

2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14)

Data File Documentation

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Executive Summary

The 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14), conducted by the National Center for Education Statistics (NCES) at the U.S. Department of Education, is the first follow-up study of students who began postsecondary education in the 2011–12 academic year. BPS:12/14 draws from the 2011–12 National Postsecondary Student Aid Study (NPSAS:12) to create a nationally representative sample of first-time beginning (FTB) students. The data collected in this first follow-up are intended to provide researchers and policymakers with key information on persistence and attainment in the third academic year after initial enrollment in postsecondary education.

Sample Design

The target population for the BPS:12/14 full-scale study consisted of all students who began their postsecondary education for the first time during the 2011–12 academic year at any postsecondary institution in the United States that was eligible for inclusion in NPSAS:12. The participating institutions and several administrative data sources provided data to aid in identifying potential FTB students within the NPSAS:12 sampling frame. NPSAS:12 purposefully oversampled these potential FTB students in order to provide a sufficient pool of study members from which to draw the BPS:12 cohort. The final sample (approximately 37,170 students) consisted of three groups according to their base-year response status: NPSAS:12 study members who completed the student interview and were found to be FTB students; a subsample of potential FTB students who were NPSAS:12 study members but student-interview nonrespondents; and a subsample of potential FTB students who were not NPSAS:12 study members.

Student Interview Design and Data Collection

The content of the BPS:12/14 student interview included data elements used in previous BPS interviews as well as elements identified through a redesign that used a human capital framework to create new questions focused on student decisionmaking. These new questions addressed the costs and benefits associated with topics such as choice of a major or field of study, nonmonetary benefits of education, and respondents' future expected earnings and occupation. In total, the

interview was broken down into seven sections—enrollment, education experiences, financial aid, employment, income and expenses, background, and locating.

Data collection for the BPS:12/14 interview consisted of an early response phase and the production phase. Throughout the entire data collection, sample members could complete the survey via telephone or web; the two were identical. Quality control procedures used during data collection included frequent monitoring of recorded interviews, a help desk to assist sample members, quality circle meetings to facilitate communication among staff members, and debriefing meetings.

BPS:12/14 employed a technique known as responsive design to examine the degree to which targeted interventions increased response rates and reduced nonresponse bias in the data collection. In order to identify optimal monetary incentives, approximately 10 percent of the 37,170 sample members of BPS:12/14 were randomly selected to form a calibration sample with the remaining students forming the main sample. Both the calibration and main samples were subject to the same data collection activities. Staff embedded two experiments in the data collection of the calibration sample to inform the incentive amounts in the subsequent data collection of the main sample. Because BPS:12/14 sample members were subjected to the same data collection procedures, it is difficult to assess the degree to which the responsive design reduced nonresponse bias. However, the observed reduction of bias is large and suggests the responsive design methods were helpful in achieving this reduction.

Of the total sample (both calibration and main sample members), 33,350 students (90 percent) were located and 24,770 (67 percent) responded to the interview. Most of the interviews—about 9,100 (37 percent)—were completed by web without interviewers attempting telephone contact; 5,010 (20 percent) were completed by web with telephone contact; 5,420 (22 percent) were completed by web on a mobile device; and 5,240 (21 percent) were completed by telephone.

Administrative Data Sources

In addition to the student interview, a portion of the student data for BPS:12/14 came from administrative databases. The BPS:12 cohort was matched to the Central Processing System (CPS), the National Student Loan Data System (NSLDS), and the National Student Clearinghouse (NSC), as well as ACT and SAT data in the base-year study (NPSAS:12). CPS offers information collected on students' Free Application for Federal Student Aid (FAFSA) form; this information was available for 55 percent of the sample in the 2013–14 academic year and 45 percent in the 2014–15 academic year. Through NSLDS, BPS staff obtained student-level data on

the nature and amount of Pell Grants and federal student loans. Sixty-four percent of the sample was identified as having borrowed a federal student loan, and 63 percent was identified as having received a Pell Grant. The NSC StudentTracker service provided information on postsecondary enrollment, degree, and certificate records on behalf of participating postsecondary institutions; information was identified from at least one institution between the 2011–12 and 2013–14 academic years for 77 percent of the sample. The base-year match offers ACT test scores for 28 percent of the BPS:12/14 sample and SAT test scores for 26 percent.

Data File Processing and Preparation

BPS staff processed the BPS:12/14 data using procedures developed and implemented for previous studies sponsored by NCES, including the base-year study. Following data collection, staff subjected the data collected in the student instrument to various quality control check procedures. For example, staff confirmed that the data reflected appropriate skip patterns. These procedures also involved examination of all variables with missing data and substitution of specific values to indicate the reason for the missing data.

To protect the confidentiality of study member information and to minimize disclosure risks, BPS:12/14 data were subject to data swapping, an Institute of Education Sciences (IES) Disclosure Review Board-approved perturbation procedure. All respondents were given a positive probability of being selected for swapping. Perturbation was carried out under specific, targeted, but undisclosed swap rates. An extensive data quality check was carried out to assess and limit the impact of swapping.

After swapping, BPS staff imputed missing data in many variables included in the restricted-use derived file and in the public-use data available through the NCES online application PowerStats.¹ After replacing missing data in those cases where values could be deduced with certainty based upon logical relationships among observed variables, the weighted sequential hot deck method was used to replace missing data by imputing plausible values from statistically selected donor cases (Cox 1980; Iannacchione 1982). Staff examined the data and resolved apparent anomalies as needed.

Analysts then created the main study derived variables by examining the data available from the various data sources, prioritizing the data sources on an item-by-item basis, and reconciling discrepancies within and between sources. Details about

¹ PowerStats can be accessed at <http://nces.ed.gov/datalab/>.

the creation of each variable appear in the variable descriptions contained in the PowerStats documentation and the restricted file codebooks.

Weighting and Variance Estimation

Because the BPS:12/14 sample members are a subset of the NPSAS:12 sample, statisticians derived the weights for analyzing the BPS:12/14 data from the NPSAS:12 student design weights. The NPSAS:12 student design weights for the 37,170 BPS:12/14 sample members were adjusted to account for subsampling, unknown student eligibility, and nonresponse; and were also calibrated to weighted estimates obtained from NPSAS:12 and population estimates obtained from the 2010–11 Integrated Postsecondary Education Data System (IPEDS:2010–11) fall enrollment file and the IPEDS:2011–12 student financial aid and net price file. Using a Taylor-series linearization procedure and a bootstrap replication procedure, BPS statisticians estimated variance for the BPS:12/14 data files.

The overall BPS:12/14 response rate is an estimate of the proportion of the study population directly represented by the respondents. Of the eligible student sample (35,540 students), the unweighted student response rate is 70 percent; the weighted response rate is 68 percent.

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Chapter 1. Overview of BPS:12/14

The National Center for Education Statistics (NCES) at the U.S. Department of Education commissions a new study of beginning postsecondary students once every 8 years. The current cohort, BPS:12, was sampled from the 2011–12 National Postsecondary Student Aid Study (NPSAS:12), and the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) is the first follow-up with this cohort. This report presents the technical documentation for the BPS:12/14 student interview fielded in 2014 along with documentation for BPS:12/14 administrative data collection procedures.

Chapter 1 describes the background and purpose, overview of the study design, and schedule and products of BPS:12/14. Chapter 2 presents the sampling details of the BPS:12 cohort and related NPSAS:12 sampling procedures. Chapter 3 describes the development of the student interview, details the data collection and outcomes, and provides an evaluation of the student interview data quality. Chapter 4 describes the process of matching BPS:12 cohort data to administrative databases such as the Central Processing System (CPS) and the National Student Loan Data System (NSLDS). Chapter 5 summarizes the file processing and preparation procedures such as postcollection data processing, perturbation, imputation, and derived variables. Finally, chapter 6 provides information pertaining to the weighting procedures, including a description of the analysis weights, variance estimation procedures, overall response rates, and the accuracy of the estimates.

Throughout this document, reported numbers of sample institutions and students have been rounded to 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 may differ somewhat from those that would result from these rounded numbers.

1.1 Background and Purpose of BPS

BPS is one of several NCES-sponsored studies developed to address the need for nationally representative data on key postsecondary education issues. BPS cohorts include first-time beginning (FTB) undergraduate students in postsecondary institutions. Follow-up interviews capture the academic progress and persistence in postsecondary education of a BPS cohort after its initial entry into a postsecondary

institution. Beginning with the BPS:96 cohort, FTB students are surveyed at three points in time: in the base year (through the NPSAS student interview) and in the BPS follow-up interviews 3 and 6 years later. The BPS:90 cohort was followed up 3 and 5 years after the NPSAS:90 student interview. With these data, researchers can address topics such as persistence and attainment, employment during enrollment, financial aid and borrowing, education and career expectations, and employment outcomes after leaving postsecondary education. For more detailed information on the specific contents of the BPS:12/14 interview, see section 3.1.1.

Previous cycles of NPSAS, as well as BPS, are authorized by the following legislation:

- the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008, 20 U.S.C. § 1015(a) (2012);
- the Education Sciences Reform Act of 2002, 20 U.S.C. §§ 9541 to 9548 (2012); and
- the Higher Education Act of 1965, as amended, 20 U.S.C. § 1070 et seq. (2012).

Table 1 shows the data collection timeline for the base-year and subsequent follow-up studies for each BPS cohort.

Table 1. Chronology of BPS: 1990–2017

| BPS Cohort | Base year study | First follow-up | Second follow-up |
|-------------------|------------------------|------------------------|-------------------------|
| BPS:90 | NPSAS:90 | BPS:90/92 | BPS:90/94 ¹ |
| BPS:96 | NPSAS:96 | BPS:96/98 | BPS:96/01 |
| BPS:04 | NPSAS:04 | BPS:04/06 | BPS:04/09 |
| BPS:12 | NPSAS:12 | BPS:12/14 | BPS:12/17 |

¹ The second follow-up for the BPS:90 cohort was conducted 5 years after postsecondary enrollment. All subsequent second follow-ups were conducted after 6 years.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

1.2 Overview of Study Design

The target population for BPS:12/14 consisted of all students who began their postsecondary education for the first time during the 2011–12 academic year at any Title IV eligible postsecondary institution in the United States. The BPS:12 cohort of FTB students were sampled from the NPSAS:12 sampling frame. Before finalizing the design of BPS:12/14, sampling procedures, student interview design, data collection procedures and outcomes, and administrative data matches were all extensively tested in the BPS:12/14 field test. For a detailed report of field test

procedures, see appendix J; a summary of modifications to the study design as a result of the field test can be found in section 4 of appendix J.

The content of the BPS:12/14 interview included core data elements used in previous BPS interviews as well as elements identified through a redesign that used a human capital framework. These new elements addressed the costs and benefits associated with enrolling and persisting in higher education, a key principle of the human capital framework (Becker 1975). In particular, new questions focused on respondents' choice of a major or field of study, nonmonetary benefits of education, and future expected earnings and occupation. Programmers developed the BPS:12/14 interview using proprietary software that provided specifications, programming, and testing interfaces for the instrument. All information relating to the interview was stored in an SQL Server database and was made accessible to the BPS:12/14 sample members through web browser interfaces.

The BPS:12/14 interview data collection process employed a study website and help desk to provide information and support to sample members. A variety of locating and tracing methods were used to locate sample members. Sample members could complete the interview independently on the web, or interviewers trained in computer-assisted telephone interviewing (CATI) methods were available to help sample members complete the survey. Quality control procedures used in student interview data collection included frequent monitoring of recorded interviews, a help desk to assist sample members who had questions about the study or completion of the web interview, quality control meetings to facilitate communication among staff members, and debriefing meetings to identify areas of success and for improvement.

The BPS:12/14 student interview was the first BPS interview to involve a responsive design plan. The web-based interview was conducted in two separate substudies. The first, a calibration study, evaluated optimal incentive amounts for use in the baseline and second phase of the responsive design plan for the main full-scale data collection. About 10 percent of the BPS:12/14 full-scale sample members were randomly selected to participate in the calibration study, with data collection beginning in mid-February 2014. The second, main, study started approximately 6 weeks later and collected data from the remaining sample members in six phases involving different incentive amounts, local exchange calling, and a mobile-enabled abbreviated interview.

To supplement the student interview, BPS staff obtained additional information from a variety of administrative data sources. Staff matched and downloaded student financial aid data from the Central Processing System (CPS), which houses and processes data contained in the Free Application for Federal Student Aid (FAFSA)

forms. Staff also obtained data from NSLDS, which contains Title IV loan and grant data, and the National Student Clearinghouse (NSC), containing enrollment and degree attainment information provided by participating institutions.

Throughout the data collection period, BPS staff processed and examined the data for quality. Using procedures developed and implemented for previous studies sponsored by NCES, including NPSAS:12, staff began processing student data shortly after the start of data collection from web interviews. In addition, BPS staff imputed missing data for many variables included in the restricted-use research file and in the public-use data available through the NCES online application PowerStats.² Analysts created the analytic variables by examining the data for each student from all available data sources, prioritizing the data sources on a variable by variable basis, and reconciling discrepancies within and between sources. Following imputation, BPS statisticians conducted weighting procedures to adjust for nonresponse and post-stratification.

1.3 Schedule and Products

Table 2 summarizes the schedule for the major BPS:12/14 activities and products. Electronically documented, restricted-use research files (with associated codebooks) and the NCES online application PowerStats have been constructed and are available for use by researchers. In addition to this data file documentation, BPS:12/14 has produced a First Look report that provides descriptive information for the BPS:12 cohort, special tabulations on issues of interest to the higher education community, and descriptive reports of significant findings for dissemination to a broad range of audiences. A list of many of these publications is available at <http://nces.ed.gov/surveys/bps/>.

² PowerStats can be accessed at <http://nces.ed.gov/datalab/>.

Table 2. Schedule of major BPS:12/14 activities: 2013–2016

| Activity | Start date | End date |
|---|-------------------|-----------------|
| Data collection | | |
| Finalize student sample | 7/15/2013 | 2/18/2014 |
| Conduct self-administered web-based data collection | 2/25/2014 | 11/30/2014 |
| Conduct telephone interviews of students | 3/25/2014 | 11/30/2014 |
| Conduct matching to administrative data sources | 4/24/2014 | 2/5/2015 |
| Process data, construct data files | 2/26/2014 | 9/25/2015 |
| Data products | | |
| PowerStats | 7/16/2014 | 1/12/2016 |
| First Look | 10/31/2014 | 1/12/2016 |
| Web Tables | 3/16/2015 | 6/23/2016 |
| Data File Documentation | 9/3/2014 | 5/31/2016 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

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Chapter 2. Sampling

This chapter describes the target populations and sampling methods for the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) along with the target populations and sampling methods for the base-year study, 2011–12 National Postsecondary Student Aid Study (NPSAS:12). Pertinent to these sampling processes is the definition of a base-year study member and the strategies employed to identify first-time beginning (FTB) students, the subject of BPS.

2.1 Target Populations

The target population for the BPS:12/14 full-scale study consisted of all students who began their postsecondary education for the first time during the 2011–12 academic year at any postsecondary institution in the United States that was eligible for inclusion in NPSAS:12. The BPS:12 cohort, or the BPS:12/14 sample, was created from the set of confirmed and potential FTB students identified in NPSAS:12. The institution and student universes are defined in greater detail in the subsections that follow.

2.1.1 *Institution Universe for NPSAS:12*

To be eligible for NPSAS:12, students must have been enrolled in eligible institutions, which were required during the 2011–12 academic year to meet the following criteria:

- offer an educational program designed for persons who have completed secondary education;
- offer at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offer courses that were open to more than the employees or members of the company or group (e.g., union) that administers the institution;
- be located in one of the 50 states or the District of Columbia;
- not be a U.S. service academy institution; and

- have signed the Title IV participation agreement with the U.S. Department of Education.³

NPSAS excluded institutions providing only avocational, recreational, or remedial courses, or only in-house courses for their own employees or members. U.S. service academies were also excluded because of the academies' unique funding base.

The institution eligibility conditions across NPSAS cohorts have been relatively consistent with a few notable exceptions. The NPSAS:12 cohort poses three exceptions. First, beginning with NPSAS:2000 and continued through NPSAS:12, an institution had to be eligible to distribute federal Title IV aid to be included. Next, institutions that offered only correspondence courses were first included in NPSAS:04 and continue to be included through NPSAS:12. Last, the NPSAS:12 sample did not include institutions and students located in Puerto Rico; this omission is exclusive to NPSAS:87 and NPSAS:12.

2.1.2 Student Universe for NPSAS:12

The NPSAS:12 target population consisted of all eligible students who were enrolled at any time between July 1, 2011, and June 30, 2012, in eligible postsecondary institutions in the United States and who were

- enrolled in either: (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; (c) exclusively noncredit remedial coursework but determined by the institution to be eligible for Title IV aid; or (d) 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;
- not currently enrolled in high school; and
- not solely enrolled in a General Educational Development (GED) or other high school completion program.

2.1.3 Student Universe for BPS:12/14

The target population for BPS:12/14 consisted of all students who began postsecondary education for the first time during the 2011–12 academic year at any Title IV eligible postsecondary institution in the United States. BPS:12/14 obtained

³ A Title IV eligible institution is an institution that has a written agreement (program participation agreement) with the U.S. Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs.

its sample of FTB students from the NPSAS:12 student sample, which included students of both known and unknown FTB status.

2.2 Institutional and Student Samples for NPSAS:12

The NPSAS:12 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.

2.2.1 *Institution Sample for NPSAS:12*

NPSAS project staff constructed the NPSAS:12 institution sampling frame of 6,670 institutions from the 2008–09 Integrated Postsecondary Education Data System (IPEDS:2008–09) Institution Characteristics (IC), Fall and 12-Month Enrollment, and Completions files. For the small number of institutions in the frame that had missing enrollment information, NPSAS statisticians imputed the data using the latest IPEDS imputation procedures to guarantee complete data for the frame.

NPSAS statisticians selected institutions for the initial sample using sequential probability minimum replacement (PMR) sampling (Chromy 1979), which resembles stratified systematic sampling with probabilities proportional to a composite measure of size (Folsom, Potter, and Williams 1987). This is the same methodology that has been used since NPSAS:96. PMR allows institutions to be selected multiple times but, instead of that actually happening, all institutions with a probability of being selected more than once were included in the sample one time with certainty. NPSAS statisticians determined institution measures of size using enrollment data from the most recent IPEDS 12-Month and Fall Enrollment Components. This helps to ensure that NPSAS achieves target sample sizes within institution and student sampling strata, while also achieving approximately equal student weights across institutions.

The initial sample consisted of 1,970 institutions over 10 institutional strata. NPSAS staff divided the strata into the following categories based on institution level, control, and highest level of offering:⁴

- public less-than-2-year;
- public 2-year;
- public 4-year non-doctorate-granting;
- public 4-year doctorate-granting;

⁴ The institution strata can be aggregated by control or level of the institution for the purposes of reporting institution counts.

- private nonprofit less-than-4-year;
- private nonprofit 4-year non-doctorate-granting;
- private nonprofit 4-year doctorate-granting;
- private for-profit less-than-2-year;
- private for-profit 2-year; and
- private for-profit 4-year.

Although prior NPSAS administrations aggregated private for-profit 2-year and 4-year institutions into one sampling stratum, NPSAS:12 split the two into separate strata to reflect the recent growth in enrollment in the for-profit sector.

Within each institution stratum, NPSAS statisticians accomplished additional implicit stratification by sorting the sampling frame within strata by the following classifications:⁵ (1) historically Black colleges and universities (HBCU) indicator; (2) Hispanic-Serving Institutions (HSI) indicator;⁶ (3) Carnegie classifications of degree-granting postsecondary institutions;⁷ (4) 2-digit Classification of Instructional Programs code of the largest program for less-than-2-year institutions; (5) the Office of Business Economics Region from the IPEDS IC file (Bureau of Economic Analysis of the U.S. Department of Commerce Region); (6) state and system for states with large systems, e.g., the SUNY and CUNY systems in New York, the state and technical colleges in Georgia, and the California State University and University of California systems in California; and (7) the institution measure of size. The objective of this implicit stratification was to approximate proportional representation of institutions on these measures.

From the initial sample of 1,970 institutions, 300 were selected for the field test using simple random sampling within strata. The remaining 1,670 were assigned to the full-scale sample. NPSAS statisticians freshened the institution sample using IPEDS: 2009–10 IC, Fall and 12-Month Enrollment, and Completions files when available. This process identified 390 new and newly eligible institutions to produce a frame that more closely represents institutions eligible for NPSAS:12 in the 2011–12 academic year. NPSAS statisticians then determined the freshened sample size such that the additional institutions would have similar probabilities of selection into the originally sampled institutions within strata in order to minimize unequal weights and subsequently variances. This process identified 20 institutions to add to the full-scale

⁵ *Implicit stratification* is the process in which strata are created during the sampling process by sorting the data, rather than creating the strata prior to sampling and selecting an independent sample from each stratum.

⁶ The Hispanic-Serving Institutions (HSI) indicator no longer exists in IPEDS. An HSI proxy was created using IPEDS Hispanic enrollment data.

⁷ NPSAS collapsed some Carnegie categories for the purposes of implicit stratification.

sample, resulting in a total of 1,690 sampled institutions. Table 3 shows institution sampling rates and the number of institutions sampled, by institution type.

Table 3. Institution sampling rates and number of institutions sampled, by institution type: 2012

| Institutional stratum ¹ | Size of universe ² | Sampling rate | Sample size |
|------------------------------------|-------------------------------|---------------|--------------|
| Total | 7,050 | 24.0 | 1,690 |
| Public | | | |
| Less-than-2-year | 270 | 8.1 | 20 |
| 2-year | 1,110 | 34.4 | 380 |
| 4-year non-doctorate-granting | 360 | 36.5 | 130 |
| 4-year doctorate-granting | 310 | 74.4 | 230 |
| Private nonprofit | | | |
| Less-than-4-year | 260 | 7.6 | 20 |
| 4-year non-doctorate-granting | 1,030 | 25.2 | 260 |
| 4-year doctorate-granting | 560 | 39.8 | 220 |
| Private for-profit | | | |
| Less-than-2-year | 1,510 | 3.6 | 60 |
| 2-year | 1,030 | 11.2 | 120 |
| 4-year | 620 | 41.7 | 260 |

¹ Institutional stratum reflects institutional categorization as determined from the 2008–09 and 2009–10 Integrated Postsecondary Education Data System (IPEDS) files; some changes in this classification were uncovered when institutions were contacted.

² Based on IPEDS:2008–09 and IPEDS:2009–10.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table 4 shows counts of sampled, eligible, and participating institutions, as well as weighted and unweighted participation rates, by institution characteristics. Overall, almost all of the 1,690 sampled institutions met the eligibility requirements. Of those eligible institutions, approximately 88 percent provided enrollment lists, which is similar to rates obtained in previous rounds of NPSAS.

Table 4. Numbers of sampled, eligible, and participating institutions and enrollment list participation rates, by institution characteristics: 2012

| Institution characteristics ¹ | Sampled institutions | Eligible institutions | Eligible institutions providing lists | | |
|---|----------------------|-----------------------|---------------------------------------|--------------------|-------------------------------|
| | | | Number | Unweighted percent | Weighted percent ² |
| All institutions | 1,690 | 1,690 | 1,480 | 87.8 | 87.0 |
| Institution level | | | | | |
| Less-than-2-year | 80 | 80 | 70 | 79.5 | 79.8 |
| 2-year | 510 | 510 | 430 | 83.9 | 83.6 |
| 4-year non-doctorate-granting | 630 | 630 | 570 | 90.5 | 90.5 |
| 4-year doctorate-granting | 470 | 470 | 420 | 89.9 | 89.2 |
| Institution control | | | | | |
| Public | 760 | 760 | 670 | 88.5 | 87.3 |
| Private nonprofit | 500 | 500 | 440 | 88.4 | 86.7 |
| Private for-profit | 430 | 430 | 370 | 85.9 | 85.6 |
| Control, level, and degree offering of first institution with doctorate-granting status | | | | | |
| Public | | | | | |
| Less-than-2-year | 20 | 20 | 20 | 77.3 | 78.8 |
| 2-year | 380 | 380 | 320 | 85.3 | 84.1 |
| 4-year non-doctorate-granting | 130 | 130 | 120 | 93.8 | 92.3 |
| 4-year doctorate-granting | 230 | 230 | 210 | 91.7 | 90.5 |
| Private nonprofit | | | | | |
| Less-than-4-year | 20 | 20 | 20 | 75.0 | 77.7 |
| 4-year non-doctorate-granting | 260 | 260 | 230 | 88.8 | 87.6 |
| 4-year doctorate-granting | 220 | 220 | 200 | 89.1 | 86.4 |
| For-profit | | | | | |
| Less-than-2-year | 60 | 50 | 40 | 81.5 | 80.3 |
| 2-year | 120 | 120 | 90 | 80.0 | 77.5 |
| 4-year | 260 | 260 | 230 | 89.5 | 89.5 |

¹ Institution characteristics are based on data from the sampling frame formed from IPEDS:2008–09 and freshened from IPEDS:2009–10.

² The weight applied in this column is a base weight.

NOTE: IPEDS = Integrated Postsecondary Education Data System. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

2.2.2 Student Sample for NPSAS:12

Once NPSAS staff verified a sampled institution as NPSAS-eligible, they asked for identifying, classifying, and locating information for each student enrolled between July 1, 2011, and April 30, 2012,⁸ in order to create the student sampling frame. The following data were requested:

⁸ Institutions provided enrollment lists that covered the period of July 1, 2011, through April 30, 2012; this is a shorter time period than the intended population of enrollments from July 1, 2011, through June 30, 2012. This shorter period is consistent with prior NPSAS data collections, and is designed to optimize the data collection and delivery schedule. Weighting procedures are designed to represent any students not represented due to this undercoverage.

- student's name;
- Social Security number;
- student ID number (if different than Social Security number);
- student level (undergraduate, master's, doctoral-research/scholarship/other, doctoral-professional practice, other graduate);
- FTB indicator;
- class level of undergraduates (first year, second year, etc.);
- date of birth;
- Classification of Instructional Program code or major;
- undergraduate degree program;
- high school graduation date (month and year); and
- contact information (local and permanent street address and telephone number and school and home e-mail address).

Because locating data were included in enrollment lists, web-based student record collection and interviewing could begin almost immediately after sample selection. For institutions unwilling to provide locating data for all students on enrollment lists, NPSAS statisticians selected the student sample from the identifying and classifying student data; they requested locating data for sampled students immediately after.

Statisticians sampled students by means of stratified systematic sampling with predetermined sampling rates that varied by student stratum. Following are the 11 student sampling strata:

1. FTB undergraduate students enrolled in certificate programs;
2. other FTB undergraduate students;
3. other undergraduate students;⁹
4. master's degree students in science, technology, engineering, and mathematics (STEM) programs;
5. master's degree students in education and business programs;
6. master's degree students in other programs;
7. doctoral-research/scholarship/other students in STEM programs;
8. doctoral-research/scholarship/other students in education and business programs;
9. doctoral-research/scholarship/other students in other programs;
10. doctoral-professional practice students; and
11. other graduate students.¹⁰

⁹ *Other undergraduate students* are defined as any undergraduate students not classified as a first-time beginning student.

¹⁰ *Other graduate students* are those who are not enrolled in a degree program, such as students just taking graduate courses.

To eliminate cross-institution duplication of students, the statisticians compared Social Security numbers of sample members across institutions. Multiplicity adjustments in the sample weighting accounted for the fact that any students who attended more than one institution during the NPSAS year had more than one opportunity for selection.

NPSAS statisticians calculated initial student sampling rates for each sample institution, using sampling rates designed to generate approximately equal probabilities of selection within the ultimate institution-by-student sampling strata. However, sometimes they modified these rates, as follows:

- NPSAS statisticians increased student sampling rates so that the sample size for each sampled institution was at least 10 students (if possible) to ensure sufficient yield for variance estimation.
- NPSAS statisticians decreased student sampling rates if the sample size was greater than 300, so that no institution would have more than 300 sample members.
- To ensure that the desired student sample sizes were achieved, statisticians monitored sample yield throughout enrollment list collection and adjusted student sampling rates periodically for institutions for which sample selection had not yet been performed.

As shown in table 5, the full-scale sample achieved a size of about 128,120 students, of which approximately 59,740 were potential FTB students; 51,050 were other undergraduate students; and 17,330 were graduate students. The achieved sample size was higher than originally targeted because institution participation rates were higher than estimated, sampling continued longer than scheduled, and a higher sample size was desired to help meet interview yield targets.

Table 5. Initial classification of NPSAS:12 student sample, by institution characteristics and student sampling type: 2012

| Institution characteristics | Student sampling type | | | | | | | |
|-------------------------------|-----------------------|--------------|----------------------------|--------------|---------------------|--------------|---------------|--------------|
| | Total sample | | Potential FTB ¹ | | Other undergraduate | | Graduate | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 128,120 | 100.0 | 59,740 | 100.0 | 51,050 | 100.0 | 17,330 | 100.0 |
| Institution level | | | | | | | | |
| Less-than-2-year | 6,380 | 5.0 | 3,920 | 6.6 | 2,450 | 4.8 | 10 | # |
| 2-year | 48,040 | 37.5 | 25,670 | 43.0 | 22,320 | 43.7 | 50 | 0.3 |
| 4-year non-doctorate-granting | 37,530 | 29.3 | 20,260 | 33.9 | 13,130 | 25.7 | 4,150 | 23.9 |
| 4-year doctorate-granting | 36,170 | 28.2 | 9,890 | 16.6 | 13,160 | 25.8 | 13,130 | 75.7 |
| Institution control | | | | | | | | |
| Public | 66,500 | 51.9 | 25,930 | 43.4 | 33,270 | 65.2 | 7,300 | 42.1 |
| Private nonprofit | 19,680 | 15.4 | 7,200 | 12.1 | 4,660 | 9.1 | 7,820 | 45.1 |
| Private for-profit | 41,940 | 32.7 | 26,610 | 44.5 | 13,130 | 25.7 | 2,210 | 12.7 |
| Institution type | | | | | | | | |
| Public | | | | | | | | |
| Less-than-2-year | 790 | 0.6 | 510 | 0.9 | 280 | 0.5 | # | # |
| 2-year | 37,000 | 28.9 | 18,570 | 31.1 | 18,380 | 36.0 | 50 | 0.3 |
| 4-year non-doctorate-granting | 8,180 | 6.4 | 2,560 | 4.3 | 4,320 | 8.5 | 1,310 | 7.6 |
| 4-year doctorate-granting | 20,530 | 16.0 | 4,290 | 7.2 | 10,300 | 20.2 | 5,940 | 34.3 |
| Private nonprofit | | | | | | | | |
| 2-year or less | 1,090 | 0.8 | 630 | 1.1 | 450 | 0.9 | # | # |
| 4-year non-doctorate-granting | 8,520 | 6.7 | 3,130 | 5.2 | 2,930 | 5.7 | 2,460 | 14.2 |
| 4-year doctorate-granting | 10,070 | 7.9 | 3,440 | 5.8 | 1,280 | 2.5 | 5,360 | 30.9 |
| Private for-profit | | | | | | | | |
| Less-than-2-year | 5,270 | 4.1 | 3,150 | 5.3 | 2,120 | 4.2 | 10 | # |
| 2-year | 10,280 | 8.0 | 6,730 | 11.3 | 3,540 | 6.9 | # | # |
| 4-year | 26,390 | 20.6 | 16,730 | 28.0 | 7,470 | 14.6 | 2,200 | 12.7 |

Rounds to zero.

