and iteration not in 1) July 2003/else July 2004]. If you plan to re-enroll there before July 2006, please indicate the months you plan to be enrolled.

If your enrollment covers only a portion of any month, please include that month. Exclude any months during which you are not taking classes, such as summer break.

July

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.*

Sources: BPS:04/06 full-scale student interview

**KBEN301, KBEN401, KBEN501, KBEN601**

*Intensity of enrollment 2003-Intensity of enrollment 2006*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If TCRSCH\* = 1 and one year of enrollment]

For the period of time you have been enrolled at [school], have you been mainly a full-time or part-time student, or an equal mix of both?

[if TCRSCH\* = 0 and multiple years of enrollment]

For each of the years you were enrolled at [school], were you mainly a full-time or part-time student, or an equal mix of both?

[if TCRSCH\* = 0 and one year of enrollment]

For the period of time you were enrolled at [school], were you mainly a full-time or part-time student, or an equal mix of both?

[else or (if TCRSCH\* = 1 and multiple years of enrollment) or (if KBDAT\* = -9)]

For each of the years you have been enrolled at [school], have you been mainly a full-time or part-time student, or an equal mix of both?

2003

1 = Mainly full-time

2 = Mainly part-time

3 = Equal mix of full-time and part-time

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or*

*another school after June 2003.*

Sources: BPS:04/06 full-scale student interview

**KBERN01-07**

*Earned degree or certificate from [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If TCRSCH01 = 0]

Have you completed your program of study and received a degree or certificate from [NPSAS]?

[If TCRSCH01 = 1]

Have you already completed a program of study and received a degree or certificate from [NPSAS]?

- 1 = No, I have not completed a degree or certificate
- 2 = No, I am only taking classes; I am not enrolled in a degree or certificate program at this school
- 3 = Yes, I completed a degree or certificate
- 4 = Yes, I completed a degree or certificate, but I am still enrolled at [NPSAS]

*Applies to: Respondents enrolled at [NPSAS] after June 2004.*

Instrument code: KBNEWEN = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBEXP01-07**

*Expect to earn a degree from [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Do you expect to receive a degree or certificate from [NPSAS] before July 2006?

- 0 = No, I do not expect to earn a degree or certificate before July 2006
- 1 = Yes, I expect to earn a degree or certificate before July 2006

*Applies to: Respondents interviewed in March, April, May, or June of 2006 who have not completed a degree at [NPSAS] and are currently enrolled at [NPSAS].*

Instrument code: KBNEWEN = 1 and KBERN01 in (-9 1) and TCRSCH01 = 1 and COMPMON in (3 4 5 6)

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBDEG01-07**

*Type of degree earned at [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If DEGSTAT = 2]

What degree or certificate do you expect to earn from [school]?

(If you will be receiving more than one degree or certificate, please select the highest you will earn.)

[else]

What degree or certificate did you earn from [school]?

(If you received more than one degree or certificate, please select the highest earned.)

- 2 = Undergraduate certificate or diploma (occupational or technical program)
- 3 = Associate's degree
- 4 = Bachelor's degree—4-year program
- 5 = Bachelor's degree—5-year program
- 10 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine)

*Applies to: Respondents who earned a degree or certificate or expect to earn a degree or certificate at [NPSAS] or another school before July 2006.*

Sources: BPS:04/06 full-scale student interview

**KBDGP01-07**

*Type of professional degree at [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If DEGSTAT = 2]

What specific degree do you expect to earn from [school]?

[else]

What specific degree did you earn from [school]?

Professional degree

- 19 = Ministry or Divinity (MDiv/DMin/MHL/BD/ordination)
- 20 = Law (JD/LLB)
- 21 = Medicine (MD) or Osteopathic medicine (DO)
- 22 = Dentistry (DDS/DMD)
- 23 = Chiropractic (DC/DCM)
- 24 = Pharmacy (PharmD)
- 25 = Optometry (OD)
- 26 = Podiatry (DPM/DP/PodD)
- 27 = Veterinary medicine (DVM)
- 28 = Another undergraduate degree not listed
- 29 = Another graduate degree not listed

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004 and who earned or expect to earn a professional degree at [NPSAS] before July 2006.*

Instrument code: KBNEWEN = 1 and DEGSTAT in (2 3 4) and DEGTYPE = 10

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBDGA01-07**

*Degree awarded in last month of enrollment*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Was your [DEGTYPE] awarded in [last month/year from KBDAT\*], the last month you were enrolled at [school]?

0 = No

1 = Yes

*Applies to: Respondents who completed a degree or certificate at [NPSAS] or another school.*

Sources: BPS:04/06 full-scale student interview

**KBDGMY01-07**

*Date degree was awarded by [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

In what month and year was your [DEGTYPE] awarded?

*Applies to: Respondents who completed a degree or certificate and have reported future enrollment or did not receive their degree or certificate during their last month of enrollment at [NPSAS] or another school.*

Sources: BPS:04/06 full-scale student interview

**KBDEM01-07**

*Month degree will be awarded*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

In what month in 2006 will your [DEGTYPE] be awarded?

1 = March

2 = April

3 = May

4 = June

*Applies to: Respondents who expect to complete a degree or certificate at [NPSAS] or another school before July 2006 and were interviewed in March 2006, April 2006, or May 2006.*

Sources: BPS:04/06 full-scale student interview

**KBCMP01-07**

*Completed at least 2 courses at [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Before leaving [NPSAS], had you completed at least two courses with a passing grade?

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, who are (not currently enrolled at [NPSAS] and do not expect to complete a degree or certificate at [NPSAS] before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year) or respondents who have completed or expect to complete a degree or certificate before July 2006 at [NPSAS].*

Instrument code: (KBNEWEN = 1 and (TCRSCH01 = 0 and DEGSTAT = 1

and KBPLAN01 ne 1)) or DEGSTAT in (2 3 4)

Recode note: If DEGSTAT in (2 3 4) then KBCMP01 = 1

Note: Prior to June 1, KBCMP01 applied to respondents who were enrolled at [NPSAS] after June 2004 and were not currently enrolled at [NPSAS] and were not taking only classes at [NPSAS] -or respondents who have completed or expect to complete a degree or certificate before July 2006 at [NPSAS]. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBLVA01-07**

*Left [NPSAS]: academic problems*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Academic problems

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.*

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVA01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBLVB01-07**

*Left [NPSAS]: scheduling problems*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Classes not available or scheduling not convenient

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.*

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVB01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBLVC01-07**

*Left [NPSAS]: Dissatisfaction with program*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Dissatisfaction with program, school, campus, or faculty

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.*

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVC01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBLVD01-07**

*Left [NPSAS]: financial reasons*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Financial reasons

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.*

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVD01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBLVE01-07**

*Left [NPSAS]: family responsibilities*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Family responsibilities

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.*

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVE01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBLVF01-07**

*Left [NPSAS]: personal reasons*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Personal reasons

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.*

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVF01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBLVG01-07**

*Left [NPSAS]: finished desired classes*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Finished taking desired classes

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.*

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVG01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBLVH01-07**

*Left [NPSAS]: called for military service*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Called for military service

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.*

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVH01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBLVX01-07**

*Left [NPSAS]: other*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Another reason not listed

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.*

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLXA01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBRSNA02-07**

*Reason for attending [school 2]: complete a degree*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If TCRSCH\* = 0]

What were your main educational goals in attending [school]?

(Please check all that apply.)

[If TCRSCH\* = 1]

What are your main educational goals in attending [school]?

(Please check all that apply.)

Complete a degree or certificate program at the school

0 = Not to complete a degree

1 = Yes, to complete a degree

*Applies to: Respondents who provided information about [school 2].*

Instrument code: SCHIN02 = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBRSNB02-07**

*Reason for attending [school 2]: prepare for transfer*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If TCRSCH\* = 0]

What were your main educational goals in attending [school]?

(Please check all that apply.)

[If TCRSCH\* = 1]

What are your main educational goals in attending [school]?

(Please check all that apply.)

Prepare for transfer to a 4-year school

0 = Not to prepare for transfer

1 = Yes, to prepare for transfer

*Applies to: Respondents who provided information about [school 2].*

Instrument code: SCHIN02 = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBRSNB02-07**

*Reason for attending [school 2]: earn credits*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If TCRSCH\* = 0]

What were your main educational goals in attending [school]?

(Please check all that apply.)

[If TCRSCH\* = 1]

What are your main educational goals in attending [school]?

(Please check all that apply.)

Earn course credits needed for a program at a different school

0 = Not to earn credits

1 = Yes, to earn credits

*Applies to: Respondents who provided information about [school 2].*

Instrument code: SCHIN02 = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBRSD02-07**

*Reason for attending [school 2]: gain job skills*  
 (Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If TCRSCH\* = 0]

What were your main educational goals in attending [school]?

(Please check all that apply.)

[If TCRSCH\* = 1]

What are your main educational goals in attending [school]?

(Please check all that apply.)

Gain job or occupational skills

0 = Not to gain job skills

1 = Yes, to gain job skills

*Applies to: Respondents who provided information about [school 2].*

Instrument code: SCHIN02 = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBRSE02-07**

*Reason for attending [school 2]: self-improvement*  
 (Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If TCRSCH\* = 0]

What were your main educational goals in attending [school]?

(Please check all that apply.)

[If TCRSCH\* = 1]

What are your main educational goals in attending [school]?

(Please check all that apply.)

Take courses solely for recreation, self-improvement or personal interest

0 = Not for self-improvement

1 = Yes, for self-improvement

*Applies to: Respondents who provided information about [school 2].*

Instrument code: SCHIN02 = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBRNF02-07**

*Reason for attending [school 2]: none of the above*  
 (Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If TCRSCH\* = 0]

What were your main educational goals in attending [school]?

(Please check all that apply.)

[If TCRSCH\* = 1]

What are your main educational goals in attending [school]?

(Please check all that apply.)

None of the above

0 = Some of the reasons listed

1 = None of the reasons listed

*Applies to: Respondents who provided information about [school 2].*

Instrument code: SCHIN02 = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBPLAN01-07**

*Enrollment plans at [NPSAS] for 2006–2007*  
 (Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[Prior to July 1]

Do you plan to enroll at [NPSAS] at any time during the 2006 - 2007

school year (July 1, 2006 to June 30, 2007)?

[After July 1]

Are you enrolled at [NPSAS] now, or have plans to enroll there at anytime between July 1, 2006 and June 30, 2007?

0 = No

1 = Yes

*Applies to: Respondents enrolled at [NPSAS] after June 2004.*

Instrument code: KBNEWEN = 1

Recode note: If DEGSTAT = 4 then KBPLAN01 = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBENR01-07**

*Enrolled at additional school*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

If T\_BASEYR = 0

Have you enrolled at any other schools since July 1, 2003?

Else:

Have you enrolled at any other schools since July 1, 2004?

After July 1:

Have you enrolled at any other schools between July 2003/4 and

June 30, 2006? (If T\_BASEYR = 0 then 2003, else 2004)

0 = No

1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.*

Sources: BPS:04/06 full-scale student interview

**KBCT01-07**

*school 1 city*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

school 1 city

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.*

Sources: NPSAS:04 full-scale student interview

**KBST01-07**

*school 1 state*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

school 1 state

- |                          |                            |
|--------------------------|----------------------------|
| 1 = Alabama              | 33 = New York              |
| 2 = Alaska               | 34 = North Carolina        |
| 3 = Arizona              | 35 = North Dakota          |
| 4 = Arkansas             | 36 = Ohio                  |
| 5 = California           | 37 = Oklahoma              |
| 6 = Colorado             | 38 = Oregon                |
| 7 = Connecticut          | 39 = Pennsylvania          |
| 8 = Delaware             | 40 = Rhode Island          |
| 9 = District of Columbia | 41 = South Carolina        |
| 10 = Florida             | 42 = South Dakota          |
| 11 = Georgia             | 43 = Tennessee             |
| 12 = Hawaii              | 44 = Texas                 |
| 13 = Idaho               | 45 = Utah                  |
| 14 = Illinois            | 46 = Vermont               |
| 15 = Indiana             | 47 = Virginia              |
| 16 = Iowa                | 48 = Washington            |
| 17 = Kansas              | 49 = West Virginia         |
| 18 = Kentucky            | 50 = Wisconsin             |
| 19 = Louisiana           | 51 = Wyoming               |
| 20 = Maine               | 52 = Puerto Rico           |
| 21 = Maryland            | 53 = Canada                |
| 22 = Massachusetts       | 54 = American Samoa        |
| 23 = Michigan            | 55 = Guam                  |
| 24 = Minnesota           | 56 = Micronesia            |
| 25 = Mississippi         | 57 = Marshall Islands      |
| 26 = Missouri            | 58 = Northern Marianas     |
| 27 = Montana             | 59 = Palau Island          |
| 28 = Nebraska            | 60 = Virgin Islands        |
| 29 = Nevada              | 61 = American Military     |
| 30 = New Hampshire       | 62 = Mexico                |
| 31 = New Jersey          | 63 = Other foreign country |
| 32 = New Mexico          |                            |

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.*

Sources: NPSAS:04 full-scale student interview

**KBIPED01-07**

*IPEDS school code 1*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Note: Institutions that could not be coded are included.

999996 = Foreign institution

999997 = Institution name unknown

999998 = Institution city unknown

999999 = State unknown

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.*

Sources: NPSAS:04 full-scale student interview

**KBLEVL01-07**

school 1 level

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

school 1 level

- 1 = 4-year
- 2 = 2-year
- 3 = Less-than-2-year
- 4 = Some other type of school

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.*

Sources: NPSAS:04 full-scale student interview

**KBCTRL01-07**

school 1 control

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

school 1 control

- 1 = Public
- 2 = Private not-for-profit
- 3 = Private for-profit
- 4 = Some other type of school

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.*

Sources: NPSAS:04 full-scale student interview

**KBPRS**

*Most recent school list*

Thinking about the schools you've attended [(if multiple schools in 2006)in 2006/only up to 2005 then 2005...], which would you consider [(if multiple schools in 2006)to be/(else) to have been]your main school?

(If you primarily attended more than one school, which of the schools did you attend most recently?)

- 1 = Dummy response
- 2 = [Potential primary school 2]
- 3 = [Potential primary school 3]
- 4 = [Potential primary school 4]

*Applies to: All respondents.*

Sources: BPS:04/06 full-scale student interview

**KBPRSCH**

*Most recent school fill*

Thinking about the schools you've attended [(if multiple schools in 2006)in 2006/only up to 2005 then 2005...], which would you consider [(if multiple schools in 2006)to be/(else) to have been]your main school?

(If you primarily attended more than one school, which of the schools did you attend most recently?)

*Applies to: All respondents.*

Sources: BPS:04/06 full-scale student interview

**KBPRIPD**

*Primary school IPEDS number*

*Applies to: All respondents.*

Sources: BPS:04/06 full-scale student interview

**KALT30**

*Categorical ranges of age*

What is your age? Are you...

- 1 = Under 24
- 2 = 24-29
- 3 = 30 or over

*Applies to: Base-year nonrespondents who did not report a date of birth.*

Instrument code: Y\_BASEYR = 0 and KADOBMY = -9

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBNUMSCH**

*Total schools attended*

Derived/internal variable KBNUMSCH is calculated based on enrollment history during the 2003-2006 school year and respondents' reporting of attendance at other institutions. KBNUMSCH includes schools collected from BPS and NPSAS.

If no other schools attended, KBNUMSCH = 1

If 1 other school attended, KBNUMSCH = 2

If 2 other schools attended, KBNUMSCH = 3

If 3 other schools attended, KBNUMSCH = 4

If 4 other schools attended, KBNUMSCH = 5

If 5 other schools attended, KBNUMSCH = 6

If 6 other schools attended, KBNUMSCH = 7

- 1 = NPSAS only
- 2 = NPSAS plus one other school
- 3 = NPSAS plus two other schools
- 4 = NPSAS plus three other schools
- 5 = NPSAS plus four other schools
- 6 = NPSAS plus five other schools
- 7 = NPSAS plus six other schools

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

## Section C: Characteristics

### TCURENR

*Current enrollment*

Internal Variable:

Initially set to TCURENR = 0

If PRIMSCH = 1 then TCRSCH\* = TCURENR

Note: Some partial completes did not make it far enough in the interview for TCURENR to be determined, so their value of TCURENR will be a -9 by default.

0 = Not currently enrolled

1 = Currently enrolled

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCDGBA

*4-year bachelor's degree*

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

4-year bachelor's degree

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B or - completed a 4-year bachelor's degree.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE in (-3 -9 4)))

Recode note: If DEGSTAT in (2 3) (expect degree or already earned) and DEGTYPE = 4 THEN KCDGBA = 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCDGPM**

*Post-master's certificate*

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

Post-master's certificate

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE < 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCDGAS**

*Associate's degree*

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE]. (Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE]. (Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

Associate's degree

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B or - completed an associate's degree.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE in (-3 -9 3)))

Recode note: If DEGSTAT in (2 3) (expect degree or already earned) and DEGTYPE = 3 THEN KCDGAS = 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCDGCE**

*Undergraduate certificate/diploma*

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

Undergraduate certificate or diploma (occupational or technical program)

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B or - completed a certificate.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE in (-3 -9 2)))

Recode note: If DEGSTAT in (2 3) (expect degree or already earned) and DEGTYPE = 2 THEN KCDGCE = 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCDGUND**

*Undergraduate, no degree*

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE]. (Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE]. (Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

Undergraduate, not enrolled in a degree program

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE < 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCDGPR**

*Professional degree*

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine)

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B or - completed a professional degree.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE in (-3 -9 10) and KBDGP01 not in (28,29)))

Recode note: If DEGSTAT in (2 3) (expect degree or already earned) and DEGTYPE = 10 and KBDGP\* not in (28,29) THEN KCDGPR = 1

Perturbation procedures were applied to this and other

variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCDGMA**

*Master's degree*

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

Master's degree

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE < 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCDGDR

*Doctoral degree*

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

Doctoral degree

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE < 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCDGPB

*Post-baccalaureate certificate*

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

Post-baccalaureate certificate

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE < 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCDGGNG**

*Graduate student, no degree program*

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

Graduate, not enrolled in a degree program

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE < 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCDG5BA**

*5-year bachelor's degree*

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

5-year bachelor's degree

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B or - completed a 5-year bachelor's degree.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE in (-3 -9 5)))

Recode note: If DEGSTAT in (2 3) (expect degree or already earned) and DEGTYPE = 5 THEN KCDG5BA = 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCDGPRT

*Type of professional degree*

[TCURENR = 1]

What specific degree are you working on at [Primary school]?

[TCURENR = 0]

What specific degree were you working toward when you were last enrolled at [Primary school]?

Professional degree

- 19 = Ministry or Divinity  
(MDiv/DMin/MHL/BD/ordination)
- 20 = Law (JD/LLB)
- 21 = Medicine (MD) or Osteopathic medicine (DO)
- 22 = Dentistry (DDS/DMD)
- 23 = Chiropractic (DC/DCM)
- 24 = Pharmacy (PharmD)
- 25 = Optometry (OD)
- 26 = Podiatry (DPM/DP/PodD)
- 27 = Veterinary medicine (DVM)
- 28 = Another undergraduate degree not listed
- 29 = Another graduate degree not listed

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were working on a professional degree.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCDGPR = 1

Recode note: If DEGSTATin (2 3) (expect degree or already earned) and DEGTYPE= 10 and KBDGP01 not in (28,29) THEN KCDGPRT = KBDGP\*.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCCLTYA

*Type of class: business*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

Business

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCCLTYB**

*Type of class: health*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

Health

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCCLTYC**

*Type of class: education*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

Education

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KCCLTYD**

*Type of class: engineering and engineering technology*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

Engineering and Engineering Technology

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KCCLTYE**

*Type of class: computer and information sciences*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

Computer and Information Sciences

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCCLTYF**

*Type of class: social sciences*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

Social Sciences

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCCLTYG**

*Type of class: natural sciences and mathematics*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

Natural Sciences and Mathematics

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCCLTYH**

*Type of class: arts and humanities*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

Arts and Humanities

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCCLTYI**

*Type of class: communications*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

Communications

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCCLTYJ**

*Type of class: vocational program*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

Vocational Programs

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCCLTYK**

*Type of classes: university transfer*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

University Transfer

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCCLTYL**

*Type of classes: general education*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

General education

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCCLTYX**

*Type of class: other*

Prior to July 1:

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

After July 1:

[If KBERN\* = 2]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

What types of classes have you been taking at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

What types of classes were you taking when you were last enrolled at [Primary school]?

(Please check all that apply.)

Another class not listed

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN\* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCDBLMAJ***Major declared/undeclared*

Prior to July 1:

[If TCURENR = 1]

Have you declared a major yet at [Primary school]?

[If TCURENR = 0]

Had you already declared a major when you were last enrolled at [Primary school]?

After July 1:

[(If DEGSTAT in (2 3) and DEGTYPE in (2 3 4 5)) or (If DEGSTAT in (2 3) and DEGTYPE = 10 and KBDGP\* in (28 29))]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

Have you declared a major yet at [Primary school]?

[If TCURENR = 0]

Had you already declared a major when you were last enrolled at [Primary school]?

0 = Not in a degree program

1 = Yes, I have declared a major

2 = Yes, I have declared a double major

3 = No, I have not declared a major yet

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and - were not working on a professional degree or - were working on a specific professional degree in "chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine" or - were working on professional degrees and no other degree(s) and did not describe their specific professional degree as "chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine."*

Instrument code: ((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KCDGPR ne 1 or (KCDGPR = 1 and KCDGPRT not in (28 29)) or (KCDGPR = 1 and KCDGPRT in (28, 29) and (KCDGBA ne 1 and KCDG5BA ne 1 and KCDGAS ne 1 and KCDGCE ne 1 and KCDGUND ne 1 and KCDGDR ne 1 and KCDGPB ne 1 and KCDGMA ne 1 and KCDGPM ne 1 and KCDGGNG ne 1))))

Recode note: 1) If KBERN\* = 2 then KCDBLMAJ = 0. 2) If (KCDGUND = 1 and KCDGBA=0 and KCDGPM=0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR =0 and KCDGPB = 0 and KCDG5BA = 0) or (KCDGGNG = 1 and KCDGBA=0 and KCDGPM= 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR =0 and KCDGPB = 0 and KCDG5BA = 0) then KCDBLMAJ = 0) If KCDGPR = 1 and 19<=KCDGPRT<=27 then KCDBLMAJ = 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCMAJ1A***[TCURENR = 1]*

What is your current [if KCDBLMAJ = 2} primary] major or field of study at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

[TCURENR = 0]

What was your [if KCDBLMAJ = 2} primary] major or field of study at [Primary school] when you were last enrolled there?

(if DEGSTAT = 4)

Please refer to your most recent enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and (not working on a professional degree or (who are not working on professional degrees and another degree and did not describe their specific professional degree as "chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine"))*

Instrument code: ((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDGPR ne 1) OR (((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDBLMAJ in (-9 0 1 2 3) AND KCDGPR = 1 and KCDGPRT in (28 29) and (KCDGBA ne 1 or KCDGPM ne 1 or KCDGAS ne 1 or KCDGCE ne 1 or KCDGMA ne 1 or KCDGDR ne 1 or KCDGPB ne 1 or KCDG5BA ne 1 or KCDGUND ne 1 or KCDGGNG ne 1))))

Recode note: 1) If KCDBLMAJ = 0 then KCMAJ1A = "NOT IN A DEGREE PROGRAM" 2) If KCDBLMAJ = 3 then KCMAJ1A = "UNDECLARED"

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCMAJ2A

[If TCURENR = 1]

What is your secondary major or field of study at [Primary school]?

(Please do not include a minor.)

[If TCURENR = 0]

What was your secondary major or field of study at [Primary school]?

(Please do not include a minor.)

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year who did not declare only one major.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCDBLMAJ not in (1 - 3)

Recode note: If KCDBLMAJ = 0 THEN KCMAJ2A = "NOT IN A DEGREE PROGRAM"

If KCDBLMAJ = 3 THEN KCMAJ2A = "UNDECLARED"

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCMJ1C2, KCMJ2C2

[If COMPMODE ne 0]

Please bear with me while I code this...

(Use the arrow at the right side of the first dropdown box to display the general areas. Click on the desired general area to select it. Click on the desired specific discipline from the second dropdown box.)

[If COMPMODE = 0]

Please help us categorize [KCMAJ1A] using the dropdown boxes displayed.

You can scroll to display the general areas using the arrow at the right side of the first dropdown box. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

- 1 = Agriculture/natural resources/related
- 2 = Architecture and related services
- 3 = Area/ethnic/cultural/gender studies
- 4 = Arts--visual and performing
- 5 = Biological and biomedical sciences
- 6 = Business/management/marketing/related
- 7 = Communication/journalism/comm tech
- 8 = Computer/info sciences/support tech
- 9 = Construction trades
- 10 = Education
- 11 = Engineering technologies/technicians
- 12 = English language and literature/letters
- 13 = Family/consumer sciences, human sciences
- 14 = Foreign languages/literature/linguistics
- 15 = Health professions/clinical sciences
- 16 = Legal professions and studies
- 17 = Library science

- 18 = Mathematics and statistics
- 19 = Mechanical/repair technologies/techs
- 20 = Multi/interdisciplinary studies
- 21 = Parks/recreation/leisure/fitness studies
- 22 = Precision production
- 23 = Cosmetology, funeral services, and culinary services
- 24 = Philosophy, religion and theology
- 25 = Physical sciences
- 26 = Psychology
- 27 = Public administration/social services
- 28 = Science technologies/technicians
- 29 = Security and protective services
- 30 = Social sciences and history (except psychology)
- 31 = Transportation and materials moving
- 32 = Other
- 33 = Liberal arts and sciences, general studies and humanities
- 98 = Not in degree program
- 99 = Undeclared

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and (not working on a professional degree or (who are not working on professional degrees and another degree and did not describe their specific professional degree as "chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine")*

Instrument code: ((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDGPR ne 1) OR (((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDBLMAJ in (-9 0 1 2 3) AND KCDGPR = 1 and KCDGPR in (28 29) and (KCDGBA ne 1 or KCDGPM ne 1 or KCDGAS ne 1 or KCDGCE ne 1 or KCDGMA ne 1 or KCDGDR ne 1 or KCDGPB ne 1 or KCDG5BA ne 1 or KCDGUND ne 1 or KCDGGNG ne 1)))

Recode note: 1) If KCDBLMAJ = 0 then KCMJ1C2 = 98. 2) If KCDBLMAJ = 3 then KCMJ1C2 = 99

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCMJ1C4, KCMJ2C4**

[If *COMPmode* = 0]

Please bear with me while I code this...

(Use the arrow at the right side of the first dropdown box to display the general areas. Click on the desired general area to select it. Click on the desired specific discipline from the second dropdown box.)

[If *COMPmode* = 0]

Please help us categorize [KCMJ1A] using the dropdown boxes displayed.

You can scroll to display the general areas using the arrow at the right side of the first dropdown box. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

- 97 = No options chosen
- 98 = Not in degree program
- 99 = Undeclared
- 101 = Agriculture and related sciences
- 102 = Natural resources and conservation
- 201 = Architecture
- 202 = City/urban, community, and regional planning
- 203 = Drafting/design engineering technologies/technicians
- 204 = Architecture, planning, and related services, other
- 301 = Area, ethnic, cultural, and gender studies
- 401 = Art history, criticism and conservation
- 402 = Design and applied arts
- 403 = Drama/theatre arts and stagecraft
- 404 = Fine and studio art
- 405 = Music, general
- 406 = Music history, literature, and theory
- 407 = Visual and performing arts, other
- 408 = Commercial and advertising art
- 409 = Dance
- 410 = Film/video and photographic arts
- 411 = Crafts/craft design, folk art and artisanry
- 501 = General biology
- 502 = Biochem/biophysics/molecular biology
- 503 = Botany/plant biology
- 504 = Genetics
- 505 = Microbiological sciences and immunology
- 506 = Physiology, pathology and related sciences
- 507 = Zoology/animal biology
- 508 = Biological and biomedical sciences
- 509 = Biological and physical sciences
- 510 = Systems science and theory
- 511 = Biopsychology
- 512 = Biological/biomedical sciences, other
- 601 = Accounting and related services
- 602 = Business administration, management and operations
- 603 = Business operations support and assistant services
- 604 = Finance and financial management services

- 605 = Human resources management and services
- 606 = Marketing
- 607 = Business, management, marketing, and related support services, other
- 608 = Management information systems and services
- 609 = Real estate
- 610 = Hospitality Administration/Management
- 701 = Communication and media studies
- 702 = Communication technologies
- 703 = Journalism
- 704 = Communication/journalism/comm. tech, other
- 801 = Computer/information technology administration and management
- 802 = Computer programming
- 803 = Computer science
- 804 = Computer software and media applications
- 805 = Computer systems analysis
- 806 = Computer systems networking and telecommunications
- 807 = Data entry/microcomputer applications
- 808 = Data processing
- 809 = Information science/studies
- 810 = Computer and information sciences and support services, other
- 901 = Construction trades
- 1001 = Curriculum and instruction
- 1002 = Educational administration and supervision
- 1003 = Educational/instructional media design
- 1004 = Special education and teaching
- 1005 = Student counseling and personnel services
- 1006 = Education, other
- 1007 = Teacher education: Early childhood education and teaching
- 1008 = Teacher education: Elementary education and teaching
- 1009 = Teacher education: Secondary education and teaching
- 1010 = Teacher education: Adult and continuing education and teaching
- 1011 = Teacher education: Specific levels, other
- 1012 = Teacher education: Specific subject areas
- 1013 = Bilingual, multilingual, and multicultural education
- 1014 = Ed assessment evaluation, and research
- 1015 = Higher education/higher education administration
- 1016 = Teaching assistant/aide
- 1017 = Childcare provider/assistant
- 1018 = Physical education teaching and coaching
- 1019 = Education, other
- 1101 = Biomedical/medical engineering
- 1102 = Chemical engineering
- 1103 = Civil engineering
- 1104 = Computer engineering

1105 = Electrical, electronics and communications engineering	1525 = Veterinary medicine
1106 = Engineering technologies/technicians	1526 = Health aides/attendants/orderlies
1107 = Environmental/environmental health engineering	1527 = Dietetics and clinical nutrition services
1108 = Mechanical engineering	1528 = Health /related clinical services, other
1109 = Engineering, other	1601 = Law
1201 = Creative writing	1602 = Legal support services
1202 = American literature	1603 = General undergraduate legal studies including pre-law
1203 = English literature	1604 = Legal professions and studies, other
1204 = English language and literature/letters, others	1701 = Library science
1301 = Family and consumer sciences/human sciences	1801 = Mathematics
1302 = Family and consumer sciences/human sciences, general	1802 = Statistics
1303 = Child care and support services management	1803 = Mathematics and statistics, other
1304 = Child care provider/assistant (also under Education)	1901 = Electrical/electronics maintenance and repair technology
1305 = Apparel and textiles	1902 = Heating, air conditioning, ventilation and refrigeration maintenance
1306 = Family and consumer sciences/human sciences, other	1903 = Vehicle maintenance and repair technologies
1401 = Romance languages, literatures, and linguistics	1904 = Mechanical/repair technologies/techs, other
1402 = Spanish language and literature	2001 = Biological and physical sciences
1403 = Foreign languages/literature/linguistics, other	2002 = Systems science and theory
1501 = Health services/allied health/health sciences, general	2003 = Biopsychology
1502 = Alternative/complementary medicine/sys	2004 = Multi/interdisciplinary studies, other
1503 = Chiropractic	2101 = Parks, recreation and leisure studies
1504 = Audiology/audiologist, and hearing sciences	2102 = Health and physical education/fitness
1505 = Clinical/medical lab science/allied	2201 = Precision metal working
1506 = Dental support services/allied	2202 = Woodworking
1507 = Dentistry	2203 = Precision production, other
1508 = Health and medical administrative services	2301 = Cosmetology and related personal grooming services
1509 = Health/medical services/allied health	2302 = Funeral service and mortuary science
1510 = Health/medical technicians/technologists	2303 = Culinary arts and related services
1511 = Health/medical preparatory programs	2304 = Personal and culinary services, other
1512 = Medicine, including psychiatry	2401 = Philosophy
1513 = Mental/social health services and allied	2402 = Religion/religious studies
1514 = Clinical pastoral counseling/ patient counseling	2403 = Theology and religious vocations
1515 = Nursing/registered (RN, ASN, BSN, MSN)	2501 = Astronomy and astrophysics
1516 = Nursing science (MS, PhD)	2502 = Atmospheric sciences and meteorology
1517 = Licensed practical/vocational nurse training (LPN, LVN, Cert., Dipl., AAS)	2503 = Chemistry
1518 = Nurse/nursing assistant/aide and patient care assistant	2504 = Geological and earth sciences/geosciences
1519 = Optometry	2505 = Physics
1520 = Osteopathic medicine/osteopathy	2506 = Biological and physical science
1521 = Pharmacy/pharmaceutical sciences/admin	2507 = Systems science and theory [main CIP is Multidisc]
1522 = Podiatric medicine/podiatry	2508 = Physical sciences, other
1523 = Public health	2601 = Behavioral psychology
1524 = Rehabilitation and therapeutic professions	2602 = Clinical psychology
	2603 = Education/school psychology
	2604 = Psychology, other
	2605 = Biopsychology
	2701 = Public administration
	2702 = Social work
	2703 = Public administration and social service professions, other

- 2801 = Biology technician/biotechnology laboratory technician
- 2802 = Nuclear and industrial radiologic technologies/technicians
- 2803 = Physical science technologies/technicians
- 2804 = Science technologies/technician, other
- 2901 = Criminal justice and corrections
- 2902 = Fire protection
- 2903 = Security and protective services, other
- 3001 = Anthropology
- 3002 = Archeology
- 3003 = Criminology
- 3004 = Demography and population studies
- 3005 = Economics
- 3006 = Geography and cartography
- 3007 = History
- 3008 = International relations and affairs
- 3009 = Political science and government
- 3010 = Sociology
- 3011 = Urban studies/affairs
- 3012 = Social sciences, other (except psychology)
- 3101 = Transportation and materials moving
- 3102 = Air transportation
- 3103 = Ground transportation
- 3104 = Transportation and materials moving, other
- 3201 = Other
- 3301 = Liberal arts and sciences, general studies and humanities

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and (not working on a professional degree or (who are not working on professional degrees and another degree and did not describe their specific professional degree as "chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine"))*

**INSTRUMENT CODE:** ((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDGPR ne 1) OR (((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDBLMAJ in (-9 0 1 2 3) AND KCDGPR = 1 and KCDGPRT in (28 29) and (KCDGBA ne 1 or KCDGPM ne 1 or KCDGAS ne 1 or KCDGCE ne 1 or KCDGMA ne 1 or KCDGDR ne 1 or KCDGPB ne 1 or KCDG5BA ne 1 or KCDGUND ne 1 or KCDGGNG ne 1)))

**Recode note:** 1) If KCDBLMAJ = 0 then KCMJ1C4 = 98. 2) If KCDBLMAJ = 3 then KCMJ1C4 = 99  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KCUGYR**

*Undergraduate level last term*

[If TCURENR = 1]

What is your year or level at [Primary school]?

[If TCURENR = 0]

What was your year or level during your most recent term at [Primary school]?

1 = First year or freshman

2 = Second year or sophomore

3 = Third year or junior

4 = Fourth year or senior

5 = Fifth year or higher undergraduate

6 = Unclassified undergraduate

7 = Graduate student

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

**Instrument code:** (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KCGPA1**

*GPA measured on 4.00 scale*

[TCURENR = 1]

Is your grade point average (GPA) at [Primary school] measured on a 4.00 scale?

[TCURENR = 0]

Was your grade point average (GPA) at [Primary school] measured on a 4.00 scale?

1 = Yes

2 = No, it is measured on another grading scale

3 = No, school does not award grades

4 = Yes, but no GPA yet

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

**Instrument code:** (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCGPA

*Cumulative GPA*

[If TCURENR = 1]

What is your cumulative GPA at [Primary school]?

[If TCURENR = 0]

What was your cumulative GPA at [Primary school] through the end of your most recent term there?

Range: 0.00 to 4.00

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year who were graded on a 4.0 GPA scale.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCGPA1 = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCGPAEST

*Estimate of GPA*

Which of the following would you say best describes your grade point average at [Primary school] through the end of your most recent term there?

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)

8 = Don't know

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year who were graded on a scale other than 4.0.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KCGPA1 not in (1 3 4) or (KCGPA1 = 1 and KCGPA = -9))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCDROP

*Ever while enrolled: withdrawn from course after deadline*

[If TCURENR = 1]

While enrolled at [Primary school], have you ever...

[If TCURENR = 0]

While enrolled at [Primary school], did you ever...

[Withdraw/withdrawn] from a course after the normal drop/add deadline.

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCINCOMP

*Ever while enrolled: receive grade of incomplete*

[If TCURENR = 1]

While enrolled at [Primary school], have you ever...

[If TCURENR = 0]

While enrolled at [Primary school], did you ever...

[Receive/received] a grade of incomplete.

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCRPT

*Ever while enrolled: repeat course for higher grade*

[If TCURENR = 1]

While enrolled at [Primary school], have you ever...

[If TCURENR = 0]

While enrolled at [Primary school], did you ever...

[Repeat/Repeated] a course for a higher grade.

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCADVSR**

*Frequency while enrolled: talk with faculty outside class*

[If TCURENR = 1]

Please indicate whether you participate in the following activities never, sometimes, or often.

While enrolled at [Primary school], how often do you...

[If TCURENR = 0]

Please indicate whether you participated in the following activities never, sometimes, or often.

While you were enrolled at [Primary school], how often did you...

Talk with faculty about academic matters, outside of class time

(including e-mail).

0 = Never

1 = Sometimes

2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCACDMTG**

*Frequency while enrolled: meet with advisor*

[If TCURENR = 1]

Please indicate whether you participate in the following activities never, sometimes, or often.

While enrolled at [Primary school], how often do you...

[If TCURENR = 0]

Please indicate whether you participated in the following activities never, sometimes, or often.

While you were enrolled at [Primary school], how often did you...

Meet with advisor concerning academic plans.

0 = Never

1 = Sometimes

2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCSOCIAL**

*Frequency while enrolled: social contact with faculty*

[If TCURENR = 1]

Please indicate whether you participate in the following activities never, sometimes, or often.

While enrolled at [Primary school], how often do you...

[If TCURENR = 0]

Please indicate whether you participated in the following activities never, sometimes, or often.

While you were enrolled at [Primary school], how often did you...

Have informal or social contacts with faculty members outside of classrooms and offices.

0 = Never

1 = Sometimes

2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCSTDYGP**

*Frequency while enrolled: attend study groups*

[If TCURENR = 1]

Please indicate whether you participate in the following activities never, sometimes, or often.

While enrolled at [Primary school], how often do you...

[If TCURENR = 0]

Please indicate whether you participated in the following activities never, sometimes, or often.

While you were enrolled at [Primary school], how often did you...

Attend study groups outside of the classroom

0 = Never

1 = Sometimes

2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCCLUBS

*Frequency while enrolled: participate in school clubs*  
[If TCURENR = 1]

Please indicate whether you participate in the following activities never, sometimes, or often.

While enrolled at [Primary school], how often do you...  
[If TCURENR = 0]

Please indicate whether you participated in the following activities never, sometimes, or often.

While you were enrolled at [Primary school], how often did you...

Participate in school clubs

- 0 = Never
- 1 = Sometimes
- 2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCARTS

*Frequency while enrolled: attend fine art activities*  
[If TCURENR = 1]

Please indicate whether you participate in the following activities never, sometimes, or often.

While enrolled at [Primary school], how often do you...  
[If TCURENR = 0]

Please indicate whether you participated in the following activities never, sometimes, or often.

While you were enrolled at [Primary school], how often did you...

Attend music, choir, drama, or other fine arts activities

- 0 = Never
- 1 = Sometimes
- 2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCVARSPT

*Frequency while enrolled: participate in sports*  
[If TCURENR = 1]

Please indicate whether you participate in the following activities never, sometimes, or often.

While enrolled at [Primary school], how often do you...  
[If TCURENR = 0]

Please indicate whether you participated in the following activities never, sometimes, or often.

While you were enrolled at [Primary school], how often did you...

Participate in varsity, intramural, or club sports

- 0 = Never
- 1 = Sometimes
- 2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCSCHRES

*Residence while enrolled*

[If TCURENR = 1]

While enrolled at [Primary school], do you live on campus, with your parent(s) or guardian(s), or some place else?

[If TCURENR = 0]

When you were last enrolled at [Primary school], did you live on campus, with your parent(s) or guardian(s), or some place else?

- 1 = On-campus or in other, school-provided housing
- 2 = With parent(s)/guardian(s)
- 3 = Some place else (off campus)

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCPARDEC***Parents deceased*

[If TCURENR = 1]

While enrolled at [Primary school], do you live on campus, with your parent(s) or guardian(s), or some place else?

[If TCURENR = 0]

When you were last enrolled at [Primary school], did you live on campus, with your parent(s) or guardian(s), or some place else?

Please check here if both of your parents/guardians are deceased

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCDISTNC***Distance in miles from primary school to home*

[If TCURENR = 1]

How far (in miles) is [Primary school] from your permanent home?

[If TCURENR = 0]

How far (in miles) was [Primary school] from your permanent home when you were most recently enrolled?

Mile(s)

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCNUMJOB***Number of jobs during last term of enrollment*

[If TCURENR = 1]

The next few questions focus on any jobs you have for pay while enrolled at [Primary school].

How many jobs are you currently working for pay -- none, one, or more than one?

[If TCURENR = 0]

The next few questions focus on any jobs you had for pay during your last term of enrollment at [Primary school].

How many jobs for pay did you have at that time -- none, one, or more than one?

Job(s)

0 = None

1 = One

2 = More than one

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCONOFF***Job on or off campus*

[If KCNUMJOB = 1 and TCURENR = 1]

Is your job located primarily on or off campus?

[If KCNUMJOB &gt; 1 and TCURENR = 1]

Since you have more than one job at a time, please refer to the one at which you work the most hours.

Is your job located primarily on or off campus?

[If KCNUMJOB = 1 and TCURENR = 0]

Was your job located primarily on or off campus?

[If KCNUMJOB &gt; 1 and TCURENR = 0]

Since you had more than one job at a time, please refer to the one at which you worked the most hours.

Was your job located primarily on or off campus?

1 = On campus

2 = Off campus

3 = Both on and off campus

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCSCHJOB**

*Type of job*

[If COMPMODE = 0]

[If KCCNUMJOB = 1 and TCURENR = 1]

Which of the following best describes your job?

[If KCCNUMJOB = 2 and TCURENR = 1]

Which of the following best describes your primary job?

[If KCCNUMJOB = 1 and TCURENR = 0]

Which of the following best describes the job you had when you were last enrolled at [Primary school]?

[If KCCNUMJOB = 2 and TCURENR = 0]

Which of the following best describes your primary job when you were last enrolled at [Primary school]?

[IF COMPMODE ne 0]

[If KCCNUMJOB = 1 and TCURENR = 1]

Which of the following best describes your job? Do you...

[If KCCNUMJOB = 2 and TCURENR = 1]

Which of the following best describes your primary job?

Do you...

[If KCCNUMJOB = 1 and TCURENR = 0]

Which of the following best describes the job you had when you were last enrolled at [Primary school]?

Did you...

[If KCCNUMJOB = 2 and TCURENR = 0]

Which of the following best describes your primary job when you were last enrolled at [Primary school]?

Did you...

- 1 = My job is with a private employer
- 2 = I have a work study job
- 3 = I have a paid assistantship
- 4 = I have cooperative employment
- 5 = I have a paid practicum
- 6 = I work for [Primary school]
- 7 = Other

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCEMPTYTYP**

*Type of employer*

[If TCURENR = 1]

In your job, do you work for...

[If TCURENR = 0]

In your job, did you work for...

- 1 = [Primary school]
- 2 = A for-profit company
- 3 = A nonprofit organization
- 4 = A local, state, or federal government
- 5 = The military (including civilian employees of the military)
- 6 = None of the above; I am self-employed

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0

Recode note: If KCSCHJOB = 6 then KCEMPTYTYP = 1  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCRELMAJ**

*Job related to major*

[If TCURENR = 1]

Would you say your job is related to your major or field of study at [Primary school]?

[If TCURENR = 0]

Would you say your job was related to your major or field of study at [Primary school]?

- 0 = No
- 1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and worked while enrolled and -declared at least one major or were working on professional degrees and another degree(s) and did not describe their specific professional degree as "chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine."*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0 and (KCDBLMAJ in (1 2) or (KCDBLMAJ = -3 and KCDGPR = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCRELCRS**

*Job related to coursework*

[If TCURENR = 1]

Would you say your job is related to your coursework at [Primary school]?

[If TCURENR = 0]

Would you say your job was related to your coursework at [Primary school]?

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, who worked while enrolled and did not declare at least one major.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0 and KCDBLMAJ in (0 3)

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCERNAMT**

*Amount earned during school year*

[If KCCNUMJOB = 1 and TCURENR = 1]

How much have you earned from your job during the 2005–2006 school year?

Please exclude summer employment unless you were enrolled during the summer.

[If KCCNUMJOB > 1 and TCURENR = 1]

How much have you earned from all your jobs during the 2005–2006 school year?

Please exclude summer employment unless you were enrolled during the summer.

[If KCCNUMJOB = 1 and TCURENR = 0]

How much did you earn from the job you held during the last school year you were enrolled at [Primary school]?

Please exclude summer employment unless you were enrolled during the summer.

[If KCCNUMJOB gt 1 and TCURENR = 0]

How much did you earn from all the jobs you held during the last school year you were enrolled at [Primary school]?

Please exclude summer employment unless you were enrolled during the summer.

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCEARN**

*Time frame for school year earnings*

[If KCCNUMJOB = 1 and TCURENR = 1]

How much have you earned from your job during the 2005–2006 school year?

Please exclude summer employment unless you were enrolled during the summer.

[If KCCNUMJOB > 1 and TCURENR = 1]

How much have you earned from all your jobs during the 2005–2006 school year?

Please exclude summer employment unless you were enrolled during the summer.

[If KCCNUMJOB = 1 and TCURENR = 0]

How much did you earn from the job you held during the last school year you were enrolled at [Primary school]?

Please exclude summer employment unless you were enrolled during the summer.

[If KCCNUMJOB gt 1 and TCURENR = 0]

How much did you earn from all the jobs you held during the last school year you were enrolled at [Primary school]?

Please exclude summer employment unless you were enrolled during the summer.

1 = For the entire school year

2 = Per term/semester

3 = Per month

4 = Per week

5 = Per hour

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCERNS**

*Number of months or terms worked*

[If TCURENR = 1]

How many [KCEARNT] will you have worked while you were enrolled at [Primary school] during the 2005–2006 school year?

Please exclude summer employment unless you were enrolled during the summer.

[If TCURENR = 0]

About how many [KCEARNT] did you work during the last school year in which you were enrolled at [Primary school]?

Please exclude summer employment unless you were enrolled during the summer.

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, who worked while enrolled and reported their earnings in terms of months or semesters.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0 and KCEARNT in (2 3)

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCHOURS**

*Hours worked weekly when last enrolled*

[If KCCNUMJOB = 1 and TCURENR = 1]

While enrolled at [Primary school], how many hours do you work per week (on average)?

Please exclude summer hours if you were not enrolled during the summer.

[If KCCNUMJOB > 1 and TCURENR = 1]

While enrolled at [Primary school], how many hours do you work per week (on average) at all your jobs?

Please exclude summer hours if you were not enrolled during the summer.

[If KCCNUMJOB = 1 and TCURENR = 0]

During your last term of enrollment at [Primary school], how many hours did you work per week (on average)?

Please exclude summer hours if you were not enrolled during the summer.

[If KCCNUMJOB > 1 and TCURENR = 0]

During your last term of enrollment at [Primary school], how many hours did you work per week (on average) at all your jobs ?

Please exclude summer hours if you were not enrolled during the summer.

Hours

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in

(-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCWKSWK**

*Proportion of weeks worked while enrolled*

[If TCURENR = 1]

Would you say you work during all the weeks you are enrolled, most of them, half of them, or less than half?