¹ The two FTB student strata have been combined; and the three master's, four doctoral, and other graduate strata have been combined.

NOTE: The student sample was drawn from 1,480 eligible institutions that provided enrollment lists. The counts presented in this table are based on the sampling frame classification; student type was subject to change based on subsequent collection of administrative or interview data. FTB = first-time beginning student. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

2.2.3 Study Membership in NPSAS:12

As consistent with NPSAS:04 and NPSAS:08, NPSAS:12 staff identified key variables across the various NPSAS:12 data sources—student records; student interviews; and administrative federal and private databases such as Central Processing System (CPS), National Student Loan Data System (NSLDS), National Student Clearinghouse (NSC), ACT files, and SAT files—to define a minimum set of data points necessary to support the analytic objectives of the study. Sample members for whom those key variables were available were classified as *study members*, and these study members were the NPSAS:12 unit of analysis. Specifically, a study member was any sample member NPSAS staff determined to be study eligible

according to the institutional criteria in section 2.1.1 and who had, at a minimum, valid data for the following data points from any available source:

- student type (undergraduate or graduate);
- date of birth or age;
- gender; and
- at least 8 of the following 15 variables:
 - dependency status;
 - marital status;
 - any dependents;
 - income;
 - expected family contribution;
 - degree program;
 - class level;
 - FTB status;
 - months enrolled;
 - tuition;
 - received federal aid;
 - received nonfederal aid;
 - student budget;
 - race; and
 - parent education.

The final sample numbered 128,120 students. Approximately 96 percent of the final sample ($N = 123,600$) was eligible for NPSAS based on the institution and student target population requirements in sections 2.1.1 and 2.1.2, respectively. On completion of data collection, NPSAS staff determined 90 percent of the unweighted eligible sample and 91 percent of the weighted eligible sample had sufficient data to meet the definition of a study member.

2.2.4 Identification of First-Time Beginning Students in NPSAS:12

To be eligible for inclusion in the BPS:12 cohort sampling frame, NPSAS:12 sample members must have begun their postsecondary education for the first time, after completing high school, between July 1, 2011 and April 30, 2012.¹¹ Previous BPS cohorts did not require that the NPSAS institution be the first institution a student

¹¹ Institutions provided enrollment lists that covered the period of July 1, 2011, through April 30, 2012; this is a shorter time period than the intended population of enrollments from July 1, 2011, through June 30, 2012. This shorter period is consistent with prior NPSAS data collections, and is designed to optimize the data collection and delivery schedule. Weighting procedures are designed to represent any students not represented due to this undercoverage.

attended after completing high school in order for the student to be eligible for the study. Therefore, the first institution a respondent attended was not necessarily the NPSAS institution. For the BPS:12 cohort, students who reported in the NPSAS:12 student interview Enrollment section that the NPSAS institution was not the first postsecondary institution they attended after completing high school were excluded (approximately 22 percent) from the BPS:12 cohort sampling frame.

NPSAS survey staff prioritized the accurate identification of FTB students in NPSAS to avoid unacceptably high rates of misclassification as observed in past BPS studies, particularly false positives. High rates of misclassification can and have resulted in excessive cohort loss, excessive cost to replenish the sample, and an inefficient sample design (excessive oversampling of potential FTB students) to compensate for anticipated misclassification error. In past NPSAS studies, institutions have not always been able to identify FTB students accurately. Specifically, some institutions had difficulty differentiating students who were simply new to the institution from “true” FTB students, that is, students enrolling in postsecondary education for the first time after completing high school.

The participating institutions and several administrative data sources provided data to aid in properly classifying FTB students within the NPSAS:12 sampling frame. Key data the institutions provided included an FTB student indicator, high school graduation date, and date of birth. Administrative data sources, including the NSLDS, CPS, and NSC, provided data that were of particular use in identifying false positives.

Administrative databases were used in a presample matching process. Prior to sampling, NPSAS statisticians matched all students listed as potential FTB students within the NPSAS:12 sampling frame to NSLDS and CPS records, simultaneously, to determine if they had a federal financial aid history predating the NPSAS year (earlier than July 1, 2011). Because NSLDS maintains current records of all Title IV federal grant and loan funding, statisticians could reliably exclude any student with data showing student loan disbursements from a prior year from the sampling frame of FTB students. The CPS file contains an indicator of student type, including a status for first-time beginning students. The limitation of both administrative data sources is that neither can identify false positives among students who did not obtain federal financial aid. However, about 60 percent of FTB students receive some form of Title IV aid in their first year, and the matching process improved the accuracy of the list prior to sampling, yielding fewer false positives.

After the NSLDS and CPS matching, a matching process was performed with NSC data. Due to the expense of sending all cases to NSC, statisticians used information

from BPS:04/06 to determine sectors with the high false positive rates. As a result, statisticians limited the NSC matching to potential FTB students who were over the age of 18 and attending public 2-year and private for-profit 2-year institutions.

NPSAS statisticians combined the FTB status indicator with class and student levels to identify and exclude misclassified FTB students in their third year or higher, as well as those who were not undergraduates. Statisticians combined date of birth with FTB status to identify students older than age 18 to send for presampling matching to one of the administrative databases.

When institutions did not provide an FTB indicator, NPSAS statisticians sampled a student as an FTB student if he or she was 18 years of age or younger and did not appear to be dually enrolled in high school. If the student was over the age of 18, then NPSAS statisticians sampled that student as an “other undergraduate.” The “other undergraduate” students would only be included in the BPS:12 cohort if they identified as FTB students during the student interview.

As shown in table 6, matching to NSLDS identified about 20 percent of cases as false positives, while matching to CPS identified about 17 percent as false positives. CPS also identified many of the false positives identified by NSLDS. Public less-than-2-year and private nonprofit less-than-4-year institutions had a high percentage of false positives but represent a small percentage of the total sample. Of the students sent to NSC for matching, about 7 percent were false positives. The NSC matching appeared most effective among public 2-year and private for-profit 2-year institutions. Overall, matching to all sources identified about 27 percent of listed FTB students as false positives. False negatives were not identifiable during the sampling phase because they required interview data.

Table 6. Potential first-time beginning students' false positive rates, by source and institution type: 2012

| Institution type | Total | | | Source | | | | | | | | |
|-------------------------------|-------------------|-----------------|------------------------|-------------------|-----------------|------------------------|-------------------|-----------------|------------------------|-------------------|-----------------|------------------------|
| | | | | NSLDS | | | CPS | | | NSC | | |
| | Sent for matching | False positives | Percent false positive | Sent for matching | False positives | Percent false positive | Sent for matching | False positives | Percent false positive | Sent for matching | False positives | Percent false positive |
| Total | 2,103,620 | 571,130 | 27.1 | 2,103,620 | 417,910 | 19.9 | 2,103,620 | 364,350 | 17.3 | 719,450 | 48,220 | 6.7 |
| Public | | | | | | | | | | | | |
| Less-than-2-year | 3,690 | 2,030 | 54.9 | 3,690 | 1,720 | 46.5 | 3,690 | 1,520 | 41.2 | † | † | † |
| 2-year | 816,150 | 276,500 | 33.9 | 816,150 | 188,630 | 23.1 | 816,150 | 153,150 | 18.8 | 584,950 | 45,300 | 7.7 |
| 4-year non-doctorate-granting | 194,600 | 26,500 | 13.6 | 194,600 | 17,180 | 8.8 | 194,600 | 18,010 | 9.3 | † | † | † |
| 4-year doctorate-granting | 517,380 | 53,870 | 10.4 | 517,380 | 28,000 | 5.4 | 517,380 | 42,840 | 8.3 | † | † | † |
| Private nonprofit | | | | | | | | | | | | |
| Less-than-4-year | 2,570 | 1,020 | 39.6 | 2,570 | 750 | 29.0 | 2,570 | 640 | 24.8 | † | † | † |
| 4-year non-doctorate-granting | 106,800 | 18,860 | 17.7 | 106,800 | 13,880 | 13.0 | 106,800 | 15,830 | 14.8 | † | † | † |
| 4-year doctorate-granting | 152,450 | 13,940 | 9.1 | 152,450 | 8,680 | 5.7 | 152,450 | 11,850 | 7.8 | † | † | † |
| Private for-profit | | | | | | | | | | | | |
| Less-than-2-year | 16,800 | 9,820 | 58.4 | 16,800 | 8,800 | 52.4 | 16,800 | 4,940 | 29.4 | 7,110 | 130 | 1.8 |
| 2-year | 69,070 | 42,980 | 62.2 | 69,070 | 37,920 | 54.9 | 69,070 | 29,730 | 43.0 | 26,770 | 680 | 2.5 |
| 4-year | 224,110 | 125,610 | 56.0 | 224,110 | 112,370 | 50.1 | 224,110 | 85,850 | 38.3 | 100,620 | 2,120 | 2.1 |

† Not applicable.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Because this presampling matching was new to NPSAS:12, statisticians oversampled potential FTB students to ensure that NPSAS interviews would identify a sufficient number of confirmed FTB students. In addition, NPSAS statisticians set FTB selection rates taking into account the error rates observed in NPSAS:04 and BPS:04/06 within each sector. Additional information on NPSAS:04 methodology is available in the study methodology report (NCES 2006-180) (<http://nces.ed.gov/pubs2006/2006180.pdf>), and the BPS:04/06 methodology report (NCES 2008-184) (<http://nces.ed.gov/pubs2008/2008184.pdf>). NPSAS statisticians adjusted these rates to reflect the expected improvement in the accuracy of the frame from the NSLDS, CPS, and NSC record matching. Statisticians used sector-level FTB student error rates from the field test to help determine the rates necessary for full-scale student sampling.

As shown in table 7, of the 36,620 interview respondents sampled as potential FTB students, NPSAS staff confirmed by their interview responses that 28,550 were FTB students, for an unweighted false positive rate of 22 percent. Conversely, of the 48,380 interview respondents whom staff sampled as other undergraduate or graduate students, about 1,590 were FTB students, for a false negative rate of 3 percent unweighted. With the help of the presampling matching, NPSAS reduced the observed false positives from the rate of over 50 percent observed in NPSAS:04.

Table 7. First-time beginner status determination, by student type: 2012

| Student type | Students interviewed | Confirmed FTB eligibility | |
|----------------------------|----------------------|---------------------------|--------------------|
| | | Number | Unweighted percent |
| Total sample | 85,000 | 30,140 | 35.5 |
| Total undergraduate | 71,000 | 30,140 | 42.4 |
| Total FTB | 36,620 | 28,550 | 78.0 |
| FTB in certificate program | 10,900 | 7,670 | 70.3 |
| Other FTB | 25,720 | 20,880 | 81.2 |
| Other undergraduate | 34,380 | 1,580 | 4.6 |
| Graduate | 14,000 | 10 | # |

Rounds to zero.

NOTE: *Students interviewed* includes all eligible sample members who completed the interview. FTB = first-time beginning student. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

2.3 First Follow-up Study (BPS:12/14)

NPSAS:12 purposefully oversampled potential FTB students in order to provide a sufficient pool of study members from which to draw the BPS:12 cohort. The cohort consisted of three groups according to their base-year response status:

1. NPSAS:12 study members who completed the student interview and were found to be FTB students;
2. a subsample of potential FTB students who were NPSAS:12 study members but student-interview nonrespondents; and
3. a subsample of potential FTB students who were not NPSAS:12 study members.

All students in group 1 were sampled for the BPS:12/14 follow-up since their FTB student status had been confirmed. For students in groups 2 and 3, multiple data sources were used to provide information regarding a student's FTB status, as described in section 2.2.4. The data elements used to estimate a student's likelihood of being an FTB student and to construct the frame for the BPS:12 cohort included the following:

- indicator of FTB status from the institution enrollment lists used for NPSAS:12 student sampling;
- indicator of FTB status from CPS;
- indicator of FTB status from student-level data obtained from institutional records;
- student reports (obtained during the NPSAS:12 interview) indicating that they were FTB students during the 2011–12 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.

Using these indicators, a set of decision rules was developed to identify which cases would be included or excluded from the BPS:12 cohort. Subsamples were selected for interviewing within groups 2 and 3 using stratified simple random sampling. Eligible sample members within each group were stratified by institution characteristics, and simple random samples were selected within each stratum. Table 8 summarizes the distribution of the sample from all three groups.

Table 8. Distribution of BPS:12/14 full-scale sample, by base-year response status: 2012

| Base-year response status | Number of cases | Sampled |
|--|--------------------|---------------|
| Total | 50,660 | 37,170 |
| Group 1 | | |
| Base-year study member student interview respondents who were classified as FTB students | 30,080 | 30,080 |
| Group 2 | | |
| Base-year study member student interview nonrespondents | 14,560 | 4,610 |
| Group 3 | | |
| Base-year nonstudy members | 6,010 | 2,480 |

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table 9 summarizes the BPS:12/14 sample sizes by group and institution characteristics.

Table 9. Counts of sampled and eligible students and response rates, by institution characteristics: 2012–14

| Institution characteristics ² | Sampled students | Eligible students ³ | Respondents | Interview respondents ¹ | |
|---|------------------|--------------------------------|---------------|------------------------------------|-------------------------------------|
| | | | | Unweighted response rate | Weighted response rate ⁴ |
| All institutions | 37,170 | 35,540 | 24,770 | 69.7 | 67.6 |
| Institution level | | | | | |
| Less-than-2-year | 1,990 | 1,830 | 1,060 | 57.9 | 49.1 |
| 2-year | 15,220 | 14,460 | 9,650 | 66.7 | 61.2 |
| 4-year non-doctorate-granting | 12,530 | 11,990 | 8,320 | 69.3 | 69.5 |
| 4-year doctorate-granting | 7,430 | 7,270 | 5,750 | 79.1 | 76.6 |
| Institution control | | | | | |
| Public | 17,120 | 16,490 | 11,710 | 71.0 | 67.2 |
| Private nonprofit | 5,520 | 5,410 | 4,340 | 80.1 | 77.6 |
| Private for-profit | 14,530 | 13,640 | 8,720 | 63.9 | 54.4 |
| Control, level, and degree offering of first institution with doctorate-granting status | | | | | |
| Public | | | | | |
| Less-than-2-year | 250 | 230 | 150 | 64.4 | 54.0 |
| 2-year | 11,430 | 10,930 | 7,380 | 67.5 | 61.8 |
| 4-year non-doctorate-granting | 1,930 | 1,890 | 1,410 | 74.8 | 67.8 |
| 4-year doctorate-granting | 3,520 | 3,450 | 2,780 | 80.6 | 76.3 |
| Private nonprofit | | | | | |
| Less-than-4-year | 380 | 350 | 240 | 67.7 | 61.8 |
| 4-year non-doctorate-granting | 2,430 | 2,380 | 1,860 | 78.1 | 75.5 |
| 4-year doctorate-granting | 2,720 | 2,680 | 2,240 | 83.5 | 80.3 |
| For-profit | | | | | |
| Less-than-2-year | 1,630 | 1,500 | 860 | 57.1 | 48.8 |
| 2-year | 3,530 | 3,280 | 2,090 | 63.8 | 54.3 |
| 4-year | 9,370 | 8,860 | 5,770 | 65.1 | 58.4 |

¹ An *interview respondent* is defined as an eligible sample member who either completed a full interview, completed an abbreviated interview, or completed at least the enrollment section.

² Institution characteristics are based on data from the NPSAS:12 sampling frame.

³ Sample member eligibility was determined during the student interview or from institutional records in the absence of a student interview.

⁴ The base weight was used to produce the estimates in this column.

NOTE: Percentages are based on the unrounded count of eligible students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

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Chapter 3. Student Interview Design, Data Collection, Outcomes, and Evaluation

3.1 Student Interview Design and Systems

The 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) interview was developed using core data elements that have been used in previous BPS interviews along with new data elements identified using the human capital framework. This section describes the seven sections that form the interview and the various systems used to support the instrumentation process and subsequent data collection.

3.1.1 Student Interview Design

The content of the BPS:12/14 interview included data elements used in previous BPS interviews as well as elements identified through a redesign that used a human capital framework to create new questions focused on student decisionmaking. These new questions addressed the costs and benefits associated with enrolling and persisting in higher education, a key principle of the human capital framework (Becker 1975). The topics included those relating to the choice of a major or field of study, nonmonetary benefits of education, and respondents' future expected earnings and occupation. New student interview items were developed and refined with input from the study's Technical Review Panel (TRP), through feedback from cognitive interviews, and based on experiences and observations from the field test. Findings from the field test can be found in appendix J; for a list of TRP members, see appendix A.

The core data elements maintained in the BPS:12/14 interview included such long-standing BPS items as high school preparation; enrollment and employment while enrolled; financial aid and borrowing; post-enrollment employment; and education and career expectations. The primary purpose of BPS is to contribute to a better understanding of how these factors relate to three key postsecondary outcomes: persistence, degree attainment, and employment. To facilitate understanding of the relationships among the key BPS outcomes, the BPS:12/14 interview incorporated several new sets of questions suggested in the latest research as being helpful in

predicting the outcomes of interest. These questions included students' earnings potential given their current education, their earnings expectations after completing the postsecondary credential, the extent to which they prefer current over future rewards (also known as their "discount rate"), and their physical and mental health.

The BPS:12/14 interview consisted of seven sections, grouped by topic. (For a list of the final set of BPS:12/14 interview data elements, see appendix B.) Based on BPS:12/14 respondents' answers to questions about their enrollment status and expected persistence in postsecondary education, respondents were classified into three groups: "completers," "leavers," and "persisters." Completers and leavers, respondents who were not currently enrolled in postsecondary education at the time of the interview and with no immediate plans to return, received condensed Enrollment and Education Experiences sections but a more detailed Employment section. Persisters, who were still continuing in school at the time of the interview, received more questions in the Education Experiences sections and fewer Employment section questions. These interview paths were chosen to minimize burden for each group and to also ensure that respondents were receiving questions most relevant to their situations.

The interview sections and principal topics in each section are summarized in figure 1. For the complete BPS:12/14 instrument facsimile, see appendix C.

Figure 1. Interview sections and topics: 2014



NOTE: NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Respondents were guided through each section of the interview according to skip logic that took into account information recorded as the respondent progressed through the interview. Following are descriptions of the seven interview sections.

1. **Enrollment** collected National Postsecondary Student Aid Study (NPSAS) and BPS eligibility information for base-year nonrespondents. It also captured high school completion information and postsecondary enrollment information at NPSAS and other postsecondary institutions that respondents attended between July 2011 and June 2014, including their dates of attendance, degree or certificate type, enrollment intensity, and majors or field of study. Respondents received questions about their expected likelihood of degree completion, highest degree expected to complete, and perceptions about future occupation and wages. Respondents were also asked to provide their date of birth, marital status, and sex since these items affect routing throughout the remainder of the survey.
2. **Education Experiences** gathered information on respondents' remedial coursework since high school and family and friend support for persistence in postsecondary education. Persisters were asked questions about their experiences at their most recent postsecondary institution (or primary institution, if more than one), including the delivery mode of classes (e.g., only online, night, weekend), academic and social integration, services used, residence during the 2013–14 academic year, and number of days commuted and amount of travel time from home to primary institution.
3. **Financial Aid** collected information on grants, scholarships, veterans' education benefits, and private loans received during the 2013–14 academic year. Respondents were also asked to provide the amount borrowed in the 2013–14 academic year in private loans, the total amount borrowed for their entire education in private loans, and their current private loan and federal loan monthly payment amount. At the conclusion of the section, respondents were asked whether they had ever held a federal, state, or institution work-study job.
4. **Employment** captured information about all employers for whom respondents had worked between July 2011 and June 2014, including employer name, dates of employment, whether respondents had worked while attending school, whether they had worked while not attending school, average hours worked per week, and whether the respondent considered himself or herself primarily a student or employee while working. More specific questions were asked about leavers' and completers' current or most recent employer, including occupation, earnings, benefits, whether the employment was related to their major or career path, amount of time worked in current or similar job(s), receipt of professional licenses/certificates, and whether they had looked for work while not working. Other topics covered were alternate plans if the respondent had not attended

- school in the 2013–14 academic year and the importance of certain nonsalary characteristics in choosing a job.
5. **Income and Expenses** collected information about respondents' annual income, a spouse's annual income, and number of children and other dependents. Respondents were also asked whether family or friends helped to pay for their education or living expenses in the 2013–14 academic year and whether respondents regularly supported anyone else with \$50 or more per month. The section also covered respondents' use of credit cards and any amount owed, monthly residence expenses, and vehicle loan amount. Respondents were also asked to report on the receipt of untaxed benefits, parents' marital status and annual income, and the college attendance of parents other dependents in the 2013–14 academic year. This section concluded with the "discount rate" questions.
 6. **Background** obtained information about respondents' demographic characteristics, including citizenship information, race and ethnicity, military service, spouse and parents' highest levels of education, disability status, and self-ratings of respondents' physical and mental health.
 7. **Locating** collected contact information to be used for follow-up studies, such as the permanent address of the sample member and address of a parent.

3.1.2 Data Collection Systems

Many systems were used in BPS:12/14 to develop, run, and support the data collection in an efficient and effective manner. These systems and software were mostly proprietary in nature and tailored to meet the specific needs of the BPS project staff. These included a survey development system, an integrated management system, a control system, a computer-assisted telephone interviewing case management system, intensive tracing operations, a coding system, and RTI's proprietary quality evaluation system.

Survey development system. The BPS:12/14 student interview was created using a proprietary web-based system in which project staff developed, reviewed, tested, modified, and communicated changes to specifications and code for the instrument. All information relating to the instrument was stored in a structured query language (SQL) server database and was made accessible through web browser interfaces. This system provided specification, programming, testing interfaces, and data transfer for the BPS:12/14 instrument as follows:

- *Specifications.* The user interface provided the tools for developing interview specifications. Specification content included wording at the form (web screen), question, item, and response option levels; help text content; item-

level data documentation; and form-level question administration documentation. Specific capabilities of the system allowed instrument designers to import any relevant specifications used in prior studies, create skip logic and item documentation, and search a library of survey items. Instrument designers were also able to take advantage of a comprehensive comment tracking system to communicate and test necessary instrument changes with programmers.

- *Programming code.* For simple instrument questions and items, the system automatically translated specifications into web page scripts when the web page was accessed. For questions involving complex routing, multiple-question wording or response-option conditions, or nonstandard page layout or behavior, programmers entered custom programming code—HTML, JavaScript, and C#.NET script—into the custom code interface. This code was stored in the SQL Server database, together with the instrument specifications for compilation by the survey execution engine.
- *Instrument testing and execution.* The system allowed immediate testing of specification and code content on a test link and automatically handled such web instrument functions as backing up and moving forward, recording instrument timing data, displaying critical-item wording, validating user input, displaying conditional instructions based on interview mode (web or telephone), and linking to context-specific help text.
- *Survey sites and data transfer—Web/CATI.* For web and computer-assisted telephone interviewing (CATI) data collection, the system was installed on the National Center for Education Statistics (NCES) web survey server farm and SQL Server database. Web respondents accessed the survey directly by web browser after logging in with a user ID and password. RTP's telephone interviewers accessed the same NCES web survey site by means of a web browser process launched from a case management system. All connections to the NCES web interview were secured with Secure Sockets Layer (SSL) encryption. Automated processes transferred data between RTP's database located within RTP's Enhanced Security Network and the NCES database via a secure, encrypted connection.

Additionally, an abbreviated interview was produced with “device-optimized pages” based on HTML5 web standards that ensured the instrument formatting would look appropriate on all screen sizes. This screen size optimization allowed respondents to complete the abbreviated interview on a desktop or laptop computer and provided a more mobile-friendly design for respondents who wished to complete the interview on a tablet or smartphone. Respondents taking the full interview could also complete it on mobile devices, but the full interview was not optimized for smaller screen sizes.

Integrated management system (IMS). All aspects of the study were monitored using an IMS, a project management tool designed to give project staff and clients ready access to a repository of reports, critical project information, and deliverables. Daily reports and management information from all the major systems across the study resided in the IMS, accessible via the web, and protected by SSL encryption and a password-protected log-in. The IMS contained the current project schedule, monthly progress reports, daily data collection reports and status reports (generated by the control system described below), project plans and specifications, project deliverables, instrument specifications, a link to the instrumentation system, staff contacts, the project bibliography, and a document archive.

Control system. The control system refers to the database of sample members and the integrated set of applications used to control and monitor all activities related to data collection, including tracing and locating of sample members. Through the control system applications, project staff were able to perform such activities as e-mailing to groups of sample members, preparing lead letters and follow-up mailings, executing batch tracing, reviewing locating information, tracking case statuses, and viewing comments from telephone interviewers. The control system was fully integrated with both the CATI system and intensive tracing operations, such that all systems needing sample member-specific data had access to the same data. The student interview status automatically updated the control system during overnight processes. In essence, all statuses from all systems updated the control system, leading to seamless integration between the data collection systems and the ability to identify problems early and implement solutions effectively.

CATI-case management system (CMS). The case management system is an application used to locate the desired respondent so that an interview can be conducted. The scripts within the system can be programmed to screen for an appropriate random subject or respondent. If the study being conducted is a follow-up, the scripts guide the telephone interviewer to locate the correct respondent, implement tracing steps if the contact information is no longer accurate for the respondent, or collect new contact information so that the respondent can be reached.

Once the respondent is located, the survey instrument is launched from within the case management system. At the conclusion of the contact, the status of the instrument is automatically updated in the case management system. Each subject's data is stored in a "case" and the CMS maintains a history of the case. This history will include data such as call counts, time stamps, event codes (i.e., what happened on a particular dial), and status codes which indicate the last outcome (e.g., refusal

status, contact status, completion status) of the attempted dials. Contact information is maintained in the system and that information is used to make the calls.

Cases that could not be located were set to a “need tracing” status, which made them available immediately for intensive tracing. Quality Control Supervisors and project managers used the CATI-CMS to manage cases through prioritizing based on factors such as call frequency, call outcomes, and institution sector. Managers could also transfer cases to other telephone interviewers or put cases on hold and review them as necessary. Within the CATI-CMS, telephone interviewers had the ability to send a reminder username/password e-mail to callers who wished to self-complete the interview and could set up SMS text reminders to those who requested this service. All data captured by the telephone interviewers were entered via the CATI-CMS into the control system database on the Enhanced Security Network. Intensive tracing and control system utilities such as e-mail and postcard reminders were able to access the data immediately upon entry of data into the CATI-CMS.

Sample members could complete the interview independently on the web, or interviewers trained in CATI methods were available to help sample members complete the survey. To minimize mode effects, specific methodological features were incorporated into the instrument to provide web and mobile respondents with the assistance normally provided by a trained interviewer:

- help text on every form to define key terms and clarify question intent;
- pop-up messages to correct responses that were out of range or in an incorrect format;
- conversion text to encourage responses to critical items when these items were left unanswered; and
- pop-up messages prompting sample members to provide a response when they left three consecutive questions blank.

Additionally, instructions indicating how each question was to be administered (e.g., whether the response options were to be read aloud, when to probe) were included on each screen for telephone interviewers to minimize differences between interviews administered by an interviewer and via the web.

Intensive tracing operations. The tracing system used during data collection allowed tracers to work with cases that were not located. Either these cases had no good locating data from the institution enrollment lists, batch tracing, or other data sources, or the data RTP’s Call Center Services had were incorrect for the case. The system allowed tracers to delve into all the case data, including comments left by telephone interviewers in CATI, and use various search methods to try to track down the case. When the tracing system found new locating data, the data were

stored in the control system and were immediately available to applications for reminder e-mails and letters, as well as to CATI for immediate call scheduling. If a tracer located a sample member in the tracing system, the new contact information was forwarded to a telephone interviewer for immediate interviewing. The tracing supervisors were able to manage the tracers' loads and review cases as needed.

Coding systems. Assisted-coding systems (coders) were used in the interview to standardize the collection and coding of the respondent's postsecondary institutions attended, major(s) or fields of study, and prior and expected occupations. The name or title of each of these items was entered as a text string in each coder, and a keyword search conducted on an underlying database returned a list of possible matches. Following are descriptions of the individual coding systems and sources:

- The *postsecondary institution coder* was developed from the set of institutions contained in the Integrated Postsecondary Education Data System (IPEDS), developed by NCES (<http://nces.ed.gov/ipeds/>). This coder was used to code any postsecondary institutions that the respondent attended between July 2011 and June 2014 in addition to the NPSAS institution. For any schools not listed in the database, respondents were asked to provide the control (e.g., public or private) and level (e.g., 4-year or 2-year) of the school.
- The *major coder* was constructed using the 2010 Classification of Instructional Programs (CIP) taxonomy, also developed by NCES (<http://nces.ed.gov/ipeds/cipcode>). For any majors or fields of study not found in the list of possible matches returned by the database, respondents were asked to select a general major area and a specific discipline.
- The *occupation coder* was built from the Occupational Information Network Online (O*NET OnLine) database (<http://onetonline.org>). For any occupations not listed in the database, respondents were asked to provide a general area, specific area, and finally a detailed classification area for the occupation.

Quality evaluation system. A proprietary system and set of protocols was used for evaluating interviewer performance either real-time (while the interview is being performed) or post-survey administration (through a review of the recorded interview). RTI built the quality evaluation system to support all phases of quality monitoring including selecting interviewers, observing their work, evaluating performance, providing feedback, and analyzing performance data across interviewers to identify cross-cutting instrument or performance issues. This system, which includes automated sampling and monitoring protocols, can be customized to meet specific project requirements.

For BPS:12/14, the quality evaluation system incorporated the following:

- standardized sampling of recorded interviews for monitoring;
- selection of specific sections of the survey instrument for evaluation;
- standard criteria for evaluating and scoring interview performance overall and in specific skill areas (e.g., professionalism, question administration, and knowledge of the instrument);
- a user-friendly evaluation form for documenting monitor observations and comments and for providing constructive feedback;
- aggregate reports to facilitate analysis of performance across interviewers and identify any cross-cutting instrument or performance issues; and
- client access to interview recordings, including cognitive interviews.

3.2 Student Interview Data Collection

The BPS:12/14 interview data collection employed a study website and help desk to provide information and support to sample members. Project staff employed a variety of locating and tracing methods to locate sample members. Sample members could complete the interview independently on the web, or interviewers trained in CATI methods were available to help sample members complete the survey.

3.2.1 Study Website and Help Desk

Communications with BPS:12/14 sample members included a link to the BPS website that provided general information about the study, including details about the study sponsor, how the data would be used, answers to frequently asked questions (FAQs), confidentiality assurances, and selected findings from previous studies. The website also included contact information for the study help desk and project staff at RTI, as well as links to the main NCES and RTI websites. Sample members were able to log in to the secure portion of the website to provide updated contact information and to complete the interview. Figure 2 shows the home page for the BPS:12/14 website.

Figure 2. Home page for BPS:12/14 website: 2014

2012/14 Beginning Postsecondary Students Longitudinal Study
 OMB Clearance No: 1850-0631
 Exp. Date 2/29/16

HOME | PURPOSE OF THE STUDY | PREVIOUS STUDY FINDINGS | CONFIDENTIALITY | FAQs | CONTACT US

Welcome to the BPS Survey

GET STARTED!
 Data collection for BPS will begin in February, and we want to make sure we can reach you to participate in this important study. Please update your contact information by entering the Study ID listed in your letter or email and then click on the GO! button below - we'll send you \$10 as a token of our appreciation!

Study ID:

Through this website you can:

- > Get answers to [frequently asked questions \(FAQs\)](#);
- > [Learn more](#) about this important research study and read selected findings from previous BPS studies;
- > Review [the letter](#) and [brochure](#) we sent you;
- > [Contact us](#) about any specific question you might have.

If you need assistance, send an e-mail to bps@rti.org or call the Help Desk at 1-800-334-2321.

Did you know?
 54% of students who first enrolled in postsecondary education in the 2003-04 academic year reported that they expected to complete an advanced degree or certificate.

54% Expected an advanced degree
 46% Did not expect an advanced degree

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 for this voluntary information collection is 1850-0631. The time required to complete this information collection is estimated to average 35 minutes per response, including the time to review instructions, 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 this survey, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have any comments or concerns regarding the status of your individual submission of this survey, write directly to: The 2012-14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14), National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

RTI INTERNATIONAL | IES INSTITUTE OF EDUCATION SCIENCES

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Designed according to NCES web policies, the BPS:12/14 website used a three-tier security approach to protect all data collected. The first tier included secure log-ins, with a unique Study ID and strong password provided to sample members prior to the start of data collection. The second tier protected any data entered on the website with SSL technology, allowing only encrypted data to be transmitted over the Internet. The third tier stored any collected data in a secured SQL server database located on an NCES server machine that was physically separate from the web server.

In addition to the website, BPS:12/14 staff created a help desk to respond to sample member questions and provide support for technical issues related to completion of the web interview. For each call received, staff confirmed contact information for the sample member and recorded a description of the problem and resolution. If technical difficulties prevented sample members from completing the web interview, telephone interviewers were available to help sample members complete a telephone interview. Two common types of help desk incidents were requests to retrieve log-in

credentials and requests to complete the interview over the telephone. In order to minimize the need for telephone assistance, BPS:12/14 included a “Forgot Password?” feature on the study website. After sample members provided a few pieces of key information, their log-in credentials were sent to them via e-mail.

3.2.2 Training of Interview Data Collection Staff

The BPS:12/14 interview data collection team included performance team leaders, quality experts, data collection interviewers, and intensive tracing staff, all of whom completed a comprehensive training program prior to beginning work on the study. Training sessions included instruction on BPS:12/14 and the study’s purpose, confidentiality procedures, case management procedures, FAQs, and hands-on activities designed to maximize active trainee participation. (See appendix D for information on training.) Prior to study-specific training, all interview data collection staff completed a general training program that covered call center procedures, an overview of the CATI-CMS, confidentiality procedures and sample member rights, and proper interviewing techniques, such as proper enunciation and pace of speech.

The training schedule and number of data collection staff members trained for each role are presented in Table 10.

Table 10. Training of data collection staff: 2014

| Staff trained | Time period | Number of staff trained |
|--|---|-------------------------|
| Performance team leaders and quality experts | February 2014 | 10 |
| Data collection interviewers | May 13–15, 2014 and July 28–30, 2014 | 56 |
| Tracing staff | March 31, May 20, and September 4, 2014 | 12 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Performance team leaders (PTLs). PTLs supervised and oversaw telephone interviewer performance and production, provided guidance to interviewers, and helped troubleshoot problems. The PTL training included the content covered in the interviewer training plus additional training in case review, problem resolution, project-specific reports, and other procedures specific to BPS:12/14 responsibilities. Project staff provided PTLs with a manual and additional handouts on specific topics, such as coder administration and help desk activities.

Quality experts (QEs). QEs monitored live and recorded interviews and provided constructive feedback and coaching to interviewers. QEs attended interviewer training to learn survey basics and interviewing conventions. Additionally, they were trained for general monitoring responsibilities, including the use of RTI’s monitoring

interface (described in section 3.1.2). Project staff provided QEs with an interviewing manual and a file of all screens and text in the CATI-CMS and interview, including help text.

Data collection interviewers (DCIs). DCIs were the primary point of contact with sample members. Their responsibilities included conducting CATI surveys, responding to sample member concerns, providing technical assistance for logging in to the web survey, gaining cooperation, and averting or converting refusals. DCIs were also trained as help desk agents. The DCI training lasted 12 hours and included an overview of BPS:12/14, a review of the survey instrument including training and practice specific to each coder, hands-on mock interviews, guidance on providing technical support to sample members, information about how to administer the locating section, and instruction on conversational interviewing techniques. Training materials included a manual and materials addressing conversational interviewing and FAQs. Project staff certified DCIs after they conducted a mock interview and after the interviewer provided appropriate and accurate responses to FAQs.

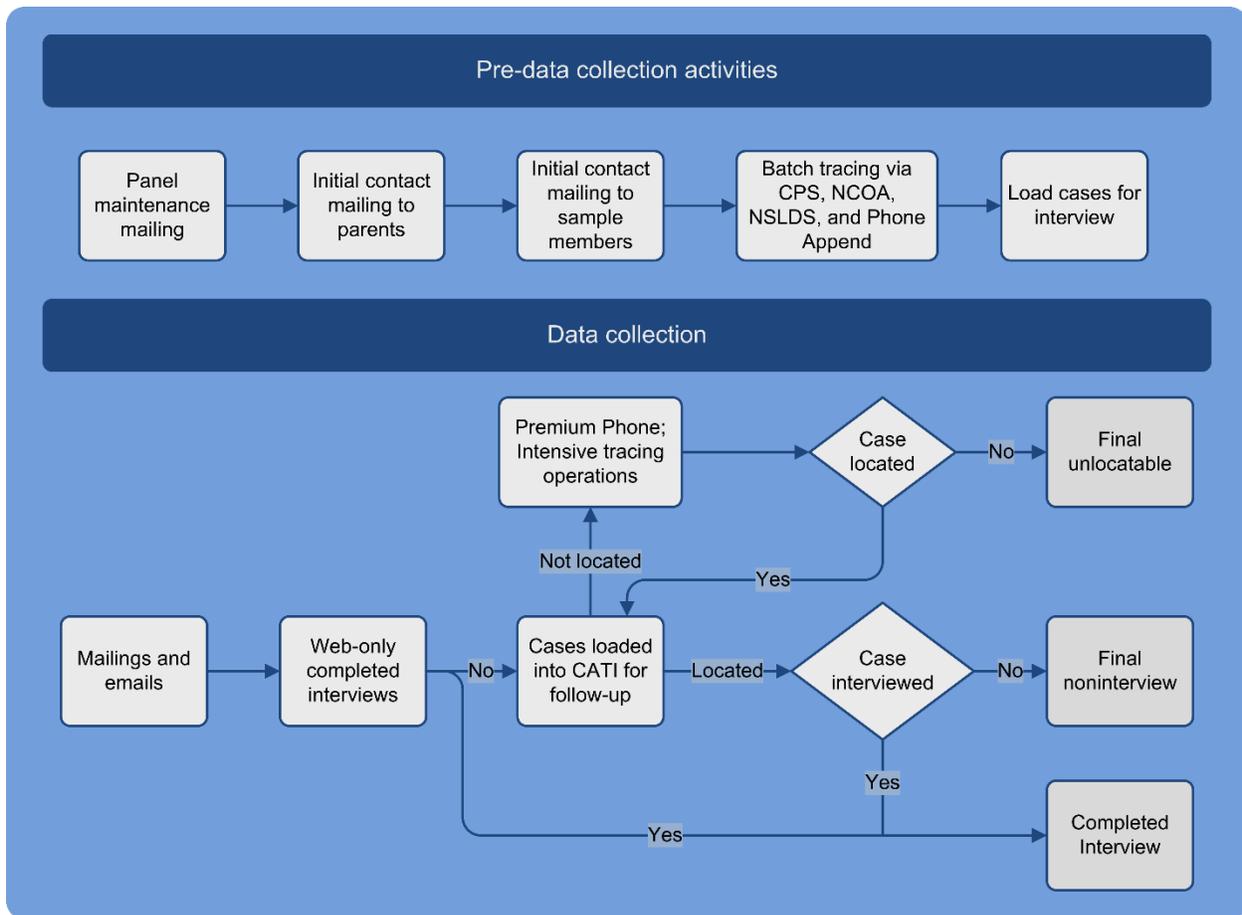
Tracing staff. Tracing staff completed a 16-hour program on tracing procedures led by tracing managers within RTP's Call Center Services. Tracing staff then had two additional hours of training, including receiving an overview of BPS:12/14, FAQs, and tracing techniques most appropriate for locating BPS:12/14 sample members.

Quality control (QC) meetings and specialized training. Concepts from training sessions were reinforced in biweekly QC meetings, where project staff reminded interviewers of proper administration of the survey and other topics as needed. Project staff encouraged trainees to ask questions, which helped identify needs for training topics for subsequent QC meetings. Additional trainings were offered on specific topics, such as refusal conversion techniques and case record review.

3.2.3 Locating, Tracing, and Contacting Sample Members

BPS:12/14 used a multistep process for locating, tracing, and contacting sample members. Prior to the start of data collection, project staff used several batch-locating databases to update or confirm students' contact information. Sample members who were not successfully located in batch tracing were sent to intensive tracing. Once BPS staff located sample members, they contacted them and invited them to complete the interview. Figure 3 illustrates the steps for locating, tracing, and contacting sample members.

Figure 3. Sample member locating activities: 2014



NOTE: CATI = computer-assisted telephone interviewing. CPS = Central Processing System. NCOA = National Change of Address database. NSLDS = National Student Loan Data System.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Study (BPS:12/14).

3.2.3.1 Batch tracing

Because the completeness and accuracy of locating data available from the base-year study, NPSAS:12, substantially affects the ability to locate sample members in subsequent follow-ups, BPS:12/14 employed and appended multiple sources of information before data collection. These sources include the National Change of Address database, LexisNexis, U.S. Department of Education’s Central Processing System, National Student Loan Data System, and FastData Premium Phone Address.

National Change of Address (NCOA). The NCOA database contains 160 million change-of-address records submitted to the U.S. Postal Service. The NCOA maintains data for 4 years and updates the data weekly. BPS project staff sent cases with at least one valid address to LexisNexis to access the NCOA database for matching. Survey staff compared records returned from NCOA with existing data

and loaded new or updated addresses for sample members into the locating information database.

LexisNexis Phone Append. Because NCOA provides only address information, survey staff also submitted sample member information to LexisNexis Phone Append service, which offers a residential telephone number search of over 170 million listings, including 6 million not-yet-published numbers of new movers, and over 14 million businesses. Phone Append returns a telephone number based on a search by name, street address, and ZIP code.

U.S. Department of Education's Central Processing System (CPS). CPS contains information on students who have applied for financial aid using the Free Application for Federal Student Aid (FAFSA). BPS staff sent cases with a valid Social Security number (SSN) to CPS for record matching, and then compared results with existing contact data. When new or updated information was found, staff loaded it into the database of locating information.

The National Student Loan Data System (NSLDS). NSLDS is the U.S. Department of Education's central database for student loans. BPS staff used NSLDS matching services to collect sample member-locating data. NSLDS matching can provide name, address, telephone, and e-mail address information.

FastData Premium Phone. BPS staff used FastData's Premium Phone search for cases in which all known numbers resulted in no contact with the sample member. Premium Phone searches over 475 million landline, Voice over Internet Protocol (VoIP), and wireless numbers in the United States, Puerto Rico, and Canada.

Results of batch processing are discussed in section 3.4.1.

3.2.3.2 *Panel maintenance and data collection mailings*

A panel maintenance mailing was sent to base-year respondents in October 2013, asking that they provide updated contact information through the study website. Base-year nonrespondents were sent a similar postcard in January 2014 encouraging them to visit the study website and update their contact information. Overall, 2,680 sample members, about 7 percent of the sample, updated their information in response to the panel maintenance request.

Initial contact mailings were sent to calibration¹² sample members and their parents in February 2014. Main sample initial contact letters were sent in mid-March 2014.

¹² A responsive design approach was employed in BPS:12/14. More detailed information about the calibration sample can be found in section 3.4.7.

The initial contact letter reminded sample members of their inclusion in the study and alerted them to the forthcoming data collection announcement.

Using the addresses updated in batch tracing, project staff sent notification mailings to all addresses for all sample members. Delivered by the U.S. Postal Service, the mailings contained a lead letter and study brochure. The lead letter notified sample members of the start of data collection and the incentive they were eligible to receive for completing the survey. The letter also included their unique log-in information for the web survey instrument and encouraged them to participate during the early response period. The brochure provided information about the purpose of the study, confidentiality and security concerns, and contact information. BPS staff periodically sent sample members additional mailings, including postcards, letters, e-mails, and a flyer, as reminders to complete the study.

See appendix E for examples of all contact materials sent to sample members.

3.2.3.3 *CATI locating*

Prior to the start of data collection on February 25, 2014, all known phone numbers of all sample members and their parents and other contacts were obtained from NPSAS:12 and BPS:12/14 advance tracing efforts and were loaded in the CATI-CMS. DCIs called the number where the sample member was most likely to be reached. If the interviewer could not reach the sample member at that number, the interviewer attempted to gather locating information from the contact who answered the call. Only after using all information available about the sample member and other contacts to locate the sample member, survey staff sent the case to intensive tracing.

3.2.3.4 *Intensive tracing*

BPS staff sent cases that could not be located by other methods to intensive tracing. These included cases that had no number to load into the CATI-CMS or for whom all known numbers failed. Intensive tracing consisted of a two-tier approach, utilizing both public domain and proprietary databases.

The first tier of intensive tracing identified sample members in consumer databases (e.g., LexisNexis, Experian, and Accurant) using their SSNs. If this search resulted in a new telephone lead, the case was sent back to CATI for follow-up by telephone interviewers. If the search resulted in a new address only, tracing staff used directory assistance searches to locate a telephone number for the contact.

If not located in the first tier, cases went to the more intensive second tier of tracing. In the second tier, tracing staff conducted a thorough review of each case and determined the appropriate next steps based on the leads developed from prior tracing and contacting activities. Tracing staff again used consumer databases, as well as additional sources described below, to seek current contact information for a sample member or other contacts that could provide a potential lead to reaching the sample member. On a case-by-case basis, tracing staff performed the following activities:

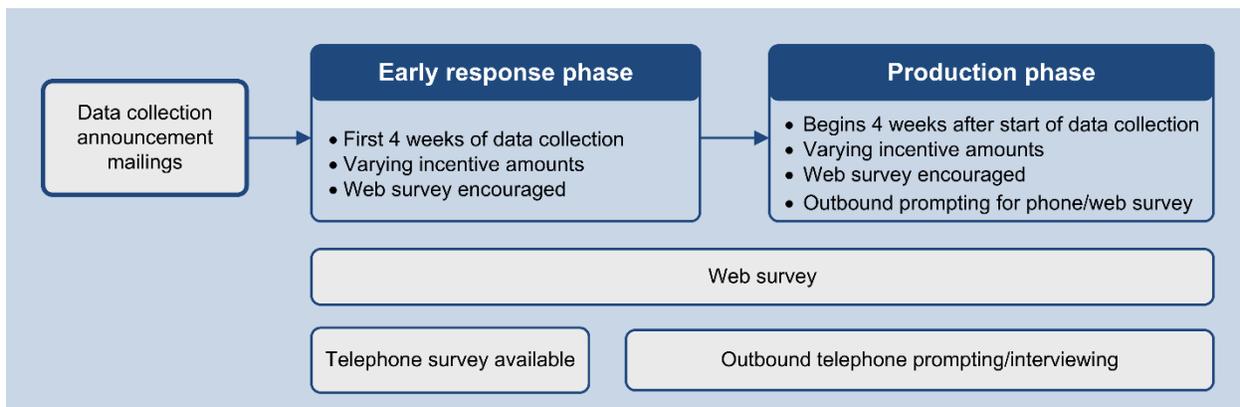
- used directory assistance for telephone number searches based on address records of the sample member or other contacts;
- contacted individuals associated with last known addresses, such as landlords, current occupants, tax assessors, and alumni affairs offices;
- conducted internet searches using search engines and social networking websites to attempt to locate sample members and contacts; and
- searched for sample members on postsecondary education institution websites.

Tracing staff finalized cases as unlocatable only after exhausting all leads.

3.2.4 Interviewing

Data collection for the BPS:12/14 interview consisted of an early response phase and the production phase (Figure 4). Throughout the entire data collection, sample members could complete the survey via telephone or web, although BPS project staff encouraged them to complete the web survey during the early response period. The web and telephone surveys were identical, except that the telephone version included instructions for the interviewer administering the survey.

Figure 4. Data collection phases: 2014



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

BPS staff announced the availability of the web interview to sample members through mail and e-mail, which included the URL and the sample members' log-in credentials. E-mails to sample members also included a direct link to the survey. The web interview was available 24 hours a day, 7 days a week throughout the entire data collection. Although the telephone interview was available throughout the entire data collection, the e-mail and letters encouraged sample members to complete the web interview, particularly during the early response period.

The BPS:12/14 interview was conducted in two samples, each with a subset of the BPS cohort. The first, a calibration study, was initiated about 7 weeks before the main sample and evaluated the effectiveness of several interventions designed to reduce bias due to nonresponse. About 10 percent of the BPS sample members were randomly selected to participate in the calibration study. The second sample, the main sample, consisted of the remaining 90 percent of cases.

The early response phase for the calibration sample began in late February 2014. Sample members who contacted the help desk had access to the telephone interview, but project staff limited outbound telephone contacts to cases in selected sectors during this phase. The early response phase lasted 4 weeks. Most sample members who completed the interview either received no incentive or were eligible to receive an incentive from \$0 to \$50 (at \$5 increments), and some were later offered an additional \$25 or \$45. The main sample, for whom data collection began in May, were eligible to receive a \$30 initial incentive. For more information on the variable incentive amounts, see section 3.4.7.

During the production phase, DCIs called sample members to encourage them to complete the survey by web or by telephone. All main sample members who completed the interview during the production phase were eligible to receive the \$30 incentive. Outbound calling began at the start of the production phase, 4 weeks after the start of the early response phase. DCIs attempted to locate sample members, gain their cooperation, provide technical assistance, and conduct surveys over the telephone. Interviewers followed up with sample members by telephone in 5 days if they selected the web option but had not yet completed the survey.

3.3 Data Collection Quality Control

Quality control procedures used in student interview data collection included frequent monitoring of recorded interviews, a help desk to assist sample members who had questions about the study or completion of the web interview, quality circle

meetings to facilitate communication among staff members, and debriefing meetings to identify areas of success and potential improvement.

3.3.1 Interview Monitoring

Project and call-center staff monitored and evaluated interviewer performance in approximately 7 percent of all interviews on all shifts using the quality evaluation system (described in section 3.1.2).

3.3.2 Help Desk

The study help desk (described above in section 3.2.1) was designed to ensure data quality by giving sample members convenient access to project staff members who could answer both substantive and technical questions. DCIs were available through the help desk if the individual elected to complete the telephone interview or if technical issues interfered with the individual's ability to complete a web interview.

3.3.3 Quality Control Meetings

Quality circle meetings involving DCIs, project staff, and call-center supervisors frequently addressed issues identified during monitoring, including clarification of questions and item responses in the survey instrument. These meetings also included topics such as the following:

- reinforcement of successful interviewing and refusal conversion techniques;
- guidelines for providing detailed case comments;
- strategies for gaining cooperation from sample members and other contacts;
- data security protocols; and
- study progress and team-building exercises.

Project staff prepared notes to summarize meeting discussions, and interviewers were responsible for reviewing all of the notes. The notes served as a reference and resource for interviewers throughout the course of data collection.

3.3.4 Debriefing

At the conclusion of data collection, project staff held a debriefing meeting with DCIs, supervisors, and monitors to learn more about their experiences. Project staff also administered an anonymous survey to these staff members. Comments and discussion from staff identified areas of success during training and data collection and also identified areas for improvement in future studies. Interviewers provided feedback on several broad areas: training, systems for locating and contacting sample

members, gaining sample member cooperation, experiments that were conducted during data collection, and student survey administration.

Interviewers generally provided positive feedback about their experience with the BPS:12/14 data collection. Interviewers' suggestions from BPS:12/14 will be used to plan for other future studies. Suggestions for improvement will be considered in each of the following areas:

Data collection interviewer training. The BPS:12/14 training relied heavily on hands-on activities, the number of which were increased after receiving interviewers' feedback from the field test. Interviewers unanimously agreed that listening to recordings and having time to practice with systems and the survey provide the best preparation for interviewing. They requested additional, unstructured practice for learning how to navigate CATI.

Systems for locating and contacting sample members. Interviewers reported that Case Tools (used to look up sample member information and send e-mails to sample members) and the CATI-CMS performed well during data collection and were easy to use. Based on their feedback, for future studies, a plan will be made to offer the option to dial additional phone numbers earlier in data collection and to make CATI screens more streamlined and easier to read.

Methods to gain sample member cooperation. Interviewers reported that introduction and voice-mail scripts were most effective when they were able to modify them to meet the sample member's particular needs and situation. They acknowledged that having base-year case notes and participation information (including incentive amount) available was helpful in constructing their approach to each call.

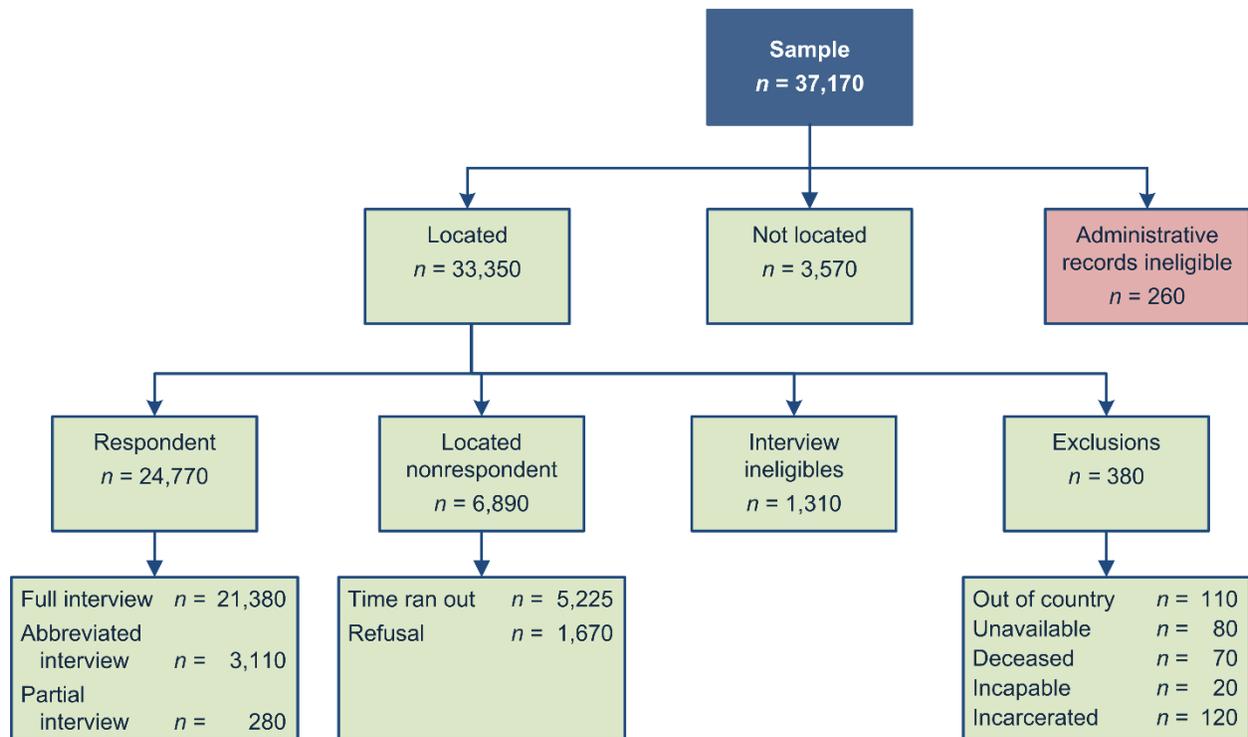
Student survey administration. Overall, interviewers expressed satisfaction with their experience administering BPS. They felt the survey was relatively easy to administer and that respondents understood the survey questions and were largely able to provide clear responses. Interviewers, however, reported several common themes in their experience with BPS: sample member survey fatigue, difficulty with recall of specific details, sensitivity related to certain topics, and comprehension of complex questions/topics over the telephone.

Quality control meetings. Interviewers benefitted from the material presented in QC meetings and appreciated the opportunity to provide feedback and ask questions of project staff.

3.4 Student Interview Data Collection Outcomes

BPS staff assessed the outcomes of student interview data collection by reviewing the number of BPS sample members located and interviewed, the time required to complete the interview, the time spent contacting and interviewing sample members, and conversion of interview refusals. BPS staff also evaluated responsive design procedures used in the data collection for reducing the likelihood of nonresponse bias. As shown in figure 5, of the total BPS sample, approximately 33,350 were located and 24,770 responded. In total, 1,570 students were deemed ineligible by either administrative records or the interview. Administrative records identified 260 sample members who were ineligible. For example, National Student Clearinghouse deemed potential FTB students ineligible after identifying prior college enrollments. In addition, the enrollment questions in the student interview identified 1,310 sample members who did not meet the eligibility criteria.

Figure 5. Overall locating and interviewing results: 2014



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

3.4.1 Student Locating Results

Locating rates, shown in table 11, ranged from 96 percent for students enrolled at private nonprofit 4-year doctorate-granting institutions to 84 percent for students enrolled at private for-profit less-than-2-year institutions. Survey staff located NPSAS:12 respondents (94 percent) at a significantly higher rate than NPSAS:12 nonrespondents (71 percent).

Table 11. Located and interviewed status, by NPSAS:12 response status and institution type: 2014

| NPSAS:12 response status and institution type | Total sample | Number of cases ¹ | Located ² | | Interviewed ^{2,3} | | |
|---|---------------|------------------------------|----------------------|------------------|----------------------------|--------------------|------------------|
| | | | Number | Percent of total | Number | Percent of located | Percent of total |
| Total | 37,170 | 35,610 | 33,350 | 89.7 | 24,770 | 74.3 | 66.6 |
| Prior-round response status | | | | | | | |
| NPSAS:12 respondent | 30,100 | 29,410 | 28,320 | 94.1 | 23,650 | 83.5 | 78.6 |
| NPSAS:12 nonrespondent | 7,070 | 6,200 | 5,020 | 71.1 | 1,110 | 22.2 | 15.8 |
| Institutional sector | | | | | | | |
| Public less-than-2-year | 250 | 230 | 220 | 87.8 | 150 | 67.1 | 58.9 |
| Public 2-year | 11,430 | 10,960 | 10,280 | 89.9 | 7,380 | 71.8 | 64.6 |
| Public 4-year non-doctorate-granting | 1,930 | 1,890 | 1,800 | 93.2 | 1,410 | 78.3 | 72.9 |
| Public 4-year doctorate-granting | 3,520 | 3,460 | 3,360 | 95.4 | 2,780 | 82.9 | 79.1 |
| Private nonprofit 2-year or less | 380 | 350 | 330 | 86.8 | 240 | 72.6 | 63.1 |
| Private nonprofit 4-year non-doctorate-granting | 2,430 | 2,380 | 2,270 | 93.5 | 1,860 | 81.8 | 76.5 |
| Private nonprofit 4-year doctorate-granting | 2,720 | 2,680 | 2,610 | 95.9 | 2,240 | 85.9 | 82.4 |
| Private for-profit less-than-2-year | 1,630 | 1,500 | 1,360 | 83.8 | 860 | 62.8 | 52.6 |
| Private for-profit 2-year | 3,530 | 3,290 | 3,060 | 86.6 | 2,090 | 68.3 | 59.2 |
| Private for-profit 4-year | 9,370 | 8,880 | 8,070 | 86.1 | 5,770 | 71.5 | 61.6 |

¹ Through the course of data collection, approximately 70 sample members were found to be deceased. The deceased cases have been excluded from the final eligible sample (35,540) but are included in this analysis of data collection results.

² Sample members are counted as located if they were ever located at some point during data collection.

³ Interviewed count includes eligible sample members who met the criteria for qualification as an interview respondent, which required completing at least a partial interview.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Batch tracing. The CPS database, which provides information for students who have applied for federal financial aid using the FAFSA, resulted in updated or confirmed contact information for 49 percent of the cases submitted for batch tracing. BPS staff submitted all existing and updated contact information received from CPS to the NCOA database. Of the 36,750 cases sent to NCOA, as shown in table 12, NCOA returned 8,050 (22 percent) with an updated address.

Table 12. Batch processing record match rates, by tracing source: 2014

| Method of tracing | Number of records sent | Number of records matched ¹ | Percent matched ² |
|-------------------|------------------------|--|------------------------------|
| Total | 166,520 | 84,560 | 50.8 |
| CPS | 34,830 | 17,030 | 48.9 |
| NCOA | 36,750 | 8,050 | 21.9 |
| Phone Append | 36,750 | 22,920 | 62.4 |
| Premium Phone | 5,070 | 1,660 | 32.7 |
| NSLDS | 34,830 | 25,290 | 72.6 |
| SSN Search | 5,620 | 5,500 | 97.8 |
| Email Search | 12,680 | 4,130 | 32.5 |

¹ Match rate includes instances when sample member contact information was confirmed and when new information was provided. For Premium Phone, match rate includes only instances when new information was provided.

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

NOTE: CPS = Central Processing System. NCOA = National Change of Address. NSLDS = National Student Loan Data System. SSN = Social Security number. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

As the next step, BPS staff submitted sample member information to Phone Append for telephone number updates. Of the 36,750 cases sent, Phone Append returned 22,920 (62 percent) with new or confirmed telephone numbers. Prior to intensive tracing, BPS staff submitted a small group of cases to Premium Phone after all other leads were exhausted in CATI. Of the 5,070 cases submitted, Premium Phone returned 1,660 (33 percent) with new or confirmed telephone numbers.

Intensive tracing. Sample members who were not located in batch tracing or CATI locating were selected for intensive tracing. Overall, 4,260 cases, or approximately 11 percent of the total sample, required intensive tracing as shown in table 13. By type of institution, the rate requiring intensive tracing ranged from 4 percent of students at public 4-year doctorate-granting institutions to 18 percent of students at private for-profit less-than-2-year institutions. Of NPSAS:12 respondents in the BPS sample, 7 percent (2,190) required intensive tracing, while 29 percent of NPSAS:12 nonrespondents (2,070) required intensive tracing.