[If TCURENR = 0]

Would you say you worked during all the weeks you were enrolled, most of them, half of them, or less than half?

1 = All

2 = Most

3 = Half

4 = Less than half

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, who worked while enrolled and reported positive earnings in weeks or hours.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0 and KCERNAMT > 0 and KCEARNT in (4 5)

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCTOTERN**

*Total earnings: section c*

If KCEARNT = 1 THEN KCTOTERN =

KCERNAMT;

If KCEARNT = 2 AND 1 <= KCERNS <= 4 THEN KCTOTERN =

KCERNAMT \* KCERNS

If KCEARNT = 3 AND 1 <= KCERNS <= 12 THEN KCTOTERN =

KCERNAMT \* KCERNS

If KCEARNT = 4 AND 1 <= KCERNS <= 52 THEN KCTOTERN =

KCERNAMT \* KCERNS

If KCEARNT = 5 AND 1 <= KCERNS <= 3000

THEN KCTOTERN = KCERNAMT \* KCERNS

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCENRWRK**

*Primary role while working*

[If TCURENR = 1]

While enrolled at [Primary school] and working, would you say you are primarily...

[If TCURENR = 0]

While enrolled at [Primary school] 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

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCAFFORD**

*Afford school without working*

[If TCURENR = 0]

Could you have afforded to attend school if you had not worked?

[If TCURENR = 1]

Could you afford to attend school if you were not working?

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, who worked while enrolled and considered themselves students working to meet expenses.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCCNUMJOB > 0 and KCENRWRK = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCPRPAA**

*Help from parents: tuition and fees*

[If TCURENR = 1]

Which of the following do your parent(s) or guardian(s) help you pay? (Please check all that apply.)

[If TCURENR = 0]

Which of the following did your parent(s) or guardian(s) help you pay when you were last enrolled at [Primary school]?

(Please check all that apply.)

Tuition and fees

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, were under age 30 with both parents still living.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TAGE < 30 and KCCPARDEC ne 1 and KCCPARDC2 ne 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCPRPAB**

*Help from parents: other educational expenses*

[If TCURENR = 1]

Which of the following do your parent(s) or guardian(s) help you pay? (Please check all that apply.)

[If TCURENR = 0]

Which of the following did your parent(s) or guardian(s) help you pay when you were last enrolled at [Primary school]?

(Please check all that apply.)

Other educational expenses such as books and supplies

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, were under age 30 with both parents still living.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TAGE < 30 and KCCPARDEC ne 1 and KCCPARDC2 ne 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCPRPAC

*Help from parents: housing*

[If TCURENR = 1]

Which of the following do your parent(s) or guardian(s) help you pay? (Please check all that apply.)

[If TCURENR = 0]

Which of the following did your parent(s) or guardian(s) help you pay when you were last enrolled at [Primary school]?

(Please check all that apply.)

Housing costs, including utilities

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, were under age 30 with both parents still living.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TAGE < 30 and KCPARDEC ne 1 and KCPARDC2 ne 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCPRPAD

*Help from parents: other living expenses*

[If TCURENR = 1]

Which of the following do your parent(s) or guardian(s) help you pay? (Please check all that apply.)

[If TCURENR = 0]

Which of the following did your parent(s) or guardian(s) help you pay when you were last enrolled at [Primary school]?

(Please check all that apply.)

Other living expenses such as food (meal plan) and transportation

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, were under age 30 with both parents still living.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TAGE < 30 and KCPARDEC ne 1 and KCPARDC2 ne 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCPRPAE

*Help from parents: no financial assistance*

[If TCURENR = 1]

Which of the following do your parent(s) or guardian(s) help you pay? (Please check all that apply.)

[If TCURENR = 0]

Which of the following did your parent(s) or guardian(s) help you pay when you were last enrolled at [Primary school]?

(Please check all that apply.)

None of the above - no financial assistance from parents

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, were under age 30 with both parents still living.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TAGE < 30 and KCPARDEC ne 1 and KCPARDC2 ne 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KCPARDC2

*Parents deceased 2*

[If TCURENR = 1]

Which of the following do your parent(s) or guardian(s) help you pay? (Please check all that apply.)

[If TCURENR = 0]

Which of the following did your parent(s) or guardian(s) help you pay when you were last enrolled at [Primary school]?

(Please check all that apply.)

None of the above - Both parents or guardians are deceased

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, were under age 30 with both parents still living.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TAGE < 30 and KCPARDEC ne 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCLVA***Drop: academic problems*Why did you decide to leave [Primary school]?  
(Please check all that apply.)

Academic problems

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN\* ne 1 and ([Primary school] ne [NPSAS])

Note: Prior to June 1, KCLVA applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCLVB***Drop: scheduling problems*Why did you decide to leave [Primary school]?  
(Please check all that apply.)

Classes not available or scheduling not convenient

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN\* ne 1 and ([Primary school] ne [NPSAS])

Note: Prior to June 1, KCLVB applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCLVC***Drop: dissatisfaction with program*Why did you decide to leave [Primary school]?  
(Please check all that apply.)

Dissatisfaction with program, school, campus, or faculty

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN\* ne 1 and ([Primary school] ne [NPSAS])

Note: Prior to June 1, KCLVC applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCLVD***Drop: financial reasons*Why did you decide to leave [Primary school]?  
(Please check all that apply.)

Financial reasons

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN\* ne 1 and ([Primary school] ne [NPSAS])

Note: Prior to June 1, KCLVD applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCLVE**

*Drop: family responsibilities*

Why did you decide to leave [Primary school]?  
(Please check all that apply.)

Family responsibilities

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN\* ne 1 and ([Primary school] ne [NPSAS])

Note: Prior to June 1, KCLVE applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCLVF**

*Drop: personal reasons*

Why did you decide to leave [Primary school]?  
(Please check all that apply.)

Personal reasons

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN\* ne 1 and ([Primary school] ne [NPSAS]).

Note: Prior to June 1, KCLVF applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCLVG**

*Drop: finished desired classes*

Why did you decide to leave [Primary school]?  
(Please check all that apply.)

Finished taking desired classes

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN\* ne 1 and ([Primary school] ne [NPSAS])

Note: Prior to June 1, KCLVG applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCLVH**

*Drop: called for military service*

Why did you decide to leave [Primary school]?  
(Please check all that apply.)

Called for military service

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN\* ne 1 and ([Primary school] ne [NPSAS])

Note: Prior to June 1, KCLVH applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCLVX**

*Drop: other*

Why did you decide to leave [Primary school]?  
(Please check all that apply.)

Another reason not listed

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN\* ne 1 and ([Primary school] ne [NPSAS])

Note: Prior to June 1, KCLVX applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCUGLN**

*Amount borrowed for undergraduate loans*

[If TCURENR = 1]

How much have you already borrowed in student loans for your entire undergraduate education? (Please do not include any money borrowed from family or friends.)

[If TCURENR = 0]

How much did you borrow in student loans for your entire undergraduate education?

(Please do not include any money borrowed from family or friends.)

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCUGOWE**

*Amount owed for undergraduate education*

How much of that amount do you still owe?

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and borrowed money for their undergraduate education.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCUGLN > 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCRPYST**

*Currently repaying any education loans*

Are you currently repaying your education loans?

1 = Yes

2 = No, my loans are paid off

3 = No

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and still owe money for their loans.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCUGLN > 0 and KCUGOWE ne 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCRPYAMT**

*Monthly payment on education loans*

How much do you pay each month on your education loans?

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and still owe money for their loans.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCUGLN > 0 and KCUGOWE ne 0

Recode note: If KCRPYST in (2,3) then KCRPYAMT = 0.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCFAMLN**

*Parents helping to repay loans*

Are your parents/guardians helping you to repay your education loans?

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and are currently repaying their loans, who are under age 30 with both parents still living.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCUGLN > 0 and KCUGOWE ne 0 and KCRPYST = 1 and TAGE < 30 and KCPARDEC ne 1 and KCPARDC2 ne 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

## Section D: Employment

### KDJSTAT

*Currently employed for those not enrolled*

Are you currently employed?

- 0 = No
- 1 = Yes
- 2 = No, I am waiting to report to work or temporarily laid off
- 3 = No, I am a homemaker
- 4 = No, I am disabled

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school].*

Instrument code: TCURENR = 0 and FUTENR = 0

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KDJBDTY

*If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.*

What do you do in your job?

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KDJBTL

*If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.*

What is your job title?

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied

to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KDOC2C2

*[If COMPMODE = 0]*

Please click on the entry in the list below that most closely describes [KDJBTL].

If an appropriate entry does not appear in the list, you may search again by changing the keywords in one of the textboxes above, and clicking on one of the "Search" buttons. If you are still unable to find your job by searching, click on the "None of these" button at the bottom of the screen.

*[If COMPMODE ne 0]*

Please bear with me while I code this...

- 11 = Management Occupations
- 13 = Business and Financial Operations Occupations
- 15 = Computer and Mathematical Occupations
- 17 = Architecture and Engineering Occupations
- 19 = Life, Physical, and Social Science Occupations
- 21 = Community and Social Services Occupations
- 23 = Legal Occupations
- 25 = Education, Training, and Library Occupations
- 27 = Arts, Design, Entertainment, Sports, and Media Occupations
- 29 = Healthcare Practitioners and Technical Occupations
- 31 = Healthcare Support Occupations
- 33 = Protective Service Occupations
- 35 = Food Preparation and Serving Related Occupations
- 37 = Building and Grounds Cleaning and Maintenance Occupations
- 39 = Personal Care and Service Occupations
- 41 = Sales and Related Occupations
- 43 = Office and Administrative Support Occupations
- 45 = Farming, Fishing, and Forestry Occupations
- 47 = Construction and Extraction Occupations
- 49 = Installation, Maintenance, and Repair Occupations
- 51 = Production Occupations
- 53 = Transportation and Material Moving Occupations
- 55 = Military Specific Occupations

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KDOC2C3**

*[If COMPMODE = 0]*

Please click on the entry in the list below that most closely describes [KDJBTL].

If an appropriate entry does not appear in the list, you may search again by changing the keywords in one of the textboxes above, and clicking on one of the "Search" buttons. If you are still unable to find your job by searching, click on the "None of these" button at the bottom of the screen.

*[If COMPMODE ne 0]*

Please bear with me while I code this...

- 111 = Top Executives
- 112 = Advertising, Marketing, Promotions, Public Relations, and Sales Managers
- 113 = Operations Specialties Managers
- 119 = Other Management Occupations
- 131 = Business Operations Specialists
- 132 = Financial Specialists
- 151 = Computer Specialists
- 152 = Mathematical Science Occupations
- 171 = Architects, Surveyors, and Cartographers
- 172 = Engineers
- 173 = Drafters, Engineering, and Mapping Technicians
- 191 = Life Scientists
- 192 = Physical Scientists
- 193 = Social Scientists and Related Workers
- 194 = Life, Physical, and Social Science Technicians
- 211 = Counselors, Social Workers, and Other Community and Social Service Specialists
- 212 = Religious Workers
- 231 = Lawyers, Judges, and Related Workers
- 232 = Legal Support Workers
- 251 = Postsecondary Teachers
- 252 = Primary, Secondary, and Special Education School Teachers
- 253 = Other Teachers and Instructors
- 254 = Librarians, Curators, and Archivists
- 259 = Other Education, Training, and Library Occupations

- 271 = Art and Design Workers
- 272 = Entertainers and Performers, Sports and Related Workers
- 273 = Media and Communication Workers
- 274 = Media and Communication Equipment Workers
- 291 = Health Diagnosing and Treating Practitioners
- 292 = Health Technologists and Technicians
- 299 = Other Healthcare Practitioners and Technical Occupations
- 311 = Nursing, Psychiatric, and Home Health Aides
- 312 = Occupational and Physical Therapist Assistants and Aides
- 319 = Other Healthcare Support Occupations
- 331 = First-Line Supervisors/Managers, Protective Service Workers
- 332 = Fire Fighting and Prevention Workers
- 333 = Law Enforcement Workers
- 339 = Other Protective Service Workers
- 351 = Supervisors, Food Preparation and Serving Workers
- 352 = Cooks and Food Preparation Workers
- 353 = Food and Beverage Serving Workers
- 359 = Other Food Preparation and Serving Related Workers
- 371 = Supervisors, Building and Grounds Cleaning and Maintenance Workers
- 372 = Building Cleaning and Pest Control Workers
- 373 = Grounds Maintenance Workers
- 391 = Supervisors, Personal Care and Service Workers
- 392 = Animal Care and Service Workers
- 393 = Entertainment Attendants and Related Workers
- 394 = Funeral Service Workers
- 395 = Personal Appearance Workers
- 396 = Transportation, Tourism, and Lodging Attendants
- 399 = Other Personal Care and Service Workers
- 411 = Supervisors, Sales Workers
- 412 = Retail Sales Workers
- 413 = Sales Representatives, Services
- 414 = Sales Representatives, Wholesale and Manufacturing
- 419 = Other Sales and Related Workers
- 431 = Supervisors, Office and Administrative Support Workers
- 432 = Communications Equipment Operators
- 433 = Financial Clerks
- 434 = Information and Record Clerks
- 435 = Material Recording, Scheduling, Dispatching, and Distributing Workers
- 436 = Secretaries and Administrative Assistants
- 439 = Other Office and Administrative Support Workers

- 451 = Supervisors, Farming, Fishing, and Forestry Workers  
 452 = Agricultural Workers  
 453 = Fishing and Hunting Workers  
 454 = Forest, Conservation, and Logging Workers  
 471 = Supervisors, Construction and Extraction Workers  
 472 = Construction Trades Workers  
 473 = Helpers, Construction Trades  
 474 = Other Construction and Related Workers  
 475 = Extraction Workers  
 491 = Supervisors of Installation, Maintenance, and Repair Workers  
 492 = Electrical and Electronic Equipment Mechanics, Installers, and Repairers  
 493 = Vehicle and Mobile Equipment Mechanics, Installers, and Repairers  
 499 = Other Installation, Maintenance, and Repair Occupations  
 511 = Supervisors, Production Workers  
 512 = Assemblers and Fabricators  
 513 = Food Processing Workers  
 514 = Metal Workers and Plastic Workers  
 515 = Printing Workers  
 516 = Textile, Apparel, and Furnishings Workers  
 517 = Woodworkers  
 518 = Plant and System Operators  
 519 = Other Production Occupations  
 531 = Supervisors, Transportation and Material Moving Workers  
 532 = Air Transportation Workers  
 533 = Motor Vehicle Operators  
 534 = Rail Transportation Workers  
 535 = Water Transportation Workers  
 536 = Other Transportation Workers  
 537 = Material Moving Workers  
 551 = Military Officer Special and Tactical Operations Leaders/Managers  
 552 = First-Line Enlisted Military Supervisor/Managers  
 553 = Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

## KDOC2C6

*[If COMPMODE = 0]*

Please click on the entry in the list below that most closely describes [KDJBTL].

If an appropriate entry does not appear in the list, you may search again by changing the keywords in one of the textboxes above, and clicking on one of the "Search" buttons. If you are still unable to find your job by searching, click on the "None of these" button at the bottom of the screen.

*[If COMPMODE ne 0]*

Please bear with me while I code this...

- 111011 = Chief Executives  
 111021 = General and Operations Managers  
 111031 = Legislators  
 112011 = Advertising and Promotions Managers  
 112021 = Marketing Managers  
 112022 = Sales Managers  
 112031 = Public Relations Managers  
 113011 = Administrative Services Managers  
 113021 = Computer and Information Systems Managers  
 113031 = Financial Managers  
 113041 = Compensation and Benefits Managers  
 113042 = Training and Development Managers  
 113049 = Human Resources Managers, All Other  
 113051 = Industrial Production Managers  
 113061 = Purchasing Managers  
 113071 = Transportation, Storage, and Distribution Managers  
 119011 = Farm, Ranch, and Other Agricultural Managers  
 119012 = Farmers and Ranchers  
 119021 = Construction Managers  
 119031 = Education Administrators, Preschool and Child Care Center/Program  
 119032 = Education Administrators, Elementary and Secondary School  
 119033 = Education Administrators, Postsecondary  
 119039 = Education Administrators, All Other  
 119041 = Engineering Managers  
 119051 = Food Service Managers  
 119061 = Funeral Directors  
 119071 = Gaming Managers  
 119081 = Lodging Managers  
 119111 = Medical and Health Services Managers  
 119121 = Natural Sciences Managers  
 119131 = Postmasters and Mail Superintendents  
 119141 = Property, Real Estate, and Community Association Managers  
 119151 = Social and Community Service Managers  
 119199 = Managers, All Other  
 131011 = Agents and Business Managers of Artists, Performers, and Athletes  
 131021 = Purchasing Agents and Buyers, Farm Products

131022 = Wholesale and Retail Buyers, Except Farm Products	152041 = Statisticians
131023 = Purchasing Agents, Except Wholesale, Retail, and Farm Products	152091 = Mathematical Technicians
131031 = Claims Adjusters, Examiners, and Investigators	152099 = Mathematical Scientists, All Other
131032 = Insurance Appraisers, Auto Damage	171011 = Architects, Except Landscape and Naval
131041 = Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation	171012 = Landscape Architects
131051 = Cost Estimators	171021 = Cartographers and Photogrammetrists
131061 = Emergency Management Specialists	171022 = Surveyors
131071 = Employment, Recruitment, and Placement Specialists	172011 = Aerospace Engineers
131072 = Compensation, Benefits, and Job Analysis Specialists	172021 = Agricultural Engineers
131073 = Training and Development Specialists	172031 = Biomedical Engineers
131079 = Human Resources, Training, and Labor Relations Specialists, All Other	172041 = Chemical Engineers
131081 = Logisticians	172051 = Civil Engineers
131111 = Management Analysts	172061 = Computer Hardware Engineers
131121 = Meeting and Convention Planners	172071 = Electrical Engineers
131199 = Business Operations Specialists, All Other	172072 = Electronics Engineers, Except Computer
132011 = Accountants and Auditors	172081 = Environmental Engineers
132021 = Appraisers and Assessors of Real Estate	172111 = Health and Safety Engineers, Except Mining Safety Engineers and Inspectors
132031 = Budget Analysts	172112 = Industrial Engineers
132041 = Credit Analysts	172121 = Marine Engineers and Naval Architects
132051 = Financial Analysts	172131 = Materials Engineers
132052 = Personal Financial Advisors	172141 = Mechanical Engineers
132053 = Insurance Underwriters	172151 = Mining and Geological Engineers, Including Mining Safety Engineers
132061 = Financial Examiners	172161 = Nuclear Engineers
132071 = Loan Counselors	172171 = Petroleum Engineers
132072 = Loan Officers	172199 = Engineers, All Other
132081 = Tax Examiners, Collectors, and Revenue Agents	173011 = Architectural and Civil Drafters
132082 = Tax Preparers	173012 = Electrical and Electronics Drafters
132099 = Financial Specialists, All Other	173013 = Mechanical Drafters
151011 = Computer and Information Scientists, Research	173019 = Drafters, All Other
151021 = Computer Programmers	173021 = Aerospace Engineering and Operations Technicians
151031 = Computer Software Engineers, Applications	173022 = Civil Engineering Technicians
151032 = Computer Software Engineers, Systems Software	173023 = Electrical and Electronic Engineering Technicians
151041 = Computer Support Specialists	173024 = Electro-Mechanical Technicians
151051 = Computer Systems Analysts	173025 = Environmental Engineering Technicians
151061 = Database Administrators	173026 = Industrial Engineering Technicians
151071 = Network and Computer Systems Administrators	173027 = Mechanical Engineering Technicians
151081 = Network Systems and Data Communications Analysts	173029 = Engineering Technicians, Except Drafters, All Other
151099 = Computer Specialists, All Other	173031 = Surveying and Mapping Technicians
152011 = Actuaries	191011 = Animal Scientists
152021 = Mathematicians	191012 = Food Scientists and Technologists
152031 = Operations Research Analysts	191013 = Soil and Plant Scientists
	191021 = Biochemists and Biophysicists
	191022 = Microbiologists
	191023 = Zoologists and Wildlife Biologists
	191029 = Biological Scientists, All Other
	191031 = Conservation Scientists
	191032 = Foresters
	191041 = Epidemiologists
	191042 = Medical Scientists, Except Epidemiologists
	191099 = Life Scientists, All Other

192011 = Astronomers	211092 = Probation Officers and Correctional Treatment Specialists
192012 = Physicists	211093 = Social and Human Service Assistants
192021 = Atmospheric and Space Scientists	211099 = Community and Social Service Specialists, All Other
192031 = Chemists	212011 = Clergy
192032 = Materials Scientists	212021 = Directors, Religious Activities and Education
192041 = Environmental Scientists and Specialists, Including Health	212099 = Religious Workers, All Other
192042 = Geoscientists, Except Hydrologists and Geographers	231011 = Lawyers
192043 = Hydrologists	231021 = Administrative Law Judges, Adjudicators, and Hearing Officers
192099 = Physical Scientists, All Other	231022 = Arbitrators, Mediators, and Conciliators
193011 = Economists	231023 = Judges, Magistrate Judges, and Magistrates
193021 = Market Research Analysts	232011 = Paralegals and Legal Assistants
193022 = Survey Researchers	232091 = Court Reporters
193031 = Clinical, Counseling, and School Psychologists	232092 = Law Clerks
193032 = Industrial-Organizational Psychologists	232093 = Title Examiners, Abstractors, and Searchers
193039 = Psychologists, All Other	232099 = Legal Support Workers, All Other
193041 = Sociologists	251011 = Business Teachers, Postsecondary
193051 = Urban and Regional Planners	251021 = Computer Science Teachers, Postsecondary
193091 = Anthropologists and Archeologists	251022 = Mathematical Science Teachers, Postsecondary
193092 = Geographers	251031 = Architecture Teachers, Postsecondary
193093 = Historians	251032 = Engineering Teachers, Postsecondary
193094 = Political Scientists	251041 = Agricultural Sciences Teachers, Postsecondary
193099 = Social Scientists and Related Workers, All Other	251042 = Biological Science Teachers, Postsecondary
194011 = Agricultural and Food Science Technicians	251043 = Forestry and Conservation Science Teachers, Postsecondary
194021 = Biological Technicians	251051 = Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary
194031 = Chemical Technicians	251052 = Chemistry Teachers, Postsecondary
194041 = Geological and Petroleum Technicians	251053 = Environmental Science Teachers, Postsecondary
194051 = Nuclear Technicians	251054 = Physics Teachers, Postsecondary
194061 = Social Science Research Assistants	251061 = Anthropology and Archeology Teachers, Postsecondary
194091 = Environmental Science and Protection Technicians, Including Health	251062 = Area, Ethnic, and Cultural Studies Teachers, Postsecondary
194092 = Forensic Science Technicians	251063 = Economics Teachers, Postsecondary
194093 = Forest and Conservation Technicians	251064 = Geography Teachers, Postsecondary
194099 = Life, Physical, and Social Science Technicians, All Other	251065 = Political Science Teachers, Postsecondary
211011 = Substance Abuse and Behavioral Disorder Counselors	251066 = Psychology Teachers, Postsecondary
211012 = Educational, Vocational, and School Counselors	251067 = Sociology Teachers, Postsecondary
211013 = Marriage and Family Therapists	251069 = Social Sciences Teachers, Postsecondary, All Other
211014 = Mental Health Counselors	251071 = Health Specialties Teachers, Postsecondary
211015 = Rehabilitation Counselors	251072 = Nursing Instructors and Teachers, Postsecondary
211019 = Counselors, All Other	251081 = Education Teachers, Postsecondary
211021 = Child, Family, and School Social Workers	
211022 = Medical and Public Health Social Workers	
211023 = Mental Health and Substance Abuse Social Workers	
211029 = Social Workers, All Other	
211091 = Health Educators	

251082 = Library Science Teachers, Postsecondary	259041 = Teacher Assistants
251111 = Criminal Justice and Law Enforcement Teachers, Postsecondary	259099 = Education, Training, and Library Workers, All Other
251112 = Law Teachers, Postsecondary	271011 = Art Directors
251113 = Social Work Teachers, Postsecondary	271012 = Craft Artists
251121 = Art, Drama, and Music Teachers, Postsecondary	271013 = Fine Artists, Including Painters, Sculptors, and Illustrators
251122 = Communications Teachers, Postsecondary	271014 = Multi-Media Artists and Animators
251123 = English Language and Literature Teachers, Postsecondary	271019 = Artists and Related Workers, All Other
251124 = Foreign Language and Literature Teachers, Postsecondary	271021 = Commercial and Industrial Designers
251125 = History Teachers, Postsecondary	271022 = Fashion Designers
251126 = Philosophy and Religion Teachers, Postsecondary	271023 = Floral Designers
251191 = Graduate Teaching Assistants	271024 = Graphic Designers
251192 = Home Economics Teachers, Postsecondary	271025 = Interior Designers
251193 = Recreation and Fitness Studies Teachers, Postsecondary	271026 = Merchandise Displayers and Window Trimmers
251194 = Vocational Education Teachers, Postsecondary	271027 = Set and Exhibit Designers
251199 = Postsecondary Teachers, All Other	271029 = Designers, All Other
252011 = Preschool Teachers, Except Special Education	272011 = Actors
252012 = Kindergarten Teachers, Except Special Education	272012 = Producers and Directors
252021 = Elementary School Teachers, Except Special Education	272021 = Athletes and Sports Competitors
252022 = Middle School Teachers, Except Special and Vocational Education	272022 = Coaches and Scouts
252023 = Vocational Education Teachers, Middle School	272023 = Umpires, Referees, and Other Sports Officials
252031 = Secondary School Teachers, Except Special and Vocational Education	272031 = Dancers
252032 = Vocational Education Teachers, Secondary School	272032 = Choreographers
252041 = Special Education Teachers, Preschool, Kindergarten, and Elementary School	272041 = Music Directors and Composers
252042 = Special Education Teachers, Middle School	272042 = Musicians and Singers
252043 = Special Education Teachers, Secondary School	272099 = Entertainers and Performers, Sports and Related Workers, All Other
253011 = Adult Literacy, Remedial Education, and GED Teachers and Instructors	273011 = Radio and Television Announcers
253021 = Self-Enrichment Education Teachers	273012 = Public Address System and Other Announcers
253099 = Teachers and Instructors, All Other	273021 = Broadcast News Analysts
254011 = Archivists	273022 = Reporters and Correspondents
254012 = Curators	273031 = Public Relations Specialists
254013 = Museum Technicians and Conservators	273041 = Editors
254021 = Librarians	273042 = Technical Writers
254031 = Library Technicians	273043 = Writers and Authors
259011 = Audio-Visual Collections Specialists	273091 = Interpreters and Translators
259021 = Farm and Home Management Advisors	273099 = Media and Communication Workers, All Other
259031 = Instructional Coordinators	274011 = Audio and Video Equipment Technicians
	274012 = Broadcast Technicians
	274013 = Radio Operators
	274014 = Sound Engineering Technicians
	274021 = Photographers
	274031 = Camera Operators, Television, Video, and Motion Picture
	274032 = Film and Video Editors
	274099 = Media and Communication Equipment Workers, All Other
	291011 = Chiropractors
	291021 = Dentists, General
	291022 = Oral and Maxillofacial Surgeons
	291023 = Orthodontists

291024 = Prosthodontists	299011 = Occupational Health and Safety Specialists
291029 = Dentists, All Other Specialists	299012 = Occupational Health and Safety Technicians
291031 = Dietitians and Nutritionists	299091 = Athletic Trainers
291041 = Optometrists	299099 = Healthcare Practitioners and Technical Workers, All Other
291051 = Pharmacists	311011 = Home Health Aides
291061 = Anesthesiologists	311012 = Nursing Aides, Orderlies, and Attendants
291062 = Family and General Practitioners	311013 = Psychiatric Aides
291063 = Internists, General	312011 = Occupational Therapist Assistants
291064 = Obstetricians and Gynecologists	312012 = Occupational Therapist Aides
291065 = Pediatricians, General	312021 = Physical Therapist Assistants
291066 = Psychiatrists	312022 = Physical Therapist Aides
291067 = Surgeons	319011 = Massage Therapists
291069 = Physicians and Surgeons, All Other	319091 = Dental Assistants
291071 = Physician Assistants	319092 = Medical Assistants
291081 = Podiatrists	319093 = Medical Equipment Preparers
291111 = Registered Nurses	319094 = Medical Transcriptionists
291121 = Audiologists	319095 = Pharmacy Aides
291122 = Occupational Therapists	319096 = Veterinary Assistants and Laboratory Animal Caretakers
291123 = Physical Therapists	319099 = Healthcare Support Workers, All Other
291124 = Radiation Therapists	331011 = First-Line Supervisors/Managers of Correctional Officers
291125 = Recreational Therapists	331012 = First-Line Supervisors/Managers of Police and Detectives
291126 = Respiratory Therapists	331021 = First-Line Supervisors/Managers of Fire Fighting and Prevention Workers
291127 = Speech-Language Pathologists	331099 = First-Line Supervisors/Managers, Protective Service Workers, All Other
291129 = Therapists, All Other	332011 = Fire Fighters
291131 = Veterinarians	332021 = Fire Inspectors and Investigators
291199 = Health Diagnosing and Treating Practitioners, All Other	332022 = Forest Fire Inspectors and Prevention Specialists
292011 = Medical and Clinical Laboratory Technologists	333011 = Bailiffs
292012 = Medical and Clinical Laboratory Technicians	333012 = Correctional Officers and Jailers
292021 = Dental Hygienists	333021 = Detectives and Criminal Investigators
292031 = Cardiovascular Technologists and Technicians	333031 = Fish and Game Wardens
292032 = Diagnostic Medical Sonographers	333041 = Parking Enforcement Workers
292033 = Nuclear Medicine Technologists	333051 = Police and Sheriff's Patrol Officers
292034 = Radiologic Technologists and Technicians	333052 = Transit and Railroad Police
292041 = Emergency Medical Technicians and Paramedics	339011 = Animal Control Workers
292051 = Dietetic Technicians	339021 = Private Detectives and Investigators
292052 = Pharmacy Technicians	339031 = Gaming Surveillance Officers and Gaming Investigators
292053 = Psychiatric Technicians	339032 = Security Guards
292054 = Respiratory Therapy Technicians	339091 = Crossing Guards
292055 = Surgical Technologists	339092 = Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers
292056 = Veterinary Technologists and Technicians	339099 = Protective Service Workers, All Other
292061 = Licensed Practical and Licensed Vocational Nurses	351011 = Chefs and Head Cooks
292071 = Medical Records and Health Information Technicians	351012 = First-Line Supervisors/Managers of Food Preparation and Serving Workers
292081 = Opticians, Dispensing	352011 = Cooks, Fast Food
292091 = Orthotists and Prosthetists	352012 = Cooks, Institution and Cafeteria
292099 = Health Technologists and Technicians, All Other	

352013 = Cooks, Private Household	395011 = Barbers
352014 = Cooks, Restaurant	395012 = Hairdressers, Hairstylists, and Cosmetologists
352015 = Cooks, Short Order	395091 = Makeup Artists, Theatrical and Performance
352019 = Cooks, All Other	395092 = Manicurists and Pedicurists
352021 = Food Preparation Workers	395093 = Shampoos
353011 = Bartenders	395094 = Skin Care Specialists
353021 = Combined Food Preparation and Serving Workers, Including Fast Food	396011 = Baggage Porters and Bellhops
353022 = Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	396012 = Concierges
353031 = Waiters and Waitresses	396021 = Tour Guides and Escorts
353041 = Food Servers, Nonrestaurant	396022 = Travel Guides
359011 = Dining Room and Cafeteria Attendants and Bartender Helpers	396031 = Flight Attendants
359021 = Dishwashers	396032 = Transportation Attendants, Except Flight Attendants and Baggage Porters
359031 = Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	399011 = Child Care Workers
359099 = Food Preparation and Serving Related Workers, All Other	399021 = Personal and Home Care Aides
371011 = First-Line Supervisors/Managers of Housekeeping and Janitorial Workers	399031 = Fitness Trainers and Aerobics Instructors
371012 = First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers	399032 = Recreation Workers
372011 = Janitors and Cleaners, Except Maids and Housekeeping Cleaners	399041 = Residential Advisors
372012 = Maids and Housekeeping Cleaners	399099 = Personal Care and Service Workers, All Other
372019 = Building Cleaning Workers, All Other	411011 = First-Line Supervisors/Managers of Retail Sales Workers
372021 = Pest Control Workers	411012 = First-Line Supervisors/Managers of Non- Retail Sales Workers
373011 = Landscaping and Groundskeeping Workers	412011 = Cashiers
373012 = Pesticide Handlers, Sprayers, and Applicators, Vegetation	412012 = Gaming Change Persons and Booth Cashiers
373013 = Tree Trimmers and Pruners	412021 = Counter and Rental Clerks
373019 = Grounds Maintenance Workers, All Other	412022 = Parts Salespersons
391011 = Gaming Supervisors	412031 = Retail Salespersons
391012 = Slot Key Persons	413011 = Advertising Sales Agents
391021 = First-Line Supervisors/Managers of Personal Service Workers	413021 = Insurance Sales Agents
392011 = Animal Trainers	413031 = Securities, Commodities, and Financial Services Sales Agents
392021 = Nonfarm Animal Caretakers	413041 = Travel Agents
393011 = Gaming Dealers	413099 = Sales Representatives, Services, All Other
393012 = Gaming and Sports Book Writers and Runners	414011 = Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
393019 = Gaming Service Workers, All Other	414012 = Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
393021 = Motion Picture Projectionists	419011 = Demonstrators and Product Promoters
393031 = Ushers, Lobby Attendants, and Ticket Takers	419012 = Models
393091 = Amusement and Recreation Attendants	419021 = Real Estate Brokers
393092 = Costume Attendants	419022 = Real Estate Sales Agents
393093 = Locker Room, Coatroom, and Dressing Room Attendants	419031 = Sales Engineers
393099 = Entertainment Attendants and Related Workers, All Other	419041 = Telemarketers
394011 = Embalmers	419091 = Door-To-Door Sales Workers, News and Street Vendors, and Related Workers
394021 = Funeral Attendants	419099 = Sales and Related Workers, All Other
	431011 = First-Line Supervisors/Managers of Office and Administrative Support Workers

432011 = Switchboard Operators, Including Answering Service	439011 = Computer Operators
432021 = Telephone Operators	439021 = Data Entry Keyers
432099 = Communications Equipment Operators, All Other	439022 = Word Processors and Typists
433011 = Bill and Account Collectors	439031 = Desktop Publishers
433021 = Billing and Posting Clerks and Machine Operators	439041 = Insurance Claims and Policy Processing Clerks
433031 = Bookkeeping, Accounting, and Auditing Clerks	439051 = Mail Clerks and Mail Machine Operators, Except Postal Service
433041 = Gaming Cage Workers	439061 = Office Clerks, General
433051 = Payroll and Timekeeping Clerks	439071 = Office Machine Operators, Except Computer
433061 = Procurement Clerks	439081 = Proofreaders and Copy Markers
433071 = Tellers	439111 = Statistical Assistants
434011 = Brokerage Clerks	439199 = Office and Administrative Support Workers, All Other
434021 = Correspondence Clerks	451011 = First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers
434031 = Court, Municipal, and License Clerks	451012 = Farm Labor Contractors
434041 = Credit Authorizers, Checkers, and Clerks	452011 = Agricultural Inspectors
434051 = Customer Service Representatives	452021 = Animal Breeders
434061 = Eligibility Interviewers, Government Programs	452041 = Graders and Sorters, Agricultural Products
434071 = File Clerks	452091 = Agricultural Equipment Operators
434081 = Hotel, Motel, and Resort Desk Clerks	452092 = Farmworkers and Laborers, Crop, Nursery, and Greenhouse
434111 = Interviewers, Except Eligibility and Loan	452093 = Farmworkers, Farm and Ranch Animals
434121 = Library Assistants, Clerical	452099 = Agricultural Workers, All Other
434131 = Loan Interviewers and Clerks	453011 = Fishers and Related Fishing Workers
434141 = New Accounts Clerks	453021 = Hunters and Trappers
434151 = Order Clerks	454011 = Forest and Conservation Workers
434161 = Human Resources Assistants, Except Payroll and Timekeeping	454021 = Fallers
434171 = Receptionists and Information Clerks	454022 = Logging Equipment Operators
434181 = Reservation and Transportation Ticket Agents and Travel Clerks	454023 = Log Graders and Scalers
434199 = Information and Record Clerks, All Other	454029 = Logging Workers, All Other
435011 = Cargo and Freight Agents	471011 = First-Line Supervisors/Managers of Construction Trades and Extraction Workers
435021 = Couriers and Messengers	472011 = Boilermakers
435031 = Police, Fire, and Ambulance Dispatchers	472021 = Brickmasons and Blockmasons
435032 = Dispatchers, Except Police, Fire, and Ambulance	472022 = Stonemasons
435041 = Meter Readers, Utilities	472031 = Carpenters
435051 = Postal Service Clerks	472041 = Carpet Installers
435052 = Postal Service Mail Carriers	472042 = Floor Layers, Except Carpet, Wood, and Hard Tiles
435053 = Postal Service Mail Sorters, Processors, and Processing Machine Operators	472043 = Floor Sanders and Finishers
435061 = Production, Planning, and Expediting Clerks	472044 = Tile and Marble Setters
435071 = Shipping, Receiving, and Traffic Clerks	472051 = Cement Masons and Concrete Finishers
435081 = Stock Clerks and Order Fillers	472053 = Terrazzo Workers and Finishers
435111 = Weighers, Measurers, Checkers, and Samplers, Recordkeeping	472061 = Construction Laborers
436011 = Executive Secretaries and Administrative Assistants	472071 = Paving, Surfacing, and Tamping Equipment Operators
436012 = Legal Secretaries	472072 = Pile-Driver Operators
436013 = Medical Secretaries	472073 = Operating Engineers and Other Construction Equipment Operators
436014 = Secretaries, Except Legal, Medical, and Executive	472081 = Drywall and Ceiling Tile Installers
	472082 = Tapers

472111 = Electricians	492021 = Radio Mechanics
472121 = Glaziers	492022 = Telecommunications Equipment Installers and Repairers, Except Line Installers
472131 = Insulation Workers, Floor, Ceiling, and Wall	492091 = Avionics Technicians
472132 = Insulation Workers, Mechanical	492092 = Electric Motor, Power Tool, and Related Repairers
472141 = Painters, Construction and Maintenance	492093 = Electrical and Electronics Installers and Repairers, Transportation Equipment
472142 = Paperhangers	492094 = Electrical and Electronics Repairers, Commercial and Industrial Equipment
472151 = Pipelayers	492095 = Electrical and Electronics Repairers, Powerhouse, Substation, and Relay
472152 = Plumbers, Pipefitters, and Steamfitters	492096 = Electronic Equipment Installers and Repairers, Motor Vehicles
472161 = Plasterers and Stucco Masons	492097 = Electronic Home Entertainment Equipment Installers and Repairers
472171 = Reinforcing Iron and Rebar Workers	492098 = Security and Fire Alarm Systems Installers
472181 = Roofers	493011 = Aircraft Mechanics and Service Technicians
472211 = Sheet Metal Workers	493021 = Automotive Body and Related Repairers
472221 = Structural Iron and Steel Workers	493022 = Automotive Glass Installers and Repairers
473011 = Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	493023 = Automotive Service Technicians and Mechanics
473012 = Helpers--Carpenters	493031 = Bus and Truck Mechanics and Diesel Engine Specialists
473013 = Helpers--Electricians	493041 = Farm Equipment Mechanics
473014 = Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	493042 = Mobile Heavy Equipment Mechanics, Except Engines
473015 = Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	493043 = Rail Car Repairers
473016 = Helpers--Roofers	493051 = Motorboat Mechanics
473019 = Helpers, Construction Trades, All Other	493052 = Motorcycle Mechanics
474011 = Construction and Building Inspectors	493053 = Outdoor Power Equipment and Other Small Engine Mechanics
474021 = Elevator Installers and Repairers	493091 = Bicycle Repairers
474031 = Fence Erectors	493092 = Recreational Vehicle Service Technicians
474041 = Hazardous Materials Removal Workers	493093 = Tire Repairers and Changers
474051 = Highway Maintenance Workers	499011 = Mechanical Door Repairers
474061 = Rail-Track Laying and Maintenance Equipment Operators	499012 = Control and Valve Installers and Repairers, Except Mechanical Door
474071 = Septic Tank Servicicers and Sewer Pipe Cleaners	499021 = Heating, Air Conditioning, and Refrigeration Mechanics and Installers
474091 = Segmental Pavers	499031 = Home Appliance Repairers
474099 = Construction and Related Workers, All Other	499041 = Industrial Machinery Mechanics
475011 = Derrick Operators, Oil and Gas	499042 = Maintenance and Repair Workers, General
475012 = Rotary Drill Operators, Oil and Gas	499043 = Maintenance Workers, Machinery
475013 = Service Unit Operators, Oil, Gas, and Mining	499044 = Millwrights
475021 = Earth Drillers, Except Oil and Gas	499045 = Refractory Materials Repairers, Except Brickmasons
475031 = Explosives Workers, Ordnance Handling Experts, and Blasters	499051 = Electrical Power-Line Installers and Repairers
475041 = Continuous Mining Machine Operators	499052 = Telecommunications Line Installers and Repairers
475042 = Mine Cutting and Channeling Machine Operators	
475049 = Mining Machine Operators, All Other	
475051 = Rock Splitters, Quarry	
475061 = Roof Bolters, Mining	
475071 = Roustabouts, Oil and Gas	
475081 = Helpers--Extraction Workers	
475099 = Extraction Workers, All Other	
491011 = First-Line Supervisors/Managers of Mechanics, Installers, and Repairers	
492011 = Computer, Automated Teller, and Office Machine Repairers	

499061 = Camera and Photographic Equipment Repairers	514031 = Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
499062 = Medical Equipment Repairers	514032 = Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic
499063 = Musical Instrument Repairers and Tuners	514033 = Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic
499064 = Watch Repairers	514034 = Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic
499069 = Precision Instrument and Equipment Repairers, All Other	514035 = Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic
499091 = Coin, Vending, and Amusement Machine Servicers and Repairers	514041 = Machinists
499092 = Commercial Divers	514051 = Metal-Refining Furnace Operators and Tenders
499093 = Fabric Menders, Except Garment	514052 = Pourers and Casters, Metal
499094 = Locksmiths and Safe Repairers	514061 = Model Makers, Metal and Plastic
499095 = Manufactured Building and Mobile Home Installers	514062 = Patternmakers, Metal and Plastic
499096 = Riggers	514071 = Foundry Mold and Coremakers
499097 = Signal and Track Switch Repairers	514072 = Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic
499098 = Helpers--Installation, Maintenance, and Repair Workers	514081 = Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
499099 = Installation, Maintenance, and Repair Workers, All Other	514111 = Tool and Die Makers
511011 = First-Line Supervisors/Managers of Production and Operating Workers	514121 = Welders, Cutters, Solderers, and Brazers
512011 = Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	514122 = Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders
512021 = Coil Winders, Tapers, and Finishers	514191 = Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic
512022 = Electrical and Electronic Equipment Assemblers	514192 = Lay-Out Workers, Metal and Plastic
512023 = Electromechanical Equipment Assemblers	514193 = Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic
512031 = Engine and Other Machine Assemblers	514194 = Tool Grinders, Filers, and Sharpeners
512041 = Structural Metal Fabricators and Fitters	514199 = Metal Workers and Plastic Workers, All Other
512091 = Fiberglass Laminators and Fabricators	515011 = Bindery Workers
512092 = Team Assemblers	515012 = Bookbinders
512093 = Timing Device Assemblers, Adjusters, and Calibrators	515021 = Job Printers
512099 = Assemblers and Fabricators, All Other	515022 = Prepress Technicians and Workers
513011 = Bakers	515023 = Printing Machine Operators
513021 = Butchers and Meat Cutters	516011 = Laundry and Dry-Cleaning Workers
513022 = Meat, Poultry, and Fish Cutters and Trimmers	516021 = Pressers, Textile, Garment, and Related Materials
513023 = Slaughterers and Meat Packers	516031 = Sewing Machine Operators
513091 = Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders	516041 = Shoe and Leather Workers and Repairers
513092 = Food Batchmakers	516042 = Shoe Machine Operators and Tenders
513093 = Food Cooking Machine Operators and Tenders	516051 = Sewers, Hand
514011 = Computer-Controlled Machine Tool Operators, Metal and Plastic	516052 = Tailors, Dressmakers, and Custom Sewers
514012 = Numerical Tool and Process Control Programmers	516061 = Textile Bleaching and Dyeing Machine Operators and Tenders
514021 = Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	516062 = Textile Cutting Machine Setters, Operators, and Tenders
514022 = Forging Machine Setters, Operators, and Tenders, Metal and Plastic	
514023 = Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	

516063 = Textile Knitting and Weaving Machine Setters, Operators, and Tenders	519082 = Medical Appliance Technicians
516064 = Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders	519083 = Ophthalmic Laboratory Technicians
516091 = Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers	519111 = Packaging and Filling Machine Operators and Tenders
516092 = Fabric and Apparel Patternmakers	519121 = Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
516093 = Upholsterers	519122 = Painters, Transportation Equipment
516099 = Textile, Apparel, and Furnishings Workers, All Other	519123 = Painting, Coating, and Decorating Workers
517011 = Cabinetmakers and Bench Carpenters	519131 = Photographic Process Workers
517021 = Furniture Finishers	519132 = Photographic Processing Machine Operators
517031 = Model Makers, Wood	519141 = Semiconductor Processors
517032 = Patternmakers, Wood	519191 = Cementing and Gluing Machine Operators and Tenders
517041 = Sawing Machine Setters, Operators, and Tenders, Wood	519192 = Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders
517042 = Woodworking Machine Setters, Operators, and Tenders, Except Sawing	519193 = Cooling and Freezing Equipment Operators and Tenders
517099 = Woodworkers, All Other	519194 = Etchers and Engravers
518011 = Nuclear Power Reactor Operators	519195 = Molders, Shapers, and Casters, Except Metal and Plastic
518012 = Power Distributors and Dispatchers	519196 = Paper Goods Machine Setters, Operators, and Tenders
518013 = Power Plant Operators	519197 = Tire Builders
518021 = Stationary Engineers and Boiler Operators	519198 = Helpers--Production Workers
518031 = Water and Liquid Waste Treatment Plant and System Operators	519199 = Production Workers, All Other
518091 = Chemical Plant and System Operators	531011 = Aircraft Cargo Handling Supervisors
518092 = Gas Plant Operators	531021 = First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand
518093 = Petroleum Pump System Operators, Refinery Operators, and Gaugers	531031 = First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators
518099 = Plant and System Operators, All Other	532011 = Airline Pilots, Copilots, and Flight Engineers
519011 = Chemical Equipment Operators and Tenders	532012 = Commercial Pilots
519012 = Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	532021 = Air Traffic Controllers
519021 = Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	532022 = Airfield Operations Specialists
519022 = Grinding and Polishing Workers, Hand	533011 = Ambulance Drivers and Attendants, Except Emergency Medical Technicians
519023 = Mixing and Blending Machine Setters, Operators, and Tenders	533021 = Bus Drivers, Transit and Intercity
519031 = Cutters and Trimmers, Hand	533022 = Bus Drivers, School
519032 = Cutting and Slicing Machine Setters, Operators, and Tenders	533031 = Driver/Sales Workers
519041 = Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	533032 = Truck Drivers, Heavy and Tractor-Trailer
519051 = Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	533033 = Truck Drivers, Light or Delivery Services
519061 = Inspectors, Testers, Sorters, Samplers, and Weighers	533041 = Taxi Drivers and Chauffeurs
519071 = Jewelers and Precious Stone and Metal Workers	533099 = Motor Vehicle Operators, All Other
519081 = Dental Laboratory Technicians	534011 = Locomotive Engineers
	534012 = Locomotive Firers
	534013 = Rail Yard Engineers, Dinkey Operators, and Hostlers
	534021 = Railroad Brake, Signal, and Switch Operators
	534031 = Railroad Conductors and Yardmasters
	534041 = Subway and Streetcar Operators

534099 = Rail Transportation Workers, All Other  
 535011 = Sailors and Marine Oilers  
 535021 = Captains, Mates, and Pilots of Water Vessels  
 535022 = Motorboat Operators  
 535031 = Ship Engineers  
 536011 = Bridge and Lock Tenders  
 536021 = Parking Lot Attendants  
 536031 = Service Station Attendants  
 536041 = Traffic Technicians  
 536051 = Transportation Inspectors  
 536099 = Transportation Workers, All Other  
 537011 = Conveyor Operators and Tenders  
 537021 = Crane and Tower Operators  
 537031 = Dredge Operators  
 537032 = Excavating and Loading Machine and Dragline Operators  
 537033 = Loading Machine Operators, Underground Mining  
 537041 = Hoist and Winch Operators  
 537051 = Industrial Truck and Tractor Operators  
 537061 = Cleaners of Vehicles and Equipment  
 537062 = Laborers and Freight, Stock, and Material Movers, Hand  
 537063 = Machine Feeders and Offbearers  
 537064 = Packers and Packagers, Hand  
 537071 = Gas Compressor and Gas Pumping Station Operators  
 537072 = Pump Operators, Except Wellhead Pumps  
 537073 = Wellhead Pumps  
 537081 = Refuse and Recyclable Material Collectors  
 537111 = Shuttle Car Operators  
 537121 = Tank Car, Truck, and Ship Loaders  
 537199 = Material Moving Workers, All Other  
 551011 = Air Crew Officers  
 551012 = Aircraft Launch and Recovery Officers  
 551013 = Armored Assault Vehicle Officers  
 551014 = Artillery and Missile Officers  
 551015 = Command and Control Center Officers  
 551016 = Infantry Officers  
 551017 = Special Forces Officers  
 551019 = Military Officer Special and Tactical Operations Leaders/Managers, All Other  
 552011 = First-Line Supervisors/Managers of Air Crew Members  
 552012 = First-Line Supervisors/Managers of Weapons Specialists/Crew Members  
 552013 = First-Line Supervisors/Managers of All Other Tactical Operations Specialists  
 553011 = Air Crew Members  
 553012 = Aircraft Launch and Recovery Specialists  
 553013 = Armored Assault Vehicle Crew Members  
 553014 = Artillery and Missile Crew Members  
 553015 = Command and Control Center Specialists

553016 = Infantry  
 553017 = Radar and Sonar Technicians  
 553018 = Special Forces  
 553019 = Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members, All Other

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDCURTYP**

*Type of employer*

Job title: [KDJBTL]

How would you describe your current employer?

- 2 = A for-profit company
- 3 = A nonprofit organization
- 4 = A local, state, or federal government
- 5 = The military (including civilian employees of the military)
- 6 = Or are you self-employed?

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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Sources: BPS:04/06 full-scale student interview

**KDIND**

[If KDCURTYP = 6]

What is your primary industry or business?  
[else]

What does your employer do? That is, what is your employer's primary industry or business?

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Recode note: If KDCURTYP = 5 then KDIND = "MILITARY"

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDINDCD**

[If COMPMODE = 0 and KDCURTYP ne 6]

Occupation: [KDJBTL]

Industry: [KDIND]

From the list below, please select the category which best describes your employer's industry or business area. As you click on a selection, examples of the industry will be displayed in the box.

[If COMPMODE = 0 and KDCURTYP = 6]

Occupation: [KDJBTL]

Industry: [KDIND]

From the list below, please select the category which best describes your industry or business area. As you click on a selection, examples of the industry will be displayed in the box.

[If COMPMODE ne 0 and KDCURTYP ne 6]

Please bear with me while I code this...

Occupation: [KDJBTL]

Industry: [KDIND]

(From the list below, please select the category which best describes the respondent's employer's industry or business area. As you click on a selection, examples of the industry will be displayed in the box.)

[If COMPMODE ne 0 and KDCURTYP = 6]

Please bear with me while I code this...

Occupation: [KDJBTL]

Industry: [KDIND]

(From the list below, please select the category which best describes the respondent's industry or business area. As you click on a selection, examples of the industry will be displayed in the box.)

0 = None listed

11 = Agriculture, forestry, fishing, hunting

21 = Mining

22 = Utilities

23 = Construction

31 = Manufacturing

42 = Wholesale trade

44 = Retail/retail trade

48 = Transportation and warehousing

51 = Information/communication/data processing

52 = Finance and insurance

53 = Real estate and rental and leasing

54 = Professional, scientific, and technical services

55 = Management of companies and enterprises

61 = Education/education services

62 = Health care and social assistance

71 = Arts, entertainment, and recreation

72 = Hotels/motels/accommodations and food services

81 = All other services

92 = Public administration

561 = Administrative and support services

562 = Waste management/environmental remediation

811 = Personal care services

812 = Automotive repair and maintenance

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Recode note: If KDCURTYP = 5 then KDINDCD = 92

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDHOOURS**

*Hours worked weekly*

On average, how many hours do you work per week in your job as a/an [KDJBTL]?

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDERNAMT**

*Amount earned from job*

[If KDJBTL ne -9]

How much do you earn from your job as a/an [KDJBTL]?

[else]

How much do you earn from your job?

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDEARNT**

*Time frame for earnings*

[If KDJBTL ne -9]

How much do you earn from your job as a/an [KDJBTL]?

[else]

How much do you earn from your job?

- 1 = Per year
- 2 = Per month
- 3 = Per week
- 4 = Per hour

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDTOTERN**

*Total earnings*

Calculation of KDTOTERN:

If KDERNAMT = -9 then KDTOTERN = -9

If KDEARNT = -9 then KDTOTERN = -9

If KDEARNT = 1 (per year) then KDTOTERN = KDERNAMT.

If KDEARNT = 2 (per month) then KDTOTERN = KDERNAMT x 12

If KDEARNT = 3 (per week) then KDTOTERN = KDERNAMT x 52

If KDEARNT = 4 (per hour) then KDTOTERN = KDERNAMT x 2000

\* Round up the cent amount to a whole dollar amount.

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDTMPSMY**

*Date began job*

[If KDJBTL ne -9]

When did you first start your job as a/an [KDJBTL]?

[else]

When did you first start your job?

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDSIMJOB**

*Held same or similar job*

[If KDJBTL ne -9]

Did you have your current job as a/an [KDJBTL], or a similar job, while you were enrolled at [Primary school]?

[else]

Did you have your current job, or a similar job, while you were enrolled at [Primary school]?

0 = No

1 = Yes, I have a similar job to the one I had while enrolled

2 = Yes, I have the same job I had while I was enrolled

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Recode note: If year(KDTMPSMY) < 2003 and year(KDTMPSMY) > 0 then KDSIMJOB = 2. If (year(KDTMPSMY) <= 2003 and year(KDTMPSMY) > 0) and (month(KDTMPSMY) <= 6 and Month(KDTMPSMY) > 0) then KDSIMJOB = 2.

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDFIRSTJ**

*First job after leaving most recent school*

[If KDJBTL ne -9]

Was your job as a/an [KDJBTL] the first job you had after leaving

[Primary school]?

[else]

Was this job the first job you had after leaving [Primary school]?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Recode note: If KDSIMJOB = 2 then KDFIRSTJ = 1.

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDRELMAJ**

*Job related to major*

Would you say your job is related to your major or field of study at [Primary school]?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school], are employed, declared at least one major and (were not employed at the same job they had while enrolled at [Primary school] or (were employed at the same job they had while enrolled at [Primary school] and who have been enrolled at [Primary school] at some point since the 2003–2004 school year).*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1 and KCDBLMAJ in (1 2) and (KDSIMJOB ne 2 or (KDSIMJOB = 2 and KCONUMJOB ne (0 -3))

Recode note: If KDSIMJOB = 2 then KDRELMAJ = KCRELMAJ.

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDRELCRS**

*Job related to coursework*

Would you say your job is related to your coursework at [Primary school]?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school], are employed, had not declared a major and (were not employed at the same job they had while enrolled at [Primary school] or (were employed at the same job they had while enrolled at [Primary school] at some point since the 2003–2004 school year).*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1 and KCDBLMAJ in (0 3) and (KDSIMJOB ne 2 or (KDSIMJOB = 2 and KCONUMJOB ne (0 -3))

Recode note: If KDSIMJOB = 2 then KDRELCRS = KCRELCRS.

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDAD**

*Job placement: advertisement*

[If KDJBTL ne -9]

How did you find your job as a/an [KDJBTL]?

(Please check all that apply.)

[else]

How did you find your current job?

(Please check all that apply.)

Responded to job advertisements in a newspaper, magazine or on the Internet

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDRESUME**

*Job placement: resume*

[If KDJBTL ne -9]

How did you find your job as a/an [KDJBTL]?

(Please check all that apply.)

[else]

How did you find your current job?

(Please check all that apply.)

Sent out resumes or contacted employers

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDNETWRK**

*Job placement: network*

[If KDJBTL ne -9]

How did you find your job as a/an [KDJBTL]?

(Please check all that apply.)

[else]

How did you find your current job?

(Please check all that apply.)

Networked with friends or relatives

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KDSCHELP**

*Job placement: school assistance*

[If KDJBTL ne -9]

How did you find your job as a/an [KDJBTL]?  
(Please check all that apply.)

[else]

How did you find your current job?  
(Please check all that apply.)

Used school assistance such as the placement office,  
school job fairs, or spoke with faculty or staff

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled  
and do not have future enrollment plans at [Primary  
school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and  
KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied  
to respondents who were not currently enrolled, as well  
as additional conditions that specifically apply to each  
variable.

Perturbation procedures were applied to this and other  
variables to protect against disclosure of individual  
information.

Sources: BPS:04/06 full-scale student interview

### **KDPLCOTH**

*Job placement: other*

[If KDJBTL ne -9]

How did you find your job as a/an [KDJBTL]?  
(Please check all that apply.)

[else]

How did you find your current job?  
(Please check all that apply.)

Found job in another way

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled  
and do not have future enrollment plans at [Primary  
school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and  
KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied  
to respondents who were not currently enrolled, as well  
as additional conditions that specifically apply to each  
variable.

Perturbation procedures were applied to this and other  
variables to protect against disclosure of individual  
information.

Sources: BPS:04/06 full-scale student interview

### **KDCONLIC**

*Degree required: license*

[IF KDCURTYP ne 6 and [KDJBTL] ne -9]

Were any of the following required by your employer  
as a condition for working as a/an [KDJBTL]?  
(Please check all that apply.)

[If KDCURTYP ne 6 and [KDJBTL] = -9]

Were any of the following required by your employer  
as a condition for working?

(Please check all that apply.)

[IF KDCURTYP = 6 and [KDJBTL] ne -9]

Were you required to obtain any of the following for  
your job as a/an [KDJBTL]?

(Please check all that apply.)

[If KDCURTYP = 6 and [KDJBTL] = -9]

Were you required to obtain any of the following for  
your job?

(Please check all that apply.)

Occupational license or professional certificate

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled  
and do not have future enrollment plans at [Primary  
school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and  
KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied  
to respondents who were not currently enrolled, as well  
as additional conditions that specifically apply to each  
variable.

Perturbation procedures were applied to this and other  
variables to protect against disclosure of individual  
information.

Sources: BPS:04/06 full-scale student interview

### **KDCONCER**

*Degree required: certificate*

[IF KDCURTYP ne 6 and [KDJBTL] ne -9]

Were any of the following required by your employer  
as a condition for working as a/an [KDJBTL]?  
(Please check all that apply.)

[If KDCURTYP ne 6 and [KDJBTL] = -9]

Were any of the following required by your employer  
as a condition for working?

(Please check all that apply.)

[IF KDCURTYP = 6 and [KDJBTL] ne -9]

Were you required to obtain any of the following for  
your job as a/an [KDJBTL]?

(Please check all that apply.)

[If KDCURTYP = 6 and [KDJBTL] = -9]

Were you required to obtain any of the following for  
your job?

(Please check all that apply.)

Diploma or certificate from a college or trade school

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KDCONDEG**

*Degree required: bachelor's or associate's*

[IF KDCURTYP ne 6 and [KDJBTL] ne -9]

Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?

(Please check all that apply.)

[If KDCURTYP ne 6 and [KDJBTL] = -9]

Were any of the following required by your employer as a condition for working?

(Please check all that apply.)

[IF KDCURTYP = 6 and [KDJBTL] ne -9]

Were you required to obtain any of the following for your job as a/an [KDJBTL]?

(Please check all that apply.)

[If KDCURTYP = 6 and [KDJBTL] = -9]

Were you required to obtain any of the following for your job?

(Please check all that apply.)

Degree (bachelor's or associate's degree)

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KDCONNON**

*Degree required: none*

[IF KDCURTYP ne 6 and [KDJBTL] ne -9]

Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?

(Please check all that apply.)

[If KDCURTYP ne 6 and [KDJBTL] = -9]

Were any of the following required by your employer as a condition for working?

(Please check all that apply.)

[IF KDCURTYP = 6 and [KDJBTL] ne -9]

Were you required to obtain any of the following for your job as a/an [KDJBTL]?

(Please check all that apply.)

[If KDCURTYP = 6 and [KDJBTL] = -9]

Were you required to obtain any of the following for your job?

(Please check all that apply.)

None of the above

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDLICT4**

*Type of license/certificate required for job - specific*

Which type of license or certificate would be considered a minimum requirement for your current position?

(Coding Directions: Please select a general area and then the specific discipline within the general area. Use the arrow at the right side of the first box to display the general areas.

Click to select the desired general area, and then select the desired specific discipline within the area from the second box.)

- 1 = CPA
- 2 = Auditor
- 3 = Broker
- 4 = Bookkeeping
- 5 = Agriculture
- 6 = Pest control
- 7 = Forestry
- 8 = Wildlife management
- 9 = Professional arts
- 10 = Photography
- 11 = Other arts
- 12 = Finance
- 13 = Human resources/benefits
- 14 = Management
- 15 = Purchasing
- 16 = Communications
- 17 = Broadcast
- 18 = Architecture
- 19 = Building
- 20 = Welding
- 21 = Other construction
- 22 = Social work
- 23 = Therapist
- 24 = Counselor
- 25 = Elementary/secondary teaching
- 26 = Childcare
- 27 = Teacher's aide
- 28 = Library
- 29 = Administration
- 30 = Professional engineer
- 31 = Engineer in training
- 32 = Engineering technician
- 33 = Medicine
- 34 = Dentistry
- 35 = Pharmacy
- 36 = Chiropractic
- 37 = Optometry
- 38 = Podiatry
- 39 = Registered nursing
- 40 = Licensed practical nursing
- 41 = Midwifery
- 42 = Physical therapy
- 43 = EMT/paramedic
- 44 = Medical/dental technician

- 45 = Physical therapy
- 46 = Veterinary medicine
- 47 = Veterinary technician
- 48 = Other health
- 49 = Insurance
- 50 = Underwriter
- 51 = Actuary law - attorney
- 52 = Mediator
- 53 = Paralegal
- 54 = Manufacturing
- 55 = Cosmetology
- 56 = Barber
- 57 = Massage
- 58 = Fitness/personal training
- 59 = Other personal services
- 60 = Public safety
- 61 = Law enforcement
- 62 = Real estate
- 63 = Automotive mechanic
- 64 = Heating/air conditioning
- 65 = Electronics
- 66 = Aviation
- 67 = Jewelry/watch/lens/other fine craftsman
- 68 = Commercial transportation license
- 69 = Hazardous materials
- 70 = Xerox copier
- 71 = IBM
- 72 = Microsoft
- 73 = Cisco
- 74 = Other vendor-specific
- 75 = Food services
- 76 = Attorney
- 99 = Other
- 999 = Other, general

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school], are employed, and were required to have a license or certificate for their employment.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1 and (KDCONLIC = 1 or KDCONCER = 1)

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDLICT2**

*License/certification code - general*

Which type of license or certificate would be considered a minimum requirement for your current position?

(Coding Directions: Please select a general area and then the specific discipline within the general area. Use the arrow at the right side of the first box to display the general areas.

Click to select the desired general area, and then select the desired specific discipline within the area from the second box.)

- 1 = Accounting
- 2 = Agriculture
- 3 = Arts
- 4 = Business
- 5 = Communications
- 6 = Construction
- 7 = Counseling
- 8 = Education
- 9 = Engineering
- 10 = Health
- 11 = Insurance
- 13 = Personal Services
- 14 = Public Safety
- 16 = Repair
- 17 = Transportation
- 18 = Vendor-specific business/computer cert
- 20 = Law
- 54 = Manufacturing
- 62 = Real estate
- 75 = Food services
- 99 = Other
- 100 = Accounting
- 200 = Agriculture
- 300 = Arts
- 400 = Business
- 500 = Communications
- 600 = Construction
- 700 = Counseling
- 800 = Education
- 900 = Engineering
- 999 = Other, general
- 1000 = Health
- 1100 = Insurance
- 1200 = Manufacturing
- 1300 = Personal services
- 1400 = Public safety
- 1500 = Real Estate
- 1600 = Repair
- 1700 = Transportation
- 1800 = Vendor-specific business/computer certification
- 1900 = Food services
- 2000 = Law
- 99900 = Other

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school], are employed, and were required to have a license or certificate for their employment.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1 and (KDCONLIC = 1 or KDCONCER = 1)

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDWOTR**

*Job attainment through training*

Would you have been able to get your current job without the courses you took at [Primary school]?

- 0 = No
- 1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Recode note: If KDCONLIC = 1 or KDCONCER = 1 then KDWOTR = 0

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDPRGCRT**

*Took classes toward certificate*

Did you take any classes at [Primary school] that were necessary for you to qualify for or maintain an occupational license or specialized professional certification?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school], are employed, and are required to have a license or certificate for their employment.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

and (KDCONLIC = 1 or KDCONCER = 1)

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDEMPBEN**

*Employer offers health insurance*

[If KDJBTL ne -9]

Does your employer offer health insurance as a benefit in your job as a/an [KDJBTL]?

[else]

Does your current employer offer health insurance as a benefit?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school], are employed, but not self employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1 and KDCURTYP ne 6

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDRELCAR**

*Job related to career goals*

Do you consider your current job to be part of a career you are pursuing in your occupation or industry?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDINTERN**

*Had an internship or practicum*

Did you participate in an internship or practicum related to your current job at any time while you were enrolled at [Primary school]?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDSEARCH**

*Looking for a job*

Are you looking for a job?

0 = No

1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are not employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT ne 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDNUMOUT**

*Number of periods of unemployment*

We'd like to ask you about any periods of unemployment you may have had since you were last enrolled at your primary school—that is, periods of at least 3 months when you were not working but looking for work.

Since you were last enrolled at your primary school, how many times have you been unemployed and looking for a job for a period of at least 3 months?

Observed range: 1 - 10

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school]*

Instrument code: TCURENR = 0 and FUTENR = 0

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KDUNTIM**

*Longest period of unemployment*

Since leaving [Primary school], what was the longest period of time you were unemployed and looking for a job?

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and had more than one period of unemployment.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDNUMOUT > 1

Note: Prior to June 1, all variables in section D applied

to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

## Section E: Background

### KEHISP

*Respondent of Hispanic/Latino origin*

Are you of either Hispanic or Latino origin?

0 = No

1 = Yes

*Applies to: All respondents.*

Recode note: If Y\_BASEYR = 1 then KEHISP =

[Hispanic origin indicator from NPSAS]

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

### KEHISA

*Hispanic type: Cuban descent*

Are you of...

(Please check one or more.)

Cuban descent

0 = No

1 = Yes

*Applies to: Respondents of Hispanic origin.*

Instrument code: KEHISP = 1

Recode note: If Y\_BASEYR = 1 then KEHISA =

[Hispanic origin from NPSAS: Cuban descent]

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

### KEHISB

*Hispanic type: Mexican, Mexican-American, or Chicano*

Are you of...

(Please check one or more.)

Mexican, Mexican-American, or Chicano descent

0 = No

1 = Yes

*Applies to: Respondents of Hispanic origin.*

Instrument code: KEHISP = 1

Recode note: If Y\_BASEYR = 1 then KEHISB =

[Hispanic origin from

NPSAS: Mexican, Mexican-American, or Chicano descent]

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

### KEHISC

*Hispanic type: Puerto Rican*

Are you of...

(Please check one or more.)

Puerto Rican descent

0 = No

1 = Yes

*Applies to: Respondents of Hispanic origin.*

Instrument code: KEHISP = 1

Recode note: If Y\_BASEYR = 1 then KEHISC =

[Hispanic origin from NPSAS: Puerto Rican descent]

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

### KEHISD

*Hispanic type: other Spanish/Latino origin*

Are you of...

(Please check one or more.)

Some other Spanish, Hispanic or Latino origin

0 = No

1 = Yes

*Applies to: Respondents of Hispanic origin.*

Instrument code: KEHISP = 1

Recode note: If Y\_BASEYR = 1 then KEHISD =

[Hispanic origin from NPSAS: other Spanish/Latino origin]

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

### KERACEA

*Race: White*

What is your race?

(Please check one or more.)

White

0 = No

1 = Yes

*Applies to: All respondents.*

Recode note: If Y\_BASEYR = 1 then KERACEA =

[Race from NPSAS: White]

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

**KERACEB**

*Race: Black or African American*

What is your race?

(Please check one or more.)

Black or African American

0 = No

1 = Yes

*Applies to: All respondents.*

Recode note: If Y\_BASEYR = 1 then KERACEB =

[Race from NPSAS: Black or African American]

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

**KERACEC**

*Race: Asian*

What is your race?

(Please check one or more.)

Asian

0 = No

1 = Yes

*Applies to: All respondents.*

Recode note: If Y\_BASEYR = 1 then KERACEC =

[Race from NPSAS: Asian]

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

**KERACED**

*Race: American Indian or Alaska Native*

What is your race?

(Please check one or more.)

American Indian or Alaska Native

0 = No

1 = Yes

*Applies to: All respondents.*

Recode note: If Y\_BASEYR = 1 then KERACED =

[Race from NPSAS:

American Indian or Alaska Native]

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

**KERACEE**

*Race: Native Hawaiian or Other Pacific Islander*

What is your race?

(Please check one or more.)

Native Hawaiian or Other Pacific Islander

0 = No

1 = Yes

*Applies to: All respondents.*

Recode note: If Y\_BASEYR = 1 then KERACEE =

[Race from NPSAS: Native

Hawaiian or Other Pacific Islander]

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

**KEUSBORN**

*Respondent born in the U.S.*

Were you born in the United States?

0 = No

1 = Yes

*Applies to: All respondents.*

Recode note: If Y\_BASEYR = 1 AND Y\_USBORN

>= 0 then

KEUSBORN = Y\_USBORN

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

NPSAS:04 full-scale student interview

**KECITZN**

*Citizenship status*

Are you a U.S. citizen?

1 = Yes

2 = No - Resident alien, permanent resident, or other eligible non-citizen; hold a temporary resident's card 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

*Applies to: All respondents.*

Recode note: If KEUSBORN = 1 then KECITZN = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEVOTE**

*Registered to vote*

Are you registered to vote in U.S. elections?

0 = No

1 = Yes

*Applies to: Respondents who are age 18 or older.*

Instrument code: TAGE > 18

Recode note: If KECITZN > 1 then KEVOTE = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KEPRSVT

*Vote in last presidential election*

Did you vote in the last presidential election?

0 = No

1 = Yes

*Applies to: Respondents who are registered to vote.*

Instrument code: KEVOTE = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KEMARR

*Current marital status*

What is your current marital status?

1 = Single, never married

2 = Married

3 = Separated

4 = Divorced

5 = Widowed

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KEPARST

*Parent's marital status*

What is the current marital status of your parent(s) or guardian(s)?

(For all questions about your parents, please answer about the parent(s) or guardian(s) from whom you receive the greatest amount of financial support.)

1 = Married or remarried

2 = Living together or domestic partners but not married

3 = Single

4 = Divorced or separated

5 = Widowed

6 = None of the above - both parents or guardians are deceased

*Applies to: Respondents who are under age 24 with both parents living.*

Instrument code: TAGE < 24 and KCPARDEC ne 1 and KCPARDC2 ne 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KEPARINC

*Parent's income in 2005*

What was your parents' or guardians' income in calendar year 2005?

1 = Under \$30,000

2 = \$30,000 to \$59,999

3 = \$60,000 to \$89,999

4 = \$90,000 and above

5 = Don't know

*Applies to: Respondents who are under age 24 with both parents living.*

Instrument code: TAGE < 24 and KCPARDEC ne 1 and KCPARDC2 ne 1 and KEPARST ne 6

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KESIBCOL

*Siblings in college*

Do you have any brothers or sisters enrolled in college or in a vocational or trade school now?

0 = No

1 = Yes

*Applies to: Respondents who are under age 24.*

Instrument code: TAGE < 24

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KESIBCL

*Siblings in college before respondent*

Did any of your brothers or sisters go to college or to a

vocational or trade school before you did?

0 = No

1 = Yes

*Applies to: Respondents who are under age 24.*

Instrument code: TAGE < 24

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KEDEPS

*Has dependent children*

[If KEMARR = 2]

Do you or your spouse have any children that you support financially?

[else]

Do you have any children that you support financially?

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEDEP2***Number of dependent children*

How many?

Child/Children

Observed range: 1 - 10

*Applies to: All respondents.*

Recode note: If KEDEPS = 0 then KEDEP2 = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEDAGE***Age of youngest dependent child*

[If KEDEP2 &gt; 1]

What is the age of your youngest child?

[If KEDEP2 = 1]

How old is your child?

[If KEDEP2 &lt; 0]

If you have more than one child, please report the age of your youngest child. If you have one child, please report the age of that child.

Observed range: 1 - 24

*Applies to: Respondents with at least one dependent child.*

Instrument code: KEDEPS = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEHOUSC***Number in household*

[If KEMARR = 2]

How many people live in your household including you and your spouse?

By household, we mean your permanent address when you are not enrolled (typically where your grade reports are sent).

[else]

How many people live in your household including yourself?

By household, we mean your permanent address when you are not enrolled (typically where your grade reports are sent).

Observed range: 1–20

*Applies to: Respondents who are under age 24.*

Instrument code: TAGE &lt; 24

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEINCOM***Earnings in 2005*

[IF KEMARR = 2]

What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2005?

(Please exclude your spouse's income.)

[else]

What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2005?

1 = No income

2 = Less than \$1,000

3 = \$1,000–\$2,499

4 = \$2,500–\$4,999

5 = \$5,000–\$9,999

6 = \$10,000–\$14,999

7 = \$15,000–\$19,999

8 = \$20,000–\$29,999

9 = \$30,000–\$49,999

10 = \$50,000 and above

11 = Don't Know

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEINCSP***Spouse's earnings in 2005*

How much would you estimate your spouse earned from all sources prior to taxes and deductions in calendar year 2005?

1 = No income

2 = Less than \$1,000

3 = \$1,000–\$2,499

4 = \$2,500–\$4,999

5 = \$5,000–\$9,999

6 = \$10,000–\$14,999

7 = \$15,000–\$19,999

8 = \$20,000–\$29,999

9 = \$30,000–\$49,999

10 = \$50,000 and above

11 = Don't Know

*Applies to: Married respondents.*

Instrument code: KEMARR = 2

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KEUNTAX**

*Received untaxed income or benefits in 2005*

[If KEMARR = 2]

In 2005, did you or your spouse receive any untaxed income or benefits, such as FEMA Disaster Assistance, child support, TANF (AFDC), food stamps, Social Security, worker's compensation, or disability payments?

[else]

In 2005, did you receive any untaxed income or benefits, such as FEMA Disaster Assistance, child support, TANF (AFDC), food stamps, Social Security, worker's compensation, or disability payments?

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KETANF**

*Received: TANF*

[If KEMARR = 2]

Which of the following did you or your spouse receive in 2005?

(Please check all that apply.)

[else]

Which of the following did you receive in 2005?

(Please check all that apply.)

TANF (AFDC)

0 = No

1 = Yes

*Applies to: Respondents who received untaxed benefits.*

Instrument code: KEUNTAX = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KESOCSEC**

*Received: social security benefits*

[If KEMARR = 2]

Which of the following did you or your spouse receive in 2005?

(Please check all that apply.)

[else]

Which of the following did you receive in 2005?

(Please check all that apply.)

Social Security benefits

0 = No

1 = Yes

*Applies to: Respondents who received untaxed benefits.*

Instrument code: KEUNTAX = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KEWRKCMP**

*Received: worker's compensation*

[If KEMARR = 2]

Which of the following did you or your spouse receive in 2005?

(Please check all that apply.)

[else]

Which of the following did you receive in 2005?

(Please check all that apply.)

Worker's compensation

0 = No

1 = Yes

*Applies to: Respondents who received untaxed benefits.*

Instrument code: KEUNTAX = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KEDISAB**

*Received: disability payments*

[If KEMARR = 2]

Which of the following did you or your spouse receive in 2005?

(Please check all that apply.)

[else]

Which of the following did you receive in 2005?

(Please check all that apply.)

Disability payments

0 = No

1 = Yes

*Applies to: Respondents who received untaxed benefits.*

Instrument code: KEUNTAX = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESTMPS**

*Received: food stamps*

[If KEMARR = 2]

Which of the following did you or your spouse receive in 2005?

(Please check all that apply.)

[else]

Which of the following did you receive in 2005?

(Please check all that apply.)

Food stamps

0 = No

1 = Yes

*Applies to: Respondents who received untaxed benefits.*

Instrument code: KEUNTAX = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KECHILD**

*Received: child support*

[If KEMARR = 2]

Which of the following did you or your spouse receive in 2005?

(Please check all that apply.)

[else]

Which of the following did you receive in 2005?

(Please check all that apply.)

Child support

0 = No

1 = Yes

*Applies to: Respondents who received untaxed benefits.*

Instrument code: KEUNTAX = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KETAXTYX**

*Received: other untaxed benefits*

[If KEMARR = 2]

Which of the following did you or your spouse receive in 2005?

(Please check all that apply.)

[else]

Which of the following did you receive in 2005?

(Please check all that apply.)

Another benefit not listed

0 = No

1 = Yes

*Applies to: Respondents who received untaxed benefits.*

Instrument code: KEUNTAX = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEFEMA**

*Received: FEMA Disaster Assistance*

[If KEMARR = 2]

Which of the following did you or your spouse receive in 2005?

(Please check all that apply.)

[else]

Which of the following did you receive in 2005?

(Please check all that apply.)

FEMA Disaster Assistance

0 = No

1 = Yes

*Applies to: Respondents who received untaxed benefits.*

Instrument code: KEUNTAX = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEHOUSE**

*Own home or pay rent*

Do you own a home or are you paying rent?

0 = Neither own a home nor pay rent

1 = Own home (or pay a mortgage)

2 = Pay rent

*Applies to: Respondents who do not currently live on a college campus.*

Instrument code: TCURENR = 0 or (TCURENR = 1 and KCSCHRES ne 1)

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KEMTGAMT**

*Monthly rent or mortgage payment amount*

[If KEHOUSE = 2]

How much is your monthly rent payment?

(If you share payment of your rent with others, please indicate the amount for which you are responsible. If someone else pays your rent on your behalf, enter "0".)

[else]

How much is your monthly mortgage payment?

(If someone else pays your mortgage on your behalf, enter "0".)

*Applies to: Respondents who do not currently live on a college campus and who own a home or pay rent.*

Instrument code: (TCURENR = 0 or (TCURENR = 1 and KCSCHRES ne 1)) and (KEHOUSE in (1 2))

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KEMTGDK**

*Monthly rent or mortgage payment amt: don't know*

[If KEHOUSE = 2]

How much is your monthly rent payment?

(If you share payment of your rent with others, please indicate the amount for which you are responsible. If someone else pays your rent on your behalf, enter "0".)

[else]

How much is your monthly mortgage payment?

(If someone else pays your mortgage on your behalf, enter "0".)

Don't know

0 = No

1 = Yes

*Applies to: Respondents who do not currently live on a college campus and who own a home or pay rent.*

Instrument code: (TCURENR = 0 or (TCURENR = 1 and KCSCHRES ne 1)) and (KEHOUSE in (1 2))

Recode note: If KEMTGAMT >= 0 then KEMTGDK = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KECARLON**

*Have a car payment*

Do you make loan or lease payments for a car, truck, motorcycle, or other vehicle?

(If someone makes the payments on your behalf, please answer, "no.")

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KECARAMT**

*Car payment amount*

How much do you pay for your vehicle loan or lease each month?

*Applies to: Respondents who make loan or lease payments for a vehicle.*

Instrument code: KECARLON = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KENUMCRD**

*Number of credit cards in own name*

How many credit cards do you have in your own name that are billed to you?

Observed range: 1 - 25

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KEPAYOFF**

*Payoff or carry credit balance*

[If KENUMCRD = 1]

Do you usually pay off your credit card balance each month, or carry the balance over from month to month?

[else]

Do you usually pay off your credit card balances each month, or carry balances over from month to month?

1 = Pay off balance

2 = Carry balance

*Applies to: Respondents with at least one credit card.*

Instrument code: KENUMCRD ne 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KECRDBAL**

*Balance due on all credit cards*

[If KENUMCRD = 1]

What was the balance on your credit card according to your last statement?

[else]

What was the combined balance of all your credit cards according to your last statements?

*Applies to: Respondents with at least one credit card who carry their balances.*

Instrument code: KENUMCRD ne 0 and KEPAYOFF = 2

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESPLV**

*Spouse's education level*

What is your spouse's highest level of education?

- 1 = Did not complete high school
- 2 = High school diploma or equivalent
- 3 = Vocational or technical training
- 4 = Less than 2 years of college
- 5 = Associate's degree
- 6 = 2 or more years of college but no degree
- 7 = Bachelor's degree
- 8 = Graduate degree (master's, Ph.D., Ed.D., or professional degree such as dentistry, law, medicine, pharmacy, divinity/theology)
- 9 = Don't know

*Applies to: Married respondents.*

Instrument code: KEMARR = 2

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESPCOL**

*Spouse in college*

Did your spouse attend college or graduate school during the 2005–2006 school year?

- 0 = No
- 1 = Yes, full-time
- 2 = Yes, part-time

*Applies to: Married respondents.*

Instrument code: KEMARR = 2

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESPLN**

*Spouse's student loans*

Does your spouse currently have student loans?

- 0 = No
- 1 = Yes

*Applies to: Married respondents.*

Instrument code: KEMARR = 2

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESPAMT**

*Spouse's total student loan amount*

What is the total amount still owed for your spouse's student loans?

*Applies to: Married respondents whose spouse has student loans.*

Instrument code: KEMARR = 2 and KESPLN = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESPLNPY**

*Spouse's monthly payment of student loans*

What are the monthly payments for your spouse's student loans?

*Applies to: Married respondents whose spouse has student loans.*

Instrument code: KEMARR = 2 and KESPLN = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KECOMSRV**

*Community service/volunteer in last year*

Have you performed any community service or volunteer work in the last 12 months?

Please do not include charitable donations (such as food, clothing, money, etc.), paid community service, or court-ordered service.

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEVLTA**

*Volunteer: tutoring/education-related*

What type of community service or volunteer work did you perform?

(Please check all that apply.)

Tutoring, other education-related work with kids

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEVLTB**

*Volunteer: other work with kids*

What type of community service or volunteer work did you perform?

(Please check all that apply.)

Other work with kids (coaching, sports, Big Brother or Big Sister, etc.)

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEVLTC**

*Volunteer: fundraising (political and non-political)*

What type of community service or volunteer work did you perform?

(Please check all that apply.)

Fundraising (political and non-political)

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEVLTD**

*Volunteer: homeless shelter/soup kitchen*

What type of community service or volunteer work did you perform?

(Please check all that apply.)

Homeless shelter or soup kitchen

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEVLTE**

*Volunteer: neighborhood improvement*

What type of community service or volunteer work did you perform?

(Please check all that apply.)

Neighborhood improvement, clean-up, or Habitat for Humanity

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEVLTF**

*Volunteer: health services*

What type of community service or volunteer work did you perform?

(Please check all that apply.)

Health services or hospital, nursing home, group home

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEVLTG**

*Volunteer: service to the church*

What type of community service or volunteer work did you perform?

(Please check all that apply.)

Service to a church or other religious organization

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEVLTX**

*Volunteer: other*

What type of community service or volunteer work did you perform?

(Please check all that apply.)

Another type of service not listed

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEVLHRS**

*Number of hours volunteered per month*

On average, how many hours did you volunteer each month during the last year?

Hour(s)

*Applies to: Respondents who have volunteered in the past 12 months more than once.*

Instrument code: KECOMSRV = 1 and KEVLONE = 0

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEVLONE**

*One time volunteer event*

On average, how many hours did you volunteer each month during the last year?

One time event

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESCHVA**

*Why volunteer: class requirement*

Why did you become involved in your community service or volunteer work?

(Please check all that apply.)

It was a class requirement

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESCHVB**

*Why volunteer: campus organization*

Why did you become involved in your community service or volunteer work?

(Please check all that apply.)

I participated through a campus organization such as a sorority or fraternity

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESCHVC**

*Why volunteer: encouraged by friends, family, faculty, etc*

Why did you become involved in your community service or volunteer work?

(Please check all that apply.)

I was encouraged to participate by friends, family, faculty, or a mentor

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESCHVD**

*Why volunteer: expression of my personal beliefs and values*

Why did you become involved in your community service or volunteer work?

(Please check all that apply.)

I considered it an expression of my personal beliefs and values

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESCHVE**

*Why volunteer: meet new people*

Why did you become involved in your community service or volunteer work?

(Please check all that apply.)

I wanted to meet new people

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESCHVF**

*Why volunteer: develop useful skills*

Why did you become involved in your community service or volunteer work?

(Please check all that apply.)

I wanted to develop useful skills

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESCHVG**

*Why volunteer: feel good about myself*

Why did you become involved in your community service or volunteer work?

(Please check all that apply.)

It made me feel good about myself

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESCHVX**

*Why volunteer: other*

Why did you become involved in your community service or volunteer work?

(Please check all that apply.)

Another reason not listed

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KERTSVA**

*Volunteer experience: career choice*

Which of the following statements best describe your experience in your community service or volunteer work activities.

(Please check all that apply.)

It helped me choose a career

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KERTSVB**

*Volunteer experience: apply my skills to the real world*

Which of the following statements best describe your experience in your community service or volunteer work activities.

(Please check all that apply.)

It revealed how to apply my knowledge, skills, and/or interests to real world issues

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KERTSVC**

*Volunteer experience: expand skills*

Which of the following statements best describe your experience in your community service or volunteer work activities?

(Please check all that apply.)

It expanded my skills (leadership, communication, etc.)

0 = no

1 = yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KERTSVD**

*Volunteer experience: addition to resume*

Which of the following statements best describe your experience in your community service or volunteer work activities.

(Please check all that apply.)

It's an important addition to my resume

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KERTSVE**

*Volunteer experience: choice of majors*

Which of the following statements best describe your experience in your community service or volunteer work activities.

(Please check all that apply.)

It clarified my choice of majors

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KERTSVF**

*Volunteer experience: compassionate person*

Which of the following statements best describe your experience in your community service or volunteer work activities.

(Please check all that apply.)

It helped me become a more compassionate person

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KERTSVG**

*Volunteer experience: awareness of social issues*  
Which of the following statements best describe your experience in your community service or volunteer work activities?

(Please check all that apply.)

It increased my awareness of social issues

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KERTSVH**

*Volunteer experience: none of the above*  
Which of the following statements best describe your experience in your community service or volunteer work activities?

(Please check all that apply.)

None of the above

0 = No

1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KEDISSEN**

*Disability: long-lasting sensory condition*  
The next few questions will help us better understand the educational services available for people with disabilities.

Do you have a sensory impairment, such as blindness, deafness, or a severe vision or hearing impairment, that has lasted for 6 months or more?

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KEDISMOB**

*Disability: condition that limits physical activities*  
Do you have a mobility impairment that has substantially limited one or more basic physical

activities, such as walking, climbing stairs, reaching, lifting, or carrying, for 6 months or more?

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KEDISOTH**

*Disability: other condition lasting six months or more*  
Excluding any disabilities already mentioned, do you have any other physical, mental, emotional, or learning condition that has lasted 6 months or more? (By this we mean any condition that limits your ability to learn, remember, or concentrate; to dress, bathe, or get around the house; or to get to school, around campus, or to work.)

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### **KEHIGHED**

*Highest education level expected*  
Now we'd like to ask a few questions about your educational and personal goals.

What is the highest level of education you ever expect to complete?

0 = No degree or certificate expected

2 = Undergraduate certificate or diploma  
(occupational or technical program)

3 = Associate's degree

4 = Bachelor's degree

6 = Post-baccalaureate certificate or program

8 = Master's degree

9 = Post-master's certificate

10 = Professional degree (only includes the following programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, divinity, theology, or veterinary medicine)

11 = Doctoral degree

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEPLNTCH**

*Plan on teaching K-12*

Do you plan on becoming a teacher at the K-12 (kindergarten through grade 12) level?

- 1 = Definitely yes
- 2 = Probably yes
- 3 = Probably not
- 4 = Definitely not

*Applies to: All respondents.*

Recode note: If KDOC2C6 in (252012 252021 252022 252023 252031 252032 252041 252042 252043) then KEPLNTCH = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEPLINF**

*Importance: influence political structure*

Please indicate which of the following personal goals are very important to you.

(Please check all that apply.)

Influencing the political structure

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEWLOFF**

*Importance: being financially well off*

Please indicate which of the following personal goals are very important to you.

(Please check all that apply.)

Being very well-off financially

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KESTEADY**

*Importance: steady work*

Please indicate which of the following personal goals are very important to you.

(Please check all that apply.)

Being able to find steady work

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KELEADR**

*Importance: being community leader*

Please indicate which of the following personal goals are very important to you.

(Please check all that apply.)

Being a leader in the community

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KECLSFAM**

*Importance: living close to relatives*

Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

Living close to parents and relatives

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEAREA**

*Importance: getting away from hometown*

Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

Getting away from the area where you grew up

- 0 = No
- 1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KELEISUR**

*Importance: leisure time*

Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

Having leisure time to enjoy interests

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEKIDS**

*Importance: having children*

Please indicate which of the following personal goals are very important to you.

(Please check all that apply.)

Having children

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEIMPNON**

*Importance: none*

Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

None of the above

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEEXPRT**

*Importance: recognized as an expert*

Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

Being recognized as an expert in my field of work

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEMEAN**

*Importance: meaning and purpose in life*

Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

Finding meaning and a sense of purpose in my life

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEHELP**

*Importance: helping others*

Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

Helping others in need

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEHURR**

*Hurricane: enrollment effect*

Were your enrollment plans affected by the hurricanes in 2005?

0 = No

1 = Yes

*Applies to: All respondents.*

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEHRPLA**

*Hurricane impact: transferred temporarily*

How did the 2005 hurricanes affect your enrollment plans? (Please check all that apply.)

Transferred to a different school temporarily

0 = No

1 = Yes

*Applies to: Respondents whose enrollment plans were affected by the hurricanes in 2005.*

Instrument code: KEHURR = 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KEHRPLB**

*Hurricane impact: Transferred permanently*  
 How did the 2005 hurricanes affect your enrollment plans? (Please check all that apply.)

Transferred to a different school permanently  
 0 = No  
 1 = Yes

*Applies to: Respondents whose enrollment plans were affected by the hurricanes in 2005.*

Instrument code: KEHURR = 1  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview

**KEHRPLC**

*Hurricane impact: Took classes on-line*  
 How did the 2005 hurricanes affect your enrollment plans? (Please check all that apply.)

Took classes on-line from another school  
 0 = No  
 1 = Yes

*Applies to: Respondents whose enrollment plans were affected by the hurricanes in 2005.*

Instrument code: KEHURR = 1  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview

**KEHRPLD**

*Hurricane impact: Delayed enrollment*  
 How did the 2005 hurricanes affect your enrollment plans? (Please check all that apply.)

Delayed my enrollment until a later term  
 0 = No  
 1 = Yes

*Applies to: Respondents whose enrollment plans were affected by the hurricanes in 2005.*

Instrument code: KEHURR = 1  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview

**KEHRPLE**

*Hurricane impact: Dropped out*  
 How did the 2005 hurricanes affect your enrollment plans? (Please check all that apply.)

Dropped out of school  
 0 = No  
 1 = Yes

*Applies to: Respondents whose enrollment plans were affected by the hurricanes in 2005.*

Instrument code: KEHURR = 1  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview

**KEHRPLF**

*Hurricane impact: Other*  
 How did the 2005 hurricanes affect your enrollment plans? (Please check all that apply.)

Other effect not listed  
 0 = No  
 1 = Yes

*Applies to: Respondents whose enrollment plans were affected by the hurricanes in 2005.*

Instrument code: KEHURR = 1  
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
 Sources: BPS:04/06 full-scale student interview



# Appendix G

## Imputation Rates

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**Table G-1. Weighted rates of missing data before imputation for all variables: 2006**

Variable description	Variable name	Rate of missing data <sup>1</sup>
Academic 2004: graduate student instructors	ACAD04A	16.1
Academic 2004: essay exams	ACAD04B	12.6
Academic 2004: large classes	ACAD04C	13.0
Academic 2004: write papers for courses	ACAD04D	12.8
Accepted-number of schools 2004	ACPT04	29.1
First choice school-accepted at 2004	ACPTF04	16.6
Afford school without working 2006	AFFORD06	45.6
Age as of 12/31/03	AGE04	†
Age groups as of 12/31/03	AGEGROUP	†
Received Pell grant in 2003–04	ANYPEL04	†
Applied-number of schools 2004	APPS04	16.5
Attendance fall 2003	ATTEND	†
Monthly car loan payment 2006	CARAMT06	61.8
Have a car loan 2006	CARLN06	30.6
Ever received an incomplete 2006	CINCMP06	34.7
Total income-parents and independent (continuous)	CINCOM04	0.2
Citizenship in 2004	CITZN04	0.1
Citizenship status 2006	CITZN06	†
Type of class 2006	CLTY06A–X	89.6
Volunteer 2006: community service hours/month	COMHRS06	58.6
Volunteer 2006: number of volunteer activities	COMNUM06	53.0
Volunteer 2006: community service-one event	COMONE06	52.9
Community service in 2004	COMSERV	0.2
Volunteer 2006: any community service	COMSRV06	30.6
NPSAS institution control	CONTROL	†
Earned Advanced Placement credit in high school	CRDAP04	10.3
Credit cards-balance due last statement 2006	CRDBAL06	62.7
Earned college credits at a college in HS	CRDCL04	10.1
Earned credits to enter as sophomore	CRDES04	27.8
Earned any college credits in high school	CRDHS04	10.3
Credit cards-number of credit cards 2006	CRDNUM06	30.7
Credit cards-pay off balance 2006	CRDPAY06	43.2
Ever repeat course for higher grade 2006	CRPT06	34.4
Amount owed undergraduate loans 2006	CUMOWE06	51.2
Amount borrowed undergrad loans 2006	CUMULN06	34.3
Ever withdraw when failing 2006	CWTHD06	33.7
Delayed enrollment 2004	DEHS04A–X	35.8
Any dependent kids in 2004	DEPANY04	0.1
Any dependent children	DEPANY06	30.5
Dependency status in 2004	DEPEND	#
Dependent children-number 2006	DEPNUM06	30.5
Dependent children-age of youngest 2006	DEPYNG06	67.9
Highest degree ever expected 2006	DGEVR06	31.0
Disability: physical condition 2006	DISMOB06	30.7
Disability: other condition 2006	DISOTH06	30.7

See notes at end of table.