Table 13. Required intensive tracing procedures, by NPSAS:12 response status and institution type: 2014

| NPSAS:12 response status and institution type | Total sample | Cases requiring intensive tracing ¹ | |
|---|---------------|--|-------------|
| | | Number | Percent |
| Total | 37,170 | 4,260 | 11.5 |
| Prior-round response status | | | |
| NPSAS:12 respondent | 30,100 | 2,190 | 7.3 |
| NPSAS:12 nonrespondent | 7,070 | 2,070 | 29.3 |
| Institution type | | | |
| Public less-than-2-year | 250 | 40 | 15.4 |
| Public 2-year | 11,430 | 1,430 | 12.6 |
| Public 4-year non-doctorate-granting | 1,930 | 150 | 7.6 |
| Public 4-year doctorate-granting | 3,520 | 130 | 3.7 |
| Private nonprofit 2-year or less | 380 | 70 | 17.7 |
| Private nonprofit 4-year non-doctorate-granting | 2,430 | 160 | 6.5 |
| Private nonprofit 4-year doctorate-granting | 2,720 | 120 | 4.4 |
| Private for-profit less-than-2-year | 1,630 | 290 | 18.0 |
| Private for-profit 2-year | 3,530 | 510 | 14.4 |
| Private for-profit 4-year | 9,370 | 1,370 | 14.6 |

¹ Cases requiring intensive tracing count excludes cases initiated to intensive tracing that were not traced but includes cases for which intensive tracing work began but was stopped.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Intensive tracing located approximately 95 percent of the cases sent for intensive tracing, and survey staff subsequently interviewed 23 percent (910) of those cases (table 14). Sample members were identified as “located” if a tracer confirmed an address or phone number through a voice-mail message, sample member contact, or at least two of three credit bureaus. A case was also considered located in intensive tracing if the sample member was determined to be deceased, incarcerated, incapacitated, or out of the country. All 4,260 intensive tracing cases underwent the first tier of intensive tracing, and 1,600 of those cases required the second tier of intensive tracing.

Table 14. Located and interviewed rates of cases requiring intensive tracing procedures: 2014

| Intensive tracing round | Total cases ² | Located in TOPS | | Interviewed ¹ | |
|-------------------------|--------------------------|-----------------|------------------------|--------------------------|--------------------------|
| | | Number | Percent of total cases | Number | Percent of located cases |
| Total | 4,260 | 4,040 | 94.7 | 910 | 22.6 |
| First tier (TOPS-1) | 4,260 | 3,850 | 90.3 | 890 | 23.0 |
| Second tier (TOPS-2) | 1,600 | 1,280 | 79.8 | 180 | 13.7 |

¹ Interviewed count includes eligible students who met the criteria for qualification as an interview respondent, which required completing at least a partial interview.

² Total cases count excludes cases initiated to intensive tracing that were not traced. TOPS-2 cases are a subset of TOPS-1 cases that required additional intensive tracing efforts after TOPS-1; therefore, the total is not the sum of TOPS-1 and TOPS-2.

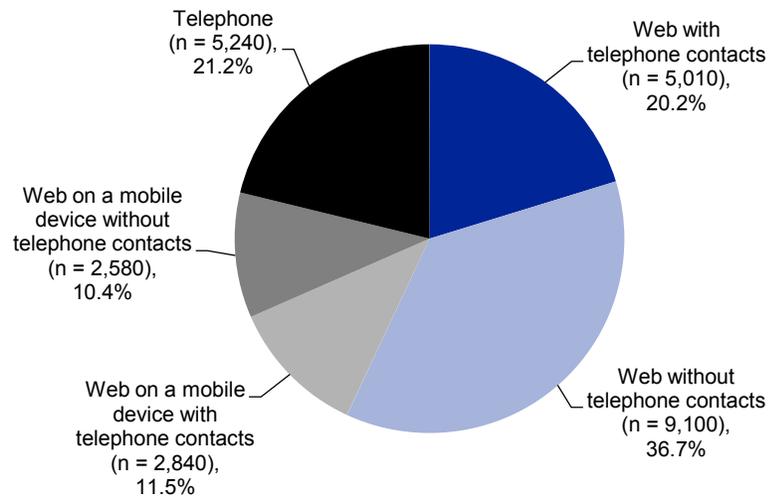
NOTE: TOPS = tracing operations. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

3.4.2 Student Interview Response Rates

Completion by mode. As described in section 3.2, BPS:12/14 interviews were completed by web or by telephone. Most of the interviews—about 9,100 (37 percent)—were completed by web without interviewers attempting telephone contact; 5,010 (20 percent) were completed by web with telephone contact; 2,580 (10 percent) were completed by web on a mobile device without interviewers attempting telephone contact; 2,840 (12 percent) were completed by web on a mobile device with telephone contact;¹³ and 5,240 (21 percent) were completed by telephone (figure 6).

Figure 6. Distribution of interview respondents, by mode of administration: 2014



NOTE: Interviewed count includes eligible sample members who met the criteria for qualification as an interview respondent, which required completing at least a partial interview. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Completion by base-year (NPSAS:12) response status and data collection phase. Response and completion rates differed by base-year response status and data collection phase. As shown in table 15, about 87 percent of NPSAS:12 interview respondents completed a full interview, compared with 64 percent of NPSAS:12 interview nonrespondents. Approximately 12 percent of NPSAS:12 interview

¹³ Mobile device sessions were identified through browser user-agent strings, which provide information detailing the device and browser type through which the sample member completed the interview.

respondents completed an abbreviated interview, compared with 32 percent of NPSAS:12 interview nonrespondents.

Table 15. Interview completeness, by base-year response status and interview type: 2014

| Interview type | Total | NPSAS:12 response status | | | |
|-------------------------------|---------------|--------------------------|--------------|----------------|--------------|
| | | Respondents | | Nonrespondents | |
| | | Number | Percent | Number | Percent |
| Total | 24,770 | 23,650 | 100.0 | 1,110 | 100.0 |
| Completed interview | 24,490 | 23,410 | 99.0 | 1,070 | 96.3 |
| Full interview | 21,380 | 20,660 | 87.3 | 720 | 64.3 |
| Abbreviated interview | 3,110 | 2,760 | 11.6 | 360 | 32.0 |
| Partially completed interview | 280 | 240 | 1.0 | 40 | 3.7 |

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Completion by data collection phase. The early response phase of data collection yielded a 30 percent response rate (this excludes partially completed interviews), with 10,510 completed interviews out of 35,610 cases (table 16). The next phase of data collection, the production phase, yielded a 56 percent response rate, with 13,980 complete interviews out of the remaining 25,100 cases.

As described in section 3.2.4, the BPS:12/14 data collection design consisted of two operational phases: an early response phase and a production phase. As shown in table 16, approximately 43 percent of BPS:12/14 interviews were completed during the early response phase, and the remaining 57 percent were completed during the production phase.

Table 16. Number of cases and percentage of completed interviews within each phase of data collection: 2014

| Data collection phase | Number of cases ¹ | Completed interviews | Percent of completed interviews ² | | |
|-----------------------|------------------------------|----------------------|--|----------------|--------------|
| | | | Cases in phase | Total eligible | Overall |
| Total | 35,610 | 24,490 | 68.8 | 68.8 | 100.0 |
| Early response phase | 35,610 | 10,510 | 29.5 | 29.5 | 42.9 |
| Production phase | 25,100 | 13,980 | 55.7 | 39.3 | 57.1 |

¹ Through the course of data collection, approximately 70 sample members were found to be deceased. The deceased cases have been excluded from the final eligible sample (35,540) but are included in this analysis of data collection results.

² Partial interviews were not included because partially completed interviews could be resumed by sample members through the end of data collection.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

3.4.3 Interview Timing Burden

To assess the burden associated with completing the BPS:12/14 full-scale interview, the time required for each respondent to complete the interview was collected and analyzed. Special attention was paid to differences in the time required to navigate particular interview paths and items with consistently high administration times.

A time stamp was embedded on each form (web screen) to be used in calculating the time required to complete the interview. A start timer recorded the clock time on a respondent's or interviewer's computer when a form was first loaded to get the *start time*, and an end timer recorded the clock time when the *Next* button on the form was clicked to get the *end time*. The time for each form was calculated by subtracting the *start time* from the *end time*. Total instrument time was calculated by summing across the times recorded for each form.

Overall, the BPS:12/14 full-scale interview had 24,770 interview respondents, 24,490 with a completed interview. Cases that completed the interview in more than one session and partially completed interviews were excluded from the timing analyses. Total interview time and section time outliers of more than two standard deviations were also excluded. These exclusions removed those respondents who took unexpected breaks in completion or whose timer continued to run after the respondent had stopped actively answering survey questions. To calculate the total average interview time for a case, section outliers were recoded to the maximum nonoutlier value and then included in the total average interview time. After including the recoded values, cases with a total interview time that exceeded two standard deviations were excluded from all timing analyses. Given those parameters, approximately 17,660 cases—71 percent of the total sample completed interviews—were included in the timing analyses reported here.

Table 17 displays the number and percentage of cases included in the analyses in this timing report, by interview type.

Table 17. Number and percentage of interviews included and excluded from the timing analysis, by interview type: 2014

| Interview type | Interviews | |
|--|---------------|--------------|
| | Number | Percent |
| Total | 24,770 | 100.0 |
| Interviews included in timing report | 17,660 | 71.3 |
| Full interviews | 15,450 | 62.4 |
| Calibration | 1,390 | 5.6 |
| Main sample | 14,060 | 56.8 |
| Abbreviated interviews | 2,210 | 8.9 |
| Calibration | 210 | 0.8 |
| Main sample | 2,010 | 8.1 |
| Interviews excluded from timing report | 7,110 | 28.7 |
| Interviews completed in more than one session | 6,470 | 26.1 |
| Full interviews | 5,680 | 22.9 |
| Calibration | 520 | 2.1 |
| Main sample | 5,160 | 20.8 |
| Abbreviated interviews | 780 | 3.2 |
| Calibration | 80 | 0.3 |
| Main sample | 710 | 2.9 |
| Interview time outliers | 360 | 1.5 |
| Partial interviews (completed at least Enrollment section) | 280 | 1.1 |

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

The abbreviated interview required on average about 11.9 minutes to administer over the telephone, while the web interview required significantly less time, at 9.8 minutes. This difference between modes was expected due to the additional time required for telephone interviewers to read questions and other text to respondents. Table 18 shows the average completion times by mode of administration for the abbreviated interview.

Table 18. Average time in minutes to complete abbreviated interview for main sample members, overall and by mode of administration: 2014

| Mode of administration | Number of cases | Average time (min) |
|--------------------------|-----------------|--------------------|
| Total¹ | 2,210 | 10.5 |
| Web | 1,470 | 9.8 |
| Telephone | 750 | 11.9 |

¹ The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

3.4.3.1 Timing by base-year response status

Because base-year nonrespondents did not complete the NPSAS:12 full-scale interview, they received a more detailed Enrollment section that included additional questions to confirm their NPSAS and BPS eligibility.

Average completion times and average section completion times for full interviews by base-year respondent status are shown in table 19.

Table 19. Average time in minutes to complete the full interview, by interview section and base-year respondent status: 2014

| Full interview section | Base-year response status | | | |
|---|---------------------------|--------------|-----------------|--------------|
| | Respondents | | Nonrespondents | |
| | Number of cases | Average time | Number of cases | Average time |
| Total full interview¹ | 14,930 | 30.5 | 520 | 37.5 |
| Enrollment | 14,890 | 9.1 | 520 | 13.2 |
| Education Experiences | 14,900 | 2.8 | 520 | 2.9 |
| Financial Aid | 14,610 | 1.6 | 510 | 1.6 |
| Employment | 14,610 | 5.3 | 510 | 6.2 |
| Income and Expenses | 14,810 | 4.2 | 520 | 4.5 |
| Background | 14,850 | 1.7 | 520 | 2.2 |
| Locating | 14,910 | 4.0 | 520 | 5.1 |

¹ The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

As expected, given the additional questions they received to confirm survey eligibility, base-year nonrespondents took significantly more time to complete the Enrollment section, at 13.2 minutes, than did base-year respondents, who took 9.10 minutes to complete the section. Base-year nonrespondents also received additional questions in the Locating section because minimal locating information had previously been collected for this group. The Locating section required significantly more time to complete for base-year nonrespondents, at 5.1 minutes, than it did for base-year respondents, at 4.0 minutes. Additionally, although they did not receive any extra questions in the following sections, these sections also took base-year nonrespondents a significantly longer amount of time to complete in comparison to base-year respondents: Employment; Income and Expenses; and Background. Only the Education Experiences and Financial Aid sections showed no significant differences in timing between the base-year nonrespondent and base-year respondent groups.

3.4.3.2 Timing by enrollment status

BPS:12/14 full-scale respondents were classified into three groups during the interview based on their responses to questions about their enrollment status and expected persistence in postsecondary education: “completers,” “leavers,” and “persisters.” For the purposes of the analyses in this timing report, completers and leavers have been grouped together because they received the same questions and were routed through the same sections of the interview.

Completers and leavers, by definition those respondents not currently enrolled and with no immediate plans to return to school, received condensed Enrollment and Education Experiences sections to limit the number of questions they received related to enrollment in and identification with a postsecondary institution. Instead, these respondents received a more detailed Employment section focused on collecting detailed information about the current or most recent employer and job. Persisters, who were still continuing in school, received more education-related questions in the Education Experiences sections and fewer Employment section questions. These interview paths were chosen to minimize burden for each group and to also ensure that respondents were receiving questions most relevant to their situations.

On average, persisters took 31.3 minutes to complete the full interview, which was significantly longer than the interviews for completers and leavers, which took 29.9 minutes. Completers and leavers, as well as persisters, took significantly more time to complete telephone interviews than web interviews. Table 20 shows the average completion times for full interviews by completer and leaver status and mode of administration.

Table 20. Average time in minutes to complete the full interview, by completer/leaver status and mode of administration: 2014

| Status | All respondents | | Mode of administration | | | |
|--|-----------------|--------------|------------------------|--------------|-----------------|--------------|
| | | | Web | | Telephone | |
| | Number of cases | Average time | Number of cases | Average time | Number of cases | Average time |
| All full interviews¹ | 15,450 | 30.8 | 12,120 | 29.3 | 3,320 | 36.0 |
| Completers and leavers | 5,480 | 29.9 | 3,820 | 28.3 | 1,660 | 33.6 |
| Persisters | 9,960 | 31.3 | 8,300 | 29.8 | 1,660 | 38.4 |

¹The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

For section timing, as expected based on the questions they received, the Enrollment and Education Experiences sections required significantly more time for persisters to

complete, with Enrollment taking persisters 10.6 minutes, compared with 6.6 minutes for completers and leavers. Education Experiences took persisters 3.6 minutes to complete, significantly longer than the 1.3 minutes it took completers and leavers. The Employment section required a significantly longer amount of time for completers and leavers to complete, at 7.8 minutes, compared with persisters, at 4.0 minutes. Three other sections also took significantly longer for completers and leavers to complete compared with persisters. The timing differences between these two groups for the Income and Expenses section was not significant. Average completion times and average section completion times for full interviews by completer and leaver status and mode of administration are shown in table 21.

Table 21. Average time in minutes to complete the full interview, by interview section and completer/leaver status: 2014

| Interview section | Status | | | |
|------------------------------------|------------------------|--------------|-----------------|--------------|
| | Completers and Leavers | | Persisters | |
| | Number of cases | Average time | Number of cases | Average time |
| Total interview¹ | 5,480 | 29.9 | 9,960 | 31.3 |
| Enrollment | 5,480 | 6.6 | 9,930 | 10.6 |
| Education Experiences | 5,480 | 1.3 | 9,940 | 3.6 |
| Financial Aid | 5,370 | 1.6 | 9,750 | 1.6 |
| Employment | 5,190 | 7.8 | 9,930 | 4.0 |
| Income and Expenses | 5,440 | 4.2 | 9,880 | 4.2 |
| Background | 5,450 | 1.9 | 9,920 | 1.6 |
| Locating | 5,480 | 4.3 | 9,950 | 3.8 |

¹The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

3.4.3.3 Longest form times

Average times to administer each form (web screen) were compared across all forms in the instrument, except those in the Locating section, where address collection forms require unavoidably long administration times. The forms with the highest average administration times are listed in table 22. Among the highest overall form times were the coders (in decreasing length of time): current and expected occupation (B14DOCC and B14AEXOCC); majors for all degrees and certificates at all institutions attended (B14ANPMAJ01, B14AMAJ1, B14AOTMAJ01, B14AOTMAJ201, B14AMAJ2, and B14ANPOMJ01); and all postsecondary institutions attended (B14AOTSCH01). The time required to complete these forms is not unexpected given that coders required the respondent or telephone interviewer to (1) enter text strings on the form, (2) hit “Enter” to conduct a keyword search on an underlying database, and (3) select a response from the returned list of possible

matches. The coder for current/most recent employer occupation (B14DOCC) had the longest average form time, at 2.2 minutes. B14AFUTRWGES (1.2 minutes) required respondents to provide their highest, lowest, and average expected yearly earnings at a future job, which required predictive thought rather than simple recall.

Table 22. Ten longest average form times in minutes observed in the interview: 2014

| Form name | Form description | Type | Number of cases ¹ | Average time (min) |
|--------------|--|-----------|------------------------------|--------------------|
| B14DOCC | Most recent employer: occupation coder | Coder | 4,700 | 2.2 |
| B14AEXOCC | Expected occupation: coder | Coder | 5,870 | 2.1 |
| B14ANPMAJ01 | Other NPSAS enrollment 1: major 1 coder | Coder | 670 | 2.0 |
| B14AMAJ1 | NPSAS major 1 coder | Coder | 4,570 | 1.5 |
| B14AOTMAJ01 | Other school enrollment 1: major 1 coder | Coder | 1,900 | 1.5 |
| B14AOTSCH01 | Other school enrollment 1: school coder | Coder | 4,420 | 1.4 |
| B14AFUTRWGES | Expected yearly salary | Textboxes | 10,200 | 1.2 |
| B14AOTMAJ201 | Other school enrollment 1: major 2 coder | Coder | 80 | 1.1 |
| B14AMAJ2 | NPSAS major 2 coder | Coder | 510 | 1.1 |
| B14ANPOMJ01 | Other NPSAS enrollment 1: original major coder | Coder | 120 | 1.0 |

¹The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

3.4.3.4 *Timing by use of mobile device*

Overall, full interviews completed on mobile devices took 34.3 minutes, on average, to complete, significantly more time than the average of 28.3 minutes for nonmobile devices. Likewise, in the abbreviated interview, mobile device interviews were completed in 10.1 minutes, on average, significantly more time than the average of 9.5 minutes for nonmobile interviews. With regard to sections, in all but Employment and Locating, there were no significant differences in interview completion times between mobile and nonmobile devices in the abbreviated interview. The Employment section, which took 6.0 minutes, on average, to complete on mobile devices, took significantly more time than the average of 4.5 minutes on nonmobile devices. The Locating section averaged a completion time of 4.3 minutes on mobile devices, significantly more time than the average of 3.3 minutes for nonmobile devices. Average completion times and average section completion times by mobile/nonmobile status are shown in table 23 for full and abbreviated interviews.

Table 23. Average time in minutes to complete the web interview, by interview section, phase, and mobile/nonmobile status: 2014

| Interview section | Status | | | |
|------------------------------|------------------------------|--------------|------------------------------|--------------|
| | Nonmobile | | Mobile | |
| | Number of cases ¹ | Average time | Number of cases ¹ | Average time |
| Full interview | | | | |
| Total interview | 10,070 | 28.3 | 2,050 | 34.3 |
| Enrollment | 10,040 | 8.9 | 2,050 | 9.8 |
| Education Experiences | 10,050 | 2.8 | 2,050 | 2.8 |
| Financial Aid | 9,850 | 1.4 | 2,000 | 1.7 |
| Employment | 9,940 | 4.5 | 1,950 | 6.0 |
| Income and Expenses | 9,980 | 3.8 | 2,020 | 4.6 |
| Background | 10,020 | 1.4 | 2,030 | 2.0 |
| Locating | 10,060 | 3.3 | 2,050 | 4.3 |
| Abbreviated interview | | | | |
| Total interview | 760 | 9.5 | 710 | 10.1 |
| Enrollment | 740 | 4.1 | 680 | 4.2 |
| Financial Aid | 740 | 0.3 | 680 | 0.3 |
| Employment | 740 | 0.4 | 680 | 0.5 |
| Income and Expenses | 740 | 0.7 | 680 | 0.7 |
| Background | 740 | 0.0 | 680 | 0.0 |
| Locating | 740 | 1.0 | 680 | 1.1 |

¹ The timing analysis included only cases that completed the interview in one session; calibration interviews, partial interviews and outliers were also excluded.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

3.4.4 Telephone Interviewer Hours

Throughout the BPS:12/14 data collection, telephone interviewers logged about 24,633 hours, with 5,240 telephone interviews completed. Telephone interviewer hours were spent on case management activities, including locating and contacting sample members, prompting sample members to complete interviews, reviewing case events, scheduling appointments for callbacks, recording events in the case management system, and responding to incoming calls to the help desk. During BPS:12/14, telephone interviewers responded to 3,074 inbound calls and 2,301 voice-mail messages for the help desk.

3.4.5 Number of Calls to Sample Members

On average, 13 calls were made per sample member. The average number of calls required per sample member varied by interview response status, base-year response status, and interview mode (web or telephone). As shown in table 24, respondents required an average of 7 calls per case, compared with 29 calls per case for nonrespondents.

Web respondents required an average of 5 calls per case, and telephone respondents required an average of 11 calls. However, when excluding web and telephone respondents who required no outbound calls, web respondents required an average of 13 calls, compared with 12 calls, on average, for their telephone interview counterparts.

Table 24. Average number of calls, by response status and mode of interview: 2014

| Response status and mode | Number of cases ¹ | Number of calls | Average number of calls |
|---|------------------------------|-----------------|-------------------------|
| Total | 35,610 | 473,830 | 13.3 |
| Prior-round response status | | | |
| NPSAS:12 respondent | 29,410 | 319,830 | 10.9 |
| NPSAS:12 nonrespondent | 6,200 | 154,000 | 24.9 |
| Institution type | | | |
| Public less-than-2-year | 230 | 3,620 | 16.0 |
| Public 2-year | 10,960 | 150,840 | 13.8 |
| Public 4-year non-doctorate-granting | 1,890 | 21,340 | 11.3 |
| Public 4-year doctorate-granting | 3,460 | 32,070 | 9.3 |
| Private nonprofit 2-year or less | 350 | 4,770 | 13.5 |
| Private nonprofit 4-year non-doctorate-granting | 2,380 | 23,350 | 9.8 |
| Private nonprofit 4-year doctorate-granting | 2,680 | 21,420 | 8.0 |
| Private for-profit less-than-2-year | 1,500 | 26,660 | 17.7 |
| Private for-profit 2-year | 3,290 | 53,880 | 16.4 |
| Private for-profit 4-year | 8,880 | 135,880 | 15.3 |
| BPS:12/14 response status | | | |
| Respondent ² | 24,770 | 164,120 | 6.6 |
| Web interviews | 19,520 | 105,030 | 5.4 |
| Excluding those with no calls | 7,850 | 105,030 | 13.4 |
| Telephone interviews | 5,240 | 59,090 | 11.3 |
| Excluding those with no calls | 4,930 | 59,090 | 12.0 |
| Nonrespondent and exclusions | 10,840 | 309,710 | 28.6 |

¹ Through the course of data collection, approximately 70 sample members were found to be deceased. The deceased cases have been excluded from the final eligible sample (35,540) but are included in this analysis of data collection results.

² Respondent count includes eligible sample members who met the criteria for qualification as an interview respondent, which required completing at least a partial interview.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

3.4.6 Refusal Aversion and Refusal Conversion

BPS:12/14 staff integrated refusal aversion techniques into data collection interviewer training and reinforced them throughout data collection in quality control meetings. They encouraged interviewers to share their experiences in avoiding sample member refusals and to seek guidance from the group with particularly difficult cases. Sample member refusals were classified by strength of refusal—from “soft” refusals (“I’m just not interested”) to hostile, firm refusals. Hostile refusals were immediately finalized, while softer refusals were called back for

conversion efforts. Project staff put sample members who refused to complete the interview in a separate calling queue that was staffed by a subset of interviewers who had received specialized refusal conversion training. Overall, 7 percent of eligible cases ever refused; of those, about 18 percent of cases subsequently completed the interview (table 25).

Table 25. Refusal and refusal conversion rates, by NPSAS:12 response status and institution type: 2014

| NPSAS:12 response status and institution type | Total number of cases ¹ | Ever refused interview ² | | Interviewed, given refusal | | |
|---|------------------------------------|-------------------------------------|------------------|----------------------------|--------------------|------------------|
| | | Number | Percent of total | Number | Percent of refused | Percent of total |
| Total | 35,610 | 2,630 | 7.4 | 470 | 17.8 | 1.3 |
| Prior-round response status | | | | | | |
| NPSAS:12 respondent | 29,410 | 1,610 | 5.5 | 410 | 25.5 | 1.4 |
| NPSAS:12 nonrespondent | 6,200 | 1,020 | 16.5 | 60 | 5.8 | 1.0 |
| Institution type | | | | | | |
| Public less-than-2-year | 230 | 20 | 9.3 | # | 9.5 | 0.9 |
| Public 2-year | 10,960 | 960 | 8.8 | 160 | 16.6 | 1.5 |
| Public 4-year non-doctorate-granting | 1,890 | 140 | 7.5 | 30 | 17.7 | 1.3 |
| Public 4-year doctorate-granting | 3,460 | 220 | 6.5 | 50 | 20.5 | 1.3 |
| Private nonprofit 2-year or less | 350 | 20 | 6.5 | 10 | 21.7 | 1.4 |
| Private nonprofit 4-year non-doctorate-granting | 2,380 | 170 | 7.2 | 40 | 21.1 | 1.5 |
| Private nonprofit 4-year doctorate-granting | 2,680 | 180 | 6.6 | 30 | 19.1 | 1.3 |
| Private for-profit less-than-2-year | 1,500 | 90 | 6.2 | 10 | 14.0 | 0.9 |
| Private for-profit 2-year | 3,290 | 240 | 7.2 | 40 | 18.5 | 1.3 |
| Private for-profit 4-year | 8,880 | 580 | 6.6 | 110 | 18.0 | 1.2 |

Rounds to zero.

¹ Through the course of data collection, approximately 70 sample members were found to be deceased. The deceased cases have been excluded from the final eligible sample (35,540) but are included in this analysis of data collection results.

² Ever refused interview count includes eligible students who ever refused or had a gatekeeper (parent or other contact) refuse on their behalf.

NOTE: Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

3.4.7 Evaluation of Responsive Design

BPS:12/14 employed a technique known as *responsive design* (Groves and Heeringa 2006) to examine the degree to which targeted interventions increased response rates and reduced nonresponse bias in the data collection. The design included use of a calibration sample to identify optimal monetary incentives, development of an importance measure for identifying nonrespondents for specific incentive offers, and implementation of a six-phase data collection period. The following section describes the calibration sample and phases of data collection (section 3.4.7.1), outlines the importance measure and the models used to construct that measure (section 3.4.7.2), and evaluates the impact on nonresponse bias (section 3.4.7.3).

3.4.7.1 *Phased data collection, calibration sample, and experiments*

Approximately 10 percent of the 37,170 BPS:12/14 sample members were randomly selected to form a calibration sample with the remaining sample forming the main sample. Both the calibration and main samples were subject to the same data collection activities, although the calibration sample was fielded 7 weeks before the main sample. At the close of data collection, respondents from both the calibration and main samples were combined.

BPS staff employed different incentives and data collection methods to encourage and increase participation:

- a baseline monetary incentive;
- a monetary incentive increase over baseline;
- local exchange outbound calling; and
- an offer of an abbreviated survey instrument.

BPS staff embedded two experiments in the data collection of the calibration sample to inform the incentive amounts in the subsequent data collection of the main sample. The first experiment identified the baseline monetary incentive, and the second determined a subsequent monetary incentive increase. These activities occurred at different points during data collection and are summarized, along with a description of the six phases of data collection, in table 26.

Table 26. Summary of start dates and activities for each data collection phase, by sample: 2014

| Phase | Start date | | Activity | |
|-------|-----------------------|----------------|---|--|
| | Calibration subsample | Main subsample | Calibration subsample | Main subsample |
| 1 | 2/18/2014 | 4/8/2014 | Begin web collection; randomize calibration sample to 11 different baseline incentives (experiment #1) | Begin web collection (baseline incentives determined by results of first calibration experiment) |
| 2 | 3/18/2014 | 5/6/2014 | Begin CATI collection | Begin CATI collection |
| 3 | 4/8/2014 | 5/27/2014 | Randomize calibration sample nonrespondents to different monetary incentive increases (experiment #2) | Construct importance score and offer incentive increase to select nonrespondents (incentive increase determined by results of second calibration experiment) |
| 4 | 5/6/2014 | 6/24/2014 | Construct importance score and identify select nonrespondents for field/local exchange calling for targeted cases | Construct importance score and identify select nonrespondents for field/local exchange calling for targeted cases |
| 5 | 7/15/2014 | 9/2/2014 | Construct importance score and identify select nonrespondents for abbreviated interview with mobile access | Construct importance score and identify select nonrespondents for abbreviated interview with mobile access |
| 6 | 8/12/2014 | 9/30/2014 | Conduct abbreviated interview for all remaining nonrespondents | Conduct abbreviated interview for all remaining nonrespondents |

NOTE: CATI = computer-assisted telephone interviewing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Experiment 1: Determining the baseline incentive

Implemented in phase 1, the first experiment determined a baseline incentive to use with the main sample. In order to assess whether or not baseline incentive offers should vary by likelihood of response, an *a priori* predicted probability of response was constructed for each calibration sample member. Based on these probabilities, calibration sample members were assigned to five groups using response probability quintiles and then randomly assigned to one of eleven baseline incentive amounts ranging from \$0 to \$50 in \$5 increments. Additional information on how the *a priori* predicted probabilities of response were constructed is provided in section 3.4.7.2.

At the end of phase 1, BPS staff evaluated results to inform the main sample collection. For the three groups with the highest predicted probabilities of response, the response rate for a given baseline incentive was statistically higher than the response rate for the next lowest incentive amount up to \$30. Response rates for incentives of \$35 or higher were not statistically higher than response rates at \$30. For the two groups with the lowest predicted probabilities of response, the response rate at \$45 was found to be statistically higher than the response rate at \$0 but, because the finding was based on a small number of cases, a baseline incentive amount of \$30 was determined to be optimal for use with the main sample.

Experiment 2: Determining the optimal monetary incentive increase

The second experiment was implemented in phase 3 and was designed to determine the additional incentive amount to offer to select main sample nonrespondents. An importance measure, the construction of which is described in section 3.4.7.2, was constructed for each calibration sample nonrespondent as of the end of phase 2, and the 500 nonrespondents with the largest important scores were randomly assigned to one of three additional incentives: \$0, \$25, or \$45.

After 28 days of data collection, BPS staff evaluated the experiment results to inform the main sample collection. The \$0 incentive group had a response rate of 14 percent, the \$25 incentive group had a response rate of 21 percent, and the \$45 group had a response rate of 35 percent. The response rate for the \$25 group was not statistically higher than the response rate for the \$0 incentive group, while the response rate for the \$45 group was statistically higher than the response rates of the \$25 group and the \$0 group. Consequently, \$45 was used as the additional incentive increase for the main sample.