**Table G-1. Weighted rates of missing data before imputation for all variables: 2006—Continued**

Variable description	Variable name	Rate of missing data <sup>1</sup>
Disability: sensory condition 2006	DISSEN06	30.5
Distance from most recent institution 2006	DISTNC06	34.8
Time frame for school year earnings	EARN06	42.5
Employer while enrolled 2006	EMPTYP06	40.8
Date of last enrollment through 2006	ENDTLA3Y	†
Number of schools attended through 2006	ENINUM3Y	5.3
Enrollment status during fall 2003	ENRFALL	†
Future enrollment plans 2006	ENRPLN06	†
Enrollment status during spring 2004	ENRSPR	†
First institution control	FCONTROL	†
First institution level	FLEVEL	†
Frequency 2004: informal meeting with faculty	FREQ04A	16.4
Frequency 2004: talk with faculty outside class	FREQ04B	16.1
Frequency 2004: meet academic advisor	FREQ04C	16.1
Frequency 2004: attend fine arts activities	FREQ04D	16.1
Frequency 2004: participate in school clubs	FREQ04E	16.2
Frequency 2004: participate in school sports	FREQ04F	16.1
Frequency 2004: attend study groups	FREQ04G	16.1
Frequency 2006: faculty informal meeting	FREQ06A	31.2
Frequency 2006: faculty talk outside class	FREQ06B	31.1
Frequency 2006: meet academic advisor	FREQ06C	31.3
Frequency 2006: fine arts activities	FREQ06D	31.4
Frequency 2006: school clubs	FREQ06E	31.3
Frequency 2006: school sports	FREQ06F	31.5
Frequency 2006: study groups	FREQ06G	31.2
First 4-yr institution doctoral	FSECDOC	†
Gender	GENDER	†
Grade point average 2006	GPA06	34.2
Grade point average measured on 4.00 scale	GPASC06	33.4
Historical Black college indicator	HBCU	†
Grade point average in high school	HCGPAREP	44.0
Highest level of math completed/planned	HCMATH	13.2
Years completed/planned math	HCMATHYS	13.2
Years completed/planned English	HCYSENGL	45.7
Years completed/planned foreign languages	HCYSLANG	47.0
Years completed/planned science	HCYSSCIE	46.1
Years completed/planned social studies	HCYSSOCI	45.9
Own home or pay rent 2006	HOUSE06	30.5
Hours worked per week while enrolled 2006	HRSWK06	41.3
High school degree type	HSDEG04	#
High school graduation year	HSGRDY04	0.1
Household size 2006	HSIZE06	32.2
Hurricane 2005 impact: enrollment effect	HURENR	30.7
Hurricane 2005 impact	HURPLA-F	95.2
Importance 2004	IMPT04B-I	16.3
Importance 2006	IMPT06A-K	30.6

See notes at end of table.

**Table G-1. Weighted rates of missing data before imputation for all variables: 2006—Continued**

Variable description	Variable name	Rate of missing data <sup>1</sup>
Income group in 2004	INCGRP	0.1
Annual income (respondent) in 2005	INCRES05	52.3
Annual income (spouse) in 2005	INCSPS05	75.6
NPSAS institution ID	INSTID	†
NPSAS institution state	INSTSTAT	†
Job 2006: begin date	JOBEG06	50.3
Job 2006: health insurance offered	JOBHEN06	51.6
Job 2006: related to career goals	JOBCAR06	50.1
Job 2006: took classes toward certificate	JOBCLS06	77.8
Job 2006: type of employer	JOBEMP06	50.1
Job 2006: first job after leaving school	JOBFST06	49.9
Job 2006: hours worked weekly	JOBHRS06	50.4
Job 2006: type of industry	JOBIND06	49.9
Job 2006: had an internship or practicum	JOBINT06	49.9
Job 2006: license/certification type (general)	JOBLCG06	78.3
Job 2006: license/certificate type (specific)	JOBLCS06	78.5
Job 2006: type of occupation	JOBOCC06	49.5
Job placement 2006: advertisement	JOBPA06	50.0
Job placement 2006: networking	JOBPN06	50.0
Job placement 2006: other	JOBPO06	50.0
Job placement 2006: resume	JOBPR06	50.0
Job placement 2006: school assistance	JOBPS06	50.0
Job 2006: related to coursework	JOBRCR06	94.4
Job 2006: required certificate	JOBRCT06	50.9
Job 2006: required degree	JOBRDG06	50.9
Job 2006: required license	JOBRLC06	50.9
Job 2006: related to major	JOBRLM06	64.1
Job 2006: required no license or degree	JOBRNO06	50.9
Job 2006: same or similar job while enrolled	JOBSIM06	50.0
Employment status (not enrolled) 2006	JOBST06	43.4
Job 2006: attained through training	JOBTRN06	50.0
Last institution control	LCONTROL	†
NPSAS institution level	LEVEL	†
Last institution level	LLEVEL	†
Housing when last enrolled 2006	LOCALR06	33.3
Enrolled job location 2006	LOCJOB06	40.6
Major when last enrolled (33 cat) 2006	MAJ06A	33.2
Major-changes in major 2006	MAJ06CHG	37.3
Major declared 2006	MAJ06DEC	32.9
Major (second) when last enrolled (33 cat) 2006	MAJS06A	32.9
Monthly mortgage payment 2006	MTGAMT06	51.3
First choice was NPSAS school 2004	NPFST04	16.5
Received child support 2005	NTX05A	80.0
Received disability payments 2005	NTX05B	80.4
Received food stamps 2005	NTX05C	80.4
Received social security 2005	NTX05D	80.4

See notes at end of table.

**Table G-1. Weighted rates of missing data before imputation for all variables: 2006—Continued**

Variable description	Variable name	Rate of missing data <sup>1</sup>
Received TANF (AFDC) 2005	NTX05E	80.0
Received workers compensation 2005	NTX05F	80.4
Received FEMA disaster assistance 2005	NTX05G	80.4
Received any untaxed income/benefits in 2005	NTXANY05	30.6
Number of jobs when last enrolled 2006	NUMJOB06	33.2
Number of schools attended Y1	NUMSCHY1	†
NPSAS institution region	OBEREG	†
Hispanic-serving institution	OCRHSI	†
Parents deceased	PARDIE06	29.7
Parent's income 2006	PARINC06	35.6
Parents paid tuition and fees 2006	PARSP06A	30.8
Parents paid other expenses 2006	PARSP06B	30.8
Parents paid for housing 2006	PARSP06C	30.8
Parents paid living expenses 2006	PARSP06D	30.8
No financial support from parents 2006	PARSP06E	30.8
Parents marital status 2006	PMARIT06	32.4
Persistence and attainment 3-year total 2006	PRAT3Y	†
First institution cumulative retention 2005-06	PROUTFI3	†
Published list of colleges consulted 2004	PUBLST04	16.2
Race-ethnicity	RACE2	0.1
Reason attended 2004	RAD04A-X	16.5
Enrolled job related to courses 2006	RELCRS06	78.7
Enrolled job related to major 2006	RELMAJ06	45.3
Reason left 2004	RLV04A-X	92.5
Reason left 2006	RLV06A-X	95.1
Reason did not attend 2004	RNAD04B-X	60.5
Monthly student loan repayments 2006	RPYAMT06	85.6
Parents helping to repay loans 2006	RPYHLP06	82.2
Currently repaying student loans 2006	RPYSL06	51.0
Purpose (2nd school) 2006	RSN2A-F	29.7
Purpose (3rd school) 2006	RSN3A-F	44.4
Transfer reason 2004	RTR04A-X	38.8
School 1 enrollment string for Y2 and Y3	S1ENRY23	5.3
First school attended sector	S1SEC	†
School 2 enrollment string for Y2 and Y3	S2ENRY23	18.6
School 2 sector	S2SEC	18.1
School 3 enrollment string for Y2 and Y3	S3ENRY23	62.7
School 3 sector	S3SEC	62.7
School 4 enrollment string for Y2 and Y3	S4ENRY23	95.7
School 4 sector	S4SEC	95.7
NPSAS:04 respondent type	SAMPTYPE	†
NPSAS institution type	SECTOR9	†
Selectivity	SELECTIV	†
Student/employee role 2006	SEROLE06	40.8
Type of job while enrolled 2006	SHLJOB06	40.6
Siblings in college before respondent 2006	SIBBEF06	32.3

See notes at end of table.

**Table G-1. Weighted rates of missing data before imputation for all variables: 2006—Continued**

Variable description	Variable name	Rate of missing data <sup>1</sup>
Siblings in college 2006	SIBCOL06	32.2
Student marital status in 2004	SMARITAL	0.1
Marital status 2006	SMAR06	30.5
Spouse in college 2006	SPCOL06	74.3
Spouse's education level 2006	SPSED06	74.6
Spouse have student loan	SPSLN06	74.4
Spouse's student loan amount 2006	SPSOWE06	95.0
Spouse's student loan monthly payment 2006	SPSRPY06	94.9
BPS:06 interview status	SUMSTFLG	†
Plan on teaching 2004	TEACH04	16.6
Plan on teaching 2006	TEACH06	30.6
ACT derived composite score	TEACTDER	17.1
SAT derived combined score	TESATDER	17.1
SAT derived math score	TESATMDE	18.8
SAT derived verbal score	TESATVDE	18.8
Took SAT or ACT exams	TETOOK	9.2
Amount earned last year enrolled 2006	TOTERN06	43.8
Associate degree type in 2004	UGDAA04	0.2
Undergraduate degree program in 2004	UGDEG04	#
Degree program when last enrolled 2006	UGDEG06	32.3
Class level at most recent institution 2006	UGLV06	33.4
First year class level	UGLVL04	†
Unemployment: looking for a job 2006	UNEMPL06	78.0
Unemployment: longest period 2006	UNEMPT06	85.4
Unemployment: number of periods 2006	UNMPN06	44.5
U.S. born	USBORN04	0.2
Volunteer 2006	VLT06A–X	53.0
Volunteer benefit 2006: career choice	VLTB06A–H	53.1
Volunteer reason 2006	VLTR06A–X	53.0
Vote 2006: voted in 2004 elections	VOTE06	33.6
Vote 2006: registered to vote U.S. elections	VOTERG06	30.0
Intensity of work while enrolled 2006	WKSWK06	60.4

† Not applicable. Data were either imputed from NPSAS:04 or obtained through institutional records.

# Rounds to zero.

<sup>1</sup> Rate of missing data is defined as the number of responses received for an item / the number of eligible responses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table G-2. Pre- versus post-imputation frequency distribution for eight select variables: 2006**

Variable	Variable label	Percent		Difference
		Weighted distribution before imputation	Weighted distribution after imputation	
RACE04	Race/ethnicity			
	White	61.7	61.7	0.0
	Black	13.5	13.5	0.0
	Hispanic	15.0	15.0	0.0
	Asian	4.7	4.7	0.0
	American Indian	0.7	0.7	0.0
	Pacific Islander	0.4	0.4	0.0
	Other	1.3	1.3	0.0
	More than one race	2.8	2.8	0.0
AGEGRP04	Age groups as of 12/31/03			
	18 or less	42.6	42.6	0.0
	19	23.4	23.4	0.0
	20–23	12.8	12.8	0.0
	24–29	7.8	7.9	0.0
	30 or older	13.3	13.3	0.0
INCGRP04	Income group in 2004			
	Low	28.4	28.4	0.0
	Low-middle	27.0	27.0	0.0
	High-middle	24.0	24.0	0.0
	High	20.6	20.6	0.0
TETOOK	Took SAT or ACT exams			
	Did not take SAT or ACT	27.0	29.6	-2.6
	Took the SAT	31.7	30.8	0.9
	Took the ACT	24.8	23.9	0.8
	Took both the SAT and ACT	16.5	15.6	0.9
HCMATH	Highest level of math completed/planned			
	None of these	14.4	15.7	-1.3
	Algebra II	29.3	30.4	-1.1
	Trigonometry/algebra II	17.7	17.6	0.1
	Pre-calculus	21.0	19.9	1.1
	Calculus	17.5	16.3	1.2
COMSRV06	Volunteer 2006: any community service			
	No	60.7	62.2	-1.5
	Yes	39.3	37.8	1.5
SEROLE06	Student/employee role 2006			
	A student working to meet expenses	82.6	78.8	3.9
	An employee who decided to enroll in school	17.4	21.2	-3.9
SMAR06	Marital status 2006			
	Single, never married	79.4	78.3	1.1
	Married	15.2	15.9	-0.7
	Separated	1.3	1.4	-0.1
	Divorced	3.8	4.1	-0.3
	Widowed	0.3	0.3	0.0

SOURCE: U.S. Department of Education. National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table G-3. Evaluation of item nonresponse bias after imputation for continuous variables: 2006**

Variable	Variable label	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
ACPT04	Accepted-number of schools 2004	2.13	2.06	0.07*	3.40
APPS04	Applied-number of schools 2004	2.46	2.42	0.05*	1.87
CARAMT06	Car payment amount	305.48	311.00	-5.52*	-1.78
CINCOM04	Income (continuous) in 2004 (Dep and Indep)	55,731.90	55,741.74	-9.83	-0.02
COMHRS06	Number of hours volunteered per month	14.97	15.11	-0.13	-0.88
COMNUM06	Volunteer 2006: number of volunteer activities	1.93	1.90	0.03*	1.54
CRDBAL06	Balance due on all credit cards	2,732.17	2,847.57	-115.41	-4.05
CRDNUM06	Number of credit cards in own name	1.30	1.29	0.00	0.05
CUMOWE06	Amount owed for undergrad education	12,482.65	10,479.02	2,003.63*	19.12
CUMULN06	Amount borrowed for undergraduate loans	6,655.11	6,511.90	143.21	2.20
DEPNUM06	Number of dependent children	0.40	0.43	-0.03*	-6.23
DEPYNG06	Age of youngest dependent child	5.95	5.84	0.11	1.81
DISTNC06	Distance in miles from primary school to home	133.06	115.91	17.16*	14.80
GPA06	Cumulative grade point average	315.28	314.62	0.66	0.21
HRSWK06	Hours worked weekly when last enrolled	25.26	26.65	-1.39*	-5.21
HSIZE06	Number in household	3.67	3.64	0.03*	0.79
INCRES05	Total earnings	25,083.53	25,080.10	3.43	0.01
JOBHRS06	Hours worked weekly	39.26	39.39	-0.13	-0.32
MTGAMT06	Monthly rent or mortgage payment amount	552.05	561.70	-9.65	-1.72
RPYAMT06	Monthly payment on education loans	137.33	126.89	10.44*	8.23
SPSOWE06	Spouse's total student loan amount	12,503.24	12,363.06	140.18	1.13
SPSRPY06	Spouse's monthly payment of student loans	70.08	102.75	-32.67*	-31.80
TESATDER	SAT derived combined score	1,006.39	990.50	15.90*	1.60
TESATMDE	SAT Math derived score	503.54	494.64	8.90*	1.80
TESATVDE	SAT Verbal derived score	504.53	495.86	8.67*	1.75
TOTERN06	Amount earned last year enrolled 2006	8,629.15	9,380.48	-751.33*	-8.01
UNEMPT06	Longest period of unemployment	8.27	8.32	-0.05	-0.61
UNMPN06	Number of periods of unemployment	0.68	0.68	0.00	-0.50

\*  $p < .05$ .NOTE: The statistical significance is based on a  $t$ -test of the estimated bias. The relative bias is also provided as another way to gauge whether a bias is practically significant. While a difference may be statistically significant because of small standard errors or large sample sizes, the actual bias may be small.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
ACAD04A	Classes taught by graduate students	0	53.23	53.92	-0.70	-1.29
		1	29.94	29.51	0.42	1.44
		2	16.84	16.56	0.27	1.64
ACAD04B	Have to write essay answers	0	9.98	10.27	-0.29	-2.83
		1	46.60	46.90	-0.29	-0.63
		2	43.42	42.84	0.59	1.37
ACAD04C	Have large classes	0	28.73	29.59	-0.87	-2.93
		1	35.49	35.23	0.26	0.74
		2	35.79	35.18	0.61	1.73
ACAD04D	Have to write papers	0	3.55	3.67	-0.12	-3.21
		1	28.30	28.45	-0.15	-0.52
		2	68.15	67.88	0.26	0.39
ACPTF04	Accepted at first choice school	0	8.76	8.50	0.25 *	2.95
		1	91.24	91.50	-0.25 *	-0.27
AFFORD06	Afford school without working	0	58.41	60.29	-1.88 *	-3.12
		1	41.59	39.71	1.88 *	4.74
CARLN06	Have a car payment	0	71.90	70.10	1.80 *	2.57
		1	28.10	29.90	-1.80 *	-6.02
CINCMPO6	Ever while enrolled: receive grade of incomplete	0	85.22	83.92	1.30 *	1.55
		1	14.78	16.08	-1.30 *	-8.11
CITZN04	Citizenship 2004	1	93.88	93.87	0.01	0.01
		2	4.99	5.01	-0.01	-0.29
		3	1.13	1.13	0.00	0.06
CLTY06A	Type of class: business	0	79.20	78.61	0.59	0.76
		1	20.80	21.40	-0.59	-2.78
CLTY06B	Type of class: health	0	73.64	72.94	0.70	0.96
		1	26.36	27.06	-0.70	-2.60
CLTY06C	Type of class: education	0	90.54	90.77	-0.23	-0.25
		1	9.46	9.23	0.23	2.46
CLTY06D	Type of class: engineering and engineering technology	0	96.71	96.50	0.21	0.22
		1	3.29	3.50	-0.21	-5.99

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
CLTY06E	Type of class: computer and information sciences	0	85.70	86.02	-0.31	-0.36
		1	14.30	13.98	0.31	2.24
CLTY06F	Type of class: social sciences	0	71.21	73.62	-2.42	-3.28
		1	28.79	26.38	2.42	9.16
CLTY06G	Type of class: natural sciences and mathematics	0	65.78	66.46	-0.67	-1.02
		1	34.22	33.54	0.67	2.01
CLTY06H	Type of class: arts and humanities	0	65.88	68.05	-2.17	-3.19
		1	34.12	31.95	2.17	6.80
CLTY06I	Type of class: communications	0	85.70	85.94	-0.24	-0.28
		1	14.30	14.06	0.24	1.72
CLTY06J	Type of class: vocational program	0	96.03	95.73	0.29	0.31
		1	3.97	4.27	-0.29	-6.86
CLTY06K	Type of classes: university transfer	0	87.90	89.95	-2.05	-2.28
		1	12.10	10.05	2.05	20.40
CLTY06L	Type of classes: general education	0	50.38	52.00	-1.62	-3.11
		1	49.62	48.00	1.62	3.37
CLTY06X	Type of class: other	0	81.70	81.58	0.11	0.14
		1	18.30	18.42	-0.11	-0.62
COMONE06	One-time volunteer event	0	82.03	81.91	0.12	0.15
		1	17.97	18.09	-0.12	-0.68
COMSERV	Community service performed last year	0	59.25	59.25	0.01	0.01
		1	40.75	40.75	-0.01	-0.02
COMSRV06	Community service/volunteer in last year	0	60.68	62.17	-1.48 *	-2.39
		1	39.32	37.83	1.48 *	3.92
CRDAP04	Advanced placement credit	0	81.21	81.23	-0.01	-0.01
		1	18.79	18.77	0.01	0.06
CRDCL04	Earned college credits at a college in high school	0	79.02	78.99	0.03	0.04
		1	20.98	21.01	-0.03	-0.15
CRDES04	Credit to enter as sophomore	0	89.11	89.47	-0.37	-0.41
		1	10.89	10.53	0.37	3.50
CRDHS04	Earned college credits in high school	0	69.69	69.92	-0.23	-0.33
		1	30.31	30.08	0.23	0.77

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
CRDPAY06	Pay off or carry credit balance	1	51.86	50.66	1.20 *	2.38
		2	48.14	49.34	-1.20 *	-2.44
CRPT06	Ever while enrolled: repeat course for higher grade	0	76.04	77.03	-1.00 *	-1.29
		1	23.96	22.97	1.00 *	4.33
CWTHD06	Ever while enrolled: withdrawn from course after deadline	0	68.42	69.02	-0.60	-0.86
		1	31.58	30.98	0.60	1.92
DEHS04A	Post-high school: worked	0	13.38	13.52	-0.15	-1.08
		1	86.62	86.48	0.15	0.17
DEHS04B	Post-high school: military	0	88.83	89.42	-0.59	-0.66
		1	11.17	10.58	0.59	5.59
DEHS04C	Post-high school: married/family	0	51.95	54.00	-2.05 *	-3.80
		1	48.05	46.00	2.05 *	4.46
DEHS04D	Post-high school: health	0	63.91	64.60	-0.69	-1.07
		1	36.09	35.40	0.69	1.95
DEHS04E	Post-high school: traveled	0	71.19	72.06	-0.87	-1.21
		1	28.81	27.94	0.87	3.11
DEHS04X	Post-high school: other	0	91.13	91.31	-0.18	-0.19
		1	8.87	8.69	0.18	2.03
DEPANY04	Any dependents in 2004 (y/n)	0	80.83	80.83	0.00	0.00
		1	19.17	19.17	0.00	0.00
DEPANY06	Has dependent children	0	79.16	77.89	1.27 *	1.63
		1	20.84	22.11	-1.27 *	-5.74
DEPND04	Dependency in 2004	1	71.17	71.17	0.00	0.00
		2	28.83	28.83	0.00	0.00
DGEVR06	Highest education level expected	0	4.16	4.85	-0.69 *	-14.19
		1	5.55	6.44	-0.89 *	-13.85
		2	11.30	12.28	-0.98 *	-7.99
		3	31.02	31.55	-0.53	-1.69
		4	0.77	0.76	0.01	1.36
		5	31.42	29.64	1.79 *	6.03
		6	0.49	0.43	0.07	15.28
		7	6.26	5.70	0.55 *	9.68
		8	9.02	8.34	0.68 *	8.15

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
DISMOB06	Disability: condition that limits physical activities	0	97.13	96.72	0.41 *	0.43
		1	2.87	3.28	-0.41 *	-12.56
DISOTH06	Disability: other condition lasting 6 months or more	0	92.81	92.63	0.18	0.19
		1	7.19	7.37	-0.18	-2.44
DISSEN06	Disability: long-lasting sensory condition	0	98.25	98.09	0.16	0.16
		1	1.75	1.91	-0.16	-8.42
EARN06	Time frame for school year earnings	1	33.07	32.83	0.24	0.72
		2	4.99	4.52	0.46	10.27
		3	13.06	12.53	0.53	4.23
		4	9.75	9.58	0.17	1.73
		5	39.13	40.53	-1.40 *	-3.45
EMPTY06	Type of employer	1	18.13	15.24	2.89 *	18.97
		2	60.54	62.64	-2.10 *	-3.35
		3	8.50	8.76	-0.26	-3.00
		4	6.21	6.40	-0.19	-2.96
		5	0.91	0.96	-0.05	-5.25
		6	5.71	6.00	-0.29	-4.80
ENINUM3Y	Number of schools attended through 2006	1	75.65	75.88	-0.23	-0.30
		2	21.03	20.89	0.14	0.67
		3	3.06	2.96	0.10 *	3.35
		4	0.25	0.26	-0.01	-3.52
FREQ04A	Informal meeting with faculty	0	63.02	63.35	-0.33	-0.52
		1	30.78	30.61	0.17	0.54
		2	6.20	6.04	0.16	2.66
FREQ04B	Meet advisor about academic plans	0	25.81	26.54	-0.73 *	-2.75
		1	59.96	59.60	0.36	0.60
		2	14.22	13.85	0.37 *	2.68
FREQ04C	Talk with faculty outside class	0	30.65	31.26	-0.61 *	-1.94
		1	52.92	52.54	0.38	0.73
		2	16.42	16.20	0.22	1.38
FREQ04D	Attend fine arts activities	0	67.57	68.35	-0.78 *	-1.14
		1	23.66	23.12	0.54 *	2.32
		2	8.77	8.53	0.24	2.82

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
FREQ04E	Participate in school clubs	0	71.96	73.03	-1.07 *	-1.46
		1	18.60	17.88	0.72 *	4.03
		2	9.44	9.09	0.35 *	3.81
FREQ04F	Participate in sports	0	78.10	78.61	-0.52 *	-0.66
		1	11.06	10.81	0.25	2.28
		2	10.84	10.57	0.27	2.54
FREQ04G	Attend study groups	0	47.30	48.06	-0.76 *	-1.58
		1	42.22	41.56	0.66 *	1.58
		2	10.48	10.38	0.10	0.99
FREQ06A	Frequency while enrolled: social contact with faculty	0	54.47	56.81	-2.33 *	-4.11
		1	35.81	33.78	2.03 *	6.00
		2	9.72	9.41	0.31	3.26
FREQ06B	Frequency while enrolled: talk with faculty outside class	0	16.47	18.57	-2.10 *	-11.30
		1	54.80	54.22	0.58	1.06
		2	28.74	27.21	1.52 *	5.60
FREQ06C	Frequency while enrolled: meet with advisor	0	15.31	17.52	-2.21 *	-12.59
		1	63.93	62.70	1.23 *	1.95
		2	20.76	19.78	0.98 *	4.96
FREQ06D	Frequency while enrolled: attend fine arts activities	0	57.08	60.17	-3.08 *	-5.12
		1	33.17	31.10	2.08 *	6.68
		2	9.74	8.74	1.01 *	11.52
FREQ06E	Frequency while enrolled: participate in school clubs	0	56.73	60.97	-4.24 *	-6.95
		1	24.63	22.35	2.29 *	10.23
		2	18.63	16.68	1.95 *	11.69
FREQ06F	Frequency while enrolled: participate in sports	0	70.86	73.93	-3.07 *	-4.16
		1	15.91	14.34	1.57 *	10.98
		2	13.23	11.73	1.50 *	12.78
FREQ06G	Frequency while enrolled: attend study groups	0	34.19	37.12	-2.93 *	-7.89
		1	50.53	48.06	2.48 *	5.16
		2	15.27	14.82	0.45	3.04

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
GPASC06	Grade point average measured on 4.00 scale	1	92.82	90.70	2.11*	2.33
		2	3.89	5.25	-1.37*	-26.06
		3	0.78	1.11	-0.33*	-29.49
		4	2.51	2.93	-0.42*	-14.21
HCGPAREP	Grade point average in high school	1	0.15	0.16	-0.01	-4.30
		2	0.46	1.04	-0.57*	-55.23
		3	2.02	3.46	-1.44*	-41.60
		4	9.84	13.36	-3.52*	-26.38
		5	12.83	15.22	-2.39*	-15.73
		6	34.83	35.63	-0.81	-2.26
		7	39.87	31.13	8.74*	28.09
HCMATH	Highest math course taken in high school (edited)	0	14.44	15.73	-1.28*	-8.16
		1	29.31	30.41	-1.10*	-3.63
		2	17.73	17.64	0.10	0.54
		3	21.03	19.92	1.11*	5.56
HCMATHYS	Years of high school math	4	17.48	16.30	1.18*	7.26
		0	9.38	10.74	-1.36*	-12.64
		1	0.15	0.16	-0.01	-3.57
		2	4.90	4.82	0.08	1.68
HCYSENGL	Years of high school English	3	29.31	30.41	-1.10*	-3.63
		4	56.25	53.86	2.39*	4.43
		0	0.29	0.43	-0.14	-32.86
		1	0.58	1.05	-0.48*	-45.27
HCYSLANG	Years of high school foreign language	2	2.89	2.96	-0.07	-2.35
		3	11.12	11.62	-0.50	-4.34
		4	85.13	83.94	1.19*	1.42
		0	6.55	9.39	-2.84*	-30.26
		1	9.12	9.77	-0.65	-6.62
		2	37.52	40.53	-3.01*	-7.42
		3	25.15	22.64	2.51*	11.10
		4	21.65	17.67	3.98*	22.53

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
HCYSSCIE	Years of high school science	0	0.59	0.94	-0.35 *	-36.82
		1	3.29	3.64	-0.35	-9.64
		2	11.33	13.28	-1.95 *	-14.71
		3	39.45	41.90	-2.46 *	-5.86
		4	45.34	40.23	5.11 *	12.70
HCYSSOCI	Years of high school social studies	0	0.60	0.91	-0.32 *	-34.63
		1	1.89	2.03	-0.14	-6.92
		2	7.90	8.97	-1.08 *	-12.00
		3	38.66	38.06	0.60	1.59
		4	50.95	50.03	0.93	1.86
HOUSE06	Own home or pay rent	0	44.33	42.79	1.54 *	3.59
		1	13.06	14.08	-1.01 *	-7.20
		2	42.61	43.13	-0.52	-1.21
HSDEG04	High school degree type (5 = none)	1	87.61	87.60	0.01	0.01
		2	7.78	7.78	0.00	-0.05
		3	0.44	0.44	0.00	0.02
		4	2.64	2.65	-0.01	-0.21
		5	1.11	1.11	0.00	0.02
		6	0.43	0.43	0.00	0.02
HURENR	Hurricane: enrollment effect	0	97.73	97.57	0.16	0.17
		1	2.27	2.43	-0.16	-6.72
HURPLA	Hurricane impact: transferred temporarily	0	93.72	94.57	-0.85	-0.90
		1	6.28	5.43	0.85	15.65
HURPLB	Hurricane impact: transferred permanently	0	98.40	98.48	-0.08	-0.08
		1	1.60	1.52	0.08	5.27
HURPLC	Hurricane impact: took classes online	0	97.04	97.22	-0.18	-0.19
		1	2.96	2.78	0.18	6.61
HURPLD	Hurricane impact: delayed enrollment	0	65.27	62.06	3.21	5.18
		1	34.73	37.94	-3.21	-8.46
HURPLE	Hurricane impact: dropped out	0	89.13	88.38	0.75	0.85
		1	10.87	11.62	-0.75	-6.45

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
HURPLF	Hurricane impact: other	0	40.95	44.24	-3.29	-7.45
		1	59.05	55.76	3.29	5.91
IMPT04B	Importance: being community leader	0	56.41	56.63	-0.22	-0.39
		1	43.59	43.37	0.22	0.51
IMPT04C	Importance: being financially well off	0	23.52	23.31	0.21	0.90
		1	76.48	76.69	-0.21	-0.27
IMPT04D	Importance: having children	0	35.09	35.14	-0.04	-0.13
		1	64.91	64.86	0.04	0.07
IMPT04E	Importance: influence political structure	0	76.10	75.78	0.32	0.42
		1	23.90	24.22	-0.32	-1.31
IMPT04F	Importance: leisure time	0	15.37	15.32	0.05	0.31
		1	84.64	84.68	-0.05	-0.06
IMPT04G	Importance: living close to relatives	0	54.50	54.25	0.25	0.46
		1	45.50	45.75	-0.25	-0.54
IMPT04H	Importance: moving away from hometown	0	70.59	70.63	-0.04	-0.05
		1	29.41	29.37	0.04	0.13
IMPT04I	Importance: steady work	0	12.46	12.25	0.21	1.73
		1	87.54	87.75	-0.21	-0.24
IMPT06A	Importance: recognized as an expert	0	36.57	35.96	0.61	1.70
		1	63.43	64.04	-0.61	-0.95
IMPT06B	Importance: being community leader	0	60.18	59.95	0.23	0.38
		1	39.82	40.05	-0.23	-0.56
IMPT06C	Importance: being financially well off	0	32.89	32.15	0.73*	2.28
		1	67.11	67.85	-0.73*	-1.08
IMPT06D	Importance: having children	0	31.46	31.91	-0.45	-1.41
		1	68.54	68.09	0.45	0.66
IMPT06E	Importance: influence political structure	0	76.82	76.04	0.78*	1.02
		1	23.18	23.96	-0.78*	-3.25
IMPT06F	Importance: leisure time	0	16.24	16.49	-0.25	-1.55
		1	83.76	83.51	0.25	0.31
IMPT06G	Importance: living close to relatives	0	52.36	52.35	0.01	0.01
		1	47.64	47.65	-0.01	-0.01

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
IMPT06H	Importance: getting away from hometown	0	75.91	75.06	0.85*	1.13
		1	24.09	24.94	-0.85*	-3.40
IMPT06I	Importance: steady work	0	20.74	20.52	0.22	1.06
		1	79.26	79.48	-0.22	-0.27
IMPT06J	Importance: meaning and purpose in life	0	17.83	17.88	-0.05	-0.29
		1	82.17	82.12	0.05	0.06
IMPT06K	Importance: helping others	0	19.53	19.27	0.25	1.30
		1	80.47	80.73	-0.25	-0.31
INCGRP04	Income category in 2004 (Dep and Indep)	1	28.40	28.36	0.03	0.12
		2	26.96	26.97	-0.01	-0.04
		3	24.01	24.03	-0.02	-0.06
		4	20.64	20.65	-0.01	-0.04
INCSPS05	Spouse's earnings in 2005	1	8.90	8.62	0.28	3.25
		2	1.44	1.34	0.10	7.38
		3	2.02	2.03	-0.01	-0.29
		4	4.70	4.80	-0.10	-2.12
		5	6.65	6.06	0.59	9.82
		6	9.44	8.58	0.86	10.07
		7	8.84	9.01	-0.16	-1.80
		8	21.53	21.56	-0.03	-0.14
		9	23.06	24.22	-1.16	-4.78
		10	13.41	13.79	-0.38	-2.76
JOBEN06	Employer offers health insurance	0	22.43	22.66	-0.23	-1.00
		1	77.57	77.34	0.23	0.29
JOB CAR06	Job related to career goals	0	44.43	44.42	0.02	0.04
		1	55.57	55.58	-0.02	-0.03
JOBEMP06	Type of employer	2	72.13	73.62	-1.49	-2.02
		3	8.14	7.35	0.79	10.70
		4	11.47	11.17	0.30	2.69
		5	2.66	2.67	0.00	-0.09
		6	5.59	5.19	0.40	7.80

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
JOBFST06	First job after leaving most recent school	0	37.95	38.79	-0.84	-2.17
		1	62.05	61.21	0.84	1.38
JOBINT06	Had an internship or practicum	0	88.55	89.18	-0.62	-0.70
		1	11.45	10.82	0.62	5.77
JOBPA06	Job placement: advertisement	0	76.28	76.11	0.17	0.23
		1	23.72	23.89	-0.17	-0.73
JOBPN06	Job placement: network	0	57.26	56.64	0.62	1.10
		1	42.74	43.36	-0.62	-1.43
JOBPO06	Job placement: other	0	71.75	72.08	-0.33	-0.46
		1	28.25	27.92	0.33	1.18
JOBPR06	Job placement: resume	0	75.44	75.64	-0.20	-0.27
		1	24.56	24.36	0.20	0.84
JOBPS06	Job placement: school assistance	0	90.57	90.64	-0.08	-0.09
		1	9.44	9.36	0.08	0.83
JOBRCR06	Job related to coursework	0	62.29	52.49	9.81*	18.68
		1	37.71	47.51	-9.81*	-20.64
JOBRECT06	Degree required: certificate	0	83.62	84.88	-1.26	-1.48
		1	16.38	15.12	1.26	8.31
JOBRDG06	Degree required: bachelor's or associate's	0	95.09	95.07	0.02	0.02
		1	4.91	4.93	-0.02	-0.32
JOBRLC06	Degree required: license	0	79.10	80.03	-0.92	-1.15
		1	20.90	19.97	0.92	4.62
JOBRLM06	Job related to major	0	60.96	62.31	-1.35	-2.16
		1	39.04	37.69	1.35	3.57
JOBRNO06	Degree required: none	0	32.40	30.95	1.46	4.71
		1	67.60	69.05	-1.46	-2.11
JOBSIM06	Held same or similar job	0	59.78	59.91	-0.13	-0.22
		1	13.08	13.60	-0.52	-3.85
		2	27.14	26.48	0.66	2.48

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
JOBST06	Currently employed for those not enrolled	0	12.72	11.98	0.75	6.23
		1	78.36	79.45	-1.09	-1.37
		2	3.73	3.41	0.32	9.43
		3	3.81	3.85	-0.05	-1.19
		4	1.38	1.31	0.07	4.97
JOBTRN06	Job attainment through training	0	40.04	49.96	-9.92 *	-19.85
		1	59.96	50.04	9.92 *	19.81
LOCALR06	Residence while enrolled	1	18.82	16.18	2.64 *	16.34
		2	31.18	33.36	-2.18 *	-6.53
		3	49.99	50.46	-0.47	-0.92
LOCJOB06	Job on or off campus	1	17.13	14.36	2.78 *	19.35
		2	79.82	83.00	-3.19 *	-3.84
		3	3.05	2.64	0.41 *	15.55
MAJ06CHG	Frequency of formal changes in major	0	68.35	68.85	-0.49	-0.71
		1	24.76	24.21	0.55	2.28
		2	6.88	6.94	-0.06	-0.88
MAJ06DEC	Major declared/undeclared	0	6.76	6.78	-0.02	-0.28
		1	75.60	75.19	0.41	0.55
		2	5.99	5.98	0.00	0.04
		3	11.65	12.05	-0.40	-3.29
NPFST04	NPSAS was first choice	0	22.20	21.69	0.51 *	2.36
		1	77.80	78.31	-0.51 *	-0.65
NTX05A	Received: child support	0	73.40	78.51	-5.11 *	-6.50
		1	26.60	21.49	5.11 *	23.76
NTX05B	Received: disability payments	0	85.65	85.08	0.57	0.68
		1	14.35	14.92	-0.57	-3.85
NTX05C	Received: food stamps	0	52.61	53.17	-0.56	-1.05
		1	47.39	46.83	0.56	1.19
NTX05D	Received: social security benefits	0	86.12	85.32	0.80	0.94
		1	13.88	14.68	-0.80	-5.44
NTX05E	Received: TANF	0	92.60	94.28	-1.68 *	-1.78
		1	7.40	5.72	1.68 *	29.30

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
NTX05F	Received: worker's compensation	0	95.41	95.23	0.18	0.19
		1	4.59	4.77	-0.18	-3.80
NTX05G	Received: FEMA Disaster Assistance	0	95.29	95.03	0.26	0.27
		1	4.71	4.97	-0.26	-5.19
NTXANY05	Received: untaxed income or benefits in 2005	0	89.23	88.38	0.85 *	0.96
		1	10.77	11.62	-0.85 *	-7.29
NUMJOB06	Number of jobs during last term of enrollment	0	27.03	25.99	1.04 *	3.98
		1	56.81	57.89	-1.08 *	-1.86
		2	16.16	16.12	0.04	0.24
PARDIE06	Parents deceased	0	99.55	99.49	0.05	0.05
		1	0.46	0.51	-0.05	-10.35
PARINC06	Parent's income in 2005	1	20.50	22.02	-1.51 *	-6.87
		2	31.74	32.44	-0.70	-2.16
		3	23.19	22.59	0.60	2.66
		4	24.57	22.95	1.61 *	7.03
PARSP06A	Help from parents: tuition and fees	0	42.64	44.40	-1.75 *	-3.95
		1	57.36	55.60	1.75 *	3.15
PARSP06B	Help from parents: other educational expenses	0	49.97	51.40	-1.44 *	-2.79
		1	50.03	48.60	1.44 *	2.95
PARSP06C	Help from parents: housing	0	46.05	46.90	-0.85 *	-1.81
		1	53.95	53.10	0.85 *	1.60
PARSP06D	Help from parents: other living expenses	0	49.14	50.23	-1.09 *	-2.18
		1	50.86	49.77	1.09 *	2.20
PARSP06E	Help from parents: no financial assistance	0	79.07	78.16	0.91 *	1.16
		1	20.93	21.84	-0.91 *	-4.15
PMARIT06	Parent's marital status	1	73.11	71.43	1.68 *	2.35
		2	0.82	0.89	-0.06	-7.18
		3	4.38	4.78	-0.41	-8.51
		4	18.37	19.37	-1.01 *	-5.20
		5	3.33	3.53	-0.20	-5.68
PUBLST04	Selecting college from published list	0	73.14	73.65	-0.51 *	-0.69
		1	26.86	26.35	0.51 *	1.93

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
RACE04	Race (with Hispanic)	1	61.67	61.66	0.02	0.03
		2	13.49	13.49	0.00	0.02
		3	15.01	15.03	-0.02	-0.15
		4	4.72	4.72	0.00	-0.02
		5	0.66	0.66	0.00	0.11
		6	0.36	0.36	0.00	0.11
		7	1.31	1.31	0.00	0.11
		8	2.77	2.77	0.00	0.11
RAD04A	Reason chose school: desired program	0	45.18	44.79	0.39	0.87
		1	54.82	55.21	-0.39	-0.71
RAD04B	Reason chose school: reputation	0	51.84	52.11	-0.27	-0.51
		1	48.16	47.89	0.27	0.56
RAD04C	Reason chose school: financial reasons	0	43.32	43.69	-0.37	-0.84
		1	56.68	56.31	0.37	0.65
RAD04D	Reason chose school: location	0	21.98	22.09	-0.11	-0.52
		1	78.03	77.91	0.11	0.15
RAD04E	Reason chose school: personal	0	60.87	60.95	-0.07	-0.12
		1	39.13	39.05	0.07	0.19
RAD04X	Reason chose school: other	0	84.24	84.19	0.05	0.06
		1	15.76	15.81	-0.05	-0.32
RELCRS06	Job related to coursework	0	71.26	71.51	-0.26	-0.36
		1	28.74	28.49	0.26	0.90
RELMAJ06	Job related to major	0	61.27	61.20	0.07	0.11
		1	38.73	38.80	-0.07	-0.17
RLV04A	Drop: academic problems	0	87.75	86.96	0.79	0.91
		1	12.26	13.04	-0.79	-6.04
RLV04B	Drop: scheduling problems	0	92.73	91.98	0.75	0.81
		1	7.27	8.02	-0.75	-9.29
RLV04C	Drop: not satisfied with school, etc.	0	79.90	83.26	-3.35	-4.03
		1	20.10	16.74	3.35	20.04
RLV04D	Drop: financial reasons	0	69.00	69.24	-0.25	-0.36
		1	31.00	30.76	0.25	0.81

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
RLV04E	Drop: family responsibilities	0	78.49	78.95	-0.46	-0.58
		1	21.51	21.05	0.46	2.18
RLV04F	Drop: personal reasons	0	47.23	46.55	0.68	1.46
		1	52.77	53.45	-0.68	-1.27
RLV04G	Drop: finished classes	0	96.58	96.42	0.16	0.16
		1	3.42	3.58	-0.16	-4.35
RLV04X	Drop: other	0	75.49	75.97	-0.48	-0.63
		1	24.51	24.03	0.48	1.98
RLV06A	Drop: academic problems	0	88.01	90.12	-2.11	-2.34
		1	11.99	9.88	2.11	21.34
RLV06B	Drop: scheduling problems	0	86.19	83.95	2.24	2.67
		1	13.81	16.05	-2.24	-13.95
RLV06C	Drop: dissatisfaction with program	0	85.94	87.40	-1.46	-1.67
		1	14.06	12.60	1.46	11.55
RLV06D	Drop: financial reasons	0	74.73	77.87	-3.14	-4.03
		1	25.27	22.13	3.14	14.17
RLV06E	Drop: family responsibilities	0	87.36	85.52	1.85	2.16
		1	12.64	14.48	-1.85	-12.75
RLV06F	Drop: personal reasons	0	51.10	50.54	0.55	1.09
		1	48.90	49.46	-0.55	-1.12
RLV06G	Drop: finished desired classes	0	94.29	94.42	-0.13	-0.14
		1	5.71	5.58	0.13	2.35
RLV06H	Drop: Called for military service	0	97.33	97.66	-0.34	-0.35
		1	2.67	2.34	0.34	14.53
RLV06X	Drop: other	0	76.97	77.60	-0.63	-0.81
		1	23.03	22.40	0.63	2.79
RNAD04B	Did not attend first choice: too expensive	0	51.24	51.84	-0.60	-1.16
		1	48.76	48.16	0.60	1.25
RNAD04C	Did not attend first choice: not enough aid	0	63.91	64.14	-0.23	-0.36
		1	36.09	35.86	0.23	0.65
RNAD04D	Did not attend first choice: location	0	65.31	64.86	0.45	0.70
		1	34.69	35.14	-0.45	-1.29

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
RNAD04E	Did not attend first choice: personal reasons	0	59.65	58.47	1.18	2.01
		1	40.35	41.53	-1.18	-2.83
RNAD04X	Did not attend first choice: other	0	73.56	73.30	0.26	0.35
		1	26.44	26.70	-0.26	-0.97
RPYHLP06	Parents helping to repay loans	0	58.15	63.82	-5.67 *	-8.89
		1	41.85	36.18	5.67 *	15.68
RPYSL06	Currently repaying any education loans	0	78.96	73.58	5.38 *	7.32
		1	21.04	26.42	-5.38 *	-20.37
RSN2A	Reason for attending [School 2]: complete a degree	0	33.05	32.69	0.36	1.10
		1	66.95	67.31	-0.36	-0.54
RSN2B	Reason for attending [School 2]: prepare for transfer	0	82.22	82.24	-0.02	-0.02
		1	17.78	17.76	0.02	0.09
RSN2C	Reason for attending [School 2]: earn credits	0	78.68	79.67	-0.99 *	-1.25
		1	21.32	20.33	0.99 *	4.89
RSN2D	Reason for attending [School 2]: gain job skills	0	69.09	68.66	0.42	0.62
		1	30.91	31.34	-0.42	-1.35
RSN2E	Reason for attending [School 2]: self-improvement	0	91.05	90.49	0.55	0.61
		1	8.95	9.51	-0.55	-5.82
RSN2F	Reason for attending [School 2]: none of the above	0	97.60	97.56	0.05	0.05
		1	2.40	2.44	-0.05	-1.87
RSN3A	Reason for attending [School 3]: complete a degree	0	36.64	34.98	1.67	4.77
		1	63.36	65.02	-1.67	-2.56
RSN3B	Reason for attending [School 3]: prepare for transfer	0	79.49	79.54	-0.05	-0.07
		1	20.51	20.46	0.05	0.26
RSN3C	Reason for attending [School 3]: earn credits	0	71.08	72.33	-1.25	-1.73
		1	28.92	27.67	1.25	4.53
RSN3D	Reason for attending [School 3]: gain job skills	0	80.04	78.92	1.12	1.42
		1	19.96	21.08	-1.12	-5.30
RSN3E	Reason for attending [School 3]: self-improvement	0	90.21	90.83	-0.62	-0.68
		1	9.79	9.17	0.62	6.73
RSN3F	Reason for attending [School 3]: none of the above	0	97.67	97.90	-0.23	-0.23
		1	2.33	2.10	0.23	10.93

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
RTR04A	Transfer: academic problems	0	97.89	97.60	0.29	0.30
		1	2.11	2.40	-0.29	-12.01
RTR04B	Transfer: scheduling problems	0	82.62	82.13	0.48	0.59
		1	17.38	17.87	-0.48	-2.70
RTR04C	Transfer: not satisfied with school, etc.	0	90.45	88.89	1.56 *	1.76
		1	9.55	11.11	-1.56 *	-14.08
RTR04D	Transfer: financial reasons	0	92.40	91.31	1.09 *	1.19
		1	7.60	8.69	-1.09 *	-12.56
RTR04E	Transfer: family responsibilities	0	94.73	94.15	0.59	0.62
		1	5.27	5.85	-0.59	-10.04
RTR04F	Transfer: personal reasons	0	69.71	67.76	1.95 *	2.88
		1	30.29	32.24	-1.95 *	-6.05
RTR04G	Transfer: finished classes	0	69.21	68.62	0.59	0.86
		1	30.79	31.38	-0.59	-1.89
RTR04J	Transfer: pursue bachelor's degree	0	31.79	35.00	-3.21 *	-9.16
		1	68.21	65.00	3.21 *	4.93
RTR04X	Transfer: other	0	84.24	83.22	1.02 *	1.22
		1	15.76	16.78	-1.02 *	-6.06
S2SEC	School 2 sector	1	34.64	34.76	-0.12	-0.36
		2	42.17	42.29	-0.13	-0.30
		3	1.06	1.02	0.04	3.96
		4	11.44	11.50	-0.06	-0.51
		5	0.78	0.75	0.03 *	3.96
		6	0.03	0.03	0.00	3.96
		7	4.51	4.43	0.08	1.83
		8	3.07	2.97	0.10 *	3.36
		9	2.30	2.25	0.06	2.56

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
S3SEC	School 3 sector	1	40.80	40.21	0.59	1.47
		2	35.51	34.80	0.70	2.02
		3	0.75	1.05	-0.30	-28.79
		4	12.42	12.97	-0.54	-4.20
		5	0.32	0.32	0.00	-0.95
		7	4.62	4.71	-0.09	-1.98
		8	2.88	2.81	0.08	2.70
		9	2.70	3.13	-0.43	-13.69
		S4SEC	School 4 sector	1	35.66	32.59
2	51.16			54.37	-3.21	-5.91
4	6.70			7.12	-0.42	-5.85
7	6.48			5.93	0.56	9.42
SEROLE06	Primary role while working	1	82.64	78.75	3.89 *	4.93
		2	17.36	21.25	-3.89 *	-18.29
SHLJOB06	Type of job	1	68.92	71.12	-2.19 *	-3.09
		2	8.14	6.86	1.29 *	18.78
		3	1.72	1.43	0.29 *	20.23
		4	1.39	1.19	0.20	16.41
		5	0.26	0.24	0.02	6.77
		6	9.05	7.63	1.42 *	18.60
		7	10.52	11.53	-1.01 *	-8.79
SIBBEF06	Siblings in college before respondent	0	54.90	55.75	-0.85 *	-1.52
		1	45.10	44.25	0.85 *	1.92
SIBCOL06	Siblings in college	0	64.23	65.10	-0.87 *	-1.34
		1	35.77	34.90	0.87 *	2.49
SMAR04A	Marital status in 2004 (3 categories)	1	86.93	86.90	0.03	0.03
		2	11.38	11.42	-0.03	-0.27
		3	1.69	1.68	0.00	0.07

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
SMAR06	Current marital status	1	79.36	78.25	1.11*	1.42
		2	15.20	15.92	-0.73	-4.56
		3	1.33	1.40	-0.07	-5.01
		4	3.81	4.13	-0.32	-7.80
		5	0.30	0.29	0.01	3.47
SPCOL06	Spouse in college	0	82.98	82.73	0.25	0.30
		1	11.48	11.80	-0.32	-2.69
		2	5.54	5.47	0.07	1.20
SPSED06	Spouse's education level	1	7.63	7.44	0.19	2.61
		2	35.94	35.42	0.51	1.45
		3	8.10	8.71	-0.60	-6.95
		4	13.97	14.52	-0.56	-3.82
		5	9.17	8.55	0.61	7.18
		6	8.90	9.12	-0.22	-2.46
		7	11.64	11.78	-0.15	-1.23
		8	4.66	4.45	0.21	4.67
SPSLN06	Spouse's student loans	0	82.84	80.83	2.01*	2.49
		1	17.16	19.17	-2.01*	-10.49
TEACH04	Plan on teaching K-12	1	6.55	6.49	0.06	0.92
		2	8.46	8.24	0.22	2.69
		3	26.14	25.89	0.24	0.94
		4	58.85	59.37	-0.53	-0.88
TEACH06	Plan on teaching K-12	1	6.71	6.38	0.32	5.08
		2	7.97	7.98	-0.01	-0.11
		3	30.52	30.06	0.47	1.56
		4	54.80	55.58	-0.78	-1.41
TEACTDER	ACT derived composite score	10	0.04	0.07	-0.03	-39.98
		11	0.40	0.49	-0.09	-18.57
		12	1.09	1.35	-0.26	-19.42
		13	2.75	3.30	-0.55*	-16.74
		14	2.88	3.21	-0.33	-10.16
		15	3.77	4.32	-0.55*	-12.84

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
TEACTDER	ACT derived composite score—Continued	16	5.45	5.79	-0.34	-5.89
		17	6.05	6.40	-0.35	-5.51
		18	6.27	6.52	-0.25	-3.76
		19	7.27	7.42	-0.15	-2.01
		20	7.42	7.68	-0.27	-3.47
		21	8.32	8.06	0.26	3.24
		22	6.95	6.98	-0.03	-0.40
		23	6.66	6.44	0.22	3.41
		24	6.47	6.14	0.33	5.32
		25	5.92	5.38	0.54 *	10.12
		26	5.34	5.08	0.26	5.15
		27	3.88	3.49	0.39 *	11.25
		28	3.67	3.38	0.29 *	8.53
		29	2.87	2.57	0.29 *	11.45
		30	2.26	2.06	0.21 *	10.03
		31	1.70	1.49	0.21 *	14.20
		32	1.16	1.10	0.06	5.54
		33	0.70	0.64	0.06	9.51
		34	0.50	0.44	0.05 *	12.10
		35	0.17	0.16	0.02	10.29
		36	0.03	0.03	0.00	-6.48
TETOOK	Took SAT or ACT exams	0	27.01	29.61	-2.60 *	-8.79
		1	31.69	30.82	0.87 *	2.82
		2	24.79	23.95	0.84 *	3.50
		3	16.52	15.62	0.89 *	5.73
UGDAA04	Associate degree type 2004	1	66.28	66.30	-0.03	-0.04
		2	33.72	33.70	0.03	0.08
UGDEG06	Degree program when last enrolled 2006	1	9.45	10.77	-1.32 *	-12.29
		2	27.14	30.26	-3.12 *	-10.32
		3	51.78	46.16	5.62 *	12.17
		4	4.47	3.92	0.55 *	13.91
		5	0.83	1.00	-0.17	-16.59
		6	6.33	7.88	-1.55 *	-19.67

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
UGLV06	Undergraduate level last term	1	9.63	12.54	-2.91 *	-23.19
		2	22.45	24.47	-2.02 *	-8.26
		3	46.66	40.43	6.23 *	15.41
		4	11.84	10.52	1.31 *	12.49
		5	0.21	0.22	-0.01	-3.56
		6	8.00	10.30	-2.30 *	-22.31
		7	1.21	1.52	-0.31 *	-20.42
UNEMPL06	Looking for a job	0	37.08	36.15	0.93	2.57
		1	62.92	63.85	-0.93	-1.46
USBORN04	Born in U.S. (y/n)	0	11.93	11.93	0.00	0.04
		1	88.07	88.07	0.00	0.00
VLT06A	Volunteer: tutoring/education-related	0	74.72	75.60	-0.89 *	-1.17
		1	25.28	24.40	0.89 *	3.63
VLT06B	Volunteer: other work with kids	0	73.79	74.48	-0.69	-0.93
		1	26.21	25.52	0.69	2.72
VLT06C	Volunteer: fundraising (political and non-political)	0	77.23	77.38	-0.15	-0.20
		1	22.77	22.62	0.15	0.68
VLT06D	Volunteer: homeless shelter/soup kitchen	0	85.92	86.11	-0.20	-0.23
		1	14.09	13.89	0.20	1.41
VLT06E	Volunteer: neighborhood improvement	0	75.92	76.56	-0.64	-0.83
		1	24.08	23.44	0.64	2.73
VLT06F	Volunteer: health services	0	83.77	84.70	-0.93 *	-1.10
		1	16.23	15.30	0.93 *	6.09
VLT06G	Volunteer: service to the church	0	66.32	65.75	0.56	0.86
		1	33.68	34.25	-0.56	-1.65
VLT06X	Volunteer: other	0	69.49	69.48	0.00	0.00
		1	30.51	30.52	0.00	-0.01
VLTB06A	Rate volunteer: career choice	0	82.79	82.35	0.44	0.54
		1	17.21	17.65	-0.44	-2.50
VLTB06B	Rate volunteer: apply my skills to the real world	0	53.60	52.89	0.72	1.35
		1	46.40	47.11	-0.72	-1.52

See notes at end of table.

**Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued**

Variable	Variable label	Value	Weighted mean before imputation	Weighted mean after imputation	Estimated bias	Percent relative bias
VLTB06C	Rate volunteer: expand skills	0	38.78	38.14	0.64	1.68
		1	61.22	61.86	-0.64	-1.03
VLTB06D	Rate volunteer: resume	0	55.87	56.36	-0.49	-0.87
		1	44.13	43.64	0.49	1.13
VLTB06E	Rate volunteer: choice of majors	0	85.83	85.58	0.25	0.29
		1	14.17	14.42	-0.25	-1.75
VLTB06F	Rate volunteer: compassionate person	0	43.61	42.66	0.95 *	2.22
		1	56.39	57.34	-0.95 *	-1.65
VLTB06G	Rate volunteer: awareness of social issues	0	40.31	40.34	-0.03	-0.09
		1	59.69	59.66	0.03	0.06
VLTB06H	Rate volunteer: none of the above	0	88.94	89.07	-0.13	-0.14
		1	11.06	10.93	0.13	1.15
VLTR06A	Why volunteer: class requirement	0	84.21	84.56	-0.35	-0.42
		1	15.79	15.44	0.35	2.29
VLTR06B	Why volunteer: campus organization	0	75.36	76.72	-1.37 *	-1.78
		1	24.64	23.28	1.37 *	5.87
VLTR06C	Why volunteer: encouraged by friends, family, faculty, etc	0	56.45	56.02	0.43	0.76
		1	43.55	43.98	-0.43	-0.97
VLTR06X	Why volunteer: other	0	56.14	55.38	0.76	1.38
		1	43.86	44.62	-0.76	-1.71
VOTE06	Vote in last presidential election	0	24.50	25.14	-0.64 *	-2.54
		1	75.50	74.86	0.64 *	0.85
VOTERG06	Registered to vote	0	15.23	15.71	-0.48	-3.03
		1	84.77	84.29	0.48	0.56
WKSWK06	Proportion of weeks worked while enrolled	1	65.00	66.65	-1.65	-2.48
		2	24.33	22.45	1.88 *	8.38
		3	4.71	4.78	-0.06	-1.35
		4	5.95	6.12	-0.16	-2.68

\*  $p < .05$ .

NOTE: The statistical significance is based on a *t*-test of the estimated bias. The relative bias is also provided as another way to gauge whether a bias is practically significant. While a difference may be statistically significant because of small standard errors or large sample sizes, the actual bias may be small. FEMA = Federal Emergency Management Agency. NPSAS = National Postsecondary Student Aid Study. TANF = Temporary Assistance for Needy Families.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

# **Appendix H**

## **Analysis Variables**

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**Table H-1. Analysis variables for BPS:04/06: 2006**

Name	Prefix <sup>1</sup>	Label
AIDAPP	Aid_Application	Applied for any aid 2003-04
APPDATE	Aid_Application	Application receipt date 2003-04
FEDAPP	Aid_Application	Applied for federal aid 2003-04
CAMPAMT	Aid_Federal	Federal campus-based aid 2003-04
FEDNEED	Aid_Federal	Federal need-based aid 2003-04
TFEDAID	Aid_Federal	Total federal aid (excludes VA/DOD) 2003-04
TFEDAID2	Aid_Federal	Total federal aid (includes VA/DOD) 2003-04
TFEDAID6	Aid_Federal	Total federal aid excluding PLUS and VA 2003-04
TFEDGRT2	Aid_Federal	Total federal grants and veteran benefits 2003-04
TFEDWRK	Aid_Federal	Federal Work-study 2003-04
TITIVAMT	Aid_Federal	Total federal Title IV aid 2003-04
OTHFDGRT	Aid_Federal_Grants	Other federal grants (not Title IV) 2003-04
PELFRSTY	Aid_Federal_Grants	Pell grant: 1st academic year received through 2005
PELL04	Aid_Federal_Grants	Pell grant 2003-04
PELL05	Aid_Federal_Grants	Pell grant 2004-05
PELL06	Aid_Federal_Grants	Pell grant 2005-06
PELLCU06	Aid_Federal_Grants	Cumulative Pell through 2006
PELLST06	Aid_Federal_Grants	Pell grant: last academic year received through 2005
PELYRS06	Aid_Federal_Grants	Pell grant: number of years received 2006
SEOGAMT	Aid_Federal_Grants	Federal SEOG grant 2003-04
TFEDGRT	Aid_Federal_Grants	Total federal grants 2003-04
DIRECTLN	Aid_Federal_Loans	Stafford loan-Direct or FFELP program indicator 2003-04
PERCUM06	Aid_Federal_Loans	Cumulative Perkins through 2006
PERKAMT	Aid_Federal_Loans	Perkins loan 2003-04
PLFIRSTL	Aid_Federal_Loans	PLUS loan: 1st class level borrowed
PLFIRSTY	Aid_Federal_Loans	PLUS loan: 1st academic year borrowed 2006
PLFYRS06	Aid_Federal_Loans	PLUS loan: number of years borrowed 2006
PLLSTL06	Aid_Federal_Loans	PLUS loan: last class level borrowed 2006
PLLSTY06	Aid_Federal_Loans	PLUS loan: last academic year borrowed 2006
PLUCUM06	Aid_Federal_Loans	Cumulative PLUS through 2006
PLUS04	Aid_Federal_Loans	PLUS loan 2003-04
PLUS05	Aid_Federal_Loans	PLUS loan 2004-05
PLUS06	Aid_Federal_Loans	PLUS loan 2005-06
STAFCT1	Aid_Federal_Loans	Stafford subsidized maximum categories 2003-04
STAFCT2	Aid_Federal_Loans	Stafford total maximum categories 2003-04
STAFTYPE	Aid_Federal_Loans	Stafford loan types received 2003-04
STFCUM06	Aid_Federal_Loans	Cumulative Stafford total through 2006
STFIRSTL	Aid_Federal_Loans	Stafford: 1st class level borrowed 2006
STFIRSTY	Aid_Federal_Loans	Stafford: 1st academic year borrowed 2006
STFY04	Aid_Federal_Loans	Stafford loan total 2003-04
STFY05	Aid_Federal_Loans	Stafford loan total 2004-05
STFY06	Aid_Federal_Loans	Stafford loan total 2005-06
STFYRS06	Aid_Federal_Loans	Stafford: number of years borrowed 2006
STLSTL06	Aid_Federal_Loans	Stafford: last class level borrowed 2006
STLSTY06	Aid_Federal_Loans	Stafford: last academic year borrowed 2006
STSCUM06	Aid_Federal_Loans	Cumulative Stafford subsidized thru 2006
STSUB04	Aid_Federal_Loans	Stafford subsidized loan 2003-04

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
STSUB05	Aid_Federal_Loans	Stafford subsidized loan 2004-05
STSUB06	Aid_Federal_Loans	Stafford subsidized loan 2005-06
STUCUM06	Aid_Federal_Loans	Cumulative Stafford unsub thru 2006
STUNS04	Aid_Federal_Loans	Stafford unsubsidized loan 2003-04
STUNS05	Aid_Federal_Loans	Stafford unsubsidized loan 2004-05
STUNS06	Aid_Federal_Loans	Stafford unsubsidized loan 2005-06
SUBCUM06	Aid_Federal_Loans	Cumulative Stafford sub and Perkins 2006
SUBLOAN	Aid_Federal_Loans	Federal subsidized loans (Stafford & Perkins) 2003-04
T4LNAMT1	Aid_Federal_Loans	Stafford and Perkins loans 2003-04
T4LNAMT2	Aid_Federal_Loans	Stafford, Perkins, and PLUS loans 2003-04
T4TCUM06	Aid_Federal_Loans	Cumulative Stafford, Perkins, PLUS 2006
T4XCUM06	Aid_Federal_Loans	Cumulative Stafford and Perkins 2006
TFEDLN	Aid_Federal_Loans	Total federal loans (excludes PLUS) 2003-04
TFEDLN2	Aid_Federal_Loans	Total federal loans (includes PLUS) 2003-04
EMPLYAMT	Aid_Grants	Employer aid (includes college staff) 2003-04
MERITCID	Aid_Grants	Total merit-only grants 2003-04
TOTGRT4	Aid_Grants	State and institutional grants 2003-04
INLNAMT	Aid_Institutional	Institutional loans 2003-04
INSTAMT	Aid_Institutional	Institutional aid total 2003-04
INSTWRK	Aid_Institutional	Institutional work-study 2003-04
EMPLWAIV	Aid_Institutional_Grants	Institutional tuition waivers for staff 2003-04
INATHAMT	Aid_Institutional_Grants	Athletic scholarships 2003-04
INGRTAMT	Aid_Institutional_Grants	Institutional grants total 2003-04
INSMERIT	Aid_Institutional_Grants	Institutional merit-only grants 2003-04
INSTNEED	Aid_Institutional_Grants	Institutional need-based grants 2003-04
INSTNOND	Aid_Institutional_Grants	Institutional no-need & merit grants 2003-04
INSWAIV	Aid_Institutional_Grants	Institutional tuition & fee waivers 2003-04
UNSBLOAN	Aid_Loans	Total unsubsidized loans (all sources) 2003-04
AIDSNEED	Aid_Need	Aid amount exceeding federal need 2003-04
EFC	Aid_Need	Expected Family Contribution (EFC composite) 2003-04
EFCID	Aid_Need	Aid subject to federal EFC limitation 2003-04
SNEED1	Aid_Need	Student budget minus EFC 2003-04
SNEED2	Aid_Need	Student budget minus EFC minus total aid 2003-04
SNEED3	Aid_Need	Student budget minus EFC minus federal grants 2003-04
SNEED4	Aid_Need	Student budget minus EFC minus grants+federal need aid 2003-04
SNEED5	Aid_Need	Student budget minus EFC minus all grants 2003-04
SNEED7	Aid_Need	Student budget minus EFC, federal & state grants 2003-04
SNEED8	Aid_Need	Student budget minus federal, state, and other grants 2003-04
NETCST1	Aid_Net Price	Student budget minus all aid 2003-04
NETCST10	Aid_Net Price	Tuition and fees minus federal grants 2003-04
NETCST12	Aid_Net Price	Tuition and fees minus state grants 2003-04
NETCST13	Aid_Net Price	Tuition and fees minus institutional grants 2003-04
NETCST14	Aid_Net Price	Tuition and fees minus all non-federal grants 2003-04
NETCST15	Aid_Net Price	Tuition and fees minus state+institutional grants 2003-04
NETCST16	Aid_Net Price	Student budget minus federal and state grants 2003-04
NETCST17	Aid_Net Price	Student budget minus all grants and loans 2003-04
NETCST18	Aid_Net Price	Student budget minus all aid except work-study 2003-04

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
NETCST2	Aid_Net Price	Student budget minus federal grants 2003-04
NETCST20	Aid_Net Price	Student budget minus all grants and loans (incl PLUS) 2003-04
NETCST3	Aid_Net Price	Student budget minus all grants 2003-04
NETCST32	Aid_Net Price	Student budget minus all grants and VA benefits 2003-04
NETCST35	Aid_Net Price	Tuition and fees minus all grants and VA benefits 2003-04
NETCST37	Aid_Net Price	Tuition and fees minus federal grants and VA benefits 2003-04
NETCST4	Aid_Net Price	Student budget minus grants and half of loans 2003-04
NETCST40	Aid_Net Price	Student budget minus state & inst grants 2003-04
NETCST9	Aid_Net Price	Tuition and fees minus all grants 2003-04
OTHRSCR	Aid_Outside	Outside sources total 2003-04
OTHTYPE	Aid_Outside	Total other type of aid 2003-04
PRIVAMT	Aid_Outside	Total private sources grants and loans 2003-04
PRIVLOAN	Aid_Outside	Private (alternative) loans 2003-04
VADODAMT	Aid_Outside	Veteran's benefits and DOD 2003-04
EMPLYAM1	Aid_Outside_Grants	Employer aid (student) 2003-04
EMPLYAM2	Aid_Outside_Grants	Employer aid (parents) 2003-04
EMPLYAM3	Aid_Outside_Grants	Employer aid (student & parents) 2003-04
OTHGTAMT	Aid_Outside_Grants	Outside grants (private & employer) 2003-04
PRIV Aid	Aid_Outside_Grants	Private sources grants 2003-04
AIDSRC	Aid_Package	Aid package by source of aid 2003-04
AIDTYPE	Aid_Package	Aid package by type of aid 2003-04
FEDLNPAK	Aid_Package	Federal loan package by type of loan 2003-04
FEDPACK	Aid_Package	Federal aid package by type of aid 2003-04
GRNTSRC	Aid_Package	Grant package by source of grant 2003-04
INSTPACK	Aid_Package	Aid package with institutional aid 2003-04
LOANSRC	Aid_Package	Loan package by source of loan 2003-04
PELLPACK	Aid_Package	Aid package with Pell grants 2003-04
AIDCST	Aid_Ratio	Ratio of total aid to student budget 2003-04
FEDGRPCT	Aid_Ratio	Ratio of federal grants to total aid 2003-04
FEDPCT	Aid_Ratio	Ratio of federal aid to total aid 2003-04
FLNPCT	Aid_Ratio	Ratio of federal loans to federal grants and loans 2003-04
FLNPCT6	Aid_Ratio	Ratio of federal loans to federal aid 2003-04
GRTCST	Aid_Ratio	Ratio of grant aid to student budget 2003-04
GRTLOAN	Aid_Ratio	Ratio of grants to total loans 2003-04
G RTPCT	Aid_Ratio	Ratio of grants to total aid 2003-04
G RTPCTTN	Aid_Ratio	Ratio of grant aid to tuition 2003-04
GRTRATIO	Aid_Ratio	Ratio of grants to grants and loans 2003-04
INSTGPCT	Aid_Ratio	Ratio of institutional grants to total aid 2003-04
INSTPCT	Aid_Ratio	Ratio of institution aid to total aid 2003-04
LNPCT	Aid_Ratio	Ratio of loans to grants and loans 2003-04
LNPCT6	Aid_Ratio	Ratio of loans to total aid 2003-04
LOANCST	Aid_Ratio	Ratio of loans to student budget (excludes PLUS) 2003-04
LOANCST2	Aid_Ratio	Ratio of loans to student budget (includes PLUS) 2003-04
LOANPCT	Aid_Ratio	Ratio of loans to total aid (excludes PLUS) 2003-04
LOANPCT2	Aid_Ratio	Ratio of loans to total aid (includes PLUS) 2003-04
PELLCST	Aid_Ratio	Ratio of Pell grant to student budget 2003-04
PELLRAT1	Aid_Ratio	Ratio of Pell grant to total aid 2003-04

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
PELLRAT2	Aid_Ratio	Ratio of Pell grant to total grants 2003-04
PLUSPCT	Aid_Ratio	Ratio of PLUS loan to total aid 2003-04
STAPCT	Aid_Ratio	Ratio of state aid to total aid 2003-04
STGRPCT	Aid_Ratio	Ratio of state grants to total aid 2003-04
WORKPCT	Aid_Ratio	Ratio of work-study to total aid 2003-04
STATEAMT	Aid_State	State aid total 2003-04
STLNAMT	Aid_State	State loans 2003-04
STATNEED	Aid_State_Grants	State-need-based grants 2003-04
STATNOND	Aid_State_Grants	State non-need & merit grants 2003-04
STGTAMT	Aid_State_Grants	State grants total 2003-04
STMERIT	Aid_State_Grants	State merit-only grants 2003-04
STNOND1	Aid_State_Grants	State non-need grants 2003-04
STWKAMT	Aid_State_Other	State work-study 2003-04
VOCHELP	Aid_State_Other	Vocational rehabilitation and training 2003-04
FGRTLN	Aid_Total	Total federal grants and loans (except PLUS) 2003-04
TGRTLN	Aid_Total	Total grants and loans (except PLUS) 2003-04
TNFEDAID	Aid_Total	Total non-federal aid 2003-04
TOTAID	Aid_Total	Aid total amount 2003-04
TOTAID2	Aid_Total	Total federal (Title IV), state, & institutional aid 2003-04
TOTAID4	Aid_Total	Total aid excluding PLUS 2003-04
TOTAID5	Aid_Total	Total aid excluding work-study 2003-04
TOTAID6	Aid_Total	Total aid excluding PLUS and veterans benefits 2003-04
TOTWKST	Aid_Total	Total work-study 2003-04
NEEDAID	Aid_Total_Grants	Total need-based grant aid 2003-04
TNFEDGRT	Aid_Total_Grants	Total non-federal grants 2003-04
TOTGRT	Aid_Total_Grants	Total grants 2003-04
TOTGRT2	Aid_Total_Grants	Total grants and veteran benefits 2003-04
TNFEDLN	Aid_Total_Loans	Total non-federal loans 2003-04
TOTLOAN	Aid_Total_Loans	Total loans (excluding PLUS) 2003-04
TOTLOAN2	Aid_Total_Loans	Total loans (including PLUS) 2003-04
AGE	Background_Demographics	Age as of 12/31/03
AGEGROUP	Background_Demographics	Age groups as of 12/31/03
CITIZEN2	Background_Demographics	Citizenship status 2003-04
CITZN06	Background_Demographics	Citizenship status 2006
DELAYENR	Background_Demographics	Delayed enrollment into PSE- number of years 2003-04
DEPCLAIM	Background_Demographics	Claimed as a dependent 2003-04
DEPEND	Background_Demographics	Dependency status 2003-04
DEPEND06	Background_Demographics	Dependency status 2005-06
DEPEND5A	Background_Demographics	Dependency and marital status (separated=married) 2003-04
DEPEND5B	Background_Demographics	Dependency and marital status (separated=unmarried) 2003-04
GENDER	Background_Demographics	Gender
HISPANIC	Background_Demographics	Race-ethnicity: Hispanic or Latino origin
HISPTYPE	Background_Demographics	Race-ethnicity: Type of Hispanic origin
PELLDEP	Background_Demographics	Pell grant and dependency 2003-04
RAASIAN	Background_Demographics	Race--Asian
RABLACK	Background_Demographics	Race--Black or African-American
RACE	Background_Demographics	Race-ethnicity (with multiple)

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
RAINDIAN	Background_Demographics	Race--American Indian or Alaska Native
RAINDTRB	Background_Demographics	Race---American Indian or Alaska Native recognized tribe
RAISLAND	Background_Demographics	Race--Native Hawaiian/other Pacific Islander
RAOTHER	Background_Demographics	Race--Other
RAWHITE	Background_Demographics	Race--White
RISKINDX	Background_Demographics	Risk index and nontraditional indicators 2003-04
SINGLPAR	Background_Demographics	Single-parent independent students 2003-04
SMAR06	Background_Demographics	Student's marital status 2006
SMARITAL	Background_Demographics	Student's marital status 2003-04
TRIO	Background_Demographics	TRIO program eligibility criteria 2003-04
USBORN	Background_Demographics	Student was born in the United States
DISABL06	Background_Disabilities	Disability: any 2006
DISABLE	Background_Disabilities	Disability: any 2003-04
DISMOB06	Background_Disabilities	Disability: physical condition 2006
DISMOBIL	Background_Disabilities	Disability: physical condition 2003-04
DISOTH06	Background_Disabilities	Disability: other condition 2006
DISOTHER	Background_Disabilities	Disability: other condition 2003-04
DISOTHRA	Background_Disabilities	Difficulty: dressing, bathing, or getting around 2003-04
DISOTHRB	Background_Disabilities	Difficulty: getting to school to attend class 2003-04
DISOTHRC	Background_Disabilities	Difficulty: learning, remembering, or concentrating 2003-04
DISOTHRD	Background_Disabilities	Difficulty: working at a job 2003-04
DISSEN06	Background_Disabilities	Disability: sensory condition 2006
DISSENSR	Background_Disabilities	Disability: sensory condition 2003-04
DISTYPES	Background_Disabilities	Disability: main condition 2003-04
SERNEEDA	Background_Disabilities	Service needed: adaptive equipment and technology 2003-04
SERNEEDB	Background_Disabilities	Service needed: alternative exam format 2003-04
SERNEEDC	Background_Disabilities	Service needed: course substitution or waiver 2003-04
SERNEEDD	Background_Disabilities	Service needed: readers or classroom note takers 2003-04
SERNEEDE	Background_Disabilities	Service needed: registration assistance 2003-04
SERNEEDF	Background_Disabilities	Service needed: sign language or oral interpreters 2003-04
SERNEEDG	Background_Disabilities	Service needed: tutors to assist with homework 2003-04
SERNEEDX	Background_Disabilities	Service needed: other 2003-04
SERRECVA	Background_Disabilities	Service received: adaptive equipment and technology 2003-04
SERRECVB	Background_Disabilities	Service received: alternative exam format 2003-04
SERRECVC	Background_Disabilities	Service received: course substitution or waiver 2003-04
SERRECVD	Background_Disabilities	Service received: readers or classroom note takers 2003-04
SERRECVE	Background_Disabilities	Service received: registration assistance 2003-04
SERRECVF	Background_Disabilities	Service received: sign language or oral interpreters 2003-04
SERRECVG	Background_Disabilities	Service received: tutors to assist with homework 2003-04
SERRECVX	Background_Disabilities	Service received: other 2003-04
SSISSDI	Background_Disabilities	Currently receiving SSI or SSDI 2003-04
VOCAPPLY	Background_Disabilities	Ever applied for vocational rehabilitation services 2003-04
VOCRECV	Background_Disabilities	Ever received vocational rehabilitation services 2003-04
DEPANY	Background_Family	Dependents - has dependents 2003-04
DEPANY06	Background_Family	Dependent children - any 2006
DEPCARE	Background_Family	Dependent children in daycare 2003-04
DEPCHILD	Background_Family	Dependent children - any 2003-04

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
DEPCOST	Background_Family	Dependent children daycare costs 2003-04
DEPNUM	Background_Family	Dependents - total number 2003-04
DEPNUM06	Background_Family	Dependent children - number 2006
DEPNUMCH	Background_Family	Dependent children - number 2003-04
DEPOLD	Background_Family	Dependent children - age of oldest 2003-04
DEPOTHER	Background_Family	Dependents - has dependent other than children 2003-04
DEPTYPE	Background_Family	Dependents - types of dependents 2003-04
DEPYNG	Background_Family	Dependent children - age of youngest 2003-04
DEPYNG06	Background_Family	Dependent children - age of youngest 2006
HSIZE	Background_Family	Family size (dependent & independent) 2003-04
HSIZE06	Background_Family	Family size (dependent & independent) 2005-06
IMMIGRA	Background_Family	Immigrant status 2003-04
PRIMLANG	Background_Family	English is the primary language 2003-04
SFAMNM06	Background_Family	Family size (independent) 2005-06
SFAMNUM	Background_Family	Family size (independent) 2003-04
SINCOL	Background_Family	Number of family members in college (independent) 2003-04
SINCOL06	Background_Family	Number of family members in college (independent) 2005-06
IMPT04B	Background_Goals	Importance 2004: being community leader
IMPT04C	Background_Goals	Importance 2004: being financially well off
IMPT04D	Background_Goals	Importance 2004: having children
IMPT04E	Background_Goals	Importance 2004: influence political structure
IMPT04F	Background_Goals	Importance 2004: leisure time
IMPT04G	Background_Goals	Importance 2004: living close to relatives
IMPT04H	Background_Goals	Importance 2004: moving away from hometown
IMPT04I	Background_Goals	Importance 2004: steady work
IMPT06A	Background_Goals	Importance 2006: recognized expert
IMPT06B	Background_Goals	Importance 2006: being community leader
IMPT06C	Background_Goals	Importance 2006: being financially well off
IMPT06D	Background_Goals	Importance 2006: having children
IMPT06E	Background_Goals	Importance 2006: influence political structure
IMPT06F	Background_Goals	Importance 2006: leisure time
IMPT06G	Background_Goals	Importance 2006: living close to relatives
IMPT06H	Background_Goals	Importance 2006: moving away from hometown
IMPT06I	Background_Goals	Importance 2006: steady work
IMPT06J	Background_Goals	Importance 2006: meaning and purpose
IMPT06K	Background_Goals	Importance 2006: helping others
TEACH04	Background_Goals	Plan on teaching 2004
TEACH06	Background_Goals	Plan on teaching 2006
DISTNC06	Background_Residence	Distance from most recent institution 2006
HOMEDIST	Background_Residence	Distance from first institution 2003-04
LOCALR06	Background_Residence	Housing when last enrolled 2006
LOCALRES	Background_Residence	Housing 2003-04
PARLIVE	Background_Residence	Lived with parents while not enrolled 2003-04
STUSTATE	Background_Residence	State of legal residence (student) 2003-04
AT1DT3Y	Education_Attainment	First degree date attained thru 2006
AT1TY3Y	Education_Attainment	First degree type attained thru 2006
ATAADT3Y	Education_Attainment	Associate's degree date attained thru 2006

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
ATAANU3Y	Education_Attainment	Associate's degree number attained thru 2006
ATBADT3Y	Education_Attainment	Bachelor's degree date attained thru 2006
ATBANU3Y	Education_Attainment	Bachelor's degree number attained thru 2006
ATCTDT3Y	Education_Attainment	Certificate date attained through 2006
ATCTNU3Y	Education_Attainment	Certificates number attained through 2006
ATDEG1	Education_Attainment	Degree attained during 2003-04
ATDEG2	Education_Attainment	Degree attained during 2004-05
ATDEG3	Education_Attainment	Degree attained during 2005-06
ATDEG3Y	Education_Attainment	First year attained degree through 2006
ATHDT3Y	Education_Attainment	Highest degree date attained 2006
ATHDTF3Y	Education_Attainment	Highest degree date attained at first institution thru 2006
ATHTY3Y	Education_Attainment	Highest degree attained anywhere 2006
ATHTYF3Y	Education_Attainment	Highest degree attained at first institution 2006
ATLDT3Y	Education_Attainment	Last degree date attained thru 2006
ATLTY3Y	Education_Attainment	Last degree type attained thru 2006
ATNUM3Y	Education_Attainment	Degrees number attained through 2006
ATYPE3Y	Education_Attainment	Degree types attained through 2006
ATTEND	Education_Attendance	NPSAS: Attendance intensity in fall 2003-04
ATTEND2	Education_Attendance	NPSAS: Attendance intensity in fall (half-time) 2003-04
ATTNPT	Education_Attendance	NPSAS: Attendance intensity (half-time) 2003-04
ATTNPTRN	Education_Attendance	NPSAS: Attendance intensity 2003-04
ATTNSTAT	Education_Attendance	NPSAS: Attendance pattern 2003-04
ENCOEN3Y	Education_Attendance	Ever co-enrolled through 2006
ENDTFS	Education_Attendance	Date of first enrollment
ENDTLA3Y	Education_Attendance	Date of last enrollment through 2006
ENINFM	Education_Attendance	NPSAS: Attendance intensity first month enrolled 2003-04
ENINLM3Y	Education_Attendance	Attendance intensity last month enrolled through 2006
ENINPT1	Education_Attendance	Attendance intensity pattern in 2003-04
ENINPT2	Education_Attendance	Attendance intensity pattern in 2004-05
ENINPT3	Education_Attendance	Attendance intensity pattern in 2005-06
ENINPT3Y	Education_Attendance	Attendance intensity pattern through 2006
ENINUM1	Education_Attendance	Number of institutions attended in 2003-04
ENINUM2	Education_Attendance	Number of institutions attended in 2004-05
ENINUM3	Education_Attendance	Number of institutions attended in 2005-06
ENINUM3Y	Education_Attendance	Number of institutions attended through 2006
ENLEN	Education_Attendance	NPSAS: Months enrolled total 2003-04
ENMNEL3Y	Education_Attendance	Months elapsed to last enrollment through 2006
ENMNFT1	Education_Attendance	Months enrolled full-time in 2003-04
ENMNFT2	Education_Attendance	Months enrolled full-time in 2004-05
ENMNFT3	Education_Attendance	Months enrolled full-time in 2005-06
ENMNFT3Y	Education_Attendance	Months enrolled full-time (total) through 2006
ENMNPT1	Education_Attendance	Months enrolled part-time in 2003-04
ENMNPT2	Education_Attendance	Months enrolled part-time in 2004-05
ENMNPT3	Education_Attendance	Months enrolled part-time in 2005-06
ENMNPT3Y	Education_Attendance	Months enrolled part-time (total) through 2006
ENMNT1	Education_Attendance	Months enrolled during 2003-04
ENMNT2	Education_Attendance	Months enrolled during 2004-05
ENMNT3	Education_Attendance	Months enrolled during 2005-06

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
ENMNT3Y	Education_Attendance	Months enrolled (total) through 2006
ENR01 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2003/07
ENR02 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2003/08
ENR03 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2003/09
ENR04 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2003/10
ENR05 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2003/11
ENR06 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2003/12
ENR07 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2004/01
ENR08 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2004/02
ENR09 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2004/03
ENR10 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2004/04
ENR11 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2004/05
ENR12 <sup>2</sup>	Education_Attendance	Monthly enrollment status 2004/06
ENRFALL	Education_Attendance	NPSAS: Enrolled from July through Dec in 2003
ENRSPR	Education_Attendance	NPSAS: Enrolled from Jan through June in 2004
ENRSTAT	Education_Attendance	NPSAS: Enrollment pattern 2003-04
MFT	Education_Attendance	NPSAS: Months enrolled full-time 2003-04
MHT	Education_Attendance	NPSAS: Months enrolled half-time 2003-04
MLT	Education_Attendance	NPSAS: Months enrolled less than half time 2003-04
MPT	Education_Attendance	NPSAS: Months enrolled part-time 2003-04
STUDMULT	Education_Attendance	NPSAS: Number of institutions attended 2003-04
CLASSA	Education_Courses	Type of class 2003-04: business
CLASSB	Education_Courses	Type of class 2003-04: health
CLASSC	Education_Courses	Type of class 2003-04: education
CLASSD	Education_Courses	Type of class 2003-04: engineering and engineering technology
CLASSE	Education_Courses	Type of class 2003-04: computer and information sciences
CLASSF	Education_Courses	Type of class 2003-04: social sciences
CLASSG	Education_Courses	Type of class 2003-04: natural sciences and mathematics
CLASSH	Education_Courses	Type of class 2003-04: arts and humanities
CLASSI	Education_Courses	Type of class 2003-04: communications
CLASSJ	Education_Courses	Type of class 2003-04: vocational program
CLASSK	Education_Courses	Type of class 2003-04: university transfer
CLASSL	Education_Courses	Type of class 2003-04: general education
CLASSX	Education_Courses	Type of class 2003-04: other
CLTY06A	Education_Courses	Type of class 2006: business
CLTY06B	Education_Courses	Type of class 2006: health
CLTY06C	Education_Courses	Type of class 2006: education
CLTY06D	Education_Courses	Type of class 2006: engineering and eng technology
CLTY06E	Education_Courses	Type of class 2006: computer and information sciences
CLTY06F	Education_Courses	Type of class 2006: social sciences
CLTY06G	Education_Courses	Type of class 2006: sciences and mathematics
CLTY06H	Education_Courses	Type of class 2006: arts and humanities
CLTY06I	Education_Courses	Type of class 2006: communications
CLTY06J	Education_Courses	Type of class 2006: vocational program
CLTY06K	Education_Courses	Type of class 2006: university transfer
CLTY06L	Education_Courses	Type of class 2006: general education
CLTY06X	Education_Courses	Type of class 2006: other

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
DELIVE	Education_Courses	Distance education used: live, interactive TV or audio 2003-04
DERECR	Education_Courses	Distance education used: pre-recorded TV or audio 2003-04
DEWWW	Education_Courses	Distance education used: the internet 2003-04
DISTALL	Education_Courses	Distance education: entire program 2003-04
DISTEDUC	Education_Courses	Distance education: took courses 2003-04
DISTLOC	Education_Courses	Distance education: location of courses 2003-04
DISTNUM	Education_Courses	Distance education: number of courses took 2003-04
DISTSATF	Education_Courses	Distance education: satisfaction 2003-04
REMEDIA	Education_Courses	Remedial course: English in 2003-04
REMEDIB	Education_Courses	Remedial course: math in 2003-04
REMEDIC	Education_Courses	Remedial course: reading in 2003-04
REMEDID	Education_Courses	Remedial course: study skills in 2003-04
REMEDIE	Education_Courses	Remedial course: writing in 2003-04
REMETOOK	Education_Courses	Remedial course: any taken in 2003-04
ACAD04A	Education_Experiences	Academic 2004: graduate student instructors
ACAD04B	Education_Experiences	Academic 2004: essay exams
ACAD04C	Education_Experiences	Academic 2004: large classes
ACAD04D	Education_Experiences	Academic 2004: wrote papers for courses
ACAINX04	Education_Experiences	Academic integration index 2004
ACAINX06	Education_Experiences	Academic integration index 2006
FREQ04A	Education_Experiences	Frequency 2004: faculty informal meeting
FREQ04B	Education_Experiences	Frequency 2004: faculty talk outside class
FREQ04C	Education_Experiences	Frequency 2004: meet academic advisor
FREQ04D	Education_Experiences	Frequency 2004: fine arts activities
FREQ04E	Education_Experiences	Frequency 2004: school clubs
FREQ04F	Education_Experiences	Frequency 2004: school sports
FREQ04G	Education_Experiences	Frequency 2004: study groups
FREQ06A	Education_Experiences	Frequency 2006: faculty informal meeting
FREQ06B	Education_Experiences	Frequency 2006: faculty talk outside class
FREQ06C	Education_Experiences	Frequency 2006: meet academic advisor
FREQ06D	Education_Experiences	Frequency 2006: fine arts activities
FREQ06E	Education_Experiences	Frequency 2006: school clubs
FREQ06F	Education_Experiences	Frequency 2006: school sports
FREQ06G	Education_Experiences	Frequency 2006: study groups
SOCINX04	Education_Experiences	Social integration index 2004
SOCINX06	Education_Experiences	Social integration index 2006
DGEVR06	Education_Future	Highest degree ever expected 2006
ENRPLN06	Education_Future	Future enrollment plans 2006
HIGHLVEX	Education_Future	Highest degree ever expected 2003-04
CRDAP04	Education_High School	Earned Advanced Placement credit in HS
CRDCL04	Education_High School	Earned college credits at a college while in HS
CRDES04	Education_High School	Earned credits to enter as sophomore
CRDHS04	Education_High School	Earned any college credits in high school
FORESCH	Education_High School	Ever attended foreign K-12 school
HCGPAREP	Education_High School	High school Grade Point Average
HCMATH	Education_High School	High school highest mathematics courses
HCYSENGL	Education_High School	Years of English in high school

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
HCYSLANG	Education_High School	Years of foreign languages in high school
HCYSMATH	Education_High School	Years of mathematics in high school
HCYSSCIE	Education_High School	Years of science in high school
HCYSSOCI	Education_High School	Years of social studies in high school
HSDEG	Education_High School	High school degree type
HSGRADYY	Education_High School	High school graduation year
HSTYPE	Education_High School	High school type attended
CINCMP06	Education_Performance	Ever received an incomplete 2006
CRPT06	Education_Performance	Ever repeat course for higher grade 2006
CWTHD06	Education_Performance	Ever withdraw after add/drop deadline 2006
GPA	Education_Performance	Grade Point Average 2003-04
GPA06	Education_Performance	Grade Point Average 2006
GPASC06	Education_Performance	GPA measured on 4.00 scale
ENDTFI3Y	Education_Persistence	First institution date last enrolled as of 2006
ENLYAT3Y	Education_Persistence	Last academic year or attainment through 2006
HURENR	Education_Persistence	Hurricane 2005 impact: any enrollment effect
HURPLA	Education_Persistence	Hurricane 2005 impact: transferred temporarily
HURPLB	Education_Persistence	Hurricane 2005 impact: transferred permanently
HURPLC	Education_Persistence	Hurricane 2005 impact: took classes on-line
HURPLD	Education_Persistence	Hurricane 2005 impact: delayed enrollment
HURPLE	Education_Persistence	Hurricane 2005 impact: dropped out
HURPLF	Education_Persistence	Hurricane 2005 impact: other action
PRAT3Y	Education_Persistence	Persistence and attainment anywhere through 2006
PROUTFI3	Education_Persistence	First institution retention through 2006
CCTRACK	Education_Program	Community college track
DGOALY1	Education_Program	Degree goal first year 2003-04
DGPLNY1	Education_Program	Degree plans first year 2003-04
FALLDGFT	Education_Program	Fall 2003 beginners
FALLHSFT	Education_Program	Fall 2003 recent high school graduates
MAJ06A	Education_Program	Major when last enrolled (33 cat) in 2006
MAJ06B	Education_Program	Major when last enrolled (12 cat) in 2006
MAJ06C	Education_Program	Major when last enrolled (12 cat) any year through 2006
MAJ06CHG	Education_Program	Major-changes in major 2006
MAJ06DEC	Education_Program	Major declared 2006
MAJORS	Education_Program	Major first year (detailed) 2003-04
MAJORS12	Education_Program	Major first year (12 cat) 2003-04
MAJS06A	Education_Program	Major (second) when last enrolled (33 cat) 2006
MAJS06B	Education_Program	Major (second) when last enrolled (12 cat) 2006
UGDEG	Education_Program	Degree program 2003-04
UGDEG06	Education_Program	Degree program when last enrolled 2006
UGDEGAA	Education_Program	Associate degree type 2003-04
UGLV06	Education_Program	Class level at most recent institution 2006
ATTENDA	Education_Reasons	Purpose (1st school) 2004: complete associate's degree
ATTENDB	Education_Reasons	Purpose (1st school) 2004: complete certificate
ATTENDC	Education_Reasons	Purpose (1st school) 2004: job skills
ATTENDD	Education_Reasons	Purpose (1st school) 2004: personal interest
ATTENDE	Education_Reasons	Purpose (1st school) 2004: transfer to a 2-year college
ATTENDF	Education_Reasons	Purpose (1st school) 2004: transfer to a 4-year college

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
ATTENDG	Education_Reasons	Purpose (1st school) 2004: transfer to another college
ATTENDN	Education_Reasons	Purpose (1st school) 2004: number of reasons
DEHS04A	Education_Reasons	Delayed enrollment 2004: worked
DEHS04B	Education_Reasons	Delayed enrollment 2004: military
DEHS04C	Education_Reasons	Delayed enrollment 2004: married/family responsibilities
DEHS04D	Education_Reasons	Delayed enrollment 2004: health problems
DEHS04E	Education_Reasons	Delayed enrollment 2004: traveled
DEHS04X	Education_Reasons	Delayed enrollment 2004: other reason
RLV04A	Education_Reasons	Reason left 2004: academic problems
RLV04B	Education_Reasons	Reason left 2004: scheduling problems
RLV04C	Education_Reasons	Reason left 2004: dissatisfied with program
RLV04D	Education_Reasons	Reason left 2004: financial reasons
RLV04E	Education_Reasons	Reason left 2004: family responsibilities
RLV04F	Education_Reasons	Reason left 2004: personal reasons
RLV04G	Education_Reasons	Reason left 2004: finished desired classes
RLV04X	Education_Reasons	Reason left 2004: other reasons
RLV06A	Education_Reasons	Reason left 2006: academic problems
RLV06B	Education_Reasons	Reason left 2006: scheduling problems
RLV06C	Education_Reasons	Reason left 2006: dissatisfied with program
RLV06D	Education_Reasons	Reason left 2006: financial reasons
RLV06E	Education_Reasons	Reason left 2006: family responsibilities
RLV06F	Education_Reasons	Reason left 2006: personal reasons
RLV06G	Education_Reasons	Reason left 2006: finished desired classes
RLV06H	Education_Reasons	Reason left 2006: called for military service
RLV06X	Education_Reasons	Reason left 2006: other reason
RSN2A	Education_Reasons	Purpose (2nd school) 2006: complete a degree
RSN2B	Education_Reasons	Purpose (2nd school) 2006: transfer to 4 yr
RSN2C	Education_Reasons	Purpose (2nd school) 2006: earn credits
RSN2D	Education_Reasons	Purpose (2nd school) 2006: gain job skills
RSN2E	Education_Reasons	Purpose (2nd school) 2006: personal interest
RSN2F	Education_Reasons	Purpose (2nd school) 2006: other reason
RSN3A	Education_Reasons	Purpose (3rd school) 2006: complete a degree
RSN3B	Education_Reasons	Purpose (3rd school) 2006: transfer to 4 yr
RSN3C	Education_Reasons	Purpose (3rd school) 2006: earn credits
RSN3D	Education_Reasons	Purpose (3rd school) 2006: gain job skills
RSN3E	Education_Reasons	Purpose (3rd school) 2006: personal interest
RSN3F	Education_Reasons	Purpose (3rd school) 2006: other reason
ACPT04	Education_Reasons_School Choice	Accepted-number of schools 2004
ACPTF04	Education_Reasons_School Choice	First choice school-accepted at 2004
APPS04	Education_Reasons_School Choice	Applied-number of schools 2004
CONSIDRA	Education_Reasons_School Choice	Considered campus safety 2003-04
CONSIDRB	Education_Reasons_School Choice	Considered graduation rate 2003-04
CONSIDRC	Education_Reasons_School Choice	Considered job placement rate 2003-04
NPFST04	Education_Reasons_School Choice	First choice was NPSAS school 2004
PUBLST04	Education_Reasons_School Choice	Consulted published list of colleges 2003-04
RAD04A	Education_Reasons_School Choice	Reason attended 2004: program/coursework
RAD04B	Education_Reasons_School Choice	Reason attended 2004: reputation
RAD04C	Education_Reasons_School Choice	Reason attended 2004: affordable/financial