3.4.7.2 Importance measure

BPS staff developed an importance measure that combined two models. The first model, an *a priori* response propensity model, was used to predict the probability of response for all BPS:12/14 sample members prior to the start of data collection. Because the BPS:12/14 sample members were also fielded in NPSAS:12, predictor variables for model development included sampling frame variables as well as NPSAS:12 variables that include, but are not limited to, the following:

- responded during early completion period;
- interview mode (web/telephone);
- ever refused;
- number of calls attempted; and
- tracing/locating status (located/required intensive tracing).

BPS staff developed a second model, a bias-likelihood model, to identify nonrespondents who were most likely to contribute to nonresponse bias at a given point during data collection. Using a logistic regression model, the probability of response was estimated at the beginning of phases 3, 4, and 5. Variables used in the bias-likelihood model were derived from NPSAS:12, from institution characteristics, and from sampling frame information. Paradata, particularly variables highly predictive of response but unrelated to the survey variables of interest, were excluded from the bias-likelihood model. Candidate variables for the model included

- highest degree expected;

- parents' level of education;
- age;
- gender;
- number of dependent children;
- income percentile;
- hours worked per week while enrolled;
- school sector;
- undergraduate degree program;
- expected wage; and
- high school graduation year.

Because the variables used in the bias–likelihood models were selected as proxies for survey outcomes, which are unobservable for nonrespondents, the predicted probabilities from the bias-likelihood model are used to identify nonrespondents in the most under-represented groups, as defined by the variables used in the model. Small predicted probabilities correspond to nonrespondents in the most underrepresented groups, while large predicted probabilities identify groups that are relatively well represented among respondents.

At the beginning of each of phases 3, 4, and 5, BPS staff calculated the importance measure by combining the probability of response and bias–likelihood probability. The importance measure was used to identify a subset of those nonrespondents most likely to contribute to nonresponse bias who were thus offered a monetary incentive increase, sent to local exchange calling, and offered an abbreviated interview, respectively.

3.4.7.3 *Impact on nonresponse bias*

Because BPS:12/14 sample members were subjected to the same data collection procedures, it is difficult to assess the degree to which the responsive design reduced nonresponse bias relative to another data collection design that did not incorporate responsive design elements. Nonetheless, BPS staff conducted a post hoc analysis to compare estimates of nonresponse bias generated using all respondents with estimates of nonresponse bias generated by treating responsive design respondents, respondents who were ever selected using responsive design methods, as nonrespondents.

The following variables were used to conduct a nonresponse bias analysis:¹⁴

- region (categorical);

¹⁴ For the continuous variables, except for age, categories were formed based on quartiles.

- age as of NPSAS:12 (categorical);
- CPS match as of NPSAS:12 (yes/no);
- federal aid receipt (yes/no);
- Pell Grant receipt (yes/no);
- Pell Grant amount (categorical);
- Stafford Loan receipt (yes/no);
- Stafford Loan amount (categorical);
- institutional aid receipt (yes/no);
- state aid receipt (yes/no);
- major (categorical);
- institution enrollment from IPEDS file (categorical);
- any grant aid receipt (categorical); and
- graduation rate (categorical).

For each category of the variables listed above, nonresponse bias was estimated by comparing estimates from base-weighted respondents with those of the full sample to determine if the differences were statistically significant at the 5 percent level. BPS staff first conducted the nonresponse bias using all respondents and then conducted an analysis where responsive design respondents are classified as nonrespondents. The relative bias estimates associated with these nonresponse bias analysis are summarized in table 27. For a more detailed discussion of relative bias, please see section 6.4.2.

Table 27. Summary of responsive design impact on nonresponse bias, by institutional sector: 2014

| Nonresponse bias statistics¹ | Overall | Public less-than- 2-year | Public 2-year | Public 4-year non- doctorate- granting | Public 4-year doctorate- granting | Private nonprofit less-than- 4-year | Private nonprofit 4-year non- doctorate- granting | Private nonprofit 4-year doctorate- granting | Private for-profit less-than- 2-year | Private for-profit 2-year | Private for-profit 4-year |
|---|----------------|---|--------------------------|---|--|--|--|---|---|--|--|
| All respondents | | | | | | | | | | | |
| Mean percent relative bias across characteristics | 10.7 | 7.8 | 6.4 | 8.9 | 4.2 | 12.9 | 7.1 | 4.7 | 13.0 | 9.6 | 7.2 |
| Median percent relative bias across characteristics | 6.3 | 5.1 | 3.8 | 4.6 | 2.7 | 8.8 | 4.0 | 3.8 | 7.5 | 5.4 | 5.5 |
| Percentage of characteristics with significant bias | 62.1 | 36.4 | 29.0 | 43.2 | 33.3 | 7.4 | 32.6 | 29.3 | 25.0 | 8.3 | 11.7 |
| Respondents excluding those selected for responsive design | | | | | | | | | | | |
| Mean percent relative bias across characteristics | 22.9 | 12.5 | 12.8 | 13.6 | 4.3 | 29.0 | 16.5 | 4.7 | 12.1 | 18.2 | 11.6 |
| Median percent relative bias across characteristics | 12.4 | 9.7 | 5.0 | 7.8 | 3.0 | 16.5 | 4.2 | 3.6 | 4.7 | 9.0 | 8.1 |
| Percentage of characteristics with significant bias | 73.6 | 16.7 | 26.9 | 55.6 | 37.5 | 32.4 | 31.8 | 30.2 | 17.1 | 5.7 | 9.7 |

¹ Relative bias and significance calculated on respondents vs. full sample.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

The mean and median percent relative bias are lowest across all sectors when all respondents are used in the bias assessment. The overall percentage of characteristics with significant bias is lowest when all respondents are used but the percentage of characteristics with significant bias is lowest in seven of the 10 sectors when responsive design respondents are excluded. However, the percentage of characteristics with significant bias is affected by sample sizes. With approximately 5,200 respondents who were ever selected under the responsive design, the power to detect a bias that is statistically different from zero is higher when using all respondents versus a smaller subset of those respondents in a nonresponse bias assessment. Consequently, the mean and median percent relative bias are better gauges of how the addition of selected responsive design respondents impacts nonresponse bias.

Given that some of the 5,200 selected respondents would have responded even if they had never been subject to responsive design, it is impossible to attribute the observed bias reduction solely to the application of responsive design methods. However, observed reduction of bias is large and suggests that responsive design methods may be helpful in reducing nonresponse bias.

3.5 Evaluation of Student Interview Items

The following section provides an evaluation of the student interview items, including analyses of the data collected in the instrument coders as well as a review of help text access rates, success rates for conversion text, and item nonresponse.

3.5.1 Instrument Coders

The BPS student interview used assisted coding systems, or “coders,” to provide standardized codes for text string responses. BPS:12/14 used coders for postsecondary institutions attended since the 2011–12 academic year, majors or fields of study, and most-recent and anticipated occupations. Respondents entered text strings for each type of coder, then matched their entry with options returned from a keyword search linked to an underlying database of standardized terms. For a detailed description of each coder and its underlying database, see section 3.1, Student Interview Design.

Recoding. Project staff randomly selected for recoding 10 percent of the major and occupation codes chosen in the student interview. In *recoding*, expert coding staff reviewed the codes chosen in the interview and determined whether a different selection more accurately described the text string provided by the respondent. Table 28 shows the rate of recoded values—same as original code, recoded to a

different value, or text string too vague to code—chosen by the expert coding staff for the major and occupation coders in the interview. Overall, expert coding staff agreed with major codes approximately 93 percent of the time. About 7 percent of the time, they recoded codes chosen to a new value; and they were unable to choose a code due to vague text strings less than 1 percent of the time. The expert coding staff agreed with occupation codes entered by respondents and telephone interviewers nearly 88 percent of the time. About 12 percent of the time, the staff recoded codes chosen to a new value; and they were unable to choose a code due to vague text strings less than 1 percent of the time.

Table 28. Percentage of recoding results, by coding system and administration mode: 2014

| Coding system | Recoded same as original | | | Recoded to a different value | | | | Text string too vague to code | | | | |
|---------------|--------------------------|------|------------------|------------------------------|------|------------------|---------|-------------------------------|------------------|-----|-----|-----|
| | Overall | Web | Mobile Telephone | Overall | Web | Mobile Telephone | Overall | Web | Mobile Telephone | | | |
| Major | 92.8 | 92.7 | 89.0 | 95.4 | 6.6 | 6.5 | 10.5 | 4.2 | 0.6 | 0.8 | 0.5 | 0.4 |
| Occupation | 88.1 | 87.0 | 88.2 | 90.9 | 11.8 | 12.9 | 11.5 | 9.2 | 0.2 | 0.1 | 0.3 | 0.0 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

The only significant difference in recode rates occurred between CATI and mobile modes of administration in the major coder. Expert coders agreed with major codes chosen by CATI respondents approximately 95 percent of the time, whereas they agreed with major codes chosen by mobile mode respondents only 89 percent of the time. The occupation coder showed no significant differences in recode rates between modes of administration.

Upcoding. In a process known as *upcoding*, expert coding staff attempted to identify an appropriate standardized response option for any text strings for which a code had not been selected in the interview. Text strings from postsecondary institution coders required the most upcoding, at approximately 5 percent, while text strings from the major coder required 2 percent upcoding, and the occupation coder required 1 percent upcoding. Text strings from web and mobile interviews generally required more upcoding than CATI because telephone interviewers received special training on the use of coders. Results of the upcoding process are shown in table 29.

Table 29. Percentage of text strings upcoded, by mode of administration and coding system: 2014

| Coding system | Mode of administration | | | |
|--------------------|------------------------|-----|--------|------|
| | Overall | Web | Mobile | CATI |
| IPEDS institutions | 5.1 | 4.3 | 6.8 | 5.5 |
| Major | 1.5 | 1.3 | 2.7 | 0.7 |
| Occupation | 1.2 | 1.3 | 1.6 | 0.7 |

NOTE: IPEDS = Integrated Postsecondary Education Data System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

3.5.2 Help Text

During the BPS:12/14 interview, respondents and telephone interviewers were able to click a help button provided on each BPS:12/14 interview screen to obtain question-specific help text. In addition, some questions included embedded hyperlinks to the help text on specific terms. Whether accessed through the help button or through a hyperlink, each question had unique help text that provided definitions of key terms and phrases used in question wording and response options, and provided other explanations thought to help clarify and standardize meaning for respondents.

The number of times that respondents or interviewers accessed the help text relative to the number of times that forms were administered determined the overall rate of help text access. Excluding partial interviews, abbreviated interviews, and those forms with fewer than 50 respondents, table 30 shows the interview questions for which help text was accessed at a rate of at least 4 percent. The overall rate of help text access was 1 percent.

Table 30. Interview questions with highest rates of help text access, by mode of administration: 2014

| Question | Question description | Mode of administration | | | | | | | |
|--------------|--|------------------------|-----------------------------|------------------------|-----------------------------|------------------------|-----------------------------|------------------------|-----------------------------|
| | | Overall | | Web | | Telephone | | Mobile | |
| | | Number administered to | Percent of help text access | Number administered to | Percent of help text access | Number administered to | Percent of help text access | Number administered to | Percent of help text access |
| B14AFUTRWGES | Expected annual salary upon completion of education | 13,700 | 12.1 | 9,170 | 12.7 | 2,130 | 12.3 | 2,410 | 9.4 |
| B14DWRKSTD01 | Employer 1: work-study job | 1,890 | 7.0 | 1,330 | 5.9 | 260 | 14.0 | 290 | 5.4 |
| B14CPRVLN | Took out private loans for the 2013–2014 school year | 7,530 | 4.8 | 5,190 | 5.0 | 1,050 | 5.3 | 1,290 | 3.9 |
| B14ECARRYBAL | Credit card amount carried over each month | 9,030 | 4.7 | 5,650 | 4.9 | 1,540 | 5.4 | 1,840 | 3.4 |
| B14ADBLMAJ | Declared major for degree or certificate at NPSAS started in 2011–12 | 19,560 | 4.1 | 11,830 | 3.4 | 3,820 | 6.9 | 3,900 | 3.5 |
| B14ASTDABR | Studied abroad as part of education at NPSAS | 16,720 | 4.0 | 10,630 | 3.9 | 2,960 | 6.5 | 3,130 | 2.3 |

NOTE: NPSAS = National Postsecondary Student Aid Study. Table is based on the rates of help text access for interview screens administered to a minimum of 50 respondents and in which help text was accessed at an overall rate of at least 4 percent. Partial and abbreviated interviews were excluded from the analysis. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

The form-level rate of help text access was analyzed by mode of interview administration to identify questions that may have been problematic for users. Six interview questions administered to at least 50 respondents had an overall help text access rate of 4 percent or greater. *Expected annual salary upon completion of education* (B14AFUTRWGES) had the overall highest rate at approximately 12 percent. This form asked respondents to report the expected, highest, and lowest annual salary of their expected occupation. The hypothetical nature of the question may have contributed to its higher rate of help text access. On this form, mobile respondents used the help text the least of all three modes (9 percent). This rate was significantly less than that of web respondents (13 percent) and telephone interviewers (12 percent). There was no significant difference in help text use between telephone interviewers and web respondents for this form.

Employer 1: work-study job (B14DWRKSTD01) asked respondents to indicate whether a job they had reported was a work-study job. This form had the second highest help text access rate at 7 percent. Telephone interviewers accessed the help text (14 percent) significantly more than web respondents (6 percent) and significantly more than mobile respondents as well (5 percent).

The remaining four forms that had an overall help text access rate of 4 percent or greater showed varying differences between the three modes. *Took out private loans for the 2013–2014 academic year* (B14CPRVLN) was the only form that showed no significant differences across modes. In contrast, *Studied abroad as part of education at NPSAS* (B14ASTDABR) showed significant differences in help text access among all three modes. Telephone interviewers used the help text (7 percent) significantly more than web respondents (4 percent) and significantly more than mobile respondents (2 percent). The difference in access between web (4 percent) and mobile respondents (2 percent) was significant as well.

The help text for *Declared major for degree or certificate at NPSAS started in 2011–12* (B14ADBLMAJ) was utilized more by telephone interviewers (7 percent) than by web (3 percent) or mobile respondents (4 percent). Finally, *Credit card amount carried over each month* (B14ECARRYBAL) help text was accessed significantly less by mobile respondents (3 percent) than by web respondents (5 percent) and telephone interviewers (5 percent). The difference between telephone interviewers' and web respondents' access rates was not significant for this form.

3.5.3 Conversion Text

To try to minimize item-level nonresponse in the BPS:12/14 interview, the survey used conversion text to encourage reluctant respondents to provide an answer. Particularly when encountered in the web interview, conversion text essentially

mimicked the refusal conversion strategy that would have been attempted by an interviewer. In the BPS:12/14 interview, a subset of 36 questions included conversion text. If the respondent left the items blank, the survey displayed the items again, with additional text emphasizing the importance of the item and sometimes with the addition of a “don’t know” option.

To determine a conversion rate for the 36 items with conversion text, staff divided the total number of responses on each of the critical items after the survey displayed conversion text by the total number of cases in which the conversion text was triggered. Table 31 displays the rates of conversion, overall and by mode, for the 15 critical items with conversion rates higher than 90 percent.

Table 31. Conversion rates for critical items, by mode of administration: 2014

| Item | Item description | Total | | | | | Web | | | | |
|--------------|---|-----------------|------------------|-------------------------|---------------------------------------|-------------------------------------|-----------------|------------------|-------------------------|---------------------------------------|-------------------------------------|
| | | Number of cases | Number converted | Total percent converted | Percent converted to a valid response | Percent converted to a "don't know" | Number of cases | Number converted | Total percent converted | Percent converted to a valid response | Percent converted to a "don't know" |
| B14ALT30 | Categorical ranges of age | # | # | 100.0 | 100.0 | † | † | † | † | † | † |
| B14AELIG | Attended NPSAS at any time during 2011–12 academic year | # | # | 100.0 | 100.0 | † | # | # | 100.0 | 100.0 | # |
| B14ANPCMPD01 | NPSAS other attendance 1: completed degree/certificate requirements | 20 | 20 | 100.0 | 100.0 | † | 10 | 10 | 100.0 | 100.0 | † |
| B14AOTSCHENR | Attended another school between July 2011 and June 2014 | 100 | 100 | 100.0 | 100.0 | † | 40 | 40 | 100.0 | 100.0 | † |
| B14AOTCMPD01 | Other school attendance 1: completed degree/certificate requirements | 10 | 10 | 100.0 | 100.0 | † | 10 | 10 | 100.0 | 100.0 | † |
| B14FHISP | Respondent of Hispanic or Latino Origin | # | # | 100.0 | 100.0 | † | # | # | 100.0 | 100.0 | † |
| B14EINCSP | Spouse's income in 2013 | 50 | 50 | 100.0 | 94.0 | 10.0 | 30 | 30 | 100.0 | 86.7 | 10.0 |
| B14AOTOTDG01 | Other school attendance 1: attendance at another school | 40 | 40 | 97.5 | 97.5 | † | 30 | 30 | 96.3 | 96.3 | † |
| B14BREMEVER | Took remedial courses since high school | 60 | 60 | 96.8 | 96.8 | † | 50 | 40 | 97.8 | 97.8 | † |
| B14ASAMEDEG | Attended NPSAS after July 2012 for program started 2011–12 | 110 | 110 | 96.4 | 96.4 | † | 60 | 60 | 98.4 | 98.4 | † |
| B14COTGRTAMT | Amount other grants received 2013–14 | 110 | 110 | 92.9 | 92.9 | † | 70 | 70 | 93.1 | 93.1 | † |
| B14ANPENRL01 | NPSAS other attendance 1: monthly/annual attendance July 2011–2014 | 180 | 160 | 92.7 | 92.7 | † | 120 | 110 | 90.6 | 92.2 | † |
| B14ACONTENRA | Will continue to attend NPSAS for current degree/certificate July 2014-Dec 2014 | 20 | 20 | 91.7 | 91.7 | † | 10 | 10 | 100.0 | 100.0 | † |
| B14DANYJOBS | Worked for pay after June 2011 | 70 | 70 | 91.5 | 91.5 | † | 40 | 30 | 91.9 | 91.9 | † |
| B14ASAMESCH | Attended NPSAS at any time between July 2012 and June 2014 | 90 | 80 | 90.1 | 90.1 | † | 50 | 50 | 95.8 | 95.8 | † |

See notes at end of table.

Table 31. Conversion rates for critical items, by mode of administration: 2014—Continued

| Item | Item description | Mobile | | | | | Telephone | | | | |
|--------------|---|-----------------|------------------|-------------------------|---------------------------------------|-------------------------------------|-----------------|------------------|-------------------------|---------------------------------------|-------------------------------------|
| | | Number of cases | Number converted | Total percent converted | Percent converted to a valid response | Percent converted to a “don’t know” | Number of cases | Number converted | Total percent converted | Percent converted to a valid response | Percent converted to a “don’t know” |
| B14ALT30 | Categorical ranges of age | # | # | 100.0 | 100.0 | † | † | † | † | † | † |
| B14AELIG | Attended NPSAS at any time during 2011–12 academic year | † | † | † | † | † | † | † | † | † | † |
| B14ANPCMPD01 | NPSAS other attendance 1: completed degree/certificate requirements | # | # | 100.0 | 100.0 | † | # | # | 100.0 | 100.0 | † |
| B14AOTSCHENR | Attended another school between July 2011 and June 2014 | 50 | 50 | 100.0 | 100.0 | † | 20 | 20 | 100.0 | 100.0 | † |
| B14AOTCMPD01 | Other school attendance 1: completed degree/certificate requirements | # | # | 100.0 | 100.0 | † | # | # | 100.0 | 100.0 | † |
| B14FHISP | Respondent of Hispanic or Latino Origin | † | † | † | † | † | † | † | † | † | † |
| B14EINCSP | Spouse’s income in 2013 | 10 | 10 | 100.0 | 80.0 | 10.0 | 10 | 10 | 100.0 | 130.0 | 10.0 |
| B14AOTODTG01 | Other school attendance 1: attendance at another school | 10 | 10 | 100.0 | 100.0 | † | # | # | 100.0 | 100.0 | † |
| B14BREMEVER | Took remedial courses since high school | 20 | 10 | 93.3 | 93.3 | † | # | # | 100.0 | 100.0 | † |
| B14ASAMEDEG | Attended NPSAS after July 2012 for program started 2011–12 | 30 | 30 | 100.0 | 100.0 | † | 20 | 20 | 86.4 | 86.4 | † |
| B14COTGRTAMT | Amount other grants received 2013–14 | 20 | 20 | 84.2 | 84.2 | † | 20 | 20 | 100.0 | 100.0 | † |
| B14ANPENRL01 | NPSAS other attendance 1: monthly/annual attendance July 2011–2014 | 40 | 40 | 97.3 | 97.3 | † | 20 | 20 | 95.7 | 95.7 | † |
| B14ACONTENRA | Will continue to attend NPSAS for current degree/certificate July 2014-Dec 2014 | 10 | 10 | 100.0 | 100.0 | † | 10 | # | 60.0 | 60.0 | † |
| B14DANYJOBS | Worked for pay after June 2011 | 20 | 20 | 90.0 | 90.0 | † | 10 | 10 | 92.9 | 92.9 | † |
| B14ASAMESCH | Attended NPSAS at any time between July 2012 and June 2014 | 30 | 20 | 82.8 | 82.8 | † | 10 | 10 | 85.7 | 85.7 | † |

† Not applicable.

Rounds to zero.

NOTE: NPSAS = National Postsecondary Student Aid Study. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Overall, responses triggered conversion text in the student interview 4,330 times throughout data collection. Seventy-six percent, or 3,300 of these instances, provided a response after the conversion text was displayed. Web interviews accounted for 54 percent of the total instances in which conversion text was triggered and 56 percent of the total converted instances. Mobile interviews accounted for 28 percent of the total instances in which conversion text was triggered and 26 percent of the total converted instances. The remaining 20 percent of total instances in which conversion text was triggered occurred in CATI, accounting for 18 percent of the total converted instances.

Conversion rates for most of the individual items ranged from 54 percent to 100 percent, although one item, *Additional attendance at NPSAS for another program* (B14ANPOTHENR), had a zero percent conversion rate. However, there were only 10 cases where conversion text was triggered for this item. Of the 36 critical items in the student interview, only six had conversion rates lower than 70 percent, some of which requested more sensitive information than other items, such as *Parents' (or guardians') income* (B14EPARNC), *Respondents' income in 2013* (B14EINCOM), and *Race* (B14FRAC1).

Two interview items triggered conversion text more than 500 times. For *Expected salary range upon completion of education* (B14AFUTRWGES), there were significant differences in rates by mode of administration. The hypothetical nature of this question may have contributed to the higher rate of conversion text. Approximately 83 percent of mobile cases were converted compared with 48 percent of CATI cases. Similarly for this item, 80 percent of web cases were converted compared with 48 percent of CATI cases. However, there were no significant differences when comparing web and mobile conversion rates for this item. The second interview item that triggered conversion text more than 500 times, *Parents' (or guardians') income in 2013* (B14EPARNC), had no significant differences in rates by mode of administration.

When comparing web and CATI modes, the following items had significantly higher rates of conversion in web mode than in CATI mode: *Attended NPSAS after July 2012 for program started 2011–12* (B14ASAMEDEG); *Will continue to attend NPSAS for current degree/certificate July 2014-Dec 2014* (B14ACONTENRA); and *Race*.

For comparison between CATI and mobile modes, items with significantly higher conversion text rates in mobile mode included *Attended NPSAS after July 2012 for program started 2011–12* (B14ASAMEDEG); *Plan to attend for degree/certificate between July 2014 and December 2014* (B14AENRPLN); *Took out student loans in 2013–14 academic year* (B14CRCVLN); *Ever took out student loans* (B14EVRRCVLN); and *Race* (B14FRAC1).

Finally, when comparing mobile and web modes, the following items had significantly higher rates of conversion in web mode: *Likelihood to complete current/most recent degree/certificate by expected date* (B14AEXNCONF) and *Respondent's income in 2013* (B14EINCOM).

3.5.4 Item-level Nonresponse

BPS staff used the rate of nonresponse to individual items to identify potentially troublesome interview items and better understand the experiences of sample members in completing the interview. Staff calculated total nonresponse rates for items with missing data (including “don’t know” responses) that were administered to at least 100 respondents. Overall, the item-level nonresponse analysis showed that of 634 interview items, seven items had more than 5 percent missing data.¹⁵ Table 32 summarizes the item-level nonresponse for items administered to at least 100 respondents with a rate of more than 5 percent missing data.

The interview items with the overall highest observed nonresponse rates were *Other school enrollment 3: months attended July 2011–June 2014* (B14AOTENRL03) and *NPSAS school other enrollment 2: months attended July 2011–June 2014* (B14ANPENRL02). These two items were designed to represent a calendar to collect months of enrollment in other postsecondary institutions from July 2011 to June 2014 (B14AOTENRL03) or in other degree programs or classes at a NPSAS institution besides the one reported in the base-year NPSAS survey (B14ANPENRL02). Both items returned relatively high rates of nonresponse by the second or third time a respondent saw the form. Respondents who received these forms were those that reported attending more than two additional schools and those who reported enrolling in more than one additional program at NPSAS. The overall nonresponse rates for these items were approximately 27 percent for B14AOTENRL03 and 18 percent for B14ANPENRL02. The item *Other school attendance 1: decided major* (B14AOTDEC01), which also showed relatively high rates of nonresponse, was administered to respondents who had not declared a major for a given degree or certificate program. Of the nearly 450 respondents who received this item, approximately 7 percent did not provide an answer.

¹⁵ Partial interview completions, abbreviated interviews, missing data for interview nonrespondents, and items not available for public review (e.g., respondent contact information) were excluded from this analysis.

Table 32. Item-level nonresponse for items with more than 5 percent of data missing, by mode of administration: 2014

| Section and Item | Item Label | Overall | | Web | | Mobile | | Telephone | |
|------------------|--|------------------------|-----------------|------------------------|-----------------|------------------------|-----------------|------------------------|-----------------|
| | | Number administered to | Percent missing |
| B14AOTENRL03 | Other school enrollment 3: months attended July 2011–June 2014 | 140 | 26.8 | 80 | 19.5 | 40 | 45.0 | 20 | 20.0 |
| B14ANPENRL02 | NPSAS school other enrollment 2: months attended July 2011–June 2014 | 340 | 17.9 | 230 | 18.7 | 80 | 15.6 | 30 | 17.2 |
| B14AOTDEC01 | Other school attendance 1: decided major | 450 | 7.2 | 250 | 5.7 | 100 | 13.1 | 100 | 5.0 |
| B14CTLPRVEST | Estimated total amount borrowed in private loans | 120 | 7.0 | 70 | 7.2 | 20 | 8.3 | 20 | 4.5 |
| B14AEXJBDY | Expected occupation: job duties | 12,420 | 6.2 | 8,230 | 5.9 | 2,150 | 7.1 | 2,040 | 6.3 |
| B14DEMPCUR03 | Employer 3: currently working | 270 | 5.5 | 190 | 3.7 | 40 | 12.2 | 40 | 7.1 |
| B14DALTPAY | Expected salary amount if had not attended school in 2013–14 | 10,790 | 5.5 | 7,610 | 6.2 | 1,740 | 4.8 | 1,450 | 2.8 |

NOTE: NPSAS = National Postsecondary Student Aid Study. This table only includes those items that were administered to at least 100 respondents. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Item-level nonresponse rates were also examined by mode of administration for the seven interview items with more than 5 percent missing data. The most noteworthy differences occurred between web and mobile respondents, with significantly higher nonresponse rates among mobile mode respondents in the following four items: *Other school enrollment 3: months attended July 2011–June 2014* (B14AOTENRL03); *Other school attendance 1: decided major* (B14AOTDEC01); *Expected occupation: job duties* (B14AEXJBDY); and *Employer 3: currently working* (B14DEMPCUR03). *Expected salary amount if had not attended school in 2013–14* (B14DALTPAY) was the only item that showed significantly higher rates of nonresponse in web mode, as compared to mobile mode.

Only two items showed a significant difference between CATI mode and mobile mode, *Other school attendance 1: decided major* (B14AOTDEC01) and *Expected salary amount if had not attended school in 2013–14* (B14DALTPAY). In both cases, higher rates of nonresponse were observed in the mobile mode.

Expected salary amount if had not attended school in 2013–14 (B14DALTPAY) was the only item with a significant difference between web mode and CATI mode, with a significantly higher rate of nonresponse in web mode.

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Chapter 4. Overview of Administrative Data Sources

A portion of the student data for the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) came from administrative databases. These included two U.S. Department of Education databases, the Central Processing System (CPS) and the National Student Loan Data System (NSLDS), as well as the National Student Clearinghouse (NSC). These additional data sources were useful in several ways. First, they provided information that could not be collected from students. Second, they enabled the project staff to obtain certain data items that were usually obtained from the student interview but were missing for individual sample members. Overlapping data sources sometimes served to check or confirm the accuracy of similar information from other sources. The 2011–12 National Postsecondary Student Aid Study (NPSAS:12) administrative matches were conducted with the ACT and with the College Board. ACT scores and survey data, along with SAT test scores and questionnaire data are available through these base-year matches.

4.1 The Central Processing System

To reduce student burden, BPS staff obtained information related to student applications for federal financial aid from CPS. Students entered financial status information about themselves and their family on a Free Application for Federal Student Aid (FAFSA) form. CPS then analyzed the information and provided it to requesting institutions for the purpose of determining students' eligibility for federal financial aid.

The CPS matching process occurred toward the end of data collection. Consistent with the prior NPSAS and BPS matching procedures, the BPS:12/14 sample was matched to the CPS data for the 2013–14 and 2014–15 financial aid award years using a sample member's Social Security number (SSN) concatenated with the first two letters of the last name as the CPS ID. Sample members missing an SSN were not sent for matching.

Table 33 summarizes the results of matching and downloading student data from CPS. Approximately 55 percent of sample members sent to CPS matched in

2013–14, while approximately 45 percent matched in 2014–15. This decrease in match rates year to year was expected, as fewer members of this cohort remain enrolled in postsecondary education and apply for federal aid.

Table 33. Central Processing System matching results, by academic year: 2013–14 and 2014–15

| CPS matching results | Academic year | | | |
|-----------------------------|---------------|--------------|---------------|--------------|
| | 2013–14 | | 2014–15 | |
| | Number | Percent | Number | Percent |
| Total sample members | 37,170 | 100.0 | 37,170 | 100.0 |
| Sent for matching | 34,830 | 93.7 | 34,830 | 93.7 |
| Matched | 17,390 | 46.8 | 13,730 | 36.9 |
| Did not match | 17,440 | 46.9 | 21,100 | 56.8 |
| Did not send for matching | 2,340 | 6.3 | 2,340 | 6.3 |
| Total interviews | 24,770 | 100.0 | 24,770 | 100.0 |
| Sent for matching | 23,350 | 94.3 | 23,350 | 94.3 |
| Matched | 13,510 | 54.5 | 11,050 | 44.6 |
| Did not match | 9,840 | 39.7 | 12,300 | 49.7 |
| Did not send for matching | 1,420 | 5.7 | 1,420 | 5.7 |

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

4.2 National Student Loan Data System

Through NSLDS, BPS staff obtained student-level data on the nature and amount of Pell Grants and federal student loans that BPS:12/14 sample members ever received. Staff also performed an electronic data interchange with NSLDS twice during the data collection period in order to obtain preliminary data and then once more following data collection in order to submit the most up-to-date data possible for matching and to receive the most current data. Consistent with the prior NPSAS and BPS matching procedures, a successful match with NSLDS required that the student have a valid federal grant or loan record within the database. The accessed NSLDS Pell Grant and loan files included both information for the year of interest and complete federal grant and loan history for each student. Sample members missing an SSN and date of birth were not sent for matching. As shown in table 34, the federal loan match rate was 64 percent, and the Pell Grant match rate was 63 percent.