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
RAD04D	Education_Reasons_School Choice	Reason attended 2004: location
RAD04E	Education_Reasons_School Choice	Reason attended 2004: personal/family reasons
RAD04X	Education_Reasons_School Choice	Reason attended 2004: other reason
RNAD04B	Education_Reasons_School Choice	Reason did not attend 2004: too expensive
RNAD04C	Education_Reasons_School Choice	Reason did not attend 2004: not enough aid
RNAD04D	Education_Reasons_School Choice	Reason did not attend 2004: location
RNAD04E	Education_Reasons_School Choice	Reason did not attend 2004: personal reasons
RNAD04X	Education_Reasons_School Choice	Reason did not attend 2004: other reason
TEACTDER	Education_Tests	Derived ACT score
TESATDER	Education_Tests	Derived SAT score
TESATMDE	Education_Tests	Derived SAT math score
TESATVDE	Education_Tests	Derived SAT verbal score
TETOOK	Education_Tests	SAT or ACT exams taken
DGTRNY1	Education_Transfer	Transfer and degree plans 2003-04
RTR04A	Education_Transfer	Transfer reason 2004: academic problems
RTR04B	Education_Transfer	Transfer reason 2004: scheduling problems
RTR04C	Education_Transfer	Transfer reason 2004: dissatisfied with program
RTR04D	Education_Transfer	Transfer reason 2004: financial reasons
RTR04E	Education_Transfer	Transfer reason 2004: family responsibilities
RTR04F	Education_Transfer	Transfer reason 2004: personal reasons
RTR04G	Education_Transfer	Transfer reason 2004: finished desired classes
RTR04J	Education_Transfer	Transfer reason 2004: pursue bachelor's degree
RTR04X	Education_Transfer	Transfer reason 2004: other reason
TFATT3Y	Education_Transfer	Transfer after attainment through 2006
TFDTI3Y	Education_Transfer	Transfer(first): date began at destination institution
TFDOI3Y	Education_Transfer	Transfer(first): date left origin institution
TFENOV3Y	Education_Transfer	Transfer(first) overlapping enrollment
TFIFTY3Y	Education_Transfer	Transfer(first): destination institution type
TFILTY3Y	Education_Transfer	Transfer(last): destination institution type
TFINCT3Y	Education_Transfer	Transfer(first) institutions by control
TFINLV3Y	Education_Transfer	Transfer(first) institutions by level
TFINOI3Y	Education_Transfer	Transfer(first) intensity pattern before transfer
TFLMOI3Y	Education_Transfer	Transfer(first) intensity last month before transfer
TFMN2I3Y	Education_Transfer	Transfer(first) months between institutions
TFMNDI3Y	Education_Transfer	Transfer(first) months before destination institution
TFMNFT3Y	Education_Transfer	Transfer(first) full-time months before destination
TFMNOI3Y	Education_Transfer	Transfer(first) months at origin institution
TFMNPT3Y	Education_Transfer	Transfer(first) part-time months before destination
TFMNT3Y	Education_Transfer	Transfer(first) total months enrolled before destination
TFNUM3Y	Education_Transfer	Number of transfers through June 2006
TFTYPE1	Education_Transfer	Transfer status during 2003-04
TFTYPE2	Education_Transfer	Transfer status during 2004-05
TFTYPE3	Education_Transfer	Transfer status during 2005-06
TFTYPE3Y	Education_Transfer	Transfer(first) type
TFYRDI3Y	Education_Transfer	Transfer(first): year began at destination institution
TFYROI3Y	Education_Transfer	Transfer(first): year left origin institution
TR4PLNY1	Education_Transfer	Transfer to 4-year institution plans 2003-04
TRANSPLN	Education_Transfer	Plan to transfer 2003-04

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
TRPLNY1	Education_Transfer	Transfer plans 2003-04
JOBEG06	Employment_Description	Job 2006: begin date
JOBEN06	Employment_Description	Job 2006: health insurance offered
JOBAR06	Employment_Description	Job 2006: related to career goals
JOBCLS06	Employment_Description	Job 2006: took classes toward certificate
JOBEMP06	Employment_Description	Job 2006: type of employer
JOBFST06	Employment_Description	Job 2006: first job after leaving school
JOBHRS06	Employment_Description	Job 2006: hours worked weekly
JOBIND06	Employment_Description	Job 2006: type of industry
JOBINT06	Employment_Description	Job 2006: had an internship or practicum
JOBOCC06	Employment_Description	Job 2006: type of occupation
JOBRCR06	Employment_Description	Job 2006: related to coursework
JOBRCT06	Employment_Description	Job 2006: required certificate
JOBRDG06	Employment_Description	Job 2006: required degree
JOBRLC06	Employment_Description	Job 2006: required license
JOBRLM06	Employment_Description	Job 2006: related to major
JOBRR06	Employment_Description	Job 2006: required certificate, license, or degree
JOBSIM06	Employment_Description	Job 2006: same or similar job while enrolled
JOBTRN06	Employment_Description	Job 2006: courses not required
JOBLCG06	Employment_Licensure	Job 2006: license/certification type (general)
JOBLCS06	Employment_Licensure	Job 2006: license/certification type (specific)
JOBPA06	Employment_Search	Job placement 2006: advertisement
JOBPN06	Employment_Search	Job placement 2006: networking
JOBPO06	Employment_Search	Job placement 2006: other
JOBPR06	Employment_Search	Job placement 2006: resume
JOBPS06	Employment_Search	Job placement 2006: school assistance
JOBST06	Employment_Status	Employment status (not enrolled) 2006
UNEMPL06	Employment_Status	Unemployment: looking for a job 2006
UNEMPT06	Employment_Status	Unemployment: longest period 2006
UNMPN06	Employment_Status	Unemployment: number of periods 2006
AFFORD06	Employment_While Enrolled	Afford school without working 2006
EMPTYP06	Employment_While Enrolled	Type of employer while enrolled 2006
HRSWK06	Employment_While Enrolled	Hours worked per week while enrolled 2006
JOBAFFOR	Employment_While Enrolled	Afford school without working 2003-04
JOBCLASS	Employment_While Enrolled	Job related to coursework (non-degree) 2003-04
JOBEFFA	Employment_While Enrolled	Job effect: helped with career preparation (student) 2003-04
JOBEFFB	Employment_While Enrolled	Job effect: helped with coursework (student) 2003-04
JOBEFFC	Employment_While Enrolled	Job effect: restricted class choice (student) 2003-04
JOBEFFD	Employment_While Enrolled	Job effect: limited class schedule (student) 2003-04
JOBEFFE	Employment_While Enrolled	Job effect: limited facility access (student) 2003-04
JOBEFFF	Employment_While Enrolled	Job effect: limited number of classes (student) 2003-04
JOBEFFGR	Employment_While Enrolled	Job effect: on grades (student) 2003-04
JOBEMPL	Employment_While Enrolled	Type of employer while enrolled 2003-04
JOBENR	Employment_While Enrolled	Work intensity while enrolled (exclude work-study) 2003-04
JOBENR2	Employment_While Enrolled	Work intensity while enrolled (include work-study) 2003-04
JOBEXPT	Employment_While Enrolled	Parents expected student to have a job 2003-04
JOBHOUR	Employment_While Enrolled	Hours worked per week (excluding work-study) 2003-04
JOBHOUR2	Employment_While Enrolled	Hours worked per week (including work-study) 2003-04

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
JOBMAIN	Employment_While Enrolled	Main reason for working (student) 2003-04
JOBMAJOR	Employment_While Enrolled	Job related to major (degree) 2003-04
JOBNUM	Employment_While Enrolled	Number of jobs (exclude work-study) 2003-04
JOBNUM2	Employment_While Enrolled	Number of jobs (include work-study) 2003-04
JOBONOFF	Employment_While Enrolled	Job located primarily on or off campus 2003-04
JOBPRIOR	Employment_While Enrolled	Have job prior to enrollment 2003-04
JOBROLE	Employment_While Enrolled	Primary role: student/employee (excl work-study) 2003-04
JOBROLE2	Employment_While Enrolled	Primary role: student/employee (incl work-study) 2003-04
JOBSCHA	Employment_While Enrolled	School and work: took class outside work (employee) 2003-04
JOBSCHB	Employment_While Enrolled	School and work: took distance education (employee) 2003-04
JOBSCHC	Employment_While Enrolled	School and work: modify work schedule (employee) 2003-04
JOBTYPE	Employment_While Enrolled	Type of job while enrolled (excl work-study) 2003-04
JOBWEEK	Employment_While Enrolled	Weeks worked while enrolled 2003-04
LOCJOB06	Employment_While Enrolled	Enrolled job location 2006
NUMJOB06	Employment_While Enrolled	Number of jobs when last enrolled 2006
RELCRS06	Employment_While Enrolled	Enrolled job related to courses 2006
RELMAJ06	Employment_While Enrolled	Enrolled job related to major 2006
SEROLE06	Employment_While Enrolled	Primary role: student/employee 2006
SHLJOB06	Employment_While Enrolled	Type of job while enrolled 2006
SJCOMSER	Employment_While Enrolled	School job: part of community service project 2003-04
SJHOURS	Employment_While Enrolled	Hour worked per week (work-study) 2003-04
SJMAJOR	Employment_While Enrolled	School job: related to major 2003-04
SJONOFF	Employment_While Enrolled	School job: located primarily on or off campus 2003-04
SJSCHOOL	Employment_While Enrolled	School job: for NPSAS or another institution/organization 2003-04
SJTUTOR	Employment_While Enrolled	School job: involved with literacy education or tutoring 2003-04
WKSWK06	Employment_While Enrolled	Weeks worked while enrolled 2006
SPCOL06	Family_Spouse	Spouse in college 2006
SPINCOL	Family_Spouse	Spouse in college 2003-04
SPSED06	Family_Spouse	Spouse's education level 2006
HOMEPAR	Finances_Assets	Assets: parent owns home 2003-04
HOMESTUD	Finances_Assets	Assets: student owns home 2003-04
OWNINVST	Finances_Assets	Student owns investments, business or farm over \$10,000 2003-04
CARAMT06	Finances_Debt	Monthly car loan payment 2006
CARLN06	Finances_Debt	Have a car loan 2006
CRBALDUE	Finances_Debt	Credit cards - balance due 2004
CRDBAL06	Finances_Debt	Credit cards-balance due 2006
CRDNUM06	Finances_Debt	Credit cards-number 2006
CRDPAY06	Finances_Debt	Credit cards-pay off balance 2006
HOUSE06	Finances_Debt	Own home or pay rent 2006
MTGAMT06	Finances_Debt	Monthly mortgage or rent payment 2006
NUMCRED	Finances_Debt	Credit cards - number 2004
PARPAYCR	Finances_Debt	Credit cards - parents help pay 2004
PAYOFBAL	Finances_Debt	Credit cards - pay off balance 2004
PAYTUIT	Finances_Debt	Credit cards - use to pay tuition 2004

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
CAGI	Finances_Income	Adjusted Gross Income (AGI) 2003-04
CINCOME	Finances_Income	Income-parents and independent (continuous) 2003-04
DEPINC	Finances_Income	Income of dependent student's parents 2003-04
DEPINC06	Finances_Income	Income of dependent student's parents 2005-06
FEDTAX	Finances_Income	Federal income taxes paid 2003-04
FEDTXBRK	Finances_Income	Federal income tax bracket 2003-04
INCGRP	Finances_Income	Income group in 2003-04
INCOME	Finances_Income	Total income by dependency (categorical) 2003-04
INCOME06	Finances_Income	Total income by dependency (categorical) 2005-06
INCRES05	Finances_Income	Annual income (respondent not enrolled) in 2005
INCSPS05	Finances_Income	Annual income (spouse) in 2005
INCTOT05	Finances_Income	Annual income household total (respondent not enrolled) in 2005
INDEPINC	Finances_Income	Income of independent student and spouse 2003-04
INDINC06	Finances_Income	Income of independent student and spouse 2005-06
JOBEARN	Finances_Income	Earnings while enrolled (excl work-study) 2003-04
JOBEARN2	Finances_Income	Earnings while enrolled (incl work-study) 2003-04
JOBSAVE	Finances_Income	Summer savings 2003-04
JOBSUMMR	Finances_Income	Summer job 2003-04
NTX05A	Finances_Income	Untaxed benefits 2006: child support
NTX05B	Finances_Income	Untaxed benefits 2006: disability payments
NTX05C	Finances_Income	Untaxed benefits 2006: food stamps
NTX05D	Finances_Income	Untaxed benefits 2006: social security
NTX05E	Finances_Income	Untaxed benefits 2006: TANF
NTX05F	Finances_Income	Untaxed benefits 2006: worker's compensation
NTX05G	Finances_Income	Untaxed benefits 2006: FEMA disaster assistance
NTXANY05	Finances_Income	Untaxed benefits 2006: any received
PCTALL	Finances_Income	Income percentile rank for all students 2003-04
PCTDEP	Finances_Income	Income percentile dependent students 2003-04
PCTINDEP	Finances_Income	Income percentile independent students 2003-04
PCTPOV	Finances_Income	Income percent of poverty level 2003-04
SPSINC	Finances_Income	Annual income (spouse) in 2003-04
TOTERN06	Finances_Income	Earnings last year enrolled 2006
UNTAXBF	Finances_Income	Untaxed benefits 2003-04: any received
UNTAXBFA	Finances_Income	Untaxed benefits 2003-04: child support
UNTAXBFB	Finances_Income	Untaxed benefits 2003-04: disability payments
UNTAXBFC	Finances_Income	Untaxed benefits 2003-04: food stamps
UNTAXBFD	Finances_Income	Untaxed benefits 2003-04: social security
UNTAXBFE	Finances_Income	Untaxed benefits 2003-04: TANF
UNTAXBFF	Finances_Income	Untaxed benefits 2003-04: worker's compensation
CALSYS	Institution_Characteristics	Academic calendar system 2003-04
CLOCK	Institution_Characteristics	Clock hour or credit hour institution 2003-04
CNTLAFFI	Institution_Characteristics	Institution control and affiliation 2003-04
ENRLSIZE	Institution_Characteristics	Enrollment size 2003-04
FGRNT_P	Institution_Characteristics	Percent received federal grants at institution 2003-04
HBCU	Institution_Characteristics	Historical Black College indicator 2003-04
INSTSTAT	Institution_Characteristics	Institution state 2003-04
LOCALE	Institution_Characteristics	Degree of urbanization 2003-04

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
OBereg	Institution_Characteristics	Institution region 2003-04
OCRHSI	Institution_Characteristics	Hispanic-serving institution 2003-04
PCT_MIN	Institution_Characteristics	Percent minority enrollment 2003-04
PCTMIN1	Institution_Characteristics	Percent enrolled-Black, non-Hispanic 2003-04
PCTMIN2	Institution_Characteristics	Percent enrolled-American Indian/Alaskan 2003-04
PCTMIN3	Institution_Characteristics	Percent enrolled-Asian/Pacific Islander 2003-04
PCTMIN4	Institution_Characteristics	Percent enrolled-Hispanic 2003-04
SAMESTAT	Institution_Characteristics	Attend institution in state of legal residence 2003-04
SELECTV2	Institution_Characteristics	Institution selectivity 2003-04
BUDGETAJ	Institution_Price	Price: Student budget total 2003-04
BUDNONAJ	Institution_Price	Price: Non-tuition expense budget 2003-04
INJURIS	Institution_Price	Price: Tuition jurisdiction (in/out of area) 2003-04
TUITION2	Institution_Price	Price: Tuition and fees 2003-04
ADMCON1	Institution_Requirements	Consider secondary school GPA 2003-04
ADMCON2	Institution_Requirements	Consider secondary school rank 2003-04
ADMCON3	Institution_Requirements	Consider secondary school record 2003-04
ADMCON4	Institution_Requirements	Consider completion of college-preparatory program 2003-04
ADMCON5	Institution_Requirements	Consider recommendations 2003-04
ADMCON6	Institution_Requirements	Consider formal demonstration of competencies 2003-04
ADMCON7	Institution_Requirements	Consider admission test scores 2003-04
ADMCON8	Institution_Requirements	Consider TOEFL 2003-04
CC2000	Institution_Type	Carnegie code (2000) of institution 2003-04
CC2000A	Institution_Type	Carnegie code (2000) with control 2003-04
CC2005B	Institution_Type	Carnegie-Basic classification 2003-04
CC2005C	Institution_Type	Carnegie-Basic classification collapsed 2003-04
CC2005E	Institution_Type	Carnegie-Enrollment profile 2003-04
CC2005G	Institution_Type	Carnegie-Graduate instructional program 2003-04
CC2005P	Institution_Type	Carnegie-Undergraduate instructional program 2003-04
CC2005S	Institution_Type	Carnegie-Size and setting 2003-04
CC2005U	Institution_Type	Carnegie-Undergraduate profile 2003-04
CONTROL	Institution_Type	NPSAS institution control 2003-04
FCONTROL	Institution_Type	First institution control 2003-04
FLEVEL	Institution_Type	First institution level 2003-04
FPOFFER	Institution_Type	First-professional degree program offered 2003-04
FSECDOC	Institution_Type	First institution doctorate-granting 2003-04
FSECTOR	Institution_Type	First institution sector (level & control) 2003-04
FSECTOR9	Institution_Type	First institution type 2003-04
HLOFFER	Institution_Type	Highest level of offering (first institution) 2003-04
ITTYFS3Y	Institution_Type	Institution type first attended 2003-04
ITTYLA3Y	Institution_Type	Institution type last attended through 2006
LEVEL	Institution_Type	NPSAS institution level 2003-04
SECTOR9	Institution_Type	NPSAS institution type 2003-04
TWOYRCAT	Institution_Type	Two-year college classification 2003-04
PARCOLL	Parent_Education	Parents taking college courses in 2003-2004
PAREduc	Parent_Education	Parent's highest education level 2003-04
PDADeD	Parent_Education	Father's highest education level 2003-04
PMOMeD	Parent_Education	Mother's highest education level 2003-04

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
ORPHAN	Parent_Family	Orphan or ward of court 2003-04
PARBORN	Parent_Family	Parents were born in the United States
PARDIE06	Parent_Family	Parents deceased 2006
PFAMNM06	Parent_Family	Family size (dependent) 2005-06
PFAMNUM	Parent_Family	Family size (dependent) 2003-04
PINCOL	Parent_Family	Number of family members in college (dependent) 2003-04
PINCOL06	Parent_Family	Number of family members in college (dependent) 2005-06
PMARIT06	Parent_Family	Parent's marital status 2006
PMARITAL	Parent_Family	Parent's marital status 2003-04
SIBBEF06	Parent_Family	Siblings in college before respondent 2006
SIBCOL06	Parent_Family	Siblings in college 2006
SIBCOLB4	Parent_Family	Siblings in college before respondent 2003-04
SIBINCOL	Parent_Family	Siblings in college 2003-04
PARESTA	Parent_Finances	Parents own investments, business or farm over \$10,000 2003-04
PARINC06	Parent_Income	Parent's income 2006
PARALLOW	Parent_Support	Help from parents 2003-04: monthly allowance
PARHELN	Parent_Support	Help from parents 2003-04: number of types
PARHELPA	Parent_Support	Help from parents 2003-04: pay housing
PARHELPB	Parent_Support	Help from parents 2003-04: pay other expenses
PARHELPC	Parent_Support	Help from parents 2003-04: pay living expenses
PARHELPD	Parent_Support	Help from parents 2003-04: pay tuition and fees
PARHELT	Parent_Support	Help from parents 2003-04: types (tuition/nontuition)
PARSP06A	Parent_Support	Help from parents 2006: pay tuition and fees
PARSP06B	Parent_Support	Help from parents 2006: pay other expenses
PARSP06C	Parent_Support	Help from parents 2006: pay housing
PARSP06D	Parent_Support	Help from parents 2006: pay living expenses
PARSP06E	Parent_Support	Help from parents 2006: none
COMHOUR	Public_Service_Participation	Volunteer 2003-04: average hours per month
COMHRS06	Public_Service_Participation	Volunteer 2006: average hours per month
COMNUM	Public_Service_Participation	Volunteer 2003-04: number of volunteer activities
COMNUM06	Public_Service_Participation	Volunteer 2006: number of volunteer activities
COMONE	Public_Service_Participation	Volunteer 2003-04: one time event
COMONE06	Public_Service_Participation	Volunteer 2006: one time event
COMREQ	Public_Service_Participation	Volunteer reason 2003-04: required
COMSERV	Public_Service_Participation	Volunteer 2003-04: any community service
COMSERVA	Public_Service_Participation	Volunteer 2003-04: fundraising
COMSERVB	Public_Service_Participation	Volunteer 2003-04: homeless shelter/soup kitchen
COMSERVC	Public_Service_Participation	Volunteer 2003-04: hospital, nursing home
COMSERVD	Public_Service_Participation	Volunteer 2003-04: neighborhood improvement
COMSERVE	Public_Service_Participation	Volunteer 2003-04: service to church
COMSERVF	Public_Service_Participation	Volunteer 2003-04: tutoring/mentoring
COMSERVG	Public_Service_Participation	Volunteer 2003-04: other work with kids
COMSERVX	Public_Service_Participation	Volunteer 2003-04: other type of community service
COMSRV06	Public_Service_Participation	Volunteer 2006: any community service
MILTYPE	Public_Service_Participation	Military service type 2003-04
VETERAN	Public_Service_Participation	Veteran status 2003-04
VLT06A	Public_Service_Participation	Volunteer 2006: tutoring/mentoring

See notes at end of table.

**Table H-1. Analysis variables for BPS:04/06: 2006—Continued**

Name	Prefix <sup>1</sup>	Label
VLTO6B	Public Service_Participation	Volunteer 2006: other work with kids
VLTO6C	Public Service_Participation	Volunteer 2006: fundraising
VLTO6D	Public Service_Participation	Volunteer 2006: homeless shelter/soup kitchen
VLTO6E	Public Service_Participation	Volunteer 2006: neighborhood improvement/cleanup
VLTO6F	Public Service_Participation	Volunteer 2006: hospital, nursing or group home
VLTO6G	Public Service_Participation	Volunteer 2006: service to church
VLTO6X	Public Service_Participation	Volunteer 2006: other type of community service
VLTB06A	Public Service_Participation	Volunteer benefit 2006:career choice
VLTB06B	Public Service_Participation	Volunteer benefit 2006:apply my skills
VLTB06C	Public Service_Participation	Volunteer benefit 2006:skill expansion
VLTB06D	Public Service_Participation	Volunteer benefit 2006:resume
VLTB06E	Public Service_Participation	Volunteer benefit 2006:choice of majors
VLTB06F	Public Service_Participation	Volunteer benefit 2006:compassionate person
VLTB06G	Public Service_Participation	Volunteer benefit 2006:awareness of social issues
VLTB06H	Public Service_Participation	Volunteer benefit 2006:other
VLTR06A	Public Service_Participation	Volunteer reason 2006: required
VLTR06B	Public Service_Participation	Volunteer reason 2006: campus organization
VLTR06C	Public Service_Participation	Volunteer reason 2006: encouraged by friends/family
VLTR06X	Public Service_Participation	Volunteer reason 2006: other
VOTE06	Public Service_Participation	Vote 2006: voted in 2004 elections
VOTEEVER	Public Service_Participation	Vote 2004: ever vote
VOTEREG	Public Service_Participation	Vote 2004: registered to vote US elections
VOTERG06	Public Service_Participation	Vote 2006: registered to vote US elections
COMPT087	Survey_Sample	Comparable to 1987 NPSAS (excluding Puerto Rico) 2003-04
DATASRC	Survey_Sample	Data sources (CATI, CADE, and CPS) 2003-04
INCPS	Survey_Sample	Data available from CPS 2003-04
INNSLDS	Survey_Sample	Data available from NSLDS federal loan record 2003-04
PSU <sup>2</sup>	Survey_Sample	PSU
STRATUM <sup>2</sup>	Survey_Sample	Stratum
WTA000	Survey_Sample	BPS final analysis weight
BPS06PSU <sup>2</sup>	Weights	Analysis replicate (PSU)
BPS06STR <sup>2</sup>	Weights	Analysis stratum

<sup>1</sup> Variables are organized in the Data Analysis System (DAS) by their prefix. The prefix displayed here is the primary prefix. A variable can have more than one prefix.

<sup>2</sup> This variable is included in the Electronic Codebook (ECB) but not the Data Analysis System (DAS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

# **Appendix I**

## **Design Effects**

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Table I-1. Design effects for all students: 2006

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	57.7	0.52	0.36	18,640	1.43	2.05
Earned a bachelor of arts degree	PROUTFI3 = 1	1.0	0.08	0.07	18,640	1.04	1.09
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	13.5	0.47	0.25	18,640	1.88	3.54
Attended more than one institution in 2003–04	STUDMULT > 1	4.8	0.25	0.16	18,640	1.59	2.52
Primarily a student	JOBROLE = 0, 1	81.1	0.54	0.29	18,640	1.88	3.53
Received any aid	TOTAID > 0	70.6	0.55	0.33	18,640	1.66	2.74
Received any loans	TOTLOAN2 > 0	38.1	0.30	0.36	18,640	0.85	0.72
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	4.0	0.25	0.14	18,640	1.72	2.96
Education major when last enrolled	MAJ06A = 10	6.0	0.23	0.17	18,640	1.34	1.81
Plan to teach (definitely or probably)	TEACH06 = 1,2	14.3	0.43	0.26	18,640	1.66	2.75
Currently repaying education loans (for students with loans)	RPYSL06 = 1	26.4	0.78	0.48	8,510	1.62	2.63
Parents helping to repay loans	RPYHLP06 = 1	36.2	1.96	1.19	1,640	1.65	2.72
Took classes toward certification	JOBCLS06 = 1	49.9	2.78	1.39	1,290	1.99	3.96
Self-employed	EMPTY06 = 6	6.0	0.32	0.22	11,580	1.43	2.05
Current job related to coursework	JOBRLM06 = 1	37.8	1.48	0.79	3,740	1.86	3.46
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	2.8	0.29	0.22	5,400	1.31	1.72
Single, never married	SMAR06 = 1	78.3	0.56	0.30	18,640	1.86	3.46
Has any dependent children	DEPANY06 = 1	22.1	0.46	0.30	18,640	1.51	2.28
Single parent in 2003–04	SINGLPAR = 1	10.5	0.42	0.22	18,640	1.86	3.45
Spouse is in college full- or part-time	SPCOL06 = 1, 2	17.4	1.00	0.74	2,630	1.36	1.84
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	11.6	0.39	0.23	18,640	1.66	2.77
Has more than one credit card	CRDNUM06 > 1	31.5	0.53	0.34	18,640	1.55	2.42
Pay off credit card balance each month	CRDPAY06 = 1	50.6	0.70	0.48	10,680	1.45	2.10
Performed community service/volunteer work in last year	COMSRV06 = 1	37.9	0.48	0.36	18,640	1.36	1.86
Has a disability	DISABL06 = 1	11.0	0.35	0.23	18,640	1.51	2.29
Had two or more risk factors during 2003–04	RISKINDX > 1	37.34	0.78	0.35	18,640	2.20	4.82
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	31.0	0.54	0.34	18,640	1.58	2.51
Ever voted	VOTEEVER = 1	34.4	0.59	0.36	17,230	1.63	2.64
Voted in 2004 elections	VOTE06 = 1	74.8	0.52	0.36	14,890	1.46	2.13
Summary statistics							
Mean	†	†	†	†	†	1.58	2.58
Minimum	†	†	†	†	†	0.85	0.72
25th percentile	†	†	†	†	†	1.43	2.05
Median	†	†	†	†	†	1.59	2.52
75th percentile	†	†	†	†	†	1.72	2.96
Maximum	†	†	†	†	†	2.20	4.82

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Table I-2. Design effects for male students: 2006

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	56.9	0.97	0.56	7,750	1.72	2.97
Earned a bachelor of arts degree	PROUTFI3 = 1	0.9	0.10	0.11	7,750	0.96	0.92
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	11.7	0.68	0.36	7,750	1.85	3.44
Attended more than one institution in 2003–04	STUDMULT > 1	4.8	0.36	0.24	7,750	1.49	2.22
Primarily a student	JOBROLE = 0, 1	80.9	0.82	0.45	7,750	1.84	3.38
Received any aid	TOTAID > 0	66.8	1.13	0.54	7,750	2.11	4.46
Received any loans	TOTLOAN2 > 0	35.9	0.86	0.54	7,750	1.58	2.51
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	4.8	0.43	0.24	7,750	1.77	3.14
Education major when last enrolled	MAJ06A = 10	3.8	0.31	0.22	7,750	1.44	2.06
Plan to teach (definitely or probably)	TEACH06 = 1,2	10.8	0.63	0.35	7,750	1.79	3.21
Currently repaying education loans (for students with loans)	RPYSL06 = 1	28.2	1.36	0.78	3,330	1.75	3.06
Parents helping to repay loans	RPYHLP06 = 1	36.4	3.04	1.80	720	1.69	2.85
Took classes toward certification	JOBCLS06 = 1	38.1	4.62	2.16	510	2.14	4.59
Self-employed	EMPTY06 = 6	5.2	0.48	0.33	4,580	1.46	2.12
Current job related to coursework	JOBRLM06 = 1	35.0	2.29	1.18	1,630	1.94	3.75
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	2.6	0.46	0.33	2,270	1.39	1.93
Single, never married	SMAR06 = 1	83.1	0.82	0.43	7,750	1.92	3.68
Has any dependent children	DEPANY06 = 1	15.5	0.71	0.41	7,750	1.73	3.01
Single parent in 2003–04	SINGLPAR = 1	4.9	0.45	0.24	7,750	1.85	3.44
Spouse is in college full- or part-time	SPCOL06 = 1, 2	21.8	2.27	1.39	890	1.64	2.68
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	7.2	0.42	0.29	7,750	1.45	2.10
Has more than one credit card	CRDNUM06 > 1	26.6	0.74	0.50	7,750	1.48	2.19
Pay off credit card balance each month	CRDPAY06 = 1	56.5	1.15	0.76	4,230	1.51	2.27
Performed community service/volunteer work in last year	COMSRV06 = 1	36.6	0.74	0.55	7,750	1.34	1.81
Has a disability	DISABL06 = 1	11.5	0.63	0.36	7,750	1.74	3.02
Had two or more risk factors during 2003–04	RISKINDX > 1	32.7	1.11	0.53	7,750	2.09	4.37
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	32.7	0.84	0.53	7,750	1.57	2.47
Ever voted	VOTEEVER = 1	34.8	0.85	0.56	7,170	1.51	2.27
Voted in 2004 elections	VOTE06 = 1	72.0	0.83	0.57	6,220	1.45	2.11
Summary statistics							
Mean	†	†	†	†	†	1.66	2.83
Minimum	†	†	†	†	†	0.96	0.92
25th percentile	†	†	†	†	†	1.48	2.19
Median	†	†	†	†	†	1.69	2.85
75th percentile	†	†	†	†	†	1.84	3.38
Maximum	†	†	†	†	†	2.14	4.59

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-3. Design effects for female students: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	58.2	0.75	0.47	10,890	1.58	2.49
Earned a bachelor of arts degree	PROUTFI3 = 1	1.1	0.11	0.10	10,890	1.12	1.26
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	14.8	0.57	0.34	10,890	1.66	2.77
Attended more than one institution in 2003–04	STUDMULT > 1	4.7	0.31	0.20	10,890	1.54	2.38
Primarily a student	JOBROLE = 0, 1	81.2	0.66	0.37	10,890	1.77	3.12
Received any aid	TOTAID > 0	73.5	0.66	0.42	10,890	1.55	2.41
Received any loans	TOTLOAN2 > 0	39.8	0.67	0.47	10,890	1.42	2.01
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	3.4	0.23	0.17	10,890	1.35	1.83
Education major when last enrolled	MAJ06A = 10	7.7	0.39	0.26	10,890	1.50	2.26
Plan to teach (definitely or probably)	TEACH06 = 1,2	16.9	0.55	0.36	10,890	1.52	2.30
Currently repaying education loans (for students with loans)	RPYSL06 = 1	25.3	0.91	0.60	5,180	1.50	2.26
Parents helping to repay loans	RPYHLP06 = 1	36.0	2.30	1.58	920	1.45	2.11
Took classes toward certification	JOBCLS06 = 1	58.7	2.97	1.76	780	1.69	2.84
Self-employed	EMPTY06 = 6	6.6	0.44	0.30	6,990	1.50	2.24
Current job related to coursework	JOBRLM06 = 1	40.1	1.75	1.07	2,110	1.64	2.68
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	2.9	0.38	0.30	3,130	1.27	1.61
Single, never married	SMAR06 = 1	74.7	0.67	0.42	10,890	1.62	2.61
Has any dependent children	DEPANY06 = 1	27.0	0.68	0.43	10,890	1.59	2.52
Single parent in 2003–04	SINGLPAR = 1	14.7	0.63	0.34	10,890	1.86	3.45
Spouse is in college full- or part-time	SPCOL06 = 1, 2	14.9	1.12	0.85	1,740	1.31	1.71
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	14.9	0.57	0.34	10,890	1.66	2.75
Has more than one credit card	CRDNUM06 > 1	35.2	0.65	0.46	10,890	1.43	2.04
Pay off credit card balance each month	CRDPAY06 = 1	46.6	0.89	0.62	6,450	1.44	2.07
Performed community service/volunteer work in last year	COMSRV06 = 1	38.8	0.62	0.47	10,890	1.33	1.77
Has a disability	DISABL06 = 1	10.7	0.44	0.30	10,890	1.49	2.22
Had two or more risk factors during 2003–04	RISKINDX > 1	40.8	0.93	0.47	10,890	1.98	3.92
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	29.8	0.67	0.44	10,890	1.53	2.33
Ever voted	VOTEEVER = 1	34.1	0.77	0.47	10,060	1.62	2.64
Voted in 2004 elections	VOTE06 = 1	77.0	0.61	0.45	8,670	1.34	1.80
Summary statistics							
Mean	†	†	†	†	†	1.53	2.36
Minimum	†	†	†	†	†	1.12	1.26
25th percentile	†	†	†	†	†	1.43	2.04
Median	†	†	†	†	†	1.52	2.30
75th percentile	†	†	†	†	†	1.62	2.64
Maximum	†	†	†	†	†	1.98	3.92

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Table I-4. Design effects for White students: 2006

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	60.7	0.80	0.45	11,790	1.78	3.16
Earned a bachelor of arts degree	PROUTFI3 = 1	1.2	0.11	0.10	11,790	1.06	1.13
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	12.4	0.65	0.30	11,790	2.13	4.53
Attended more than one institution in 2003–04	STUDMULT > 1	4.8	0.25	0.20	11,790	1.28	1.63
Primarily a student	JOBROLE = 0, 1	81.7	0.58	0.36	11,790	1.64	2.70
Received any aid	TOTAID > 0	69.4	0.88	0.42	11,790	2.07	4.27
Received any loans	TOTLOAN2 > 0	37.8	0.70	0.45	11,790	1.56	2.43
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	4.4	0.26	0.19	11,790	1.37	1.87
Education major when last enrolled	MAJ06A = 10	7.0	0.33	0.23	11,790	1.42	2.01
Plan to teach (definitely or probably)	TEACH06 = 1,2	13.4	0.49	0.31	11,790	1.56	2.42
Currently repaying education loans (for students with loans)	RPYSL06 = 1	24.5	0.92	0.58	5,430	1.58	2.51
Parents helping to repay loans	RPYHLP06 = 1	35.6	2.59	1.51	1,000	1.72	2.95
Took classes toward certification	JOBCLS06 = 1	50.8	4.92	1.90	690	2.59	6.69
Self-employed	EMPTY06 = 6	6.4	0.42	0.28	7,630	1.49	2.22
Current job related to coursework	JOBRLM06 = 1	38.8	2.14	1.04	2,220	2.07	4.27
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	1.7	0.34	0.24	3,020	1.42	2.02
Single, never married	SMAR06 = 1	78.6	0.73	0.38	11,790	1.93	3.71
Has any dependent children	DEPANY06 = 1	18.0	0.63	0.35	11,790	1.79	3.19
Single parent in 2003–04	SINGLPAR = 1	6.9	0.44	0.23	11,790	1.87	3.51
Spouse is in college full- or part-time	SPCOL06 = 1, 2	16.4	1.38	0.91	1,670	1.53	2.33
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	8.9	0.49	0.26	11,790	1.86	3.46
Has more than one credit card	CRDNUM06 > 1	32.3	0.66	0.43	11,790	1.53	2.35
Pay off credit card balance each month	CRDPAY06 = 1	53.5	0.92	0.60	7,030	1.54	2.38
Performed community service/volunteer work in last year	COMSRV06 = 1	41.1	0.65	0.45	11,790	1.44	2.07
Has a disability	DISABL06 = 1	11.9	0.43	0.30	11,790	1.44	2.08
Had two or more risk factors during 2003–04	RISKINDX > 1	32.9	0.98	0.43	11,790	2.26	5.12
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	33.1	0.65	0.43	11,790	1.51	2.27
Ever voted	VOTEEVER = 1	35.4	0.76	0.45	11,460	1.70	2.90
Voted in 2004 elections	VOTE06 = 1	77.2	0.63	0.42	9,990	1.50	2.26
Summary statistics							
Mean	†	†	†	†	†	1.68	2.91
Minimum	†	†	†	†	†	1.06	1.13
25th percentile	†	†	†	†	†	1.49	2.22
Median	†	†	†	†	†	1.56	2.43
75th percentile	†	†	†	†	†	1.86	3.46
Maximum	†	†	†	†	†	2.59	6.69

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-5. Design effects for Black or African American students: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	47.8	1.60	0.99	2,540	1.62	2.62
Earned a bachelor of arts degree	PROUTFI3 = 1	0.4	0.13	0.12	2,540	1.11	1.24
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	14.0	1.39	0.69	2,540	2.01	4.05
Attended more than one institution in 2003–04	STUDMULT > 1	4.5	0.69	0.41	2,540	1.67	2.78
Primarily a student	JOBROLE = 0, 1	75.1	1.67	0.86	2,540	1.95	3.79
Received any aid	TOTAID > 0	82.5	1.26	0.75	2,540	1.67	2.79
Received any loans	TOTLOAN2 > 0	47.6	2.11	0.99	2,540	2.13	4.53
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	2.6	0.64	0.32	2,540	2.03	4.12
Education major when last enrolled	MAJ06A = 10	4.9	0.57	0.43	2,540	1.33	1.77
Plan to teach (definitely or probably)	TEACH06 = 1, 2	16.4	1.43	0.73	2,540	1.95	3.79
Currently repaying education loans (for students with loans)	RPYSL06 = 1	24.4	2.24	1.23	1,210	1.82	3.31
Parents helping to repay loans	RPYHLP06 = 1	37.3	4.59	3.41	200	1.35	1.81
Took classes toward certification	JOBCLS06 = 1	44.4	4.35	3.30	230	1.32	1.74
Self-employed	EMPTY06 = 6	6.5	0.87	0.65	1,440	1.35	1.81
Current job related to coursework	JOBRLM06 = 1	33.7	2.77	1.91	620	1.45	2.11
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	4.3	0.81	0.65	990	1.26	1.59
Single, never married	SMAR06 = 1	78.3	1.35	0.82	2,540	1.65	2.72
Has any dependent children	DEPANY06 = 1	34.5	1.41	0.94	2,540	1.49	2.22
Single parent in 2003–04	SINGLPAR = 1	24.7	1.31	0.86	2,540	1.53	2.33
Spouse is in college full- or part-time	SPCOL06 = 1, 2	21.8	2.92	2.33	310	1.25	1.56
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	19.9	1.30	0.79	2,540	1.64	2.68
Has more than one credit card	CRDNUM06 > 1	23.5	1.37	0.84	2,540	1.63	2.66
Pay off credit card balance each month	CRDPAY06 = 1	37.6	1.99	1.40	1,190	1.42	2.02
Performed community service/volunteer work in last year	COMSRV06 = 1	33.5	1.50	0.94	2,540	1.60	2.55
Has a disability	DISABL06 = 1	8.3	0.87	0.55	2,540	1.59	2.53
Had two or more risk factors during 2003–04	RISKINDX > 1	53.0	1.85	0.99	2,540	1.87	3.50
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	22.7	1.32	0.83	2,540	1.59	2.54
Ever voted	VOTEEVER = 1	34.0	1.74	0.99	2,290	1.76	3.10
Voted in 2004 elections	VOTE06 = 1	71.8	1.50	1.01	1,990	1.49	2.22
Summary statistics							
Mean	†	†	†	†	†	1.60	2.64
Minimum	†	†	†	†	†	1.11	1.24
25th percentile	†	†	†	†	†	1.42	2.02
Median	†	†	†	†	†	1.60	2.55
75th percentile	†	†	†	†	†	1.76	3.10
Maximum	†	†	†	†	†	2.13	4.53

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-6. Design effects for Hispanic or Latino students: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	49.6	1.48	1.00	2,490	1.48	2.19
Earned a bachelor of arts degree	PROUTFI3 = 1	0.4	0.15	0.13	2,490	1.16	1.35
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	19.1	1.47	0.79	2,490	1.87	3.51
Attended more than one institution in 2003–04	STUDMULT > 1	4.0	0.47	0.39	2,490	1.19	1.43
Primarily a student	JOBROLE = 0, 1	80.1	1.22	0.80	2,490	1.53	2.34
Received any aid	TOTAID > 0	68.9	1.53	0.93	2,490	1.65	2.72
Received any loans	TOTLOAN2 > 0	35.2	1.82	0.96	2,490	1.90	3.62
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	3.1	0.63	0.35	2,490	1.83	3.36
Education major when last enrolled	MAJ06A = 10	4.9	0.66	0.43	2,490	1.52	2.31
Plan to teach (definitely or probably)	TEACH06 = 1, 2	17.3	1.14	0.76	2,490	1.51	2.29
Currently repaying education loans (for students with loans)	RPYSL06 = 1	35.7	2.12	1.43	1,120	1.48	2.18
Parents helping to repay loans	RPYHLP06 = 1	37.9	3.94	2.82	300	1.40	1.95
Took classes toward certification	JOBCLS06 = 1	52.3	3.95	3.06	270	1.29	1.66
Self-employed	EMPTY06 = 6	5.1	0.69	0.57	1,460	1.21	1.46
Current job related to coursework	JOBRLM06 = 1	38.4	3.21	2.00	590	1.61	2.58
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	3.2	0.73	0.58	920	1.26	1.59
Single, never married	SMAR06 = 1	73.5	1.40	0.88	2,490	1.58	2.50
Has any dependent children	DEPANY06 = 1	31.1	1.52	0.93	2,490	1.64	2.68
Single parent in 2003–04	SINGLPAR = 1	14.1	1.10	0.70	2,490	1.57	2.48
Spouse is in college full- or part-time	SPCOL06 = 1, 2	16.5	2.44	1.79	430	1.37	1.87
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	15.7	0.87	0.73	2,490	1.20	1.43
Has more than one credit card	CRDNUM06 > 1	33.8	1.32	0.95	2,490	1.39	1.93
Pay off credit card balance each month	CRDPAY06 = 1	41.8	1.94	1.34	1,360	1.45	2.10
Performed community service/volunteer work in last year	COMSRV06 = 1	27.5	1.30	0.89	2,490	1.46	2.13
Has a disability	DISABL06 = 1	9.7	0.82	0.59	2,490	1.38	1.91
Had two or more risk factors during 2003–04	RISKINDX > 1	45.4	1.64	1.00	2,490	1.64	2.69
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	28.8	1.53	0.91	2,490	1.69	2.85
Ever voted	VOTEEVER = 1	33.6	1.60	1.04	2,070	1.54	2.39
Voted in 2004 elections	VOTE06 = 1	69.8	1.45	1.11	1,720	1.31	1.71
Summary statistics							
Mean	†	†	†	†	†	1.49	2.25
Minimum	†	†	†	†	†	1.16	1.35
25th percentile	†	†	†	†	†	1.37	1.87
Median	†	†	†	†	†	1.48	2.19
75th percentile	†	†	†	†	†	1.61	2.58
Maximum	†	†	†	†	†	1.90	3.62

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Table I-7. Design effects for Asian students: 2006

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	72.9	2.14	1.53	840	1.40	1.96
Earned a bachelor of arts degree	PROUTFI3 = 1	2.1	0.54	0.49	840	1.09	1.18
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	8.7	1.29	0.97	840	1.33	1.76
Attended more than one institution in 2003–04	STUDMULT > 1	8.5	1.40	0.96	840	1.45	2.11
Primarily a student	JOBROLE = 0, 1	92.0	1.37	0.93	840	1.47	2.16
Received any aid	TOTAID > 0	59.8	2.90	1.69	840	1.72	2.95
Received any loans	TOTLOAN2 > 0	25.4	1.94	1.50	840	1.29	1.67
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	4.4	0.96	0.71	840	1.36	1.86
Education major when last enrolled	MAJ06A = 10	3.4	0.82	0.63	840	1.31	1.70
Plan to teach (definitely or probably)	TEACH06 = 1, 2	13.0	1.65	1.16	840	1.42	2.03
Currently repaying education loans (for students with loans)	RPYSL06 = 1	24.0	3.31	2.35	330	1.41	1.98
Parents helping to repay loans	RPYHLP06 = 1	42.1	8.17	6.43	60	1.27	1.62
Took classes toward certification	JOBCLS06 = 1	58.5	12.76	9.31	30	1.37	1.88
Self-employed	EMPTY06 = 6	2.8	0.97	0.76	470	1.27	1.63
Current job related to coursework	JOBRLM06 = 1	33.4	6.36	4.89	90	1.30	1.69
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	8.2	4.03	2.31	140	1.74	3.03
Single, never married	SMAR06 = 1	87.8	1.80	1.13	840	1.59	2.53
Has any dependent children	DEPANY06 = 1	10.2	1.70	1.04	840	1.63	2.66
Single parent in 2003–04	SINGLPAR = 1	2.5	0.69	0.54	840	1.29	1.66
Spouse is in college full- or part-time	SPCOL06 = 1, 2	26.1	7.43	4.76	90	1.56	2.43
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	5.7	1.06	0.80	840	1.33	1.77
Has more than one credit card	CRDNUM06 > 1	36.5	2.37	1.66	840	1.43	2.03
Pay off credit card balance each month	CRDPAY06 = 1	67.4	2.19	1.97	570	1.11	1.24
Performed community service/volunteer work in last year	COMSRV06 = 1	43.3	2.32	1.71	840	1.36	1.84
Has a disability	DISABL06 = 1	8.8	1.48	0.98	840	1.51	2.27
Had two or more risk factors during 2003–04	RISKINDX > 1	22.8	2.37	1.45	840	1.64	2.68
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	36.4	2.31	1.66	840	1.39	1.94
Ever voted	VOTEEVER = 1	22.6	2.79	1.84	520	1.52	2.31
Voted in 2004 elections	VOTE06 = 1	64.9	2.81	2.27	440	1.24	1.53
Summary statistics							
Mean	†	†	†	†	†	1.41	2.00
Minimum	†	†	†	†	†	1.09	1.18
25th percentile	†	†	†	†	†	1.30	1.69
Median	†	†	†	†	†	1.39	1.94
75th percentile	†	†	†	†	†	1.51	2.27
Maximum	†	†	†	†	†	1.74	3.03

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-8. Design effects for American Indian or Alaska Native students: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	55.0	8.77	4.30	130	2.04	4.16
Earned a bachelor of arts degree	PROUTFI3 = 1	#	†	†	130	†	†
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	10.7	3.24	2.67	130	1.22	1.48
Attended more than one institution in 2003–04	STUDMULT > 1	1.3	0.81	0.97	130	0.83	0.70
Primarily a student	JOBROLE = 0, 1	69.2	6.34	3.99	130	1.59	2.53
Received any aid	TOTAID > 0	72.6	5.66	3.85	130	1.47	2.16
Received any loans	TOTLOAN2 > 0	26.7	5.89	3.82	130	1.54	2.37
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	1.9	1.49	1.18	130	1.26	1.59
Education major when last enrolled	MAJ06A = 10	4.9	2.74	1.86	130	1.47	2.17
Plan to teach (definitely or probably)	TEACH06 = 1,2	10.6	3.82	2.66	130	1.44	2.06
Currently repaying education loans (for students with loans)	RPYSL06 = 1	32.2	9.93	6.61	50	1.50	2.26
Parents helping to repay loans	RPYHLP06 = 1	#	†	†	10	†	†
Took classes toward certification	JOBCLS06 = 1	48.4	23.75	16.66	10	1.43	2.03
Self-employed	EMPTY06 = 6	10.4	6.07	3.67	70	1.65	2.73
Current job related to coursework	JOBRLM06 = 1	45.2	12.31	8.18	40	1.50	2.26
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	8.7	7.25	3.79	60	1.91	3.66
Single, never married	SMAR06 = 1	74.9	5.19	3.75	130	1.38	1.91
Has any dependent children	DEPANY06 = 1	38.7	5.62	4.21	130	1.33	1.78
Single parent in 2003–04	SINGLPAR = 1	20.6	5.41	3.50	130	1.55	2.40
Spouse is in college full- or part-time	SPCOL06 = 1, 2	7.4	5.63	4.85	30	1.16	1.34
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	23.6	6.36	3.67	130	1.73	3.01
Has more than one credit card	CRDNUM06 > 1	39.8	10.65	4.23	130	2.52	6.34
Pay off credit card balance each month	CRDPAY06 = 1	34.6	9.18	5.53	70	1.66	2.76
Performed community service/volunteer work in last year	COMSRV06 = 1	30.0	6.78	3.96	130	1.71	2.93
Has a disability	DISABL06 = 1	12.0	2.95	2.80	130	1.05	1.10
Had two or more risk factors during 2003–04	RISKINDX > 1	61.9	7.98	4.20	130	1.90	3.62
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	26.1	6.21	3.80	130	1.64	2.67
Ever voted	VOTEEVER = 1	36.0	5.85	4.21	130	1.39	1.93
Voted in 2004 elections	VOTE06 = 1	71.5	7.25	4.49	100	1.61	2.60
Summary statistics							
Mean	†	†	†	†	†	1.54	2.47
Minimum	†	†	†	†	†	0.83	0.70
25th percentile	†	†	†	†	†	1.38	1.91
Median	†	†	†	†	†	1.50	2.26
75th percentile	†	†	†	†	†	1.66	2.76
Maximum	†	†	†	†	†	2.52	6.34

† Not applicable.