Table 34. National Student Loan Data System matching results, by loan and grant type: 2014

| NSLDS matching results | Federal loan | | Pell Grant | |
|-----------------------------|---------------|--------------|---------------|--------------|
| | Number | Percent | Number | Percent |
| Total sample members | 37,170 | 100.0 | 37,170 | 100.0 |
| Total sample members | 34,820 | 93.7 | 34,820 | 93.7 |
| Matched | 23,330 | 62.8 | 23,640 | 63.6 |
| Did not match | 11,490 | 30.9 | 11,180 | 30.1 |
| Did not send for matching | 2,350 | 6.3 | 2,350 | 6.3 |
| Total interviews | 24,770 | 100.0 | 24,770 | 100.0 |
| Sent for matching | 23,340 | 94.2 | 23,340 | 94.2 |
| Matched | 15,920 | 64.3 | 15,640 | 63.1 |
| Did not match | 7,420 | 30.0 | 7,710 | 31.1 |
| Did not send for matching | 1,420 | 5.7 | 1,420 | 5.7 |

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

4.3 National Student Clearinghouse

BPS staff obtained information on postsecondary enrollment, degree, and certificate records on behalf of participating postsecondary institutions for the BPS:12/14 student sample from the NSC StudentTracker service.¹⁶ An individual student record would match with NSC only if the student’s institution is partnered with NSC. Staff requested StudentTracker data toward the end of data collection to use the most updated personally identifying data for the match and to obtain the most current data.

The request to StudentTracker returned one record for each institution a student was enrolled in during academic years 2011–12 through 2013–14. Staff established an account with NSC that permitted secure delivery and receipt of files over encrypted Secure File Transfer Protocol connections. Personally identifying data provided for the match included name, SSN, and date of birth. If missing an SSN, the sample member was not sent for matching. At least one record match for enrollment at any NSC-partnered institution was obtained for 77 percent of the BPS sample members. Match results shown in table 35 were based on enrollment and degree records from all participating institutions for the 2011–12 academic year through the 2013–14 academic year.

¹⁶ In spring 2014, approximately 96 percent of enrollments at Title IV, degree-granting institutions were accounted for by NSC (NSC Research Center 2014).

Table 35. National Student Clearinghouse StudentTracker matching results: 2014

| NSC matching results | Number | Percent |
|-----------------------------|---------------|----------------|
| Total sample members | 37,170 | 100.0 |
| Sent for matching | 34,820 | 93.7 |
| Total sample members | 27,690 | 74.5 |
| Did not match | 7,130 | 19.2 |
| Did not send for matching | 2,350 | 6.3 |
| Total interviews | 24,770 | 100.0 |
| Sent for matching | 23,340 | 94.2 |
| Matched | 19,100 | 77.1 |
| Did not match | 4,250 | 17.2 |
| Did not send for matching | 1,420 | 5.7 |

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

4.4 ACT and SAT Reasoning Test in NPSAS:12

BPS:12 is the first BPS cohort matched to ACT and SAT for admissions test scores and questionnaires. NPSAS staff performed these file merges during the base year, 2012, but SAT and ACT information is made available for BPS:12/14 interview respondents. For this reason, ACT and SAT matching procedures and results are presented for the BPS:12 cohort.

Staff received student ACT scores and survey data from the most recent test record between the 2005–06 and 2010–11 academic years. To obtain SAT test scores and questionnaire data, NPSAS staff recovered database records spanning high school graduation years 2009 through 2011. If the file merge produced multiple test records in the database, it returned only the most recent record. Both data matches were conducted after data collection in order to send the most updated personally identifying data (name, SSN, date of birth, and gender) to use as matching criteria. A NCES system that required a login and SSL technology provided security for the data transfer.

As shown in table 36, of those sent for matching, ACT records were matched in at least one academic year for approximately 28 percent of all BPS sample members and 32 percent of all BPS:12/14 interview respondents. Similarly for SAT records sent for matching, 26 percent of all sample members matched or 31 percent of all interview respondents. Table 36 also shows rates for sample members and interview respondents matching to both ACT and SAT or to either ACT or SAT. In total, of those sent for matching, about 10 percent of sample members matched to both admissions databases, and 44 percent matched to either one or the other.

Table 36. ACT and SAT matching results, by institution characteristics and student type: 2012

| | ACT ¹ | | SAT ² | | Both | | Either | |
|-----------------------------|------------------|--------------|------------------|--------------|---------------|--------------|---------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total sample members | 37,170 | 100.0 | 37,170 | 100.0 | 37,170 | 100.0 | 37,170 | 100.0 |
| Sent for matching | 34,600 | 93.1 | 34,600 | 93.1 | 34,600 | 93.1 | 34,600 | 93.1 |
| Total sample members | 10,430 | 28.1 | 9,710 | 26.1 | 3,690 | 9.9 | 16,460 | 44.3 |
| Did not match | 24,170 | 65.0 | 24,890 | 67.0 | 30,910 | 83.2 | 18,140 | 48.8 |
| Did not send for matching | 2,570 | 6.9 | 2,570 | 6.9 | 2,570 | 6.9 | 2,570 | 6.9 |
| Total interviews | 24,770 | 100.0 | 24,770 | 100.0 | 24,770 | 100.0 | 24,770 | 100.0 |
| Sent for matching | 23,170 | 93.5 | 23,170 | 93.5 | 23,170 | 93.5 | 23,170 | 93.5 |
| Matched | 7,890 | 31.9 | 7,580 | 30.6 | 3,000 | 12.1 | 12,470 | 50.3 |
| Did not match | 15,280 | 61.7 | 15,590 | 62.9 | 20,170 | 81.4 | 10,700 | 43.2 |
| Did not send for matching | 1,600 | 6.5 | 1,600 | 6.5 | 1,600 | 6.5 | 1,600 | 6.5 |

¹ Study members were matched to the 2005–06 through 2010–11 academic years for ACT.

² Study members were matched to high school graduation years 2009–2011 for SAT.

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

SOURCES: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12) and 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

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Chapter 5. Data File Processing and Preparation

5.1 Overview of the BPS:12/14 Main Study Files

The primary analysis (derived) file contains data for approximately 24,770 study members. It includes almost 500 variables added for the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) and about 400 variables developed in the base-year study, 2011–12 National Postsecondary Student Aid Study (NPSAS:12). Throughout the data collection period, BPS staff processed and examined the data for quality. Staff began processing student data from web interviews shortly after the start of data collection. Project staff investigated and addressed anomalous values, where appropriate, using data corrections and logical recodes. Throughout data collection, BPS staff sent interim files to the National Center for Education Statistics (NCES) for review.

Complete data for BPS:12/14 are located in the restricted-use files and are documented in detailed codebooks. The restricted-use files are available to researchers who have applied for and received authorization from NCES. Researchers may obtain authorization by contacting the Institute of Education Sciences (IES) Data Security Office. The following datasets are included in the restricted-use files:¹⁷

2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) and 2011–12 National Postsecondary Student Aid Study (NPSAS:12)

Restricted-Use Files

- *BPS:12/14 derived data file.* Contains analytic variables derived from all BPS:12/14 and NPSAS:12 data sources and selected direct interview variables.
/DATA/DERIVED/BPS14DERIVED/BPS14DERIVED_DATAFILE.CSV
- *BPS:12/14 interview data file.* Contains interview data collected from approximately 24,770 BPS:12/14 respondents. Topics include enrollment, education experiences, financial aid, employment, income and expenses, and student background.

¹⁷ BPS staff used the SAT, ACT, and National Student Clearinghouse data files only for the creation of derived variables in combination with similar data from other sources. These raw data are not available to researchers.

/DATA/SOURCE/BPS14INTERVIEW/BPS14INTERVIEW_DATAFILE.CSV

- *BPS:12/14 school info data file.* Contains institution data obtained from the NPSAS:12 and BPS:12/14 interviews for approximately 24,770 BPS:12/14 interview respondents. This file contains one record per student per postsecondary institution reported in the interview as somewhere he/she had attended during academic years 2011–12 through 2013–14 (up to five institutions).

/DATA/SOURCE/BPS14SCHINFO/BPS14SCHINFO_DATAFILE.CSV

- *BPS:12/14 program file.* Contains degree program data obtained from the NPSAS:12 and BPS:12/14 interviews for approximately 24,770 BPS:12/14 interview respondents. This file includes one record per student per degree program reported in the interview (up to eight programs per student).

/DATA/SOURCE/BPS14PROGRAM/BPS14PROGINFO_DATAFILE.CSV

- *CPS data files.* Contains data received from the Central Processing System (CPS) for approximately 22,340 respondents who matched to the financial aid application files.

/DATA/SOURCE/CPS*/BPS14CPS*_DATAFILE.CSV

2011–12: file contains about 21,640 matched respondents
 2012–13: file contains about 16,900 matched respondents
 2013–14: file contains about 13,510 matched respondents
 2014–15: file contains about 11,050 matched respondents

- *NSLDS loan data file.* Contains raw loan-level data received from the National Student Loan Data System (NSLDS) for approximately 15,920 matched respondents who received federal loans as of January 2015. This file includes one record for each federal loan ever borrowed by these respondents and provides the most recent information for that loan.

/DATA/SOURCE/NSLDS_LOAN/BPS14NSLDSLOAN_DATAFILE.CSV

- *NSLDS deferment data file.* Contains raw loan-level deferment data received from NSLDS for respondents who ever deferred on a federal loan as of January 2015. This is a history file with separate records for each instance of deferment per loan.

/DATA/SOURCE/NSLDS_LOAN_DFR/BPS14NSLDSDFR_DATAFILE.CSV

- *NSLDS forbearance data file.* Contains raw loan-level forbearance data received from NSLDS for respondents who ever entered into forbearance on a federal

loan as of January 2015. This is a history file with separate records for each instance of forbearance per loan.

/DATA/SOURCE/NSLDS_LOAN_FB/BPS14NSLDSFB_DATAFILE.CSV

- *NSLDS maturation history data file.* Contains raw loan-level maturation data received from NSLDS for respondents who received federal loans as of January 2015. This is a history file with separate records for each maturation update per loan.

/DATA/SOURCE/NSLDS_LOAN_MAT/BPS14NSLDSMAT_DATAFILE.CSV

- *NSLDS outstanding interest balance data file.* Contains raw loan-level outstanding interest balance data received from NSLDS for respondents who received federal loans as of January 2015. This is a history file with separate records for each balance update per loan.

/DATA/SOURCE/NSLDS_LOAN_OIB/BPS14NSLDSOIB_DATAFILE.CSV

- *NSLDS outstanding principal balance data file.* Contains raw loan-level outstanding principal balance data received from NSLDS for respondents who received federal loans as of January 2015. This is a history file with separate records for each balance update per loan.

/DATA/SOURCE/NSLDS_LOAN_OPB/BPS14NSLDSOPB_DATAFILE.CSV

- *NSLDS loan repayment data file.* Contains raw loan-level repayment data received from NSLDS for respondents who received federal loans as of January 2015. This is a history file with separate records for each update to the repayment plan per loan.

/DATA/SOURCE/NSLDS_LOAN_RPMT/BPS14NSLDSRPMT_DATAFILE.CSV

- *NSLDS delinquency data file.* Contains raw delinquent loan-level data received from the National Student Loan Data System for respondents who received federal loans as of January 2015. This is a history file with separate records for each transaction in the loan files.

/DATA/SOURCE/NSLDS_LOAN_DELINQ/B14NSLDSDELINQ_DATAFILE.CSV

- *Pell Grant data file.* Contains raw Pell Grant data received from NSLDS for approximately 15,640 respondents who received a federal grant as of

January 2015. This file includes one record for each federal grant received by these respondents and provides distribution information for that grant.

/DATA/SOURCE/NSLDS_PELL/BPS14NSLDSPELL_DATAFILE.CSV

- *Imputation flag file.* Contains imputation flags for any BPS:12/14 derived variable that was imputed for approximately 24,770 BPS:12/14 interview respondents. This file includes one record per respondent.

/DATA/SOURCE/FLAG/BPS14FLAG_DATAFILE.CSV

- *NPSAS:12 institution data file.* Contains institution-level data for the BPS:12/14 sample members' NPSAS institution collected during 2011–12.

/DATA/SOURCE/BPS14N12INSTITUTION/BPS14N12INSTITUTION_DATAFILE.CSV

- *2011–12 National Postsecondary Student Aid Study (NPSAS:12) file.* Contains the base-year data included in the NPSAS:12 data file collected for the BPS:12/14 respondents from institutional records and from student interviews. There is a separate record for each BPS:12/14 interview respondent.

/DATA/SOURCE/BPS14N12STUDBASE/BPS14N12STUDBASE_DATAFILE.CSV

- *BPS:12/14 weights history file.* Contains the intermediate weight adjustment factors as well as the final student weights and the variance estimation variables as a separate record for each study member.

/DATA/SOURCE/WEIGHT_HISTORY/BPS14WEIGHTH_DATAFILE.CSV

- *BPS:12/14 weights file.* Contains the final BPS:12/14 weight and variance estimation variables as a separate record for each study member.

/DATA/SOURCE/WEIGHTS/BPS14WEIGHTS_DATAFILE.CSV

The finalized version of all instrument items, their question wording, and variable and value labels were stored in a web-based documentation module made accessible to all BPS project staff. Most of this information was imported directly from the survey development system for the student interview. The documentation module also included more technical descriptions of items, such as variable types (alpha or numeric), to whom the item applied, and frequency distributions for response categories based on completed interview data. BPS staff used the documentation module to facilitate the generation of the final deliverable documentation for the codebooks.

The general public may use NCES web tools, found at <http://nces.ed.gov/datalab>, to analyze BPS:12/14 select restricted-use data. These tools permit analysis of the derived file without disclosing its contents to the user, and, as necessary, suppress or flag estimates that fail to meet reporting standards, or both. QuickStats allows casual users to quickly generate simple tables and graphs. PowerStats is available for users who wish to generate complex tables or estimate simple linear or logistic regression models.

5.2 Postdata Collection Editing

BPS staff processed the BPS:12/14 data using procedures developed and implemented for previous studies sponsored by NCES, including the base-year study, NPSAS:12. Following data collection, staff subjected the information collected in the student instrument to various quality control checks and examinations. For example, staff confirmed that the collected data reflected appropriate item routing (skip patterns). Another evaluation involved examination of all variables with missing data and substitution of specific values to indicate the reason for the missing data (table 37). For example, an item may not have been applicable to particular students or a respondent may not have known the answer to the question or might have skipped the item entirely.

Table 37. Description of missing data codes: 2014

| Missing data code | Description |
|-------------------|---|
| -1 | Don't know |
| -3 | Not applicable |
| -6 | Value out of range |
| -7 | Not administered in the abbreviated interview |
| -8 | Item was not reached due to an error |
| -9 | Data missing, reason unknown |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2014 Beginning Postsecondary Students Longitudinal Study (BPS:14).

BPS staff examined skip-pattern relationships in the interview database by methodically cross-tabulating gate items and their associated nested items. In many instances, gate-nest relationships spanned multiple levels within the instrument. Items nested within a gate question may themselves have been gate items for additional items. Consequently, validating the gate-nest relationships often required several iterations and many multiway cross-tabulations to ensure that the survey captured the proper data. The multistage data cleaning and editing process for the data files consisted of the following steps:

1. BPS staff replaced blank or missing data with -9 for all variables in the student interview database. Staff reviewed a one-way frequency distribution of every variable to confirm that no missing or blank values remained. Staff assigned labels to the expected values to reveal any categorical outliers. Staff provided descriptive statistics for all continuous variables. Staff temporarily recoded all values that were less than zero to missing, and examined the minimum, median, maximum, and mean values to assess reasonableness of responses. Staff also investigated anomalous data patterns and recoded them as necessary.
2. BPS staff identified legitimate skips for the interview items using instrument source code and flowcharts. Staff defined gate-nest relationships to replace -9s (data missing, reason unknown) with -3s (not applicable) as appropriate. Staff evaluated two-way crosstabulations between each gate-nest combination; they investigated high numbers of nonreplaced -9 codes to ensure skip-pattern integrity. They further checked nested values to reveal instances in which the legitimate skip code overwrote valid data, which typically occurred if a respondent answered a gate question and the appropriate nested items, but then reverted to change the value of the gate to one that opened up an alternate path of nested items. Because responses to the first nested items remained in the database, they required editing.
3. BPS staff formatted variables (e.g., they formatted dates as YYYYMM). In addition, they merged back into the interview data file any new codes assigned by expert coders reviewing Integrated Postsecondary Education Data System (IPEDS), occupation, and major codes from the interview (including those strings that interviewers or respondents could not code during the interview). Staff reviewed string data collected in occupation and duty variables, as well as major, and sanitized strings by removing any inappropriate or revealing information. At this stage, they performed logical recodes in the interview data when they could determine the value of missing items from answers to previous questions or preloaded values. For example, if the instrument preloaded a student's date of birth from another source (the base-year interview), then the instrument skipped the date of birth interview question and copied the preloaded value into the interview variable.

Concurrently with data cleaning, staff developed documentation for the interview data to detail question text, response options, logical recoding, and the “applies to” text for each delivered variable. (For interview documentation, see the student instrument facsimile in appendix C.)

5.3 Data Perturbation

To protect the confidentiality of NCES data that contain information about specific individuals and to minimize disclosure risks, BPS:12/14 data were subject to data swapping, an IES Disclosure Review Board-approved perturbation procedure. Swapping preserves the central tendency of estimates but may result in slight increases in nonsampling errors.

All respondents were given a positive probability of being selected for swapping. Perturbation was carried out under specific, targeted, but undisclosed swap rates. In data swapping, the values of the variables being swapped were exchanged between carefully selected pairs of records: a target record and a donor record. Swapped variables were selected from all questionnaire items.

An extensive data quality check was carried out to assess and limit the impact of swapping. For example, the distribution of variables was evaluated pre- and post-treatment to verify that the swapping did not greatly affect the distribution. In addition, cross tabulations were produced among nested and related variables to confirm that there were no inconsistencies introduced during the swapping process.

5.4 Statistical Imputations

BPS staff imputed missing data in many variables included in the restricted-use derived file (also used in PowerStats) in accordance with mass imputation procedures described by Krotki, Black, and Creel (2005). After replacing missing data in those cases where values could be deduced with certainty based upon logical relationships among observed variables, the weighted sequential hot deck (WSHD) method was used to replace missing data by imputing plausible values from statistically selected donor cases (Cox 1980; Iannacchione 1982).

The first stage in the imputation procedure was the identification of vectors of variables that, due to their substantive similarity or shared pattern of missingness, could be imputed simultaneously. Then, variables/vectors of variables were prioritized for imputation based upon their level of missing data. BPS statisticians imputed those variables/vectors of variables with low levels of missingness before imputing variables where the rate of missingness was greater. For each variable/vector of variables, BPS staff identified imputation classes from which donor cases for the hot deck procedure would be selected. To develop those classes, nonparametric classification or regression trees were used to identify homogeneous subgroups of item respondents (Breiman et al. 1984), using complete response variables and any previously imputed variables as possible predictor variables. Finally,

missing data were replaced using the WSHD procedure within each of the imputation classes.

In the second stage of imputation, missing data were replaced using the WSHD procedure. To improve imputation quality, the procedures using regression trees and WSHD were combined and implemented with the cyclic n -partition hot deck technique (Marker, Judkins, and Winglee 2002), as discussed in Judkins (1997).¹⁸ This technique begins by identifying and replacing initial imputations for each missing variable (ordered from least to most missingness) based upon variables with complete responses and any imputed variables as possible predictors to form the imputation classes, within which the WSHD procedure was used. The result was a complete dataset containing the variable/vector of variables being reimputed and variables related to the development of imputation classes. Then, in each of n iterations, imputed data in each variable (ordered from least to most missingness) were erased, and a new response was imputed based upon the otherwise complete dataset.

This approach reinforces existing patterns within the data, avoiding the need to make strong assumptions about distribution shapes or about prior distributions for parameters. Instead, BPS staff members were able to make deliberate choices about which features of the covariance structure deserved the best preservation efforts (Marker, Judkins, and Winglee 2002, p. 334). Typically, the result of cycling was a convergence to plausible values, maintaining relationships that already exist. Rarely, cycling fails to converge, introducing errors because of the missing data pattern and the random nature of the imputations.

To reduce error due to imputation, BPS staff performed quality checks throughout the imputation process. In particular, staff compared the distribution of variable values pre- and postimputation, examining the data as needed to resolve apparent anomalies. Selected results from the imputation process are shown in appendix F, which shows the item response and nonresponse rates and pre- and postimputation distributions for each variable subject to imputation for all students.

5.5 Derived Variable Construction

Analysts created the main study derived variables by examining the data available from the various data sources, prioritizing the data sources on an item-by-item basis, and reconciling discrepancies within and between sources. In some cases, staff created derived variables by simply assigning a value from the available source with

¹⁸ Judkins (1997) refers to this as *p-cyclic partition hot deck*. He changed n to p because n is often used to denote the number of observations, and p the number of variables.

the highest priority. (For a listing of the set of derived variables for BPS:12/14, see appendix G). Details about the creation of each variable appear in the variable descriptions contained in the PowerStats documentation and codebooks for the restricted files.

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Chapter 6. Weighting and Variance Estimation

This chapter provides information pertaining to the weighting procedures for the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14). The development of statistical analysis weights for the BPS:12/14 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 bootstrap replication techniques. Section 6.2 also describes how the Taylor series strata and primary sampling unit (PSU) variables and the bootstrap replicate weights were constructed. Section 6.3 gives weighted and unweighted response rates. Section 6.4 discusses the accuracy of BPS:12/14 estimates for precision and the potential for nonresponse bias.

6.1 Analysis Weights

Because the BPS:12/14 sample members are a subset of the 2011–12 National Postsecondary Student Aid Study (NPSAS:12) sample, the weights for analyzing the BPS:12/14 data were derived from the NPSAS:12 student design weights. The NPSAS:12 student design weights for the 37,170 BPS:12/14 sample members were adjusted to account for subsampling (section 2.3), unknown student eligibility and nonresponse; and were also calibrated to weighted estimates obtained from NPSAS:12 and population estimates obtained from the 2010–11 Integrated Postsecondary Education Data System (IPEDS) fall enrollment file (EF2011A) and the IPEDS:2011–12 student financial aid and net price file (SFA1112).

Each weight component represents either a probability of selection or a weight adjustment. Using a weighting methodology described by Folsom and Singh (2000), staff computed all nonresponse and poststratification adjustments using the procedure WTADJUST in SUDAAN (RTI 2012). The WTADJUST procedure uses a constrained logistic model to predict response using bounds for adjustment factors and bounds on variance inflation. A key feature and advantage of this procedure is that the weight adjustments and weight trimming and smoothing are all accomplished in one step.

BPS staff trimmed extremely large or extremely small weights by specifying minimum and/or maximum values prior to adjusting for nonresponse. In general,

BPS staff set these bounds equal to the median value plus or minus 2.5 times the interquartile range, where the median and interquartile range were defined for each level of institution sector. BPS staff then set upper and lower bounds on the weight adjustment factors calculated by the weight adjustment procedure. For the nonresponse adjustment, staff initially set the lower bound at 1; for the poststratification adjustment, staff initially set the lower bound at 0.01. During model refinement, staff ran the WTADJUST procedure with no upper limit. Once staff achieved convergence of the model, they tightened weight adjustment bounds to reduce the magnitude of the weight adjustment factors and the unequal weighting effects (UWEs). The final minimum and maximum weight adjustment bounds for the nonresponse adjustments were 0.2 and 20, respectively. The poststratification adjustment had a lower bound of 0.00001 and was unbounded above in order to achieve convergence.

In this way, staff controlled the extreme weights and reduced the design effect due to unequal weighting. The WTADJUST procedure is designed so that the sum of the unadjusted weights for all eligible units equals the sum of the adjusted weights for the respondents. The exact formula for the weight adjustment factors calculated by the SUDAAN WTADJUST procedure can be found in the *SUDAAN User's Manual* (RTI 2012).

6.1.1 Initial Base Weight for BPS:12/14 (BPSWT1)

BPS statisticians computed a weight variable to represent the target population described in section 2.1.3. This weight compensates for the unequal probability of selection of institutions and students in the NPSAS:12 sample¹⁹ and ensures that estimates generated from sample data represent the target population. The weight compensates for the following components:

1. institution sampling weight (WT1);
2. institution subsampling weight (WT2);
3. institution multiplicity adjustment (WT3);
4. institution nonresponse adjustment (WT4);
5. institution poststratification adjustment (WT5);
6. student sampling weight (WT6);
7. student multiplicity adjustment (WT7); and
8. student unknown eligibility adjustment (WT8).

¹⁹ The 2011–12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation (Wine et al. 2013) describes the development of the NPSAS:12 weights.

The BPS:12/14 base weight was formed as the product of eight of these adjustment factors. Specifically, for each student, the BPS:12/14 base weight was computed as

$$\text{BPSWT1} = \text{WT1} \times \text{WT2} \times \text{WT3} \times \text{WT4} \times \text{WT5} \times \text{WT6} \times \text{WT7} \times \text{WT8}$$

6.1.2 *Subsampling Adjustment (B14_WT1)*

Subsamples of 4,610 NPSAS:12 study member student interview nonrespondents and 2,480 NPSAS:12 nonstudy members were selected using stratified simple random sampling. See section 2.3. This subsampling process necessitated an adjusted base weight for these cases. This adjustment was made by multiplying the initial BPS:12/14 base weight, BPSWT1, by the inverse of the subsampling selection probability. For the sampled NPSAS study member student interview respondents who were classified as first-time beginning (FTB) students, the subsampling weight adjustment factor was set equal to 1.

6.1.3 *Unknown Eligibility Adjustment (B14_WT2)*

BPS staff could not determine final eligibility status for nonrespondents to the BPS:12/14 student interview. In order to adjust for this unknown status, staff estimated the rate of eligibility for students of unknown status to be the same among students of known status. Staff defined weighting classes by the intersection of student's age (15–18 years old or missing; 19 years old or older) with institution sector. Table 38 shows the weight adjustment factors applied to the students with unknown eligibility. For the known-eligible students, the weight adjustment factor was set equal to 1.

The weight adjustment factors met the following constraints:

- minimum: 0.87;
- median: 1.00; and
- maximum: 1.00.

Table 38. Weight adjustment factors for unknown student eligibility status: 2014

| Weighting class (institution level by student age) | | | |
|---|--------------------|--|---|
| Institutional level | Student age | Number adjusted for unknown eligibility | Weight adjustment factor (B14_WT2) |
| Total | | 5,060 | |
| Public less-than-2-year | 15–18 or missing | # | 1.000 |
| Public less-than-2-year | 19 or older | 20 | 0.963 |
| Public 2-year | 15–18 or missing | 540 | 0.970 |
| Public 2-year | 19 or older | 1,170 | 0.941 |
| Public 4-year non-doctorate-granting | 15–18 or missing | 70 | 0.993 |
| Public 4-year non-doctorate-granting | 19 or older | 100 | 0.957 |
| Public 4-year doctorate-granting | 15–18 or missing | 100 | 0.995 |
| Public 4-year doctorate-granting | 19 or older | 90 | 0.988 |
| Private nonprofit less-than-4-year | 15–18 or missing | 10 | 0.957 |
| Private nonprofit less-than-4-year | 19 or older | 50 | 0.884 |
| Private nonprofit 4-year non-doctorate-granting | 15–18 or missing | 60 | 0.997 |
| Private nonprofit 4-year non-doctorate-granting | 19 or older | 110 | 0.993 |
| Private nonprofit 4-year doctorate-granting | 15–18 or missing | 80 | 0.997 |
| Private nonprofit 4-year doctorate-granting | 19 or older | 70 | 1.000 |
| Private for-profit less-than-2-year | 15–18 or missing | 60 | 0.973 |
| Private for-profit less-than-2-year | 19 or older | 250 | 0.867 |
| Private for-profit 2-year | 15–18 or missing | 110 | 0.961 |
| Private for-profit 2-year | 19 or older | 500 | 0.866 |
| Private for-profit 4-year | 15–18 or missing | 270 | 0.969 |
| Private for-profit 4-year | 19 or older | 1,390 | 0.928 |

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

6.1.4 Nonresponse Adjustment (B14_WT3)

The next adjustment was for study nonresponse. The adjustment model included the 37,110 sampled students who were not deceased; the response indicator was set to 1 for the 24,770 study respondents and to 0 for the 10,780 eligible cases who were not deceased but were study nonrespondents. Independent model variables were those that: (1) were considered to be predictive of response status, (2) were nonmissing for both study respondents and nonrespondents, and (3) included variables from the NPSAS:12 nonresponse adjustment models. Variables in the nonresponse modeling included all of the following predictor variables, as well as certain important interaction terms:

- institution sector;
- institution region;
- institution enrollment from 2011–12 Integrated Postsecondary Education Data System file (categorical);
- age group (three levels);
- Pell Grant amount (categorical);
- Stafford Loan amount (categorical);
- Parent Loan for Undergraduate Students (PLUS) amount (categorical);
- federal aid receipt (yes/no);
- institution aid receipt (yes/no); and
- state aid receipt (yes/no).

To detect important interactions for the nonresponse model, a Chi-squared automatic interaction detection (CHAID) analysis was performed on the predictor variables. The CHAID analysis divided the data into segments that differed with respect to the response variable. The segmentation process first divided the sample into groups based on categories of the most significant predictor of response. It then split each of these groups into smaller subgroups based on other predictor variables and merged categories of a variable that were found to be nonsignificant. CHAID was run for up to three segments, resulting in the identification of two-way and three-way interactions. Variables that made up the CHAID interaction terms were federal, institution, state, and PLUS financial aid status; Pell Grant and Stafford Loan amounts; age group; institution sector; and institution region.

Staff computed the weight adjustments using SUDAAN's PROC WTADJUST procedure.

Table 39 lists the predictor variables used in the model to adjust the weight for nonresponse and the average weight adjustment factors resulting from these variables. The nonresponse weight adjustment factors have the following characteristics:

- minimum: 0.92;
- median: 1.46; and
- maximum: 8.33.

Table 39. Weight adjustment factors for nonresponse adjustment: 2014

| Model predictor variables | Number of respondents | Weighted response rate | Average weight adjustment factor (B14_WT3) |
|--|------------------------------|-------------------------------|---|
| Total | 24,770 | 67.57 | 1.56 |
| Institution sector | | | |
| Public less-than-2-year | 120 | 51.33 | 1.91 |
| Public 2-year | 7,300 | 61.82 | 1.62 |
| Public 4-year non-doctorate-granting | 1,390 | 66.53 | 1.48 |
| Public 4-year doctorate-granting | 2,910 | 76.35 | 1.29 |
| Private nonprofit less-than-4-year | 280 | 58.33 | 1.68 |
| Private nonprofit 4-year non-doctorate-granting | 1,800 | 74.81 | 1.36 |
| Private nonprofit 4-year doctorate-granting | 2,340 | 80.67 | 1.24 |
| Private for-profit less-than-2-year | 850 | 48.84 | 2.10 |
| Private for-profit 2-year | 1,970 | 54.01 | 1.84 |
| Private for-profit 4-year | 5,820 | 58.50 | 1.65 |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ¹ | | | |
| New England | 1,230 | 68.97 | 1.50 |
| Mid East | 3,960 | 68.02 | 1.53 |
| Great Lakes | 3,730 | 69.28 | 1.51 |
| Plains | 1,790 | 70.35 | 1.48 |
| Southeast | 5,670 | 68.50 | 1.55 |
| Southwest | 3,150 | 61.82 | 1.73 |
| Rocky Mountains | 1,090 | 68.20 | 1.57 |
| Far West | 4,150 | 66.83 | 1.56 |
| Institution total enrollment ² | | | |
| 0–2,628 | 6,490 | 63.01 | 1.69 |
| 2,629–10,233 | 7,350 | 67.51 | 1.53 |
| 10,234–26,884 | 5,930 | 67.97 | 1.50 |
| 26,885 or more | 5,000 | 69.38 | 1.51 |
| Age as of Dec 31, 2011 | | | |
| 15–23 | 20,270 | 69.63 | 1.49 |
| 24–29 | 2,020 | 52.55 | 1.92 |
| 30 or more | 2,480 | 54.51 | 1.87 |
| Total Pell amount received ² | | | |
| \$0 or unknown | 10,200 | 68.73 | 1.51 |
| \$1–\$2,774 | 3,890 | 61.97 | 1.70 |
| \$2,775–\$5,549 | 5,650 | 65.29 | 1.62 |
| \$5,550 or more | 5,040 | 71.34 | 1.49 |
| Total Stafford amount received ² | | | |
| \$0 or unknown | 9,870 | 64.43 | 1.59 |
| \$1–\$4,699 | 3,520 | 65.50 | 1.73 |
| \$4,700–\$6,500 | 6,060 | 75.42 | 1.42 |
| \$6,501–\$9,500 | 4,890 | 68.08 | 1.53 |
| \$9,501 or more | 420 | 63.56 | 1.73 |

See notes at end of table.

Table 39. Weight adjustment factors for nonresponse adjustment: 2014—Continued

| Model predictor variables | Number of respondents | Weighted response rate | Average weight adjustment factor (B14_WT3) |
|--|-----------------------|------------------------|--|
| Parent Loan for Undergraduate Students (PLUS) amount ² | | | |
| \$0 or unknown | 21,830 | 66.34 | 1.58 |
| \$1–\$5,477 | 630 | 76.09 | 1.46 |
| \$5,478–\$9,817 | 690 | 79.48 | 1.38 |
| \$9,818–\$15,908 | 740 | 79.72 | 1.35 |
| \$15,909 or more | 880 | 81.30 | 1.32 |
| Federal aid status | | | |
| Received | 17,530 | 69.81 | 1.54 |
| Did not receive | 4,340 | 71.75 | 1.46 |
| Unknown | 2,890 | 45.54 | 1.85 |
| Institutional aid status | | | |
| Received | 5,530 | 76.19 | 1.32 |
| Did not receive | 16,490 | 64.13 | 1.64 |
| Unknown | 2,750 | 64.17 | 1.58 |
| State aid status | | | |
| Received | 4,530 | 73.97 | 1.39 |
| Did not receive | 17,490 | 65.94 | 1.60 |
| Unknown | 2,750 | 64.17 | 1.58 |
| CHAID segments in nonresponse adjustment model | | | |
| Federal aid status unknown, Institutional aid status unknown, 30 years old or older as of 12/31/11 | 390 | 55.88 | 1.70 |
| Federal aid status unknown, Institutional aid status unknown, 24–29 years old as of 12/31/11 | 330 | 49.35 | 1.90 |
| Federal aid status unknown, Institutional aid status unknown, 15–23 years old as of 12/31/11 | 2,030 | 66.11 | 1.50 |
| Federal aid status unknown, Received institutional aid | 150 | 15.08 | 7.00 |
| Federal aid status unknown, Did not receive institutional aid | 230 | 50.50 | 1.93 |
| Received federal aid, Attended a private for-profit 4-year institution, Stafford amount received \$9,501 or more | 2,120 | 68.94 | 1.40 |
| Received federal aid, Attended a private for-profit 4-year institution, Stafford Loan amount received between \$6,501 and \$9,500 | 1,080 | 60.72 | 1.60 |
| Received federal aid, Attended a private for-profit 4-year institution, Stafford amount received between \$4,700 and \$6,500 | 800 | 43.41 | 2.24 |
| Received federal aid, Attended a private for-profit 4-year institution, Stafford amount received between \$1 and \$4,699 | 300 | 63.17 | 1.57 |
| Received federal aid, Attended a private for-profit 4-year institution, No Stafford amount received or unknown Stafford receipt status | 30 | 39.17 | 2.55 |
| Received federal aid, Attended a private for-profit 2-year institution, Institution enrollment greater than 10,233 | 500 | 62.37 | 1.55 |
| Received federal aid, Attended a private for-profit 2-year institution, Institution enrollment between 2,629 and 10,233 | 1,130 | 52.94 | 1.88 |

See notes at end of table.

Table 39. Weight adjustment factors for nonresponse adjustment: 2014—Continued

| Model predictor variables | Number of respondents | Weighted response rate | Average weight adjustment factor (B14_WT3) |
|---|------------------------------|-------------------------------|---|
| Received federal aid, Attended a private for-profit 2-year institution, Institution enrollment between 0 and 2,628 | 100 | 65.63 | 1.53 |
| Received federal aid, Attended a private for-profit less-than-2-year institution, PLUS amount received | 650 | 46.23 | 2.14 |
| Received federal aid, Attended a private for-profit less-than-2-year institution, No PLUS amount received or unknown PLUS receipt status | 170 | 93.26 | 1.07 |
| Received federal aid, Attended a private nonprofit 4-year doctorate-granting institution, Stafford amount received \$9,501 or more | 990 | 85.78 | 1.16 |
| Received federal aid, Attended a private nonprofit 4-year doctorate-granting institution, Stafford amount received between \$4,700 and \$6,500 | 390 | 79.69 | 1.25 |
| Received federal aid, Attended a private nonprofit 4-year doctorate-granting institution, Stafford amount received between \$0 and \$4,699 or unknown Stafford receipt status | 1,020 | 79.17 | 1.27 |
| Received federal aid, Attended a private nonprofit 4-year non-doctorate-granting institution, Received institutional aid | 190 | 70.16 | 1.42 |
| Received federal aid, Attended a private nonprofit 4-year non-doctorate-granting institution, Did not receive institutional aid or unknown institutional aid status | 80 | 78.59 | 1.28 |
| Received federal aid, Attended a private nonprofit less than 4-year institution, Received state aid | 160 | 54.50 | 1.84 |
| Received federal aid, Attended a private nonprofit less than 4-year institution, Did not receive state aid or unknown state aid status | 840 | 81.82 | 1.22 |
| Received federal aid, Attended a public 4-year doctorate-granting institution, Received institutional aid | 1,100 | 76.91 | 1.30 |
| Received federal aid, Attended a public 4-year doctorate-granting institution, Did not receive institutional aid or unknown institutional aid status | 260 | 73.57 | 1.37 |
| Received federal aid, Attended a public 4-year non-doctorate-granting institution, Pell amount received \$5,550 or more | 390 | 60.58 | 1.67 |
| Received federal aid, Attended a public 4-year non-doctorate-granting institution, Pell amount received between \$1 and \$5,549 | 350 | 73.96 | 1.36 |
| Received federal aid, Attended a public 4-year non-doctorate-granting institution, No Pell amount received or unknown Pell receipt status | 970 | 69.74 | 1.44 |
| Received federal aid, Attended a public 2-year or less-than-2-year institution, Pell amount received \$5,550 or more | 1,720 | 65.35 | 1.54 |
| Received federal aid, Attended a public 2-year or less-than-2-year institution, Pell amount received between \$2,775 and \$5,549 | 1,330 | 58.93 | 1.70 |
| Received federal aid, Attended a public 2-year or less-than-2-year institution, Pell amount received between \$1 and \$2,774 | 640 | 64.73 | 1.54 |
| Received federal aid, Attended a public 2-year or less-than-2-year institution, No Pell amount received or unknown Pell receipt status | 120 | 76.23 | 1.22 |
| Did not receive federal aid, Attended a private for-profit 4-year institution, In the Rocky Mountains region | 80 | 63.68 | 1.59 |

See notes at end of table.

Table 39. Weight adjustment factors for nonresponse adjustment: 2014—Continued

| Model predictor variables | Number of respondents | Weighted response rate | Average weight adjustment factor (B14_WT3) |
|--|------------------------------|-------------------------------|---|
| Did not receive federal aid, Attended a private for-profit 4-year institution, In the Far West or Mid East region | 40 | 26.56 | 3.78 |
| Did not receive federal aid, Attended a private for-profit 4-year institution, In the Southeast or Southwest region | 50 | 24.31 | 4.14 |
| Did not receive federal aid, Attended a private for-profit 4-year institution, In the Great Lakes, Plains, or New England region | 30 | 52.80 | 1.84 |
| Did not receive federal aid, Attended a private for-profit less-than-2-year institution, In the Southeast, Far West, Mid East, Southwest, or Rocky Mountains region | 480 | 76.00 | 1.32 |
| Did not receive federal aid, Attended a private for-profit less-than-2-year institution, In the New England, Great Lakes, or Plains region | 90 | 94.08 | 1.06 |
| Did not receive federal aid, Attended a private nonprofit 4-year doctorate-granting institution, In the Southeast, Plains, New England, Far West, Mid East, Southwest, or Rocky Mountains region | 320 | 70.09 | 1.42 |
| Did not receive federal aid, Attended a private nonprofit 4-year doctorate-granting institution, In the Great Lakes region | 810 | 76.36 | 1.31 |
| Did not receive federal aid, Attended a private nonprofit less-than-4-year institution | 1,660 | 71.84 | 1.40 |
| Did not receive federal aid, Attended a public 4-year doctorate-granting institution | 680 | 62.99 | 1.64 |

¹ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

² Enrollment and Stafford Loan categories were defined by quartiles. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 or more are in a single category.

NOTE: CHAID = Chi-squared automatic interaction detection. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

6.1.5 *Post-stratification Adjustment (B14_WT4)*

To ensure population coverage and consistency with NPSAS:12, the BPS:12/14 study weights were further adjusted to control totals using the SUDAAN WTADJUST procedure. The control totals for the BPS:12/14 weights were obtained from weighted sums from NPSAS:12 and from IPEDS:2010–11 fall enrollment file (EF2011A) and the IPEDS:2011–12 student financial aid and net price file (SFA1112).

Control totals were established by summing the NPSAS:12 weights for the students identified as FTB students (including deceased students), and were derived from the sums of the NPSAS:12 weight for the following:

- full-year FTB undergraduate student enrollment (full- and part-time), by institution sector;
- estimated number of FTB Pell Grant recipients, by institution sector;
- estimated total of Pell Grants received by all FTB students, by institution sector;
- estimated total of Stafford Loan amount received by all FTB students, by institution sector;
- estimated number of FTB federal loan recipients, by institution sector; and
- estimated total of federal loan amount received by all FTB students, by institution sector.

The following variables, derived from the IPEDS:2010–11 fall enrollment file and 2011–12 student financial aid and net price file, were also used for developing control totals for BPS:12/14:

- fall FTB undergraduate student enrollment (full- and part-time), by institution sector;
- fall FTB undergraduate student enrollment (full-time), by institution sector;
- number of full-time FTB students receiving Pell Grants, by institution sector;
- amount of Pell Grants awarded to full-time first-time FTB students, by institution sector;
- number of full-time FTB students receiving federal student loans, by institution sector; and
- amount of federal student loans awarded to full-time FTB students, by institution sector.

The control totals included cases who became ineligible for BPS:12/14 due to death. Because of this, the 65 deceased cases in BPS:12/14 were also included in the post-stratification adjustment. After the adjustment, the deceased cases were dropped from the file. The sum of the final weights estimates the number of NPSAS:12 students who were eligible for BPS and were still alive at the time of the BPS:12/14

interview. Table 40 shows the variables used for the post-stratification, the values of the control totals, and the average weight adjustment factors for each variable.

Statistics for the weight adjustment factors follow:

- minimum: 0.0004;
- median: 1.57; and
- maximum: 304.07.

Table 40. Weight adjustment factors for student post-stratification: 2014

| Post-stratification categories | Control total | Panel weights – average weight adjustment factor (B14_WT4) |
|--|---------------|---|
| Full-year FTB undergraduate student enrollment (full- and part-time), by institution type | | |
| Public less-than-2-year | 31,010 | 5.42 |
| Public 2-year | 1,662,800 | 1.79 |
| Public 4-year non-doctorate-granting | 422,810 | 1.44 |
| Public 4-year doctorate-granting | 868,730 | 1.98 |
| Private nonprofit less-than-4-year | 26,990 | 3.97 |
| Private nonprofit 4-year non-doctorate-granting | 279,210 | 1.63 |
| Private nonprofit 4-year doctorate-granting | 382,100 | 1.72 |
| Private for-profit less-than-2-year | 165,110 | 1.89 |
| Private for-profit 2-year | 178,020 | 2.31 |
| Private for-profit 4-year | 260,270 | 2.78 |
| Fall FTB undergraduate student enrollment (full- and part-time), by institution type | | |
| Public less-than-2-year | 23,520 | 5.99 |
| Public 2-year | 1,219,290 | 1.46 |
| Public 4-year non-doctorate-granting | 353,230 | 1.29 |
| Public 4-year doctorate-granting | 774,560 | 1.89 |
| Private nonprofit less-than-4-year | 19,030 | 3.76 |
| Private nonprofit 4-year non-doctorate-granting | 242,150 | 1.40 |
| Private for-profit less-than-2-year | 112,950 | 2.00 |
| Private for-profit 2-year | 123,780 | 2.26 |
| Private for-profit 4-year | 139,930 | 2.45 |
| Fall FTB undergraduate student enrollment (full-time), by institution type | | |
| Public less-than-2-year | 15,930 | 5.47 |
| Public 2-year | 733,310 | 1.16 |
| Public 4-year non-doctorate-granting | 300,040 | 1.16 |
| Public 4-year doctorate-granting | 754,380 | 1.90 |
| Private nonprofit less-than-4-year | 16,380 | 3.05 |
| Private nonprofit 4-year non-doctorate-granting | 232,190 | 1.19 |
| Private for-profit less-than-2-year | 92,960 | 1.84 |
| Private for-profit 2-year | 114,620 | 2.30 |
| Private for-profit 4-year | 101,620 | 2.16 |
| Number of full-time FTB students receiving Pell Grants, by institution type | | |
| Public 2-year | 424,580 | 1.08 |
| Public 4-year non-doctorate-granting | 142,350 | 1.11 |
| Public 4-year doctorate-granting | 267,200 | 1.90 |
| Private nonprofit 4-year non-doctorate-granting | 88,850 | 1.05 |
| Private for-profit 4-year | 84,830 | 2.38 |

See notes at end of table.

Table 40. Weight adjustment factors for student post-stratification: 2014—Continued

| Post-stratification categories | Control total | Panel weights – average weight adjustment factor (B14_WT4) |
|---|-----------------|---|
| Amount of Pell grants awarded to full-time FTB students, by institution type | | |
| Public 2-year | \$1,810,222,760 | 1.08 |
| Public 4-year non-doctorate-granting | \$615,315,550 | 1.11 |
| Public 4-year doctorate-granting | \$1,150,900,320 | 1.90 |
| Private nonprofit 4-year non-doctorate-granting | \$369,686,330 | 1.05 |
| Private for-profit 4-year | \$388,880,100 | 2.38 |
| Number of full-time FTB students receiving federal student loans, by institution type | | |
| Public 2-year | 194,860 | 1.13 |
| Public 4-year non-doctorate-granting | 146,300 | 1.04 |
| Private nonprofit less-than-4-year | 14,100 | 3.84 |
| Private nonprofit 4-year non-doctorate-granting | 151,900 | 0.94 |
| Private for-profit 4-year | 93,050 | 2.31 |
| Total amount of federal student loans awarded to all FTB students, by institution type | | |
| Public 2-year | \$907,612,890 | 1.13 |
| Public 4-year non-doctorate-granting | \$795,740,730 | 1.04 |
| Private nonprofit less-than-4-year | \$92,909,670 | 3.84 |
| Private nonprofit 4-year non-doctorate-granting | \$916,726,380 | 0.94 |
| Private for-profit 4-year | \$721,267,970 | 2.31 |
| Estimated number of FTB Pell Grant recipients, by institution type | | |
| Public less-than-2-year | 15,870 | 5.36 |
| Public 2-year | 794,360 | 1.47 |
| Public 4-year non-doctorate-granting | 196,430 | 1.39 |
| Public 4-year doctorate-granting | 316,450 | 2.24 |
| Private nonprofit less-than-4-year | 19,110 | 4.41 |
| Private nonprofit 4-year non-doctorate-granting | 117,810 | 2.31 |
| Private nonprofit 4-year doctorate-granting | 122,240 | 1.91 |
| Private for-profit 2-year | 167,580 | 2.71 |
| Private for-profit 4-year | 196,020 | 2.68 |
| Estimated total of Pell Grants received by all FTB students, by institution type | | |
| Public less-than-2-year | \$61,015,790 | 5.36 |
| Public 2-year | \$2,504,341,070 | 1.47 |
| Public 4-year non-doctorate-granting | \$748,119,530 | 1.39 |
| Public 4-year doctorate-granting | \$1,310,100,200 | 2.24 |
| Private nonprofit less-than-4-year | \$75,416,370 | 4.41 |
| Private nonprofit 4-year non-doctorate-granting | \$467,389,770 | 2.31 |
| Private nonprofit 4-year doctorate-granting | \$509,921,540 | 1.91 |
| Private for-profit less-than-2-year | \$675,337,820 | 2.10 |
| Private for-profit 2-year | \$675,186,710 | 2.71 |
| Private for-profit 4-year | \$678,920,090 | 2.68 |

See notes at end of table.

Table 40. Weight adjustment factors for student post-stratification: 2014—Continued

| Post-stratification categories | Control total | Panel weights – average weight adjustment factor (B14_WT4) |
|--|-----------------|---|
| Estimated total of Stafford loan amount received by all FTB students, by institution type | | |
| Public less-than-2-year | \$36,672,040 | 2.62 |
| Public 2-year | \$1,355,320,280 | 1.32 |
| Public 4-year non-doctorate-granting | \$961,561,150 | 1.21 |
| Public 4-year doctorate-granting | \$2,690,253,310 | 2.13 |
| Private nonprofit less-than-4-year | \$97,897,410 | 3.65 |
| Private nonprofit 4-year non-doctorate-granting | \$1,084,463,900 | 1.70 |
| Private nonprofit 4-year doctorate-granting | \$1,297,564,380 | 1.73 |
| Private for-profit less-than-2-year | \$848,552,930 | 1.80 |
| Private for-profit 2-year | \$862,038,030 | 2.02 |
| Private for-profit 4-year | \$1,430,976,950 | 2.64 |
| Estimated number of FTB federal loan recipients, by institution type | | |
| Public less-than-2-year | 6,350 | 2.62 |
| Public 2-year | 324,830 | 1.29 |
| Public 4-year non-doctorate-granting | 188,190 | 1.20 |
| Public 4-year doctorate-granting | 519,400 | 2.12 |
| Private nonprofit 4-year non-doctorate-granting | 192,380 | 1.70 |
| Private nonprofit 4-year doctorate-granting | 231,660 | 1.72 |
| Private for-profit less-than-2-year | 134,620 | 1.80 |
| Private for-profit 2-year | 135,610 | 2.02 |
| Private for-profit 4-year | 212,160 | 2.64 |
| Estimated total of federal loan amount received by all FTB students, by institution type | | |
| Public less-than-2-year | \$36,672,040 | 2.62 |
| Public 2-year | \$1,355,485,830 | 1.29 |
| Public 4-year non-doctorate-granting | \$969,088,260 | 1.20 |
| Public 4-year doctorate-granting | \$2,723,070,430 | 2.12 |
| Private nonprofit less-than-4-year | \$97,931,010 | 3.65 |
| Private nonprofit 4-year non-doctorate-granting | \$1,112,325,400 | 1.70 |
| Private nonprofit 4-year doctorate-granting | \$1,360,008,950 | 1.72 |
| Private for-profit 2-year | \$862,883,470 | 2.02 |
| Private for-profit 4-year | \$1,432,932,720 | 2.64 |

NOTE: FTB = first-time beginning student.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

The response-adjusted, calibrated study weight is the variable WTA000 on the data file.

6.1.6 Weighting Adjustment Performance

Table 41 summarizes the student weight distribution and the variance inflation caused by unequal weighting (i.e., UWEs by institution sector) for the BPS:12/14 analysis weight. The median student weight ranges from 21.98 for students in private for-profit 4-year institutions to 291.4 for students in public 4-year doctorate-granting institutions. The mean student weight ranges from 44.98 for students in private

for-profit 4-year institutions to 312.05 for students in public 4-year doctorate-granting institutions. The unequal weighting effect is 2.79 overall and ranges from 1.65 for students in public 4-year doctorate-granting institutions to 3.28 for students in private for-profit less-than-2-year institutions.

Table 41. Student weight distribution and unequal weighting effects: 2014

| Analysis domain | Minimum | First quartile | Median | Third quartile | Maximum | Mean | Unequal weighting effect |
|---|-------------|----------------|---------------|----------------|-----------------|---------------|--------------------------|
| Total | 1.00 | 27.71 | 111.42 | 237.23 | 5,832.68 | 172.26 | 2.79 |
| Type of Institution | | | | | | | |
| Public less-than-2-year | 18.32 | 74.45 | 130.81 | 293.08 | 1,597.52 | 212.47 | 2.11 |
| Public 2-year | 1.00 | 47.04 | 146.20 | 278.74 | 1,896.75 | 224.56 | 2.53 |
| Public 4-year non-doctorate-granting | 5.50 | 166.84 | 246.97 | 310.31 | 2,555.69 | 299.71 | 1.86 |
| Public 4-year doctorate-granting | 50.71 | 236.01 | 291.40 | 336.67 | 5,832.68 | 312.05 | 1.65 |
| Private nonprofit less-than-4-year | 1.00 | 38.77 | 87.16 | 131.71 | 1,626.59 | 113.01 | 2.71 |
| Private nonprofit 4-year non-doctorate-granting | 1.00 | 88.71 | 128.73 | 172.63 | 3,892.42 | 150.13 | 2.81 |
| Private nonprofit 4-year doctorate-granting | 2.12 | 28.71 | 192.99 | 237.52 | 924.97 | 170.73 | 1.67 |
| Private for-profit less-than-2-year | 3.60 | 33.99 | 93.73 | 237.52 | 4,283.40 | 191.22 | 3.28 |
| Private for-profit 2-year | 1.00 | 21.64 | 39.48 | 107.00 | 1,347.08 | 84.65 | 3.11 |
| Private for-profit 4-year | 1.00 | 9.89 | 21.98 | 59.15 | 401.74 | 44.98 | 2.52 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

To assess the overall predictive ability of the student nonresponse model, BPS staff used a Receiver Operating Characteristic (ROC) curve (Hanley and McNeil 1982), which provides a measure of how well the model correctly classified individuals of known response type—in other words, how well the model predicts a student’s response propensity.²⁰ BPS staff developed the ROC curve, for any specified probability, c , by calculating two proportions:

- the proportion of respondents with a predicted probability of response greater than c ; and
- the proportion of nonrespondents with a predicted probability of response greater than c .

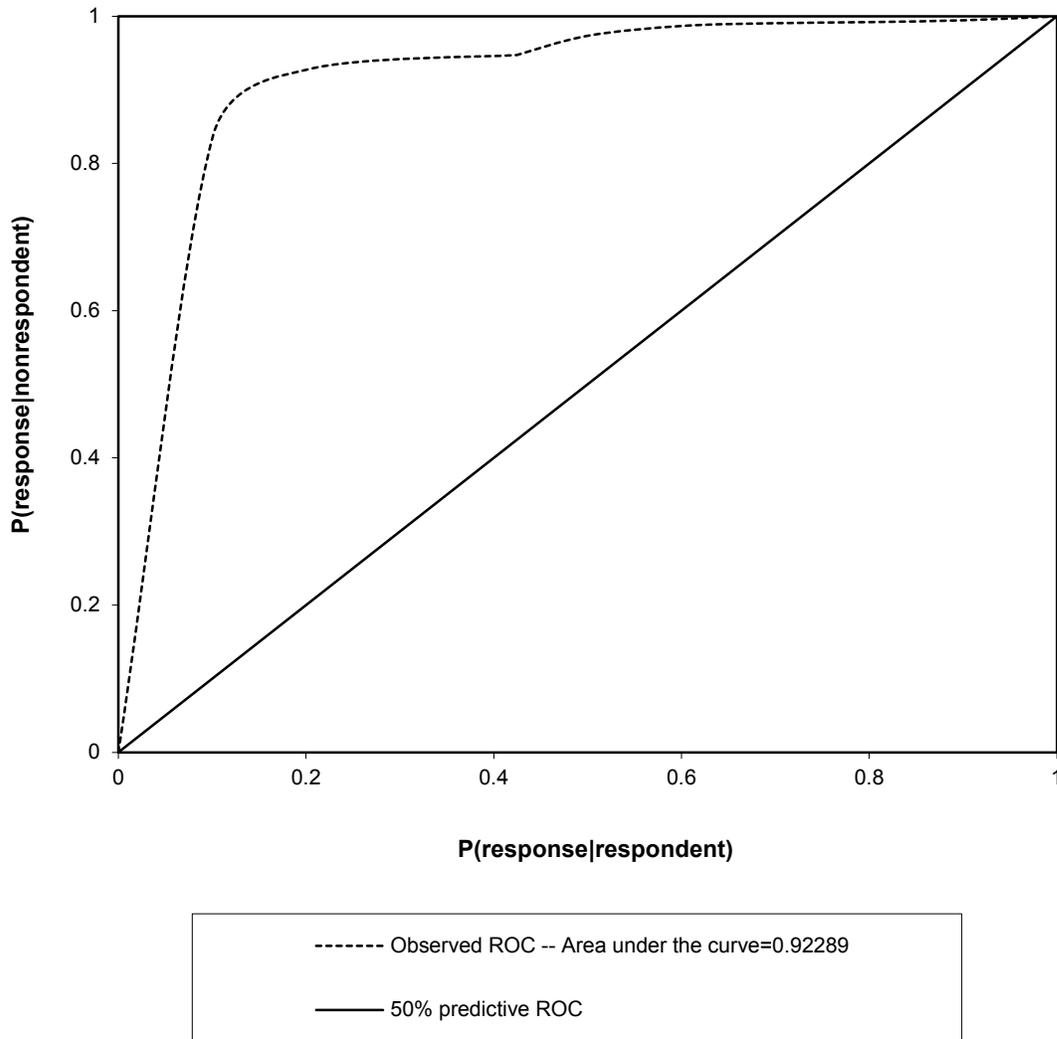
The plot of the first probability against the second, for c from zero to 1, resulted in the ROC curve shown in figure 7. The area under the curve equals the probability that the fitted model correctly classifies two randomly chosen individuals—one of whom is a true respondent, while the other is a true nonrespondent—where the individual with the higher predicted probability of response is classified as the respondent. An area of 0.5 under an ROC curve indicates that a correct classification is made 50 percent of the time, with the model providing no predictive benefit. An

²⁰ For a more detailed example of the ROC curve used in nonresponse modeling, see Iannacchione (2003).

area of 1.0 indicates that the true respondent always has the higher predicted probability of response, so the model always classifies the two individuals correctly.

Figure 7 shows that the area under the ROC curve is 0.92, so the predicted probabilities give the correct classification 92 percent of the time. Predictive probabilities from ROC curves can also be interpreted in terms of the nonparametric Wilcoxon test statistic, where the ROC area of 0.92 is equivalent to the value of the Wilcoxon test statistic. Viewed in this way, the Wilcoxon test rejects the null hypothesis of no predictive ability. This result can be interpreted to mean that the variables used in the model are highly informative predictors of a sample student's overall response propensity. The predicted probabilities of response (\hat{c}) are the predicted response probabilities obtained at the nonresponse adjustment step.

Figure 7. Receiver Operating Characteristic (ROC) curve for overall student response propensity: 2014



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

6.2 Variance Estimation

For probability-based sample surveys, most estimates are nonlinear statistics. For example, a mean or proportion, which is expressed as $\Sigma ny / \Sigma n$, 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 for the BPS:12/14 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 contains a discussion of 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 substitutes the linear representation into the appropriate variance formula based on the sample design. Woodruff (1971) presented the mathematical formulation of this procedure. NPSAS:12 provided two sets of variables for Taylor series variance estimation, and BPS:12/14 also provides two sets of variables. One set of variables is used in software that assumes that the first-stage sampling units (institutions) were sampled with replacement and does not account for the finite population correction (FPC) at the institution level of sampling. The other set of variables is used in software that will account for sampling of institutions without-replacement in the calculation of variances and does account for the FPC. Both sets of variables are provided because not all survey data analysis packages have the option to incorporate the FPC in the variance calculations. When the first-stage units are sampled with very small probabilities, the estimated variances using the with-replacement variance formulas and the without-replacement variance formulas are the same.

The first set of variables described assumes that the first-stage units were sampled with replacement (or with small selection probabilities). 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:12/14 is a follow-up study of NPSAS:12, the variance estimation strata and PSUs for BPS:12/14 were derived from those that were developed for NPSAS:12. The steps in the construction of the NPSAS:12 strata and PSU variables are described in chapter 6 of the NPSAS:12 Data File Documentation (Wine et al. 2013).

The variance estimation formulas require at least two PSUs in each stratum. The NPSAS:12 variance estimation strata and PSUs were examined for the BPS:12/14 sample, and strata with only one PSU were combined with other strata to obtain at least two PSUs. The following three rules were used: variance estimation strata were combined with other variance estimation strata within the original NPSAS:12 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:12 variance

estimation strata and PSUs was used. A variance estimation stratum was combined with the next stratum 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:12/14 analyses using the study weight are the variables BPS14STR and BPS14PSU.

The second set of variables created is to be used with software that allows for approximating variances using without-replacement sampling and accounts for the FPC, which may reduce the estimate of the variance contribution at the first stage of sampling. The variables FB14STR, FB14PSU, FB14SSU, and B14PSUCT are comparable to the NPSAS:12 variables FANALSTR, FANALPSU, FANALSSU, and PSUCOUNT, and were constructed in a similar manner. Ultimately, FB14STR equals the institutional variance estimation stratum BPS14STR, FB14PSU equals BPS14PSU, and FB14SSU equals FANALSSU (which was created by randomly dividing the NPSAS:12 analysis PSUs into two parts). These variables are a by-product of the bootstrap variance estimation weights (described in section 6.2.2), and the justification for using the without-replacement variance formulas follows from the assumptions described in Kott 1988. Some values of the variance estimation strata, PSU, and secondary sampling unit (SSU) variables were combined in order to have at least 2 SSUs in each PSU, and at least 2 PSUs in each stratum.