# Rounds to zero.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-9. Design effects for Native Hawaiian / other Pacific Islander students: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	56.9	11.91	6.34	60	1.88	3.53
Earned a bachelor of arts degree	PROUTFI3 = 1	#	†	†	60	†	†
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	23.4	13.50	5.42	60	2.49	6.20
Attended more than one institution in 2003–04	STUDMULT > 1	3.4	3.07	2.32	60	1.32	1.74
Primarily a student	JOBROLE = 0, 1	75.2	9.66	5.53	60	1.75	3.05
Received any aid	TOTAID > 0	65.9	10.55	6.07	60	1.74	3.02
Received any loans	TOTLOAN2 > 0	38.1	12.75	6.22	60	2.05	4.20
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	9.1	7.31	3.69	60	1.98	3.93
Education major when last enrolled	MAJ06A = 10	0.6	1.22	0.98	60	1.24	1.53
Plan to teach (definitely or probably)	TEACH06 = 1,2	12.5	5.12	4.23	60	1.21	1.47
Currently repaying education loans (for students with loans)	RPYSL06 = 1	40.5	21.14	9.45	30	2.24	5.01
Parents helping to repay loans	RPYHLP06 = 1	32.1	21.69	15.56	10	1.39	1.94
Took classes toward certification	JOBCLS06 = 1	26.8	40.64	16.74	10	2.43	5.89
Self-employed	EMPTY06 = 6	7.9	6.79	4.85	30	1.40	1.96
Current job related to coursework	JOBRLM06 = 1	32.8	20.88	11.07	20	1.89	3.56
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	#	†	†	30	†	†
Single, never married	SMAR06 = 1	69.4	10.02	5.90	60	1.70	2.89
Has any dependent children	DEPANY06 = 1	18.1	8.00	4.93	60	1.62	2.63
Single parent in 2003–04	SINGLPAR = 1	31.0	14.15	5.92	60	2.39	5.71
Spouse is in college full- or part-time	SPCOL06 = 1, 2	9.7	12.70	8.92	10	1.42	2.03
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	15.9	8.80	4.68	60	1.88	3.53
Has more than one credit card	CRDNUM06 > 1	35.3	11.75	6.12	60	1.92	3.69
Pay off credit card balance each month	CRDPAY06 = 1	55.8	13.73	9.22	30	1.49	2.22
Performed community service/volunteer work in last year	COMSRV06 = 1	39.0	10.95	6.24	60	1.75	3.07
Has a disability	DISABL06 = 1	2.7	2.06	2.06	60	1.00	0.99
Had two or more risk factors during 2003–04	RISKINDX > 1	53.8	11.60	6.38	60	1.82	3.30
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	33.6	13.35	6.05	60	2.21	4.88
Ever voted	VOTEEVER = 1	46.6	17.40	7.52	40	2.31	5.35
Voted in 2004 elections	VOTE06 = 1	73.8	11.60	6.95	40	1.67	2.78
Summary statistics							
Mean	†	†	†	†	†	1.78	3.34
Minimum	†	†	†	†	†	1.00	0.99
25th percentile	†	†	†	†	†	1.42	2.03
Median	†	†	†	†	†	1.75	3.07
75th percentile	†	†	†	†	†	2.05	4.20
Maximum	†	†	†	†	†	2.49	6.20

† Not applicable.

# Rounds to zero.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-10. Design effects for students of Other race/ethnicity: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	58.2	4.73	3.08	260	1.54	2.37
Earned a bachelor of arts degree	PROUTFI3 = 1	1.2	0.68	0.68	260	1.01	1.01
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	10.7	2.66	1.93	260	1.38	1.91
Attended more than one institution in 2003–04	STUDMULT > 1	6.6	1.83	1.55	260	1.18	1.39
Primarily a student	JOBROLE = 0, 1	85.5	2.73	2.20	260	1.24	1.55
Received any aid	TOTAID > 0	63.1	4.31	3.01	260	1.43	2.05
Received any loans	TOTLOAN2 > 0	32.2	3.95	2.91	260	1.36	1.84
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	3.5	1.50	1.14	260	1.31	1.73
Education major when last enrolled	MAJ06A = 10	4.5	2.33	1.29	260	1.81	3.27
Plan to teach (definitely or probably)	TEACH06 = 1, 2	15.1	3.33	2.23	260	1.49	2.23
Currently repaying education loans (for students with loans)	RPYSL06 = 1	21.4	6.40	3.93	110	1.63	2.66
Parents helping to repay loans	RPYHLP06 = 1	41.4	21.34	13.66	10	1.56	2.44
Took classes toward certification	JOBCLS06 = 1	68.2	16.72	12.45	10	1.34	1.80
Self-employed	EMPTY06 = 6	9.5	3.73	2.36	150	1.58	2.49
Current job related to coursework	JOBRLM06 = 1	21.4	7.34	5.86	50	1.25	1.57
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	4.8	3.48	2.45	80	1.42	2.01
Single, never married	SMAR06 = 1	84.7	3.21	2.24	260	1.43	2.05
Has any dependent children	DEPANY06 = 1	19.1	4.03	2.45	260	1.64	2.70
Single parent in 2003–04	SINGLPAR = 1	11.4	3.26	1.98	260	1.64	2.71
Spouse is in college full- or part-time	SPCOL06 = 1, 2	17.3	10.91	8.46	20	1.29	1.66
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	15.0	3.66	2.22	260	1.65	2.71
Has more than one credit card	CRDNUM06 > 1	29.6	3.77	2.85	260	1.32	1.75
Pay off credit card balance each month	CRDPAY06 = 1	56.1	5.40	4.15	140	1.30	1.69
Performed community service/volunteer work in last year	COMSRV06 = 1	31.9	3.33	2.91	260	1.15	1.32
Has a disability	DISABL06 = 1	11.4	2.21	1.98	260	1.11	1.24
Had two or more risk factors during 2003–04	RISKINDX > 1	35.8	4.44	2.99	260	1.48	2.20
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	28.6	3.73	2.82	260	1.32	1.76
Ever voted	VOTEEVER = 1	28.0	4.78	3.12	210	1.53	2.34
Voted in 2004 elections	VOTE06 = 1	69.3	4.86	3.36	190	1.45	2.10
Summary statistics							
Mean	†	†	†	†	†	1.41	2.02
Minimum	†	†	†	†	†	1.01	1.01
25th percentile	†	†	†	†	†	1.30	1.69
Median	†	†	†	†	†	1.42	2.01
75th percentile	†	†	†	†	†	1.54	2.37
Maximum	†	†	†	†	†	1.81	3.27

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Table I-11. Design effects for students of more than one race: 2006

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	55.2	3.70	2.16	530	1.72	2.94
Earned a bachelor of arts degree	PROUTFI3 = 1	0.6	0.33	0.33	530	1.00	1.00
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	13.9	2.65	1.50	530	1.77	3.12
Attended more than one institution in 2003–04	STUDMULT > 1	3.8	0.79	0.83	530	0.95	0.91
Primarily a student	JOBROLE = 0, 1	83.9	4.85	1.60	530	3.04	9.22
Received any aid	TOTAID > 0	72.0	3.11	1.95	530	1.59	2.54
Received any loans	TOTLOAN2 > 0	41.9	3.90	2.14	530	1.82	3.32
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	4.5	1.41	0.90	530	1.57	2.47
Education major when last enrolled	MAJ06A = 10	3.0	0.73	0.74	530	0.98	0.96
Plan to teach (definitely or probably)	TEACH06 = 1,2	12.5	2.25	1.43	530	1.57	2.46
Currently repaying education loans (for students with loans)	RPYSL06 = 1	35.0	7.69	3.09	240	2.49	6.20
Parents helping to repay loans	RPYHLP06 = 1	34.0	10.32	7.06	50	1.46	2.14
Took classes toward certification	JOBCLS06 = 1	43.2	11.96	7.47	40	1.60	2.56
Self-employed	EMPTY06 = 6	2.0	0.81	0.79	320	1.02	1.04
Current job related to coursework	JOBRLM06 = 1	46.5	7.50	4.55	120	1.65	2.71
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	3.5	1.16	1.39	180	0.83	0.70
Single, never married	SMAR06 = 1	79.5	4.73	1.75	530	2.70	7.31
Has any dependent children	DEPANY06 = 1	21.9	4.33	1.79	530	2.42	5.84
Single parent in 2003–04	SINGLPAR = 1	10.7	2.20	1.34	530	1.64	2.69
Spouse is in college full- or part-time	SPCOL06 = 1, 2	21.2	10.16	5.19	60	1.96	3.83
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	14.5	2.60	1.53	530	1.70	2.89
Has more than one credit card	CRDNUM06 > 1	29.9	2.74	1.99	530	1.38	1.90
Pay off credit card balance each month	CRDPAY06 = 1	46.3	4.13	2.95	290	1.40	1.96
Performed community service/volunteer work in last year	COMSRV06 = 1	37.5	3.34	2.10	530	1.59	2.52
Has a disability	DISABL06 = 1	15.4	4.55	1.57	530	2.90	8.43
Had two or more risk factors during 2003–04	RISKINDX > 1	34.4	4.08	2.06	530	1.98	3.91
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	30.7	4.26	2.00	530	2.13	4.52
Ever voted	VOTEEVER = 1	30.1	4.37	2.04	510	2.14	4.58
Voted in 2004 elections	VOTE06 = 1	73.3	3.07	2.16	420	1.42	2.03
Summary statistics							
Mean	†	†	†	†	†	1.74	3.33
Minimum	†	†	†	†	†	0.83	0.70
25th percentile	†	†	†	†	†	1.42	2.03
Median	†	†	†	†	†	1.64	2.69
75th percentile	†	†	†	†	†	1.98	3.91
Maximum	†	†	†	†	†	3.04	9.22

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Table I-12. Design effects for public less-than-2-year institutions: 2006

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	18.5	2.48	1.66	550	1.49	2.22
Earned a bachelor of arts degree	PROUTFI3 = 1	#	†	†	550	†	†
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	62.0	4.75	2.08	550	2.29	5.23
Attended more than one institution in 2003–04	STUDMULT > 1	5.0	1.65	0.93	550	1.77	3.14
Primarily a student	JOBROLE = 0, 1	65.3	3.97	2.03	550	1.95	3.80
Received any aid	TOTAID > 0	65.4	3.73	2.03	550	1.83	3.36
Received any loans	TOTLOAN2 > 0	17.5	1.64	1.63	550	1.01	1.02
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	0.3	0.19	0.23	550	0.82	0.67
Education major when last enrolled	MAJ06A = 10	1.0	1.15	0.42	550	2.73	7.43
Plan to teach (definitely or probably)	TEACH06 = 1, 2	6.3	1.99	1.04	550	1.92	3.67
Currently repaying education loans (for students with loans)	RPYSL06 = 1	51.3	7.10	5.62	80	1.26	1.60
Parents helping to repay loans	RPYHLP06 = 1	5.4	5.63	5.86	20	0.96	0.92
Took classes toward certification	JOBCLS06 = 1	80.4	6.37	3.20	150	1.99	3.97
Self-employed	EMPTY06 = 6	1.7	0.95	0.90	210	1.06	1.11
Current job related to coursework	JOBRLM06 = 1	61.9	5.80	2.84	290	2.04	4.16
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	1.4	0.70	0.58	400	1.21	1.46
Single, never married	SMAR06 = 1	40.5	3.93	2.10	550	1.87	3.50
Has any dependent children	DEPANY06 = 1	57.5	2.70	2.11	550	1.28	1.63
Single parent in 2003–04	SINGLPAR = 1	21.8	3.27	1.77	550	1.85	3.43
Spouse is in college full- or part-time	SPCOL06 = 1, 2	7.0	2.86	1.67	240	1.72	2.95
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	21.8	4.76	1.76	550	2.70	7.28
Has more than one credit card	CRDNUM06 > 1	31.5	3.04	1.99	550	1.53	2.34
Pay off credit card balance each month	CRDPAY06 = 1	32.9	6.07	2.97	250	2.04	4.17
Performed community service/volunteer work in last year	COMSRV06 = 1	22.8	4.01	1.79	550	2.24	5.01
Has a disability	DISABL06 = 1	20.7	2.43	1.73	550	1.40	1.96
Had two or more risk factors during 2003–04	RISKINDX > 1	84.4	2.12	1.55	550	1.37	1.87
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	30.0	3.89	1.96	550	1.98	3.94
Ever voted	VOTEEVER = 1	54.9	3.59	2.20	510	1.63	2.66
Voted in 2004 elections	VOTE06 = 1	71.1	4.15	2.25	410	1.85	3.41
Summary statistics							
Mean	†	†	†	†	†	1.71	3.14
Minimum	†	†	†	†	†	0.82	0.67
25th percentile	†	†	†	†	†	1.32	1.75
Median	†	†	†	†	†	1.80	3.25
75th percentile	†	†	†	†	†	1.99	3.95
Maximum	†	†	†	†	†	2.73	7.43

† Not applicable.

# Rounds to zero.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-13. Design effects for public 2-year institutions: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	50.0	0.95	0.63	6,350	1.51	2.29
Earned a bachelor of arts degree	PROUTFI3 = 1	0.0	0.01	0.02	6,350	0.73	0.53
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	13.6	0.73	0.43	6,350	1.70	2.87
Attended more than one institution in 2003–04	STUDMULT > 1	5.1	0.42	0.28	6,350	1.52	2.32
Primarily a student	JOBROLE = 0, 1	72.5	0.90	0.56	6,350	1.61	2.59
Received any aid	TOTAID > 0	52.4	1.10	0.63	6,350	1.75	3.07
Received any loans	TOTLOAN2 > 0	12.6	0.40	0.42	6,350	0.97	0.94
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	0.2	0.04	0.05	6,350	0.87	0.75
Education major when last enrolled	MAJ06A = 10	5.8	0.38	0.29	6,350	1.30	1.69
Plan to teach (definitely or probably)	TEACH06 = 1,2	14.0	0.69	0.44	6,350	1.58	2.50
Currently repaying education loans (for students with loans)	RPYSL06 = 1	22.1	1.24	0.97	1,810	1.27	1.62
Parents helping to repay loans	RPYHLP06 = 1	27.9	3.90	2.44	340	1.60	2.56
Took classes toward certification	JOBCLS06 = 1	41.0	4.92	2.38	430	2.06	4.26
Self-employed	EMPTY06 = 6	6.1	0.56	0.39	3,820	1.45	2.11
Current job related to coursework	JOBRLM06 = 1	34.8	2.11	1.18	1,630	1.79	3.20
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	2.4	0.49	0.32	2,220	1.50	2.26
Single, never married	SMAR06 = 1	71.3	1.06	0.57	6,350	1.86	3.46
Has any dependent children	DEPANY06 = 1	26.8	0.85	0.56	6,350	1.52	2.32
Single parent in 2003–04	SINGLPAR = 1	11.1	0.70	0.39	6,350	1.78	3.17
Spouse is in college full- or part-time	SPCOL06 = 1, 2	14.4	1.25	1.01	1,210	1.24	1.54
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	12.8	0.62	0.42	6,350	1.47	2.17
Has more than one credit card	CRDNUM06 > 1	35.1	0.84	0.60	6,350	1.41	1.98
Pay off credit card balance each month	CRDPAY06 = 1	45.6	1.21	0.83	3,620	1.46	2.13
Performed community service/volunteer work in last year	COMSRV06 = 1	30.1	0.72	0.58	6,350	1.25	1.55
Has a disability	DISABL06 = 1	11.9	0.61	0.41	6,350	1.50	2.25
Had two or more risk factors during 2003–04	RISKINDX > 1	50.7	1.50	0.63	6,350	2.39	5.69
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	33.4	0.94	0.59	6,350	1.58	2.50
Ever voted	VOTEEVER = 1	39.2	1.02	0.64	5,790	1.59	2.52
Voted in 2004 elections	VOTE06 = 1	75.7	0.80	0.61	4,940	1.32	1.74
Summary statistics							
Mean	†	†	†	†	†	1.50	2.37
Minimum	†	†	†	†	†	0.73	0.53
25th percentile	†	†	†	†	†	1.32	1.74
Median	†	†	†	†	†	1.51	2.29
75th percentile	†	†	†	†	†	1.61	2.59
Maximum	†	†	†	†	†	2.39	5.69

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-14. Design effects for public 4-year-non-doctorate-granting institutions: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	74.1	1.90	1.09	1,630	1.75	3.05
Earned a bachelor of arts degree	PROUTFI3 = 1	1.3	0.26	0.28	1,630	0.91	0.83
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	3.3	0.94	0.44	1,630	2.12	4.50
Attended more than one institution in 2003–04	STUDMULT > 1	4.1	0.49	0.49	1,630	1.00	0.99
Primarily a student	JOBROLE = 0, 1	90.8	1.11	0.72	1,630	1.55	2.41
Received any aid	TOTAID > 0	74.1	1.64	1.09	1,630	1.51	2.29
Received any loans	TOTLOAN2 > 0	41.9	0.82	1.22	1,630	0.67	0.45
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	2.6	0.52	0.40	1,630	1.32	1.74
Education major when last enrolled	MAJ06A = 10	10.2	1.12	0.75	1,630	1.49	2.23
Plan to teach (definitely or probably)	TEACH06 = 1,2	19.6	1.44	0.98	1,630	1.47	2.15
Currently repaying education loans (for students with loans)	RPYSL06 = 1	16.3	1.99	1.28	830	1.55	2.40
Parents helping to repay loans	RPYHLP06 = 1	42.6	8.56	4.61	120	1.86	3.45
Took classes toward certification	JOBCLS06 = 1	17.3	7.40	5.51	50	1.34	1.80
Self-employed	EMPTY06 = 6	5.1	0.67	0.66	1,110	1.02	1.03
Current job related to coursework	JOBRLM06 = 1	18.9	3.19	2.74	200	1.16	1.35
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	2.4	1.20	0.92	280	1.31	1.70
Single, never married	SMAR06 = 1	89.9	1.16	0.75	1,630	1.55	2.40
Has any dependent children	DEPANY06 = 1	8.3	1.03	0.68	1,630	1.51	2.27
Single parent in 2003–04	SINGLPAR = 1	4.1	0.68	0.49	1,630	1.39	1.94
Spouse is in college full- or part-time	SPCOL06 = 1, 2	32.1	5.44	4.16	130	1.31	1.71
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	6.1	0.91	0.59	1,630	1.54	2.37
Has more than one credit card	CRDNUM06 > 1	31.1	1.80	1.15	1,630	1.57	2.47
Pay off credit card balance each month	CRDPAY06 = 1	57.4	2.25	1.61	950	1.40	1.96
Performed community service/volunteer work in last year	COMSRV06 = 1	43.8	1.97	1.23	1,630	1.61	2.58
Has a disability	DISABL06 = 1	8.3	0.93	0.68	1,630	1.36	1.85
Had two or more risk factors during 2003–04	RISKINDX > 1	17.2	1.84	0.94	1,630	1.97	3.87
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	33.4	1.45	1.17	1,630	1.24	1.53
Ever voted	VOTEEVER = 1	29.1	1.69	1.16	1,530	1.46	2.12
Voted in 2004 elections	VOTE06 = 1	75.3	1.63	1.18	1,330	1.38	1.91
Summary statistics							
Mean	†	†	†	†	†	1.42	2.12
Minimum	†	†	†	†	†	0.67	0.45
25th percentile	†	†	†	†	†	1.31	1.71
Median	†	†	†	†	†	1.46	2.12
75th percentile	†	†	†	†	†	1.55	2.40
Maximum	†	†	†	†	†	2.12	4.50

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-15. Design effects for public 4-year doctorate-granting institutions: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	83.1	0.91	0.67	3,150	1.37	1.87
Earned a bachelor of arts degree	PROUTFI3 = 1	3.1	0.36	0.31	3,150	1.16	1.34
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	0.8	0.18	0.16	3,150	1.12	1.25
Attended more than one institution in 2003–04	STUDMULT > 1	5.0	0.38	0.39	3,150	0.99	0.98
Primarily a student	JOBROLE = 0, 1	96.5	0.36	0.33	3,150	1.10	1.21
Received any aid	TOTAID > 0	77.2	0.79	0.75	3,150	1.06	1.12
Received any loans	TOTLOAN2 > 0	44.6	0.41	0.89	3,150	0.46	0.21
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	5.4	0.53	0.40	3,150	1.32	1.74
Education major when last enrolled	MAJ06A = 10	8.0	0.68	0.48	3,150	1.40	1.95
Plan to teach (definitely or probably)	TEACH06 = 1,2	15.9	0.76	0.65	3,150	1.17	1.36
Currently repaying education loans (for students with loans)	RPYSL06 = 1	16.0	1.06	0.92	1,590	1.15	1.32
Parents helping to repay loans	RPYHLP06 = 1	51.8	3.92	3.19	250	1.23	1.51
Took classes toward certification	JOBCLS06 = 1	22.8	11.26	6.99	40	1.61	2.59
Self-employed	EMPTY06 = 6	4.3	0.49	0.44	2,090	1.10	1.21
Current job related to coursework	JOBRLM06 = 1	21.0	3.90	3.00	180	1.30	1.69
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	2.7	1.76	1.02	250	1.73	2.99
Single, never married	SMAR06 = 1	94.9	0.51	0.39	3,150	1.30	1.68
Has any dependent children	DEPANY06 = 1	4.4	0.43	0.36	3,150	1.18	1.40
Single parent in 2003–04	SINGLPAR = 1	1.2	0.23	0.20	3,150	1.20	1.43
Spouse is in college full- or part-time	SPCOL06 = 1, 2	34.6	4.88	4.21	130	1.16	1.35
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	4.0	0.47	0.35	3,150	1.35	1.81
Has more than one credit card	CRDNUM06 > 1	28.6	0.87	0.80	3,150	1.08	1.17
Pay off credit card balance each month	CRDPAY06 = 1	60.8	1.40	1.11	1,950	1.27	1.60
Performed community service/volunteer work in last year	COMSRV06 = 1	53.0	0.92	0.89	3,150	1.03	1.07
Has a disability	DISABL06 = 1	8.6	0.58	0.50	3,150	1.16	1.35
Had two or more risk factors during 2003–04	RISKINDX > 1	6.6	0.82	0.44	3,150	1.85	3.41
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	27.4	0.91	0.79	3,150	1.15	1.33
Ever voted	VOTEEVER = 1	26.1	1.01	0.81	2,980	1.25	1.56
Voted in 2004 elections	VOTE06 = 1	78.0	1.05	0.80	2,710	1.32	1.75
Summary statistics							
Mean	†	†	†	†	†	1.23	1.56
Minimum	†	†	†	†	†	0.46	0.21
25th percentile	†	†	†	†	†	1.12	1.25
Median	†	†	†	†	†	1.18	1.40
75th percentile	†	†	†	†	†	1.32	1.74
Maximum	†	†	†	†	†	1.85	3.41

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-16. Design effects for private not-for-profit less-than 4-year institutions: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	37.6	5.56	2.10	530	2.65	7.01
Earned a bachelor of arts degree	PROUTFI3 = 1	#	†	†	530	†	†
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	35.5	7.02	2.07	530	3.39	11.49
Attended more than one institution in 2003–04	STUDMULT > 1	5.7	2.04	1.00	530	2.03	4.13
Primarily a student	JOBROLE = 0, 1	80.4	6.29	1.72	530	3.66	13.38
Received any aid	TOTAID > 0	90.9	2.76	1.25	530	2.21	4.90
Received any loans	TOTLOAN2 > 0	46.5	2.58	2.16	530	1.20	1.43
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	3.6	1.94	0.80	530	2.41	5.83
Education major when last enrolled	MAJ06A = 10	2.2	1.12	0.63	530	1.77	3.13
Plan to teach (definitely or probably)	TEACH06 = 1,2	12.4	2.53	1.43	530	1.78	3.15
Currently repaying education loans (for students with loans)	RPYSL06 = 1	35.6	7.93	3.02	250	2.62	6.89
Parents helping to repay loans	RPYHLP06 = 1	15.6	9.63	4.28	70	2.25	5.06
Took classes toward certification	JOBCLS06 = 1	28.9	14.28	6.34	50	2.25	5.07
Self-employed	EMPTY06 = 6	6.6	3.67	1.40	320	2.63	6.91
Current job related to coursework	JOBRLM06 = 1	34.4	8.58	3.88	150	2.21	4.90
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	3.9	2.25	1.25	240	1.80	3.25
Single, never married	SMAR06 = 1	65.1	5.67	2.07	530	2.75	7.54
Has any dependent children	DEPANY06 = 1	34.4	5.50	2.06	530	2.67	7.15
Single parent in 2003–04	SINGLPAR = 1	20.0	4.95	1.73	530	2.85	8.15
Spouse is in college full- or part-time	SPCOL06 = 1, 2	16.1	6.61	3.39	120	1.95	3.81
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	19.4	4.21	1.71	530	2.46	6.05
Has more than one credit card	CRDNUM06 > 1	29.5	4.23	1.98	530	2.14	4.59
Pay off credit card balance each month	CRDPAY06 = 1	48.1	7.52	2.93	290	2.56	6.58
Performed community service/volunteer work in last year	COMSRV06 = 1	28.0	3.77	1.95	530	1.94	3.76
Has a disability	DISABL06 = 1	14.9	3.24	1.54	530	2.10	4.42
Had two or more risk factors during 2003–04	RISKINDX > 1	48.7	7.39	2.17	530	3.41	11.64
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	19.9	3.88	1.73	530	2.24	5.03
Ever voted	VOTEEVER = 1	34.0	5.32	2.24	450	2.37	5.63
Voted in 2004 elections	VOTE06 = 1	72.0	4.62	2.31	380	2.00	4.00
Summary statistics							
Mean	†	†	†	†	†	2.37	5.89
Minimum	†	†	†	†	†	1.20	1.43
25th percentile	†	†	†	†	†	2.02	4.07
Median	†	†	†	†	†	2.25	5.06
75th percentile	†	†	†	†	†	2.64	6.96
Maximum	†	†	†	†	†	3.66	13.38

† Not applicable.

# Rounds to zero.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-17. Design effects for private not-for-profit 4-year non-doctorate-granting institutions: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	76.5	1.96	0.92	2,130	2.13	4.56
Earned a bachelor of arts degree	PROUTFI3 = 1	2.2	0.46	0.32	2,130	1.45	2.10
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	2.7	0.70	0.35	2,130	1.98	3.91
Attended more than one institution in 2003–04	STUDMULT > 1	5.1	0.55	0.48	2,130	1.14	1.31
Primarily a student	JOBROLE = 0, 1	89.9	1.46	0.65	2,130	2.24	5.00
Received any aid	TOTAID > 0	89.9	1.31	0.65	2,130	2.01	4.04
Received any loans	TOTLOAN2 > 0	59.3	0.98	1.06	2,130	0.92	0.85
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	10.9	1.00	0.67	2,130	1.48	2.20
Education major when last enrolled	MAJ06A = 10	8.4	1.03	0.60	2,130	1.71	2.93
Plan to teach (definitely or probably)	TEACH06 = 1,2	17.7	1.29	0.83	2,130	1.56	2.45
Currently repaying education loans (for students with loans)	RPYSLO6 = 1	16.9	1.78	1.03	1,330	1.73	3.00
Parents helping to repay loans	RPYHLP06 = 1	55.0	4.77	3.60	190	1.32	1.75
Took classes toward certification	JOBCLS06 = 1	50.2	14.62	9.81	30	1.49	2.22
Self-employed	EMPTY06 = 6	5.4	1.10	0.58	1,500	1.89	3.57
Current job related to coursework	JOBRLM06 = 1	33.9	5.51	3.60	170	1.53	2.35
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	2.4	1.77	0.96	250	1.85	3.41
Single, never married	SMAR06 = 1	88.5	1.26	0.69	2,130	1.83	3.33
Has any dependent children	DEPANY06 = 1	9.4	1.21	0.63	2,130	1.92	3.68
Single parent in 2003–04	SINGLPAR = 1	5.1	0.96	0.48	2,130	2.01	4.03
Spouse is in college full- or part-time	SPCOL06 = 1, 2	41.1	7.67	4.17	140	1.84	3.38
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	5.3	0.78	0.48	2,130	1.62	2.62
Has more than one credit card	CRDNUM06 > 1	27.2	1.42	0.96	2,130	1.47	2.17
Pay off credit card balance each month	CRDPAY06 = 1	61.5	2.01	1.36	1,290	1.48	2.20
Performed community service/volunteer work in last year	COMSRV06 = 1	59.4	1.84	1.06	2,130	1.73	2.98
Has a disability	DISABL06 = 1	10.5	0.89	0.66	2,130	1.35	1.82
Two or more risk factors during 2003–04	RISKINDX > 1	15.5	1.96	0.78	2,130	2.50	6.24
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	33.5	1.72	1.02	2,130	1.69	2.84
Ever voted	VOTEEVER = 1	29.1	1.63	1.01	2,040	1.61	2.61
Voted in 2004 elections	VOTE06 = 1	76.7	1.68	1.00	1,790	1.68	2.84
Summary statistics							
Mean	†	†	†	†	†	1.70	2.98
Minimum	†	†	†	†	†	0.92	0.85
25th percentile	†	†	†	†	†	1.48	2.20
Median	†	†	†	†	†	1.69	2.84
75th percentile	†	†	†	†	†	1.89	3.57
Maximum	†	†	†	†	†	2.50	6.24

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-18. Design effects for private not-for-profit 4-year doctorate-granting institutions: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	87.5	1.49	0.80	1,690	1.86	3.45
Earned a bachelor of arts degree	PROUTFI3 = 1	2.1	0.47	0.35	1,690	1.35	1.82
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	4.5	3.65	0.50	1,690	7.26	52.77
Attended more than one institution in 2003–04	STUDMULT > 1	2.9	0.43	0.41	1,690	1.05	1.10
Primarily a student	JOBROLE = 0, 1	98.4	0.42	0.31	1,690	1.35	1.82
Received any aid	TOTAID > 0	84.0	1.03	0.89	1,690	1.16	1.34
Received any loans	TOTLOAN2 > 0	53.7	0.60	1.21	1,690	0.50	0.25
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	13.3	1.14	0.83	1,690	1.38	1.90
Education major when last enrolled	MAJ06A = 10	5.8	0.83	0.57	1,690	1.45	2.11
Plan to teach (definitely or probably)	TEACH06 = 1,2	14.2	1.19	0.85	1,690	1.41	1.97
Currently repaying education loans (for students with loans)	RPYSL06 = 1	12.2	1.96	1.05	960	1.87	3.48
Parents helping to repay loans	RPYHLP06 = 1	60.9	6.43	4.65	110	1.38	1.91
Took classes toward certification	JOBCLS06 = 1	43.6	22.00	14.95	10	1.47	2.16
Self-employed	EMPTY06 = 6	5.3	0.66	0.67	1,100	0.98	0.96
Current job related to coursework	JOBRLM06 = 1	28.7	9.56	6.53	50	1.46	2.14
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	3.7	3.02	2.18	80	1.39	1.92
Single, never married	SMAR06 = 1	95.2	0.93	0.52	1,690	1.79	3.20
Has any dependent children	DEPANY06 = 1	2.2	0.51	0.36	1,690	1.44	2.07
Single parent in 2003–04	SINGLPAR = 1	0.5	0.27	0.16	1,690	1.62	2.63
Spouse is in college full- or part-time	SPCOL06 = 1, 2	41.7	7.30	5.94	70	1.23	1.51
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	3.1	0.91	0.42	1,690	2.16	4.65
Has more than one credit card	CRDNUM06 > 1	26.6	1.27	1.08	1,690	1.18	1.39
Pay off credit card balance each month	CRDPAY06 = 1	70.2	2.88	1.43	1,030	2.02	4.07
Performed community service/volunteer work in last year	COMSRV06 = 1	65.9	1.90	1.15	1,690	1.65	2.71
Has a disability	DISABL06 = 1	8.4	0.74	0.68	1,690	1.09	1.19
Had two or more risk factors during 2003–04	RISKINDX > 1	3.2	0.76	0.43	1,690	1.77	3.15
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	33.5	1.81	1.15	1,690	1.57	2.48
Ever voted	VOTEEVER = 1	25.6	1.52	1.10	1,580	1.39	1.93
Voted in 2004 elections	VOTE06 = 1	76.4	1.82	1.11	1,470	1.64	2.70
Summary statistics							
Mean	†	†	†	†	†	1.65	3.96
Minimum	†	†	†	†	†	0.50	0.25
25th percentile	†	†	†	†	†	1.35	1.82
Median	†	†	†	†	†	1.44	2.07
75th percentile	†	†	†	†	†	1.65	2.71
Maximum	†	†	†	†	†	7.26	52.77

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-19. Design effects for private for-profit less-than-2-year institutions: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	17.1	0.95	0.98	1,460	0.97	0.93
Earned a bachelor of arts degree	PROUTFI3 = 1	#	†	†	1,460	†	†
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	49.5	1.60	1.31	1,460	1.22	1.50
Attended more than one institution in 2003–04	STUDMULT > 1	3.9	0.44	0.51	1,460	0.87	0.75
Primarily a student	JOBROLE = 0, 1	77.5	1.08	1.09	1,460	0.99	0.98
Received any aid	TOTAID > 0	96.6	0.34	0.48	1,460	0.71	0.51
Received any loans	TOTLOAN2 > 0	77.8	0.42	1.09	1,460	0.39	0.15
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	3.5	0.96	0.48	1,460	1.99	3.94
Education major when last enrolled	MAJ06A = 10	0.9	0.31	0.24	1,460	1.28	1.65
Plan to teach (definitely or probably)	TEACH06 = 1,2	7.8	0.55	0.70	1,460	0.79	0.62
Currently repaying education loans (for students with loans)	RPYSL06 = 1	57.9	2.35	1.74	810	1.35	1.84
Parents helping to repay loans	RPYHLP06 = 1	26.0	2.42	2.69	270	0.90	0.81
Took classes toward certification	JOBCLS06 = 1	67.7	2.13	2.31	410	0.92	0.85
Self-employed	EMPTY06 = 6	10.3	1.11	1.17	680	0.95	0.90
Current job related to coursework	JOBRLM06 = 1	52.5	2.36	1.92	680	1.23	1.51
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	5.8	0.64	0.71	1,090	0.91	0.83
Single, never married	SMAR06 = 1	63.5	1.39	1.26	1,460	1.10	1.21
Has any dependent children	DEPANY06 = 1	52.4	1.20	1.31	1,460	0.92	0.84
Single parent in 2003–04	SINGLPAR = 1	31.8	1.06	1.22	1,460	0.87	0.76
Spouse is in college full- or part-time	SPCOL06 = 1, 2	13.9	1.79	1.87	340	0.95	0.91
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	28.5	1.47	1.18	1,460	1.24	1.55
Has more than one credit card	CRDNUM06 > 1	26.6	1.09	1.16	1,460	0.94	0.89
Pay off credit card balance each month	CRDPAY06 = 1	39.0	2.25	1.87	680	1.20	1.44
Performed community service/volunteer work in last year	COMSRV06 = 1	18.1	1.19	1.01	1,460	1.18	1.40
Has a disability	DISABL06 = 1	10.1	0.89	0.79	1,460	1.14	1.29
Had two or more risk factors during 2003–04	RISKINDX > 1	67.2	1.45	1.23	1,460	1.18	1.40
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	20.1	1.27	1.05	1,460	1.21	1.46
Ever voted	VOTEEVER = 1	34.1	1.25	1.32	1,300	0.95	0.89
Voted in 2004 elections	VOTE06 = 1	64.8	1.61	1.51	1,000	1.07	1.15
Summary statistics							
Mean	†	†	†	†	†	1.05	1.18
Minimum	†	†	†	†	†	0.39	0.15
25th percentile	†	†	†	†	†	0.91	0.83
Median	†	†	†	†	†	0.98	0.96
75th percentile	†	†	†	†	†	1.20	1.45
Maximum	†	†	†	†	†	1.99	3.94

† Not applicable.

# Rounds to zero.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table I-20. Design effects for private for-profit 2 year-or-more institutions: 2006**

Variable	Defined as	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled	STLENRL = 1	31.0	2.72	1.36	1,160	2.00	4.02
Earned a bachelor of arts degree	PROUTFI3 = 1	0.4	0.27	0.19	1,160	1.44	2.09
Earned a certificate or associate degree (any nonbachelor's degree)	PROUTFI3 = 2, 3	26.3	2.68	1.29	1,160	2.08	4.31
Attended more than one institution in 2003–04	STUDMULT > 1	4.4	1.62	0.61	1,160	2.67	7.12
Primarily a student	JOBROLE = 0, 1	68.1	3.17	1.37	1,160	2.31	5.35
Received any aid	TOTAID > 0	96.8	0.69	0.51	1,160	1.35	1.82
Received any loans	TOTLOAN2 > 0	91.6	1.02	0.81	1,160	1.25	1.57
Received more than \$12,000 in loans	TOTLOAN2 > 12,000	10.6	2.21	0.90	1,160	2.44	5.94
Education major when last enrolled	MAJ06A = 10	2.0	0.57	0.41	1,160	1.40	1.96
Plan to teach (definitely or probably)	TEACH06 = 1,2	10.5	2.26	0.90	1,160	2.51	6.31
Currently repaying education loans (for students with loans)	RPYSL06 = 1	47.7	3.76	1.71	850	2.19	4.81
Parents helping to repay loans	RPYHLP06 = 1	29.0	4.82	2.71	280	1.78	3.17
Took classes toward certification	JOBCLS06 = 1	49.9	9.36	4.51	120	2.08	4.31
Self-employed	EMPTY06 = 6	9.1	1.77	1.04	760	1.69	2.87
Current job related to coursework	JOBRLM06 = 1	43.9	5.83	2.56	380	2.28	5.20
Ever employed for more than 3 months (students not currently enrolled)	UNMPN06 > 3	0.7	0.48	0.35	580	1.37	1.87
Single, never married	SMAR06 = 1	65.9	3.23	1.39	1,160	2.32	5.38
Has any dependent children	DEPANY06 = 1	42.8	3.22	1.45	1,160	2.22	4.91
Single parent in 2003–04	SINGLPAR = 1	25.0	2.93	1.27	1,160	2.30	5.30
Spouse is in college full- or part-time	SPCOL06 = 1, 2	15.3	3.35	2.22	260	1.51	2.28
Received any untaxed income (TANF, SS, worker's compensation)	NTXANY05 = 1	22.8	2.75	1.23	1,160	2.23	4.98
Has more than one credit card	CRDNUM06 > 1	31.5	3.34	1.36	1,160	2.45	6.00
Pay off credit card balance each month	CRDPAY06 = 1	31.3	2.52	1.84	640	1.37	1.88
Performed community service/volunteer work in last year	COMSRV06 = 1	20.3	2.55	1.18	1,160	2.16	4.68
Has a disability	DISABL06 = 1	15.3	2.05	1.06	1,160	1.94	3.77
Had two or more risk factors during 2003–04	RISKINDX > 1	64.7	3.83	1.40	1,160	2.72	7.42
Has Hope or Lifetime Learning Tax credit	TXCRDBEN > 0	30.2	2.52	1.35	1,160	1.87	3.48
Ever voted	VOTEEVER = 1	41.5	3.17	1.51	1,070	2.10	4.42
Voted in 2004 elections	VOTE06 = 1	67.5	2.50	1.59	860	1.57	2.47
Summary statistics							
Mean	†	†	†	†	†	1.99	4.13
Minimum	†	†	†	†	†	1.25	1.57
25th percentile	†	†	†	†	†	1.57	2.47
Median	†	†	†	†	†	2.08	4.31
75th percentile	†	†	†	†	†	2.30	5.30
Maximum	†	†	†	†	†	2.72	7.42

† Not applicable.

NOTE: DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

# Appendix J

## Nonresponse Bias Analysis

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Student-Level Nonresponse Bias Analysis.....	J-3
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## Student-Level Nonresponse Bias Analysis

**Table J-1. Student nonresponse bias for selected variables for all students: 2006**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
<b>Institution type</b>						
Public less-than-2-year	420	120	1.27	1.26	#	#
Public 2-year	4,830	1,510	41.04	48.98	-1.81*	-0.04
Public 4-year non-doctorate-granting	1,350	280	9.93	7.50	0.55*	0.06
Public 4-year doctorate-granting	2,720	430	18.29	11.68	1.51*	0.09
Private not-for-profit less-than-4-year	400	130	1.06	1.03	0.01	0.01
Private not-for-profit 4-year non-doctorate-granting	1,870	260	9.44	5.28	0.95*	0.11
Private not-for-profit 4-year doctorate-granting	1,480	210	5.83	3.14	0.61*	0.12
Private for-profit less-than-2-year	1,000	460	6.10	9.95	-0.88*	-0.13
Private for-profit 2-year or more	820	340	7.04	11.18	-0.94*	-0.12
<b>Bureau of Economic Analysis Code (OBE) Region</b>						
New England—CT, ME, MA, NH, RI, VT	980	230	5.16	4.93	0.05	0.01
Mideast DE—DC, MD, NJ, NY, PA	2,370	580	14.29	14.24	0.01	#
Great Lakes—IL, IN, MI, OH, WI	2,320	540	16.65	15.22	0.33	0.02
Plains—IA, KS, MN, MO, NE, ND, SD	1,600	300	7.60	5.90	0.39*	0.05
Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	3,550	890	23.83	22.41	0.32	0.01
Southwest—AZ, NM, OK, TX	1,480	540	11.62	16.64	-1.14*	-0.09
Rocky Mountains—CO, ID, MT, UT, WY	530	110	3.90	3.21	0.16	0.04
Far West—AK, CA, HI, NV, OR, WA	1,830	530	15.51	17.02	-0.34	-0.02
Other jurisdictions—PR	250	20	1.44	0.43	0.23*	0.19
<b>CPS record available</b>						
Yes	11,090	2,670	68.57	65.06	0.80*	0.01
No	3,810	1,070	31.43	34.94	-0.80*	-0.02
<b>Applied for federal aid</b>						
Yes	11,800	2,890	73.56	71.15	0.55	0.01
No	3,100	850	26.44	28.64	-0.50	-0.02
Unknown	#	#	#	0.21	-0.05	-1.00

See notes at end of table.

**Table J-1. Student nonresponse bias for selected variables for all students: 2006—Continued**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Pell grant status						
Received	5,490	1,630	33.76	38.99	-1.19*	-0.03
Did not receive	9,410	2,110	66.19	60.96	1.19*	0.02
Unknown	10	#	0.05	0.04	#	0.01
Total Pell amount received						
\$0–1,550	10,770	2,570	75.24	72.94	0.52	0.01
\$1,551–2,700	1,480	470	9.98	11.81	-0.42	-0.04
\$2,701 or more	2,650	710	14.78	15.26	-0.11	-0.01
Stafford loan status						
Received	6,040	1,510	35.51	35.06	0.10	#
Did not receive	8,860	2,230	64.45	64.92	-0.11	#
Unknown	10	10	0.04	0.03	#	0.08
Total Stafford amount received						
\$0–2,625	13,120	3,070	88.68	83.26	1.23*	0.01
\$2,626–4,125	410	170	2.57	4.04	-0.34*	-0.12
\$4,126 or more	1,380	500	8.75	12.70	-0.90*	-0.09
Institution undergraduate enrollment						
0–1,827	3,540	1,090	19.75	23.48	-0.85*	-0.04
1,828–6,694	3,800	840	23.18	20.67	0.57	0.03
6,695–16,556	3,710	920	27.10	27.59	-0.11	#
16,557 or more	3,770	850	29.61	27.54	0.47	0.02
Unknown	90	40	0.35	0.73	-0.09	-0.19

# Rounds to zero.

\*  $p < .05$ .

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table J-2. Student nonresponse bias for selected variables for students in public less-than-2-year institutions: 2006**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Bureau of Economic Analysis Code (OBE) region						
New England—CT, ME, MA, NH, RI, VT	†	†	†	†	†	†
Mideast DE—DC, MD, NJ, NY, PA	30	8	9.01	8.48	0.12	0.01
Great Lakes—IL, IN, MI, OH, WI	75	23	17.46	14.90	0.58	0.03
Plains—IA, KS, MN, MO, NE, ND, SD	23	5	9.78	7.01	0.62	0.07
Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	202	49	34.39	30.61	0.85	0.03
Southwest—AZ, NM, OK, TX	43	9	12.90	4.84	1.82	0.16
Rocky Mountains—CO, ID, MT, UT, WY	4	#	0.68	#	#	#
Far West—AK, CA, HI, NV, OR, WA	45	28	15.74	34.07	-4.14	-0.21
Other Jurisdictions—PR	2	1	0.05	0.08	-0.01	-0.13
CPS record available						
Yes	351	101	73.69	54.63	4.30*	0.06
No	73	22	26.31	45.37	-4.30*	-0.14
Applied for federal aid						
Yes	358	102	76.59	55.46	4.77*	0.07
No	66	21	23.41	44.54	-4.77*	-0.17
Unknown	†	†	†	†	†	†
Pell grant status						
Received	251	74	52.11	42.10	2.26	0.05
Did not receive	173	49	47.89	57.90	-2.26	-0.05
Unknown	†	†	†	†	†	†
Total Pell amount received						
\$0–1,550	257	70	69.23	71.82	-0.58	-0.01
\$1,551–2,700	76	23	14.91	10.56	0.98	0.07
\$2,701 or more	91	30	15.86	17.62	-0.40	-0.02
Unknown	†	†	†	†	†	†
Stafford loan status						
Received	70	19	16.88	10.41	1.46	0.09
Did not receive	354	104	83.12	89.59	-1.46	-0.02
Unknown	†	†	†	†	†	†

See notes at end of table.

**Table J-2. Student nonresponse bias for selected variables for students in public less-than-2-year institutions: 2006—Continued**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Total Stafford amount received						
\$0–2,625	370	109	88.28	93.59	-1.20*	-0.01
\$2,626–4,125	8	2	1.96	0.57	0.31	0.19
\$4,126 or more	46	12	9.76	5.84	0.88	0.10
Unknown	†	†	†	†	†	†
Institution undergraduate enrollment						
0–1,827	359	92	78.77	60.40	4.14	0.06
1,828–6,694	49	18	14.74	17.74	-0.68	-0.04
6,695–16,556	12	10	6.11	20.04	-3.14*	-0.34
16,557 or more	1	#	0.31	#	#	#
Unknown	3	3	0.07	1.82	-0.40	-0.86

† Not applicable.

# Rounds to zero.

\*  $p < .05$ .

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table J-3. Student nonresponse bias for selected variables for students in public 2-year institutions: 2006**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Bureau of Economic Analysis Code (OBE) region						
New England—CT, ME, MA, NH, RI, VT	160	60	2.41	3.12	-0.19	-0.07
Mideast DE—DC, MD, NJ, NY, PA	650	200	11.14	11.17	-0.01	#
Great Lakes—IL, IN, MI, OH, WI	790	240	17.87	17.37	0.13	0.01
Plains—IA, KS, MN, MO, NE, ND, SD	590	130	8.14	5.89	0.58	0.08
Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	1,270	380	23.21	21.33	0.49	0.02
Southwest—AZ, NM, OK, TX	680	270	14.98	18.07	-0.80	-0.05
Rocky Mountains—CO, ID, MT, UT, WY	90	20	0.96	0.92	0.01	0.01
Far West—AK, CA, HI, NV, OR, WA	620	210	21.26	22.13	-0.23	-0.01
Other Jurisdictions—PR	#	#	0.03	#	#	#
CPS record available						
Yes	3,020	890	52.40	50.77	0.42	0.01
No	1,820	620	47.60	49.23	-0.42	-0.01
Applied for federal aid						
Yes	3,380	1,020	59.84	59.55	0.08	#
No	1,450	490	40.16	40.10	0.02	#
Unknown	#	#	#	0.35	-0.09	-1.00
Pell grant status						
Received	1,740	560	25.54	26.84	-0.34	-0.01
Did not receive	3,090	950	74.36	73.16	0.31	#
Unknown	10	#	0.10	#	#	#
Total Pell amount received						
\$0–1,550	3,600	1,140	83.95	84.20	-0.06	#
\$1,551–2,700	480	150	7.77	8.01	-0.06	-0.01
\$2,701 or more	750	220	8.28	7.79	0.13	0.02
Unknown	†	†	†	†	†	†
Stafford loan status						
Received	830	250	11.01	11.13	-0.03	#
Did not receive	4,000	1,260	88.89	88.86	0.01	#
Unknown	10	#	0.10	0.01	0.02	0.33

See notes at end of table.

**Table J-3. Student nonresponse bias for selected variables for students in public 2-year institutions: 2006—Continued**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Total Stafford amount received						
\$0–2,625	4,680	1,460	98.60	98.36	0.06	#
\$2,626–4,125	60	20	0.55	0.70	-0.04	-0.06
\$4,126 or more	100	30	0.85	0.94	-0.02	-0.03
Unknown	†	†	†	†	†	†
Institution undergraduate enrollment						
0–1,827	220	60	5.08	3.86	0.32	0.07
1,828–6,694	1,240	350	23.80	21.80	0.52	0.02
6,695–16,556	1,840	580	34.87	35.76	-0.23	-0.01
16,557 or more	1,520	520	35.97	37.95	-0.51	-0.01
Unknown	30	10	0.28	0.63	-0.09	-0.25

† Not applicable.

# Rounds to zero.

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table J-4. Student nonresponse bias for selected variables for students in public, 4-year, nondoctoral institutions: 2006**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Bureau of Economic Analysis Code (OBE) region						
New England—CT, ME, MA, NH, RI, VT	100	20	4.78	5.50	-0.13	-0.03
Mideast DE—DC, MD, NJ, NY, PA	320	70	23.82	22.34	0.27	0.01
Great Lakes—IL, IN, MI, OH, WI	150	30	12.14	11.99	0.03	#
Plains—IA, KS, MN, MO, NE, ND, SD	150	30	6.13	6.60	-0.09	-0.01
Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	310	80	22.41	26.81	-0.80	-0.03
Southwest—AZ, NM, OK, TX	70	10	5.63	5.64	#	#
Rocky Mountains—CO, ID, MT, UT, WY	90	20	11.20	10.45	0.14	0.01
Far West—AK, CA, HI, NV, OR, WA	120	20	11.69	10.67	0.19	0.02
Other Jurisdictions—PR	50	#	2.21	#	#	#
CPS record available						
Yes	1,030	190	73.31	63.41	1.80*	0.03
No	310	90	26.69	36.60	-1.80*	-0.06
Applied for federal aid						
Yes	1,100	210	78.61	72.09	1.19	0.02
No	250	70	21.39	27.91	-1.19	-0.05
Unknown	†	†	†	†	†	†
Pell grant status						
Received	450	100	32.10	34.58	-0.45	-0.01
Did not receive	900	180	67.90	65.31	0.47	0.01
Unknown	#	#	#	0.11	-0.02	-1.00
Total Pell amount received						
\$0–1,550	1,000	200	75.03	72.99	0.37	#
\$1,551–2,700	100	30	7.73	11.85	-0.75	-0.09
\$2,701 or more	250	50	17.24	15.17	0.38	0.02
Unknown	†	†	†	†	†	†
Stafford loan status						
Received	600	120	40.04	33.36	1.22	0.03
Did not receive	750	160	59.96	66.53	-1.20	-0.02
Unknown	#	#	#	0.11	-0.02	-1.00

See notes at end of table.

**Table J-4. Student nonresponse bias for selected variables for students in public, 4-year, nondoctoral institutions: 2006—Continued**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Total Stafford amount received						
\$0–2,625	1,270	250	96.02	92.35	0.67	0.01
\$2,626–4,125	10	10	0.48	2.09	-0.29	-0.38
\$4,126 or more	70	20	3.50	5.56	-0.37	-0.10
Unknown	†	†	†	†	†	†
Institution undergraduate enrollment						
0–1,827	70	20	4.49	4.26	0.04	0.01
1,828–6,694	590	130	30.92	34.84	-0.71	-0.02
6,695–16,556	510	90	47.07	43.34	0.68	0.01
16,557 or more	180	40	17.52	17.56	-0.01	#
Unknown	†	†	†	†	†	†

† Not applicable.

# Rounds to zero.

\*  $p < .05$ .

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table J-5. Student nonresponse bias for selected variables for students in public, 4-year, doctoral institutions: 2006**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Bureau of Economic Analysis Code (OBE) region						
New England—CT, ME, MA, NH, RI, VT	150	30	5.31	5.89	-0.09	-0.02
Mideast DE—DC, MD, NJ, NY, PA	280	50	9.05	11.74	-0.43	-0.04
Great Lakes—IL, IN, MI, OH, WI	550	80	20.12	16.32	0.60	0.03
Plains—IA, KS, MN, MO, NE, ND, SD	290	40	6.95	6.47	0.08	0.01
Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	730	110	28.20	22.94	0.83	0.03
Southwest—AZ, NM, OK, TX	280	70	11.85	18.01	-0.98	-0.08
Rocky Mountains—CO, ID, MT, UT, WY	140	30	7.01	8.78	-0.28	-0.04
Far West—AK, CA, HI, NV, OR, WA	290	40	10.65	9.36	0.20	0.02
Other Jurisdictions—PR	30	#	0.86	0.50	0.06	0.07
CPS record available						
Yes	2,000	290	72.87	66.04	1.08*	0.02
No	730	140	27.13	33.96	-1.08*	-0.04
Applied for federal aid						
Yes	2,090	310	75.78	69.09	1.06*	0.01
No	630	120	24.22	30.91	-1.06*	-0.04
Unknown	†	†	†	†	†	†
Pell grant status						
Received	650	130	23.20	26.68	-0.55	-0.02
Did not receive	2,080	300	76.80	73.32	0.55	0.01
Unknown	†	†	†	†	†	†
Total Pell amount received						
\$0–1,550	2,230	330	82.35	80.23	0.34	#
\$1,551–2,700	150	30	5.34	5.44	-0.02	#
\$2,701 or more	350	70	12.31	14.33	-0.32	-0.03
Unknown	†	†	†	†	†	†
Stafford loan status						
Received	1,130	170	39.97	37.67	0.36	0.01
Did not receive	1,600	260	60.03	62.33	-0.36	-0.01
Unknown	†	†	†	†	†	†

See notes at end of table.

**Table J-5. Student nonresponse bias for selected variables for students in public, 4-year, doctoral institutions: 2006—Continued**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Total Stafford amount received						
\$0–2,625	2,580	390	95.77	94.54	0.19	#
\$2,626–4,125	30	10	0.80	1.25	-0.07	-0.08
\$4,126 or more	120	30	3.43	4.21	-0.12	-0.03
Unknown	†	†	†	†	†	†
Institution undergraduate enrollment						
0–1,827	10	#	0.09	0.17	-0.01	-0.11
1,828–6,694	100	20	4.91	3.53	0.22	0.05
6,695–16,556	760	150	29.68	40.29	-1.68*	-0.05
16,557 or more	1,850	260	65.32	55.95	1.48*	0.02
Unknown	#	#	#	0.06	-0.01	-1.00

† Not applicable.

# Rounds to zero.

\*  $p < .05$ .

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table J-6. Student nonresponse bias for selected variables for students in private not-for-profit, less-than-4 year institutions: 2006**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Bureau of Economic Analysis Code (OBE) region						
New England—CT, ME, MA, NH, RI, VT	#	#	1.50	4.14	-0.59	-0.28
Mideast DE—DC, MD, NJ, NY, PA	70	20	16.70	17.69	-0.22	-0.01
Great Lakes—IL, IN, MI, OH, WI	50	10	14.52	9.65	1.08	0.08
Plains—IA, KS, MN, MO, NE, ND, SD	30	10	4.18	6.87	-0.60	-0.13
Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	80	20	22.92	22.24	0.15	0.01
Southwest—AZ, NM, OK, TX	10	10	2.09	2.58	-0.11	-0.05
Rocky Mountains—CO, ID, MT, UT, WY	10	#	1.30	0.41	0.20	0.18
Far West—AK, CA, HI, NV, OR, WA	130	60	20.51	30.69	-2.27	-0.10
Other Jurisdictions—PR	30	10	16.26	5.73	2.35	0.17
CPS record available						
Yes	350	110	88.54	83.68	1.08	0.01
No	50	20	11.46	16.32	-1.08	-0.09
Applied for federal aid						
Yes	360	120	90.85	87.23	0.81	0.01
No	40	10	9.15	12.77	-0.81	-0.08
Unknown	†	†	†	†	†	†
Pell grant status						
Received	260	80	69.42	62.95	1.44	0.02
Did not receive	150	50	30.58	37.05	-1.44	-0.05
Unknown	†	†	†	†	†	†
Total Pell amount received						
\$0–1,550	190	70	41.74	48.02	-1.40	-0.03
\$1,551–2,700	70	20	20.46	23.68	-0.72	-0.03
\$2,701 or more	140	40	37.80	28.30	2.12	0.06
Unknown	†	†	†	†	†	†
Stafford loan status						
Received	200	80	42.38	56.57	-3.16	-0.07
Did not receive	210	50	57.62	42.95	3.27	0.06
Unknown	#	#	#	0.47	-0.11	-1.00

See notes at end of table.

**Table J-6. Student nonresponse bias for selected variables for students in private not-for-profit, less-than-4 year institutions: 2006—  
Continued**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Total Stafford amount received						
\$0–2,625	290	90	75.36	68.52	1.52	0.02
\$2,626–4,125	20	10	5.38	10.99	-1.25	-0.19
\$4,126 or more	90	30	19.26	20.49	-0.27	-0.01
Unknown	†	†	†	†	†	†
Institution undergraduate enrollment						
0–1,827	320	100	78.33	75.04	0.73	0.01
1,828–6,694	80	30	21.00	23.11	-0.47	-0.02
6,695–16,556	#	#	#	1.49	-0.33	-1.00
16,557 or more	†	†	†	†	†	†
Unknown	#	#	0.67	0.36	0.07	0.11

† Not applicable.

# Rounds to zero.

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table J-7. Student nonresponse bias for selected variables for students in private not-for-profit, 4-year, nondoctoral institutions: 2006**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Bureau of Economic Analysis Code (OBE) region						
New England—CT, ME, MA, NH, RI, VT	170	20	8.53	9.51	-0.14	-0.02
Mideast DE—DC, MD, NJ, NY, PA	340	60	20.24	18.41	0.26	0.01
Great Lakes—IL, IN, MI, OH, WI	320	40	16.25	13.13	0.44	0.03
Plains—IA, KS, MN, MO, NE, ND, SD	400	50	18.28	15.16	0.44	0.02
Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	380	70	20.63	32.38	-1.66	-0.07
Southwest—AZ, NM, OK, TX	50	10	2.53	2.36	0.02	0.01
Rocky Mountains—CO, ID, MT, UT, WY	30	#	2.05	1.49	0.08	0.04
Far West—AK, CA, HI, NV, OR, WA	140	20	6.43	5.66	0.11	0.02
Other Jurisdictions—PR	40	#	5.05	1.90	0.45	0.10
CPS record available						
Yes	1,570	210	83.37	71.56	1.67*	0.02
No	290	50	16.63	28.44	-1.67*	-0.09
Applied for federal aid						
Yes	1,630	220	85.92	74.76	1.58	0.02
No	240	40	14.08	24.58	-1.49	-0.10
Unknown	#	#	#	0.66	-0.09	-1.00
Pell grant status						
Received	550	90	32.42	34.96	-0.36	-0.01
Did not receive	1,320	170	67.58	64.96	0.37	0.01
Unknown	#	#	#	0.08	-0.01	-1.00
Total Pell amount received						
\$0–1,550	1,450	200	75.65	73.91	0.25	#
\$1,551–2,700	130	30	8.57	14.55	-0.85	-0.09
\$2,701 or more	280	40	15.78	11.54	0.60	0.04
Unknown	†	†	†	†	†	†
Stafford loan status						
Received	1,140	170	56.80	54.90	0.27	#
Did not receive	730	90	43.20	45.02	-0.26	-0.01
Unknown	#	#	#	0.08	-0.01	-1.00

See notes at end of table.

**Table J-7. Student nonresponse bias for selected variables for students in private not-for-profit, 4-year, nondoctoral institutions: 2006—Continued**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Total Stafford amount received						
\$0–2,625	1,690	210	90.77	82.22	1.21	0.01
\$2,626–4,125	30	10	2.56	5.61	-0.43	-0.14
\$4,126 or more	150	40	6.67	12.18	-0.78	-0.10
Unknown	†	†	†	†	†	†
Institution undergraduate enrollment						
0–1,827	920	120	41.45	38.68	0.39	0.01
1,828–6,694	870	120	51.95	46.41	0.78	0.02
6,695–16,556	60	10	3.91	4.56	-0.09	-0.02
16,557 or more	20	10	2.27	7.39	-0.72	-0.24
Unknown	10	10	0.42	2.96	-0.36	-0.46

† Not applicable.

# Rounds to zero.

\*  $p < .05$ .

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table J-8. Student nonresponse bias for selected variables for students in private not-for-profit, 4-year, doctoral institutions: 2006**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Bureau of Economic Analysis Code (OBE) Region						
New England—CT, ME, MA, NH, RI, VT	300	50	25.27	28.09	-0.39	-0.02
Mideast DE—DC, MD, NJ, NY, PA	390	60	25.99	28.06	-0.28	-0.01
Great Lakes—IL, IN, MI, OH, WI	190	30	11.65	13.62	-0.27	-0.02
Plains—IA, KS, MN, MO, NE, ND, SD	90	10	4.01	1.82	0.30	0.08
Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	170	20	12.19	9.88	0.32	0.03
Southwest—AZ, NM, OK, TX	80	10	3.55	5.16	-0.22	-0.06
Rocky Mountains—CO, ID, MT, UT, WY	50	10	3.88	4.25	-0.05	-0.01
Far West—AK, CA, HI, NV, OR, WA	180	20	12.04	8.80	0.44	0.04
Other Jurisdictions—PR	30	#	1.41	0.33	0.15	0.12
CPS record available						
Yes	1,100	150	73.12	70.21	0.40	0.01
No	380	60	26.88	29.79	-0.40	-0.01
Applied for federal aid						
Yes	1,160	160	77.25	77.37	-0.02	#
No	320	50	22.75	22.63	0.02	#
Unknown	†	†	†	†	†	†
Pell grant status						
Received	330	50	20.86	23.42	-0.35	-0.02
Did not receive	1,150	160	79.06	76.58	0.34	#
Unknown	#	#	0.07	#	#	#
Total Pell amount received						
\$0–1,550	1,230	170	83.50	80.96	0.35	#
\$1,551–2,700	80	10	4.61	7.80	-0.44	-0.09
\$2,701 or more	170	20	11.89	11.23	0.09	0.01
Unknown	†	†	†	†	†	†

See notes at end of table.

**Table J-8. Student nonresponse bias for selected variables for students in private not-for-profit, 4-year, doctoral institutions: 2006—  
Continued**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Stafford loan status						
Received	730	110	47.03	51.97	-0.68	-0.01
Did not receive	750	100	52.97	48.04	0.68	0.01
Unknown	†	†	†	†	†	†
Total Stafford amount received						
\$0–2,625	1,390	190	95.34	90.78	0.62	0.01
\$2,626–4,125	10	#	0.60	1.71	-0.15	-0.20
\$4,126 or more	80	20	4.06	7.52	-0.47	-0.10
Unknown	†	†	†	†	†	†
Institution undergraduate enrollment						
0–1,827	140	10	8.20	7.25	0.13	0.02
1,828–6,694	650	100	42.89	37.01	0.81	0.02
6,695–16,556	500	70	35.19	43.54	-1.14	-0.03
16,557 or more	190	20	13.66	12.20	0.20	0.01
Unknown	#	#	0.06	#	#*	#

† Not applicable.

# Rounds to zero.

\*  $p < .05$ .

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table J-9. Student nonresponse bias for selected variables for students in private for-profit, less-than-2-year institutions: 2006**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Bureau of Economic Analysis Code (OBE) region						
New England—CT, ME, MA, NH, RI, VT	70	40	5.27	6.33	-0.34	-0.06
Mideast DE—DC, MD, NJ, NY, PA	200	80	18.95	17.38	0.51	0.03
Great Lakes—IL, IN, MI, OH, WI	110	50	14.84	11.61	1.05	0.08
Plains—IA, KS, MN, MO, NE, ND, SD	30	30	2.45	4.79	-0.76	-0.24
Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	160	60	13.27	11.31	0.64	0.05
Southwest—AZ, NM, OK, TX	190	110	25.26	33.94	-2.82	-0.10
Rocky Mountains—CO, ID, MT, UT, WY	20	10	1.24	1.19	0.01	0.01
Far West—AK, CA, HI, NV, OR, WA	160	70	14.20	11.47	0.89	0.07
Other Jurisdictions—PR	60	10	4.53	1.98	0.83	0.22
CPS record available						
Yes	920	420	95.29	94.48	0.26	#
No	80	40	4.71	5.52	-0.26	-0.05
Applied for federal aid						
Yes	940	430	97.44	96.49	0.31	#
No	60	30	2.57	3.51	-0.31	-0.11
Unknown	†	†	†	†	†	†
Pell grant status						
Received	770	330	86.90	86.19	0.23	#
Did not receive	240	120	13.10	13.81	-0.23	-0.02
Unknown	†	†	†	†	†	†
Total Pell amount received						
\$0–1,550	340	190	25.71	31.58	-1.91	-0.07
\$1,551–2,700	260	120	31.72	31.04	0.22	0.01
\$2,701 or more	410	150	42.57	37.38	1.68	0.04
Unknown	†	†	†	†	†	†
Stafford loan status						
Received	700	320	76.01	73.48	0.82	0.01
Did not receive	300	140	23.99	26.53	-0.82	-0.03
Unknown	†	†	†	†	†	†

See notes at end of table.

**Table J-9. Student nonresponse bias for selected variables for students in private for-profit, less-than-2-year institutions: 2006—  
Continued**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Total Stafford amount received						
\$0–2,625	510	240	50.65	50.42	0.08	#
\$2,626–4,125	120	60	12.38	14.52	-0.70	-0.05
\$4,126 or more	380	160	36.98	35.07	0.62	0.02
Unknown	†	†	†	†	†	†
Institution undergraduate enrollment						
0–1,827	950	430	97.42	97.23	0.06	#
1,828–6,694	20	20	1.38	2.59	-0.39	-0.22
6,695–16,556	#	#	0.12	#	#	#
16,557 or more	10	#	0.58	#	#*	#
Unknown	30	10	0.50	0.18	0.10	0.26

† Not applicable.

# Rounds to zero.

\*  $p < .05$ .

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table J-10. Student nonresponse bias for selected variables for students in private for-profit, 2-year-or-more institutions: 2006**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Bureau of Economic Analysis Code (OBE) region						
New England—CT, ME, MA, NH, RI, VT	30	10	1.59	2.20	-0.20	-0.11
Mideast DE—DC, MD, NJ, NY, PA	100	40	11.74	16.54	-1.53	-0.12
Great Lakes—IL, IN, MI, OH, WI	100	50	13.33	12.00	0.42	0.03
Plains—IA, KS, MN, MO, NE, ND, SD	10	#	1.44	2.41	-0.31	-0.18
Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	260	90	39.34	31.47	2.51	0.07
Southwest—AZ, NM, OK, TX	80	50	8.14	13.55	-1.72	-0.17
Rocky Mountains—CO, ID, MT, UT, WY	90	30	8.44	5.53	0.93	0.12
Far West—AK, CA, HI, NV, OR, WA	140	70	15.32	16.30	-0.31	-0.02
Other Jurisdictions—PR	10	#	0.66	#	#	#
CPS record available						
Yes	750	320	94.24	96.45	-0.70	-0.01
No	70	30	5.76	3.55	0.70	0.14
Applied for federal aid						
Yes	770	330	97.20	97.81	-0.20	#
No	40	10	2.80	2.19	0.20	0.07
Unknown	†	†	†	†	†	†
Pell grant status						
Received	500	210	69.20	69.77	-0.18	#
Did not receive	310	130	30.80	29.95	0.27	0.01
Unknown	#	#	#	0.28	-0.09	-1.00
Total Pell amount received						
\$0–1,550	460	210	47.96	52.44	-1.43	-0.03
\$1,551–2,700	140	50	23.04	16.84	1.98	0.09
\$2,701 or more	210	90	28.99	30.72	-0.55	-0.02
Unknown	†	†	†	†	†	†
Stafford loan status						
Received	640	280	89.54	90.74	-0.38	#
Did not receive	180	60	10.46	9.19	0.40	0.04
Unknown	#	#	#	0.07	-0.02	-1.00

See notes at end of table.

**Table J-10. Student nonresponse bias for selected variables for students in private for-profit, 2-year-or-more institutions: 2006—  
Continued**

Characteristic	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Total Stafford amount received						
\$0–2,625	350	130	28.86	27.02	0.59	0.02
\$2,626–4,125	120	60	14.71	13.26	0.46	0.03
\$4,126 or more	350	160	56.43	59.72	-1.05	-0.02
Unknown	†	†	†	†	†	†
Institution undergraduate enrollment						
0–1,827	570	260	71.59	69.47	0.67	0.01
1,828–6,694	210	70	22.03	23.59	-0.50	-0.02
6,695–16,556	20	10	2.54	2.16	0.12	0.05
16,557 or more	10	#	1.60	2.90	-0.41	-0.21
Unknown	20	10	2.25	1.89	0.11	0.05

† Not applicable.

# Rounds to zero.

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

## Item-Level Nonresponse Bias Analysis

**Table J-11. Items with less than 85 percent item response rates and number of cases eligible to respond to the item: 2006**

Variable	Variable label	Cases eligible to respond to item	Item response rate
KCCLTYA	Type of class: business	1,430	42.79
KCCLTYB	Type of class: health	1,430	42.79
KCCLTYC	Type of class: education	1,430	42.79
KCCLTYD	Type of class: engineering and engineering technology	1,430	42.79
KCCLTYE	Type of class: computer and information sciences	1,430	42.79
KCCLTYF	Type of class: social sciences	1,430	42.79
KCCLTYG	Type of class: natural sciences and mathematics	1,430	42.79
KCCLTYH	Type of class: arts and humanities	1,430	42.79
KCCLTYI	Type of class: communications	1,430	42.79
KCCLTYJ	Type of class: vocational program	1,430	42.79
KCCLTYK	Type of classes: university transfer	1,430	42.79
KCCLTYL	Type of classes: general education	1,430	42.79
KCCLTYX	Type of class: other	1,430	42.79
KCDGPRT	Type of professional degree	910	11.67
KCERNS	Number of months or terms worked	2,660	48.84
KCFAMLN	Parents helping to repay loans	2,180	48.39
KCGPAEST	Estimate of GPA	1,740	39.30
KCLVA	Drop: academic problems	400	80.69
KCLVB	Drop: scheduling problems	400	80.69
KCLVC	Drop: dissatisfaction with program	400	80.69
KCLVD	Drop: financial reasons	400	80.69
KCLVE	Drop: family responsibilities	400	80.69
KCLVF	Drop: personal reasons	400	80.69
KCLVG	Drop: finished desired classes	400	80.69
KCLVH	Drop: Called for military service	400	80.69
KCLVX	Drop: other	400	80.69
KCRELCRS	Job related to coursework	2,320	57.93
KCRPYAMT	Monthly payment on education loans	7,170	78.94
KCRPYST	Currently repaying any education loans	7,170	81.41
KCTOTERN	Total earnings	9,020	83.43
KCUGOWE	Amount owed for undergrad education	7,240	80.15
KCWKSWK	Proportion of weeks worked while enrolled	5,130	73.31
KDAD	Job placement: advertisement	4,160	82.61
KDCONCER	Degree required: certificate	4,160	81.28
KDCONDEG	Degree required: bachelor's or associate's	4,160	81.28
KDCONLIC	Degree required: license	4,160	81.28
KDCONNON	Degree required: none	4,160	81.28
KDCURTYP	Type of employer	4,160	82.53
KDEARNT	Time frame for earnings	4,160	79.29
KDEMPBEN	Employer offers health insurance	3,990	81.67
KDERNAMT	Amount earned from job	4,160	79.32
KDFIRSTJ	First job after leaving most recent school	4,160	82.81
KDHOURLS	Hours worked weekly	4,160	81.91
KDINTERN	Had an internship or practicum	4,160	82.71
KDLICT2	License/certification code - general	1,760	52.72
KDLICT4	Type of license/certificate required for job - specific	1,760	51.89
KDNETWRK	Job placement: network	4,160	82.61

See notes at end of table.

**Table J-11. Items with less than 85 percent item response rates and number of cases eligible to respond to the item—Continued**

Variable	Variable label	Cases eligible to respond to item	Item response rate
KDNUMOUT	Number of periods of unemployment	5,270	84.97
KDPLCOTH	Job placement: other	4,160	82.61
KDPRGCRT	Took classes toward certificate	1,760	54.09
KDRELCAR	Job related to career goals	4,160	82.46
KDRELCRS	Job related to coursework	2,650	21.01
KDRELMAJ	Job related to major	3,150	77.50
KDRESUME	Job placement: resume	4,160	82.61
KDSCHHELP	Job placement: school assistance	4,160	82.61
KDSEARCH	Looking for a job	1,830	60.37
KDSIMJOB	Held same or similar job	4,160	82.67
KDTOTERN	Total earnings	4,160	78.73
KDUNTIM	Longest period of unemployment	1,440	41.83
KDWOTR	Job attainment through training	4,160	82.64
KECARAMT	Car payment amount	4,880	70.11
KECHILD	Received: child support	2,930	48.64
KECRDBAL	Balance due on all credit cards	5,110	68.29
KEDAGE	Age of youngest dependent child	4,030	65.04
KEDISAB	Received: disability payments	2,930	48.54
KEFEMA	Received: FEMA Disaster Assistance	2,930	48.66
KEHISA	Hispanic type: Cuban descent	2,190	81.43
KEHISB	Hispanic type: Mexican, Mexican-American, or Chicano	2,190	81.43
KEHISC	Hispanic type: Puerto Rican	2,190	81.43
KEHISD	Hispanic type: other Spanish/Latino origin	2,190	81.43
KEHRPLA	hurricane impact: transferred temporarily	1,750	16.43
KEHRPLB	hurricane impact: transferred permanently	1,750	16.43
KEHRPLC	hurricane impact: took classes on-line	1,750	16.43
KEHRPLD	hurricane impact: delayed enrollment	1,750	16.43
KEHRPLE	hurricane impact: dropped out	1,750	16.43
KEHRPLF	hurricane impact: other	1,750	16.43
KEINCSP	Spouse's earnings in 2005	3,260	56.26
KEMTGAMT	Monthly rent or mortgage payment amount	8,710	81.28
KEMTGDK	Monthly rent or mortgage payment amt: don't know	8,710	81.67
KEPAYOFF	Payoff or carry credit balance	9,230	83.41
KERTSVA	Rate volunteer: career choice	7,080	77.33
KERTSVB	Rate volunteer: apply my skills to the real world	7,080	77.33
KERTSVC	Rate volunteer: expand skills	7,080	77.33
KERTSVD	Rate volunteer: resume	7,080	77.33
KERTSVE	Rate volunteer: choice of majors	7,080	77.33
KERTSVF	Rate volunteer: compassionate person	7,080	77.33
KERTSVG	Rate volunteer: awareness of social issues	7,080	77.33
KERTSVH	Rate volunteer: none of the above	7,080	77.33
KESCHVA	Why volunteer: class requirement	7,080	77.50
KESCHVB	Why volunteer: campus organization	7,080	77.50
KESCHVC	Why volunteer: encouraged by friends, family, faculty, etc	7,080	77.50
KESCHVD	Why volunteer: expression of my personal beliefs and values	7,080	77.50
KESCHVE	Why volunteer: meet new people	7,080	77.50
KESCHVF	Why volunteer: develop useful skills	7,080	77.50
KESCHVG	Why volunteer: feel good about myself	7,080	77.50
KESCHVX	Why volunteer: other	7,080	77.50
KESOCSEC	Received: social security benefits	2,930	48.66
KESPAMT	Spouse's total student loan amount	1,810	16.81

See notes at end of table.

**Table J-11. Items with less than 85 percent item response rates and number of cases eligible to respond to the item—Continued**

Variable	Variable label	Cases eligible to respond to item	Item response rate
KESPCOL	Spouse in college	3,260	57.61
KESPLN	Spouse's student loans	3,260	57.41
KESPLNPY	Spouse's monthly payment of student loans	1,810	17.22
KESPLV	Spouse's education level	3,260	57.54
KESTMPS	Received: food stamps	2,930	48.66
KETANF	Received: TANF	2,930	48.66
KETAXTYX	Received: other untaxed benefits	2,930	48.50
KEVLHRS	Number of hours volunteered per month	6,060	72.56
KEVLONE	One time volunteer event	7,080	77.59
KEVLTA	Volunteer: tutoring/education-related	7,080	77.39
KEVLTB	Volunteer: other work with kids	7,080	77.39
KEVLTC	Volunteer: fundraising (political and nonpolitical)	7,080	77.39
KEVLTD	Volunteer: homeless shelter/soup kitchen	7,080	77.39
KEVLTE	Volunteer: neighborhood improvement	7,080	77.39
KEVLTF	Volunteer: health services	7,080	77.39
KEVLTG	Volunteer: service to the church	7,080	77.39
KEVLTX	Volunteer: other	7,080	77.39
KEWRKCOMP	Received: worker's compensation	2,930	48.66

NOTE: None of the variables included in the abbreviated interview met the qualifications for inclusion in this table. FEMA = Federal Emergency Management Agency. GPA = grade point average. TANF = Temporary Assistance for Needy Families.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table J-12. Item nonresponse bias before imputation for KCGPAEST (estimate of GPA) for student from all institutions: 2006**

Characteristic	Before imputation				Estimated bias	Relative bias
	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted		
<b>Institution type</b>						
Public less-than-2-year	70	20	10.22	2.05	7.11*	2.28
Public 2-year	270	310	37.68	30.05	6.63*	0.21
Public 4-year non-doctorate-granting	30	120	4.76	11.80	-6.12*	-0.56
Public 4-year doctorate-granting	50	170	7.00	16.78	-8.50*	-0.55
Private not-for-profit less-than-4-year	20	50	3.36	4.49	-0.98	-0.23
Private not-for-profit 4-year non-doctorate-granting	50	110	7.00	10.54	-3.07	-0.31
Private not-for-profit 4-year doctorate-granting	40	90	5.74	8.88	-2.73	-0.32
Private for-profit less-than-2-year	120	90	16.53	9.17	6.40	0.63
Private for-profit 2-year-or-more	60	60	7.70	6.24	1.27	0.20
<b>Bureau of Economic Analysis Code (OBE) region</b>						
New England—CT, ME, MA, NH, RI, VT	60	50	7.98	5.27	2.36	0.42
Mideast DE—DC, MD, NJ, NY, PA	100	130	14.15	12.98	1.02	0.08
Great Lakes—IL, IN, MI, OH, WI	90	120	12.32	12.00	0.28	0.02
Plains—IA, KS, MN, MO, NE, ND, SD	60	100	8.54	9.27	-0.63	-0.07
Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	200	210	27.87	20.10	6.76	0.32
Southwest—AZ, NM, OK, TX	80	110	10.50	10.73	-0.20	-0.02
Rocky Mountains—CO, ID, MT, UT, WY	30	40	3.50	3.51	-0.01	#
Far West—AK, CA, HI, NV, OR, WA	100	150	14.01	14.24	-0.21	-0.01
Other Jurisdictions—PR	10	120	1.12	11.90	-9.38*	-0.89
<b>CPS record available</b>						
No	540	780	75.35	76.00	-0.57	-0.01
Yes	180	250	24.65	24.00	0.57	0.02
<b>Applied for federal aid</b>						
No	580	820	81.37	80.29	0.94	0.01
Yes	130	200	18.63	19.71	-0.94	-0.05
Unknown	†	†	†	†	†	†

See notes at end of table.

**Table J-12. Item nonresponse bias before imputation for KCGPAEST (estimate of GPA) for student from all institutions: 2006—  
Continued**

Characteristic	Before imputation				Estimated bias	Relative bias
	Unweighted respondents	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted		
Pell grant status						
Received	330	450	46.08	44.10	1.72	0.04
Did not receive	380	570	53.78	55.71	-1.67	-0.03
Unknown	#	#	0.14	0.20	-0.05*	-0.25
Total Pell amount received						
\$0–1,550	470	650	65.13	63.22	1.66	0.03
\$1,551–2,700	100	100	14.01	10.15	3.36	0.32
\$2,701 or more	150	270	20.87	26.63	-5.01	-0.19
Unknown	†	†	†	†	†	†
Stafford loan status						
Received	260	410	35.99	39.51	-3.06	-0.08
Did not receive	460	620	63.87	60.29	3.11	0.05
Unknown	#	#	0.14	0.20	-0.05*	-0.25
Total Stafford amount received						
\$0–2,625	600	900	83.33	87.71	-3.80*	-0.04
\$2,626–4,125	30	30	4.20	3.02	1.02	0.32
\$4,126 or more	90	100	12.46	9.27	2.78*	0.29
Unknown	†	†	†	†	†	†
Institution undergraduate enrollment						
0–1,827	270	260	38.38	25.66	11.06	0.40
1,828–6,694	160	260	22.55	25.76	-2.79	-0.11
6,695–16,556	140	230	19.75	21.95	-1.92	-0.09
16,557 or more	120	270	17.37	25.85	-7.38*	-0.30
Unknown	10	10	1.96	0.78	1.03	1.10

† Not applicable.

# Rounds to zero.

\*  $p < .05$ .NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System. To view the complete set of BPS:04/06 item nonresponse bias analysis tables see <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008184>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

**Table J-13. Summary of item nonresponse bias analysis for all students: 2006**

Variable	Variable label	Mean estimated bias	Median estimated bias	Mean relative bias	Median relative bias	Percent significant bias
KCCLTYA	Type of class: business	4.35	3.41	-0.07	-0.10	46.15
KCCLTYB	Type of class: health	4.35	3.41	-0.07	-0.10	46.15
KCCLTYC	Type of class: education	4.35	3.41	-0.07	-0.10	46.15
KCCLTYD	Type of class: engineering and engineering technology	4.35	3.41	-0.07	-0.10	46.15
KCCLTYE	Type of class: computer and information sciences	4.35	3.41	-0.07	-0.10	46.15
KCCLTYF	Type of class: social sciences	4.35	3.41	-0.07	-0.10	46.15
KCCLTYG	Type of class: natural sciences and mathematics	4.35	3.41	-0.07	-0.10	46.15
KCCLTYH	Type of class: arts and humanities	4.35	3.41	-0.07	-0.10	46.15
KCCLTYI	Type of class: communications	4.35	3.41	-0.07	-0.10	46.15
KCCLTYJ	Type of class: vocational program	4.35	3.41	-0.07	-0.10	46.15
KCCLTYK	Type of classes: university transfer	4.35	3.41	-0.07	-0.10	46.15
KCCLTYL	Type of classes: general education	4.35	3.41	-0.07	-0.10	46.15
KCCLTYX	Type of class: other	4.35	3.41	-0.07	-0.10	46.15
KCDGPRT	Type of professional degree	4.04	2.93	0.09	-0.01	12.82
KCERNS	Number of months or terms worked	2.95	1.69	-0.13	-0.04	25.64
KCFAMLN	Parents helping to repay loans	4.56	2.72	0.01	0.03	51.28
KCGPAEST	Estimate of GPA	3.03	1.92	0.06	-0.01	25.64
KCLVA	Drop: academic problems	2.91	2.52	0.08	-0.02	5.13
KCLVB	Drop: scheduling problems	2.91	2.52	0.08	-0.02	5.13
KCLVC	Drop: dissatisfaction with program	2.91	2.52	0.08	-0.02	5.13
KCLVD	Drop: financial reasons	2.91	2.52	0.08	-0.02	5.13
KCLVE	Drop: family responsibilities	2.91	2.52	0.08	-0.02	5.13
KCLVF	Drop: personal reasons	2.91	2.52	0.08	-0.02	5.13
KCLVG	Drop: finished desired classes	2.91	2.52	0.08	-0.02	5.13
KCLVH	Drop: Called for military service	2.91	2.52	0.08	-0.02	5.13
KCLVX	Drop: other	2.91	2.52	0.08	-0.02	5.13
KRELCRS	Job related to coursework	4.19	3.25	-0.10	-0.11	46.15
KCRPYAMT	Monthly payment on education loans	2.19	1.27	-0.08	-0.01	38.46
KCRPYST	Currently repaying any education loans	2.34	1.34	-0.08	-0.02	35.90
KCTOTERN	Total earnings	1.15	0.60	-0.09	-0.01	28.21
KCUGOWE	Amount owed for undergrad education	2.21	1.40	-0.08	-0.02	35.90
KCWKSWK	Proportion of weeks worked while enrolled	1.56	0.96	-0.09	#	33.33
KDAD	Job placement: advertisement	2.05	1.72	-0.01	0.01	20.51
KDCONCER	Degree required: certificate	1.96	1.55	-0.01	0.02	20.51
KDCONDEG	Degree required: bachelor's or associate's	1.96	1.55	-0.01	0.02	20.51
KDCONLIC	Degree required: license	1.96	1.55	-0.01	0.02	20.51
KDCONNON	Degree required: none	1.96	1.55	-0.01	0.02	20.51
KDCURTYP	Type of employer	2.18	1.77	-0.01	0.02	23.08
KDEARNT	Time frame for earnings	1.79	1.25	#	0.02	23.08
KDEMPBEN	Employer offers health insurance	2.28	1.81	-0.01	0.03	23.08
KDERNAMT	Amount earned from job	1.82	1.43	#	0.02	17.95
KDFIRSTJ	First job after leaving most recent school	2.14	1.73	-0.01	0.02	17.95
KDHOURLS	Hours worked weekly	2.10	1.70	-0.01	0.02	17.95
KDINTERN	Had an internship or practicum	2.15	1.75	-0.01	0.03	17.95
KDLICT2	License/certification code - general	2.42	2.14	-0.01	-0.02	18.92
KDLICT4	Type of license/certificate required for job - specific	2.57	2.00	-0.01	-0.03	21.62
KDNETWRK	Job placement: network	2.05	1.72	-0.01	0.01	20.51
KDNUMOUT	Number of periods of unemployment	1.41	1.10	-0.01	0.01	17.95
KDPLCOTH	Job placement: other	2.05	1.72	-0.01	0.01	20.51
KDPRGCRT	Took classes toward certificate	2.37	1.96	#	-0.02	18.92
KDRELCAR	Job related to career goals	2.14	1.72	-0.01	0.02	17.95
KDRELCRS	Job related to coursework	4.34	3.66	0.05	0.06	27.03
KDRELMAJ	Job related to major	2.01	1.30	#	0.01	15.38
KDRESUME	Job placement: resume	2.05	1.72	-0.01	0.01	20.51
KDSHELP	Job placement: school assistance	2.05	1.72	-0.01	0.01	20.51
KDSEARCH	Looking for a job	1.57	1.07	0.01	#	10.26
KDSIMJOB	Held same or similar job	2.12	1.56	-0.01	0.03	17.95

See notes at end of table.

**Table J-13. Summary of item nonresponse bias analysis for all students: 2006—Continued**

Variable	Variable label	Mean estimated bias	Median estimated bias	Mean relative bias	Median relative bias	Percent significant bias
KDTOTERN	Total earnings	1.76	1.18	#	0.02	23.08
KDUNTIM	Longest period of unemployment	2.64	2.17	0.01	#	27.03
KDWOTR	Job attainment through training	2.12	1.74	-0.01	0.03	17.95
KECARAMT	Car payment amount	1.89	0.95	-0.08	#	30.77
KECHILD	Received: child support	4.25	3.30	-0.01	-0.05	53.85
KECRDBAL	Balance due on all credit cards	1.76	0.98	-0.08	0.01	25.64
KEDAGE	Age of youngest dependent child	3.40	2.35	-0.05	-0.03	48.72
KEDISAB	Received: disability payments	4.23	3.30	-0.01	-0.05	53.85
KEFEMA	Received: FEMA Disaster Assistance	4.28	3.35	-0.01	-0.05	53.85
KEHISA	Hispanic type: Cuban descent	1.70	1.25	-0.02	-0.03	29.73
KEHISB	Hispanic type: Mexican, Mexican-American, or Chicano	1.70	1.25	-0.02	-0.03	29.73
KEHISC	Hispanic type: Puerto Rican	1.70	1.25	-0.02	-0.03	29.73
KEHISD	Hispanic type: other Spanish/Latino origin	1.70	1.25	-0.02	-0.03	29.73
KEHRPLA	hurricane impact: transferred temporarily	4.91	2.30	-0.15	-0.07	20.51
KEHRPLB	hurricane impact: transferred permanently	4.91	2.30	-0.15	-0.07	20.51
KEHRPLC	hurricane impact: took classes on-line	4.91	2.30	-0.15	-0.07	20.51
KEHRPLD	hurricane impact: delayed enrollment	4.91	2.30	-0.15	-0.07	20.51
KEHRPLE	hurricane impact: dropped out	4.91	2.30	-0.15	-0.07	20.51
KEHRPLF	hurricane impact: other	4.91	2.30	-0.15	-0.07	20.51
KEINCSP	Spouse's earnings in 2005	3.12	2.70	-0.05	-0.01	46.15
KEMTGAMT	Monthly rent or mortgage payment amount	1.23	0.76	-0.06	-0.01	28.21
KEMTGDK	Monthly rent or mortgage payment amt: don't know	1.29	0.76	-0.06	-0.01	33.33
KEPAYOFF	Payoff or carry credit balance	1.66	1.10	-0.07	-0.01	30.77
KERTSVA	Rate volunteer: career choice	2.75	1.67	-0.11	-0.02	51.28
KERTSVB	Rate volunteer: apply my skills to the real world	2.75	1.67	-0.11	-0.02	51.28
KERTSVC	Rate volunteer: expand skills	2.75	1.67	-0.11	-0.02	51.28
KERTSVD	Rate volunteer: resume	2.75	1.67	-0.11	-0.02	51.28
KERTSVE	Rate volunteer: choice of majors	2.75	1.67	-0.11	-0.02	51.28
KERTSVF	Rate volunteer: compassionate person	2.75	1.67	-0.11	-0.02	51.28
KERTSVG	Rate volunteer: awareness of social issues	2.75	1.67	-0.11	-0.02	51.28
KERTSVH	Rate volunteer: none of the above	2.75	1.67	-0.11	-0.02	51.28
KESCHVA	Why volunteer: class requirement	2.76	1.73	-0.11	-0.01	51.28
KESCHVB	Why volunteer: campus organization	2.76	1.73	-0.11	-0.01	51.28
KESCHVC	Why volunteer: encouraged by friends, family, faculty, etc	2.76	1.73	-0.11	-0.01	51.28
KESCHVD	Why volunteer: expression of my personal beliefs and values	2.76	1.73	-0.11	-0.01	51.28
KESCHVE	Why volunteer: meet new people	2.76	1.73	-0.11	-0.01	51.28
KESCHVF	Why volunteer: develop useful skills	2.76	1.73	-0.11	-0.01	51.28
KESCHVG	Why volunteer: feel good about myself	2.76	1.73	-0.11	-0.01	51.28
KESCHVX	Why volunteer: other	2.76	1.73	-0.11	-0.01	51.28
KESOCSEC	Received: social security benefits	4.28	3.35	-0.01	-0.05	53.85
KESPAMT	Spouse's total student loan amount	3.71	2.36	0.02	-0.03	20.51
KESPCOL	Spouse in college	3.29	2.89	-0.05	-0.01	53.85
KESPLN	Spouse's student loans	3.28	2.99	-0.05	-0.01	48.72
KESPLNPY	Spouse's monthly payment of student loans	3.71	2.67	0.01	-0.01	17.95
KESPLV	Spouse's education level	3.27	2.81	-0.05	-0.01	53.85
KESTMPS	Received: food stamps	4.28	3.35	-0.01	-0.05	53.85
KETANF	Received: TANF	4.28	3.35	-0.01	-0.05	53.85
KETAXTYX	Received: other untaxed benefits	4.29	3.33	-0.01	-0.06	53.85
KEVLHRS	Number of hours volunteered per month	2.96	1.85	-0.11	-0.02	46.15
KEVLONE	One time volunteer event	2.76	1.70	-0.11	-0.01	51.28
KEVLTA	Volunteer: tutoring/education-related	2.75	1.72	-0.11	-0.02	48.72
KEVLTB	Volunteer: other work with kids	2.75	1.72	-0.11	-0.02	48.72
KEVLTC	Volunteer: fundraising (political and nonpolitical)	2.75	1.72	-0.11	-0.02	48.72
KEVLTD	Volunteer: homeless shelter/soup kitchen	2.75	1.72	-0.11	-0.02	48.72
KEVLTE	Volunteer: neighborhood improvement	2.75	1.72	-0.11	-0.02	48.72

See notes at end of table.

**Table J-13. Summary of item nonresponse bias analysis for all students: 2006—Continued**

Variable	Variable label	Mean estimated bias	Median estimated bias	Mean relative bias	Median relative bias	Percent significant bias
KEVLTF	Volunteer: health services	2.75	1.72	-0.11	-0.02	48.72
KEVLTG	Volunteer: service to the church	2.75	1.72	-0.11	-0.02	48.72
KEVLTX	Volunteer: other	2.75	1.72	-0.11	-0.02	48.72
KEWRKCOMP	Received: worker's compensation	4.28	3.35	-0.01	-0.05	53.85

# Rounds to zero.

NOTE: GPA = Grade Point Average. FEMA = Federal Emergency Management Agency. GPA = grade point average. TANF = Temporary Assistance for Needy Families.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).