An alternate variance estimation method using bootstrap replicate weights is also provided for users of the BPS:12/14 data, as described in section 6.2.2. Table 42 summarizes the weight and variance estimation variables and how they are used in selected software packages that allow for Taylor series variance estimation with replacement (SUDAAN, Stata, the SAS survey data analysis procedures, IBM SPSS Complex Samples, and the R survey package), Taylor series variance estimation without replacement (SUDAAN, Stata, and the R survey package) and bootstrap variance estimation (SUDAAN, Stata, the SAS survey data analysis procedures, WesVar, and the R survey package). This code is intended for use within respective program statements or procedures and is not complete for immediate implementation.

Table 42. Use of analysis weights, replicate weights, and variance estimation strata and primary sampling unit (PSU) variables available from BPS:12/14 in selected survey data analysis software

| Analysis weight for estimates | WTA000 |
|--|---|
| Taylor series variance estimation (with replacement) | |
| Variance estimation strata and PSU variables | BPS14STR and BPS14PSU |
| Software: statements, parameters, and keywords for Taylor series variance estimation (with replacement) | |
| SUDAAN | DESIGN = WR WEIGHT WTA000; NEST BPS14STR BPS14PSU; |
| Stata | svyset bps14psu [pweight = wta000], strata (bps14str) vce(linearized) |
| SAS survey analysis procedures | VARMETHOD = JACKKNIFE WEIGHT WTA000; STRATA BPS14STR; CLUSTER BPS14PSU; |
| IBM SPSS complex samples ¹ | CSPLAN ANALYSIS /PLAN FILE='myfile.csaplan' /PLANVARS ANALYSISWEIGHT=WTA000 /DESIGN STRATA=BPS14STR CLUSTER=BPS14PSU /ESTIMATOR TYPE=WR |
| R survey package ² | mydesign <- svydesign(id=~BPS14PSU, strata=~BPS14STR, weights=~WTA000, data=mydata) |
| Taylor series variance estimation (without replacement) | |
| Variance estimation strata, PSU, SSU, and count variables | FB14STR, FB14PSU, FB14SSU, and B14PSUCT |
| Software: statements, parameters, and keywords for Taylor series variance estimation (without replacement) | |
| SUDAAN | DESIGN = WOR WEIGHT WTA000; NEST FB14STR FB14PSU FB14SSU; TOTCNT B14PSUCT _minus1_ _zero_; |
| Stata | svyset fb14psu [pweight=wta000], strata(fb14str) fpc(b14psuct) fb14ssu, vce(linearized) |
| R survey package ² | mydesign <- svydesign(id=~FB14PSU, strata=~FB14STR, weights=~WTA000, fpc=~B14PSUCT, data=mydata) |

See notes at end of table.

Table 42. Use of analysis weights, replicate weights, and variance estimation strata and primary sampling unit (PSU) variables available from BPS:12/14 in selected survey data analysis software—Continued

| Analysis weight for estimates | WTA000 |
|---|--|
| Bootstrap variance estimation | |
| Replicate weight variables | WTA001 - WTA200 |
| Software: statements, parameters, and keywords for Bootstrap variance | |
| SUDAAN | DESIGN = BRR WEIGHT WTA000; REPWGT WTA001 -WTA200; |
| Stata | svyset [pweight=wta000], brweight(wta001 - wta200) vce(brr) mse |
| SAS survey data analysis procedures | VARMETHOD = BRR WEIGHT WTA000; REPWEIGHTS WTA001-WTA200; |
| WesVar | Method: BRR Full sample weight: WTA000 Replicates: WTA001-WTA200 |
| R survey package ² | mydesign <- svrepdesign(type="BRR", weights=~WTA000, repweights="WTA00[1-200]", combined.weights=FALSE, data=mydata) |

¹ The name "myfile" should be replaced with the desired file name.

² For the R survey package (Lumley, 2014), "mydesign" can be renamed to any name for an R object to hold the specification of the survey design, and "mydata" is the name of the current dataset. For the without-replacement design, the R survey package does not account for the second stage of sampling.

NOTE: BPS = Beginning Postsecondary Students Longitudinal Study. The survey data analysis software specifications are given for the following versions of the software packages: SUDAAN 11.0.1, Stata 12 and newer, SAS 9.3 and newer, IBM SPSS complex samples 20, and WesVar 4.3 and newer.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).Bootstrap Replicate Weights

The variance estimation strategy that was chosen for BPS:12/14 is the same as that used for NPSAS:12 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 percentages, 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, NPSAS staff applied a method

adapted from Kott (1988) and Flyer (1987). The following notation is used in the steps delineated below:

n_h = the number of institutions selected and responding from stratum h ;

\hat{N}_h = the frame count of institutions in stratum h ;

m_{hi} = the number of second-stage units selected from institution i in stratum h ;

n_h^* = the bootstrap sample size of PSUs in stratum h when bootstrap sampling is at the PSU level in stratum h ;

n_{hi}^* = the number of times PSU hi is selected in the bootstrap sample when bootstrap sampling is at the PSU level;

m_{hi}^* = the bootstrap sample size of SSUs in PSU hi when bootstrap sampling is at the SSU level in stratum h ;

m_{hij}^* = the number of times SSU hij is selected in the bootstrap sample when bootstrap sampling is at the SSU level; and

w_{hijk}^* = the additional weight adjustment factor for student $hijk$, due to bootstrap sampling.

The process of forming replicates and computing replicate weights is as follows:

1. Approximate the stratum-level first-stage FPC for the selected stratum sample, using Kott's model-based approximation (Kott 1988):

$$\text{FPC}_h = \frac{\hat{N}_h - n_h}{\hat{N}_h}.$$

2. Generate a uniform (0, 1) random number R_h for each stratum h .
3. If $R_h \leq \text{FPC}_h$, form a replicate sample in stratum h by randomly selecting $n_h^* = n_h - 1$ institutions with equal probability and with replacement after each selection. When n_h^* is greater than 1, a PSU may be selected more than once; in essence, n_{hi}^* may take on values of 0, 1, . . . , n_h^* . Adjust the weights by the factor

$$w_{hijk}^* = n_{hi}^* \frac{n_h}{n_h^*}.$$

4. Otherwise, form a replicate sample in stratum b by randomly selecting $m_{hi}^* = m_{hi} - 1$ second-stage units within each institution in stratum b . In this case, m_{hij}^* may take on values of $0, 1, \dots, m_{hi}^*$. Adjust the weights by the factor

$$w_{hijk}^* = m_{hij}^* \frac{m_{hi}}{m_{hi}^*}.$$

5. Repeat steps 3 and 4 in all strata to form one replicate sample.
6. Steps 1 through 5 should then be repeated 200 times to form 200 replicate samples.

This method uses random switching between PSU bootstrap sampling and SSU bootstrap sampling to represent the proper mix (in expectation) of the first- and second-stage variance components when an FPC is applied at the first stage of sampling. It extends the general method described by Flyer (1987) for half-sample replication to a more general bootstrap.

This method incorporated the FPC factor only at the first stage, where sampling fractions were generally high. At the second stage, where the sampling fractions were generally low, analysts set the FPC factor to 1.00.

BPS:12/14 staff used the Flyer-Kott methodology to develop a vector of bootstrap sample weights that they added to the analysis file. These weights are zero for units not selected in a particular bootstrap sample; analysts inflate weights for other units for the bootstrap subsampling. Staff included initial analytic weights for the complete sample for the purpose of computing the desired estimates. The vector of replicate weights allows for computation of additional estimates for the sole purpose of estimating a variance. Assuming B sets of replicate weights, analysts can estimate the variance of any estimate, $\hat{\theta}$, 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 analysts have the replicate weights, most survey software packages can produce this estimate (e.g., SUDAAN computes this estimate by invoking the DESIGN = BRR option). (For an example of SUDAAN code, see table 42.)

BPS staff set the number of replicate weights to 200. For the 200 replicate weights included on the analysis file (WTA001–WTA200), staff repeated the unknown

eligibility, nonresponse, and poststratification adjustment processes so that the variance would account for the poststratification weight adjustment.

6.3 Overall Unweighted and Weighted Response Rates

The overall BPS:12/14 response rate is an estimate of the proportion of the study population directly represented by the respondents. Because the BPS:12/14 study includes a subsample of NPSAS:12 nonrespondents, the overall BPS:12/14 response rate is the product of the NPSAS:12 institution-level response rate times the BPS:12/14 student-level interview response rate. Therefore, the overall BPS:12/14 response rates can only be estimated directly for defined institutional characteristics.

Table 43 gives the unweighted and weighted NPSAS:12 base-year institution and BPS:12/14 student interview response rate components by institution sector.

Table 43. Unweighted and weighted NPSAS:12 institution response rates and BPS:12/14 interview response rates, by institution sector: 2014

| Institution type | Institution response rate | | BPS:12/14 student sample | | Student interview response rate | | Overall response rate | |
|-------------------------------|---------------------------|-------------|--------------------------|---------------|---------------------------------|-------------|-----------------------|-------------|
| | Un-weighted | Weighted | Eligible sample size | Respondents | Un-weighted | Weighted | Un-weighted | Weighted |
| Total | 87.8 | 87.0 | 35,540 | 24,770 | 69.7 | 67.6 | 61.2 | 58.8 |
| Public | | | | | | | | |
| Less-than-2-year | 77.3 | 78.8 | 230 | 150 | 64.4 | 54.0 | 49.8 | 42.5 |
| 2-year | 85.3 | 84.1 | 10,930 | 7,380 | 67.5 | 61.8 | 57.6 | 51.9 |
| 4-year non-doctorate granting | 93.8 | 92.3 | 1,890 | 1,400 | 74.8 | 67.8 | 70.2 | 62.6 |
| 4-year doctorate-granting | 91.7 | 90.5 | 3,450 | 2,780 | 80.6 | 76.3 | 73.9 | 69.0 |
| Private nonprofit | | | | | | | | |
| Less-than-4-year | 75.0 | 77.7 | 350 | 240 | 67.7 | 61.8 | 50.8 | 48.0 |
| 4-year non-doctorate granting | 88.8 | 87.6 | 2,380 | 1,860 | 78.1 | 75.5 | 69.4 | 66.2 |
| 4-year doctorate-granting | 89.1 | 86.4 | 2,680 | 2,240 | 83.5 | 80.3 | 74.4 | 69.3 |
| Private for-profit | | | | | | | | |
| Less-than-2-year | 81.5 | 80.3 | 1,500 | 860 | 57.1 | 48.8 | 46.5 | 39.2 |
| 2-year | 80.0 | 77.5 | 2,380 | 2,090 | 63.8 | 54.3 | 51.0 | 42.1 |
| 4-year | 89.5 | 89.5 | 8,860 | 5,770 | 65.1 | 58.4 | 58.3 | 52.3 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

The institution-level response rates shown in table 43 are the percentage of institutions that provided sufficient data to select the NPSAS:12 student-level sample; these rates are presented and discussed in the NPSAS:12 Data File Documentation (Wine et al. 2013, table 3, p. 11). Only the weighted response rates can be interpreted as estimates of the proportion of the BPS:12/14 population that is directly represented by the respondents.

Table 43 shows that, across all sectors, 70 percent of the eligible BPS:12/14 sample were interview respondents. The unweighted rate varied from 57 percent to 84 percent by sector. The overall weighted response rate, incorporating the NPSAS:12 base-year institution response rate, was 59 percent. The study analysis weight described in section 6.1 (WTA000) was developed to compensate for the potentially biasing effects of study nonresponse. Section 6.4.2 analyzes the potential bias due to unit nonresponse and the effect the weight adjustments had in reducing the bias.

6.4 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 may result in bias (i.e., estimates that do not converge to the true population parameter as the sample size increases without limit) or loss of precision.

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:12 and BPS:12/14. However, nonrandom errors can occur if the sampling frame does not provide complete coverage of the target population. The BPS:12/14 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:12/14 estimates are presented for a variety of domains; these sampling errors and design effects are computed using each of the analysis weights that were constructed for analyzing the BPS: 12/14 student data.

Next, the results of analyses comparing BPS:12/14 nonrespondents and respondents using characteristics known for both groups are presented. An analysis of nonresponse bias is presented at both the student level and the item level.

6.4.1 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 over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical). It 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. In addition, weight adjustments for nonresponse (performed to reduce nonresponse bias) and poststratification increase the variance by increasing the weight variation. Because of these effects, most complex multistage sampling designs, like NPSAS:12 and therefore like BPS:12/14, result in design effects greater than 1.0. That is, the design-based variance is larger than the simple random sample variance.

Specifically, BPS:12/14 staff define the survey design effect for a given estimate, $\hat{\theta}$, as

$$\text{Deff}(\hat{\theta}) = \frac{\text{Var}_{\text{design}}(\hat{\theta})}{\text{Var}_{\text{srs}}(\hat{\theta})}.$$

The square root of the design effect, or Deft, is another measure that analysts can express as the ratio of the standard errors, or

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

Appendix H presents design-effect estimates for important survey domains and estimates among FTB students in order to summarize the effects of stratification, multistage sampling, unequal probabilities of selection, and the weight adjustments. BPS:12/14 staff estimated these design effects using SUDAAN and the bootstrap variance estimation procedure described in section 6.2.2. While not recommended, those who must perform a quick analysis of BPS:12/14 data without using one of the software packages for analysis of complex survey data can use the design effect tables in appendix H to make approximate adjustments to the standard errors of survey statistics computed with the standard software packages that assume simple random sampling designs. However, one cannot be confident about the actual design-based standard errors without performing the analysis with one of the software packages specifically designed for analysis of data from complex sample surveys.

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 less than 2.0 is low, from 2.0 to 3.0 is moderate, and greater than 3.0 is

high. Moderate and high design effects often occur in complex surveys such as NPSAS and BPS. Unequal weighting causes large design effects and is often due to nonresponse and poststratification adjustments; however, in NPSAS and BPS, the unequal weighting is also due to the sample design and different sampling rates between institution strata, as well as to the different sampling rates between student strata.

6.4.2 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, π (i.e., the mean that would be estimated if one conducted a complete census of the target population and everyone responded). Analysts can express this bias as follows:

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

Analysts can compute the estimated mean based on nonrespondents, \bar{y}_{NR} , if they have data for the particular variable for most of the nonrespondents. They can estimate the true target parameter, π , for these variables as follows:

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

where η is the weighted unit (or item) nonresponse rate. For the variables that are from the frame, rather than from the sample, analysts can estimate π without sampling error. They can then estimate bias 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 that for nonrespondents, multiplied by the weighted nonresponse rate.

The relative bias estimate is defined as the ratio of the estimated bias divided by the sample mean based only on respondent cases, using the base weight, as follows:

$$\text{Rel } \hat{B}(\bar{y}_R) = \hat{B}(\bar{y}_R) / \bar{y}_R.$$

This definition of relative bias provides a measure of the magnitude of the bias relative to the respondent-weighted mean.

Staff also examined the differences in weighted means comparing the means for respondents using the final weights to the means of respondents using the nonresponse-adjusted weight and to the means of the full sample using the base weight.

Summary tables of the nonresponse bias analysis results and the mean comparisons are included in each section below. Detailed tables showing the estimated bias before and after nonresponse weight adjustments and the mean comparisons overall and for each sector are included in appendix I.

BPS staff conducted a student nonresponse bias analysis for students overall and by institution sector, regardless of response rate, because all sectors had been included in the nonresponse weight adjustments. For items with a response rate less than 85 percent overall or for any sector, staff conducted an item nonresponse bias analysis.²¹ The remainder of this section summarizes the unit and item nonresponse analyses that were conducted for BPS:12/14.

6.4.3 Unit Nonresponse Bias Analysis and Relative Bias

Unit nonresponse bias analyses were conducted for BPS:12/14 respondents versus the full set of cases eligible for BPS:12/14 (respondents and nonrespondents), before and after the weight adjustment that resulted in the BPS:12/14 interview weight (WTA000).

Appendix I contains tables with the estimates for respondents before the weight adjustment, nonrespondents, and the full sample. Estimates are also given for the respondents after weight adjustment. The nonresponse bias was estimated for variables obtained from the sampling frame and from the NPSAS:12 data collection that are known for both respondents and nonrespondents. In all of the tables, the bias was estimated as follows. First, the percentage distribution was obtained for the respondents using the base weight.²² Next, the percentage distribution was obtained for the overall sample using the base weight. Then, the bias was estimated as the difference in the percentages. Statistical tests of the bias were also computed and the tables in appendix I indicate when the bias is statistically different from zero.

It is also informative to compare the distributions of the respondents and nonrespondents, and the tables in appendix I include columns that give the weighted distributions of respondents and nonrespondents. From the above formulas, the bias prior to the weight adjustment can also be obtained as the nonresponse rate

²¹ See *NCES Statistical Standards* for a discussion of nonresponse bias analysis (Seastrom 2014).

²² For categorical variables, the y bars in the equations are the weighted percentages in each category of the variables (for example, for the gender variable, the y bars are the percentage that are male, or the percentage that are female).

multiplied by the difference between respondents and nonrespondents. When the bias before the weight adjustment is statistically significant, the differences between the respondent and nonrespondent distributions are almost always statistically significant. Similarly, when the differences between the respondent and nonrespondent distributions are statistically significant, the bias is also statistically significant. When one is statistically significant but not the other, both p values are very close to .05. The p values are not identical because of the sampling error associated with the nonresponse rate. For this reason, separate columns that give statistical tests are not provided in appendix I for comparing the respondent and nonrespondent percentages.

The variables (and number of categories of each variable) that were used in the analyses for all sample members are the following:

- institution strata in NPSAS:12 (10 categories);
- Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region (8 categories);
- Central Processing System (CPS) match in NPSAS:12 (yes/no) (2 categories);
- federal aid recipient (yes/no/unknown) (3 categories),
- Pell Grant recipient (yes/no) (2 categories);
- total Pell Grant amount received (4 categories);
- Stafford Loan recipient (yes/no) (2 categories);
- total Stafford Loan amount received (5 categories);
- age at base year (3 categories);
- institutional aid recipient (yes/no/unknown) (3 categories);
- state aid recipient (yes/no/unknown) (3 categories);
- major (2-digit CIP code) (38 categories);
- institution total enrollment (4 categories);
- percentage of first-time, full-time degree/certificate-seeking undergraduate students who received any grant aid (5 categories); and
- graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion (5 categories).

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 .05. Results are given in appendix I for all institutions combined and by type of institution.

As shown in table 44, the bias was generally reduced across all of the types of institutions. In particular, for students in the private for-profit less-than-2-year institutions, 25 percent of the variable categories had statistically significant bias before the weight adjustment, and 2.5 percent had statistically significant bias after the weight

adjustment. For students in the private for-profit 2-year institutions, the percent of the variable categories with statistically significant bias was the same before and after weight adjustment (8.3 percent). One exception is for students in the private nonprofit less-than-4-year institutions, where the percentage of variable categories with statistically significant bias increased from 7.4 percent to 11.1 percent using the adjusted weight. This type of institution has a relatively small sample size, however, and the actual bias in the variables remained about the same.

Tables I-1 through I-11 in appendix I give the estimated bias before and after nonresponse weight adjustment. Tables I-12 through I-22 provide estimated bias after nonresponse and post-stratification. Appendix I also contains tables for all students and for each of the 10 institution sectors.

Table 44. Summary of student bias analysis, by institution sector: 2014

| Nonresponse bias statistics¹ | Overall | Public less-than- 2-year | Public 2-year | Public 4-year non- doctorate- granting | Public 4-year doctorate- granting | Private nonprofit less-than- 4-year | Private nonprofit 4-year non- doctorate- granting | Private nonprofit 4-year doctorate- granting | Private for-profit less-than- 2-year | Private for-profit 2-year | Private for-profit 4-year |
|--|----------------|---|--------------------------|---|--|--|--|---|---|--|--|
| Before weight adjustments | | | | | | | | | | | |
| Mean percent relative bias across characteristics | 10.66 | 7.83 | 6.39 | 8.86 | 4.15 | 12.90 | 7.08 | 4.65 | 13.04 | 9.60 | 7.18 |
| Median percent relative bias across characteristics | 6.34 | 5.08 | 3.78 | 4.56 | 2.68 | 8.82 | 4.03 | 3.81 | 7.47 | 5.35 | 5.51 |
| Percentage of characteristics with significant bias | 62.07 | 36.36 | 29.03 | 43.18 | 33.33 | 7.41 | 32.56 | 29.27 | 25.00 | 8.33 | 11.67 |
| After nonresponse weight adjustments | | | | | | | | | | | |
| Mean percent relative bias across characteristics | 2.48 | 3.65 | 3.76 | 4.43 | 2.93 | 9.53 | 3.60 | 1.84 | 6.00 | 6.78 | 5.95 |
| Median percent relative bias across characteristics | # | 3.89 | 2.53 | 2.70 | 1.36 | 5.58 | 1.87 | 1.28 | 3.08 | 4.80 | 3.14 |
| Percentage of characteristics with significant bias | 6.90 | # | 3.23 | 11.36 | 16.67 | 11.11 | 13.95 | # | 2.50 | 8.33 | 8.33 |

Rounds to zero.

¹ Relative bias and significance estimates calculated for respondents vs. the full sample.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

6.4.4 Item Nonresponse Bias Analysis

When item response rates were less than 85 percent, the NCES Statistical Standards (Standard 4-4-1) required that a nonresponse bias analysis be conducted. As shown in the equation below, item response rates 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 (ED, IES, NCES 2012):

$$RR^X = \frac{I^X}{(I - V^X)}$$

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 (but these imputed skips count as missing for computing the response rate). Table F-1 in appendix F lists the items from the BPS:12/14 interview along with the number of cases who were eligible to answer each item, and the weighted item response rates and nonresponse rates. The BPS:12/14 study weight (WTA000) was used to calculate the response rates. The numerator of the item response rate is the weighted number of cases that responded to the item. The denominator of the item response rate is the weighted number of unit responding cases minus the weighted number of cases with a valid skip for the item. As mentioned earlier, cases who did not respond to a gate item were treated as missing for the items within the gate. Approximately half of the items (122 out of 235) listed in table F-1 had a response rate greater than 85 percent.

A nonresponse bias analysis was conducted for items with a weighted response rate less than 85 percent for all BPS:12/14 study respondents. BPS statisticians used the same variables as the unit nonresponse bias analysis (listed in section 6.4.3). 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 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 I-23 in appendix I illustrates the estimated bias (prior to item imputation) for one item (LOEXPWGE - *Expected job: lowest annual salary expected 2012*) for BPS:12/14 study respondents. Similar computations were performed and tabulations were produced for each of the items. Table I-24 summarizes the results of the item

nonresponse bias analysis for each of the items from the student interview, and gives the mean and median relative bias, and the percentage of the variables categories with statistically significant bias. Across the items, the percentage of variables with statistically significant bias ranged from approximately 19 percent to 78 percent. Item imputation was used to fill in missing data for BPS:12/14 interview respondents and nonrespondents because it was expected to reduce the bias due to item nonresponse, and was used instead of a separate weight adjustment for nonresponse for each item.

A by-product of imputation was the reduction or elimination of item-level nonresponse bias. While item-level bias before imputation was measurable, after imputation it was not. As a result, how well an imputation procedure worked in reducing bias could not be directly evaluated. Instead, the before- and after-imputation item estimates were compared to determine whether the imputation significantly changed the biased estimates, thus suggesting a reduction in bias. Weighted estimates were computed using the nonimputed data (including only those cases who responded to the item) and also using the imputed data (including cases who responded to the item and also cases with imputed data for the item). Table F-2 gives the means before and after imputation for the continuous variables, and table F-3 gives the distributions before and after imputation for the categorical variables. These tables also give the difference between the pre-imputation and postimputation estimates. The difference between the pre-and postimputation estimates was statistically significant for 18 percent of the variables and variable categories. This suggests that imputation was only slightly successful in reducing the bias due to item nonresponse.

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Appendix A: Technical Review Panel

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Appendix B: Data Elements for Student Interview

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The data elements for the BPS:12/14 full-scale student interview covered general topics that pertained to all respondents, such as enrollment, education experiences, financial aid, employment, income and expenses, and demographic background. Table B-1 provides a list of these data elements by section.

As also indicated in table B-1, some data elements were only administered to certain subgroups of respondents. For example, students who did not complete the NPSAS:12 full-scale interview, known as “base-year nonrespondents,” were required to satisfy the eligibility criteria for base-year and first-time beginner interview in order to remain part of the BPS cohort and therefore received additional questions in the interview. Additionally, BPS:12/14 full-scale respondents were classified into one of three groups during the interview based on their responses to questions about their enrollment status and expected persistence in postsecondary education: “completers,” “leavers,” and “persisters.” Completers and leavers, by definition those respondents not currently enrolled and with no immediate plans to return to school, received condensed Enrollment and Education Experiences sections but a more detailed Employment section. Persisters, who were still continuing in school, received more questions in the Education Experiences sections and fewer Employment section questions.

Table B-1. Student interview data elements: 2014

| Section | Topic |
|-----------------------|--|
| Enrollment | <p>Eligibility criteria for NPSAS and BPS (<i>base-year nonrespondents only</i>)</p> <p>High school completion (<i>base-year nonstudy members or nonrespondents only</i>)</p> <p>Enrollment information at NPSAS and any other postsecondary institutions between July 2011 and June 2014:</p> <ul style="list-style-type: none"> • Enrollment type (degree/nondegree), dates of attendance, enrollment intensity • Major and original major(s)/field(s) of study • Degree completion information <p>Reason for enrollment (<i>nondegree only</i>)</p> <p>Future enrollment plans</p> <p>Highest degree ever expected to complete</p> <p>Other expected education outcomes (<i>persisters only</i>):</p> <ul style="list-style-type: none"> • Pursued degree completion date and likelihood of completing degree by date/at all • Expected future occupation and salary <p>Date of birth</p> <p>Marital status</p> <p>Sex</p> |
| Education Experiences | <p>Took remedial courses after high school</p> <p>Family support for persistence in postsecondary education</p> <p>Overall GPA at most recent postsecondary institution (or primary institution, if more than one)</p> <p>Experiences at most recent postsecondary institution (or primary institution, if more than one) (<i>persisters only</i>):</p> <ul style="list-style-type: none"> • Social and academic integration • All courses taken at night, on weekends, or entirely online • School services used and importance in decision to stay in school • Residence during 2013–14 school year and commute frequency and travel time to institution |
| Financial Aid | <p>Received grants, scholarships, Veterans' education benefits in 2013–14 school year, and amounts</p> <p>Took out private loans in 2013–14 school year, and amounts</p> <p>Total amount borrowed in private loans for entire education</p> <p>Ever took out federal or private loans</p> <p>Currently repaying federal or private student loans, and monthly payment amount</p> <p>Ever held a work-study job</p> |

See notes at end of table.

Table B-1. Student interview data elements: 2014—Continued

| Section | Topic |
|---------------------|--|
| Employment | <p>Worked for pay between July 2011 and June 2014</p> <p>Information about each employer between July 2011 and June 2014:</p> <ul style="list-style-type: none"> • Employer name and months of employment • Current earnings (<i>completers/leavers only</i>) • Job is work-study • Job on or off campus • Hours per week worked while attending • Hours per week worked while not attending (<i>completers/leavers only</i>) <p>Considered self primarily student or employee when last enrolled and working</p> <p>Current or most recent employer information (<i>completers/leavers only</i>):</p> <ul style="list-style-type: none"> • Earnings • Occupation • Benefits received • Professional certification or industry license held or required for position • Time employed in this job or similar positions • Relatedness of job to major and future work <p>Months spent not working and actively looking for work (<i>completers/leavers only</i>)</p> <p>Alternative plans if had not attended school in 2013–14 school year</p> <p>Importance of nonsalary characteristics in choosing a job</p> |
| Income and Expenses | <p>Income (and spouse's income) in 2013</p> <p>Number of children financially supported in 2013–14 school year</p> <p>Number of others financially supported in 2013–14 school year</p> <p>Number of dependents in college in 2013–14 school year</p> <p>Regularly gave friends or family more than \$50 per month</p> <p>Parents or family and friends helped pay for education and living expenses in 2013–14 school year and amount</p> <p>Credits cards: number of card(s), balance on card(s), last monthly payment amount</p> <p>Monthly rent or mortgage amount</p> <p>Monthly vehicle loan amount</p> <p>Received untaxed benefits in 2013-14 school year</p> <p>Parent (or guardian) information:</p> <ul style="list-style-type: none"> • Marital status • Income in 2013 • Number of others financially supported by parents in 2013–14 school year • Number of others financially supported by parents in 2013–14 school year who also attended college <p>Discount rate questions</p> |
| Background | <p>ZIP code of permanent address</p> <p>Born in the United States or a United States territory and citizenship status</p> <p>Ethnicity and race</p> <p>Military service</p> <p>Spouse's highest level of education completed</p> <p>Parents' highest level of education completed</p> <p>Disability status</p> <p>Self-rating of physical and mental health</p> <p>Amount of missed school or work in past 30 days due to physical or mental health</p> |

NOTE: NPSAS refers to the institution from which sample members were selected for the survey. BPS = Beginning Postsecondary Students Longitudinal Study. GPA = grade point average. NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) full-scale.

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Appendix C: Facsimile of Full-Scale Instrument

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ZRID*

Student identification number

NOTES: ZRID is a unique student identification number assigned to each respondent. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

COMPMODE*

Interview completion mode

COMPMODE is the mode in which the respondent completed the interview. Partial interview respondents have a missing value for interview completion mode. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Self-administered web interview
- 1 = Computer-assisted telephone interview (CATI)

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

COMPDATE*

Interview completion date

COMPDATE is the date that the respondent completed the interview. COMPDATE is provided in the YYYYMMDD format. Partial interview respondents have a missing value for interview completion date. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

SUMSTFLG*

Student interview completion flag

SUMSTFLG is a flag to indicate the type of interview completion status. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Completed, full student interview
- 2 = Partial, full student interview
- 3 = Completed, abbreviated student interview
- 4 = Partial, abbreviated student interview

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

ABBREV*

Abbreviated student interview flag

ABBREV is a flag to indicate whether the respondent was selected to complete the abbreviated interview.

The abbreviated interview consisted of selected questions from each section of the interview. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Did not participate in abbreviated student interview
- 1 = Yes, participated in abbreviated student interview

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

CALIB_SM*

Calibration sample member flag

CALIB_SM is a flag to indicate if the respondent was part of a calibration sample who started the survey seven weeks before the main sample. During the first seven weeks of data collection, calibration sample members participated in an incentives experiment that was used to determine incentive amounts to increase response rate for the main sample. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Not part of the calibration sample
- 1 = Yes, part of the calibration sample

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ADIPL*

Type of high school completion

Which of the following best describes your high school completion?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Received a high school diploma
- 2 = Received a GED certificate/equivalent credential
- 3 = Received a high school completion certificate
- 4 = Attended a foreign high school
- 5 = Did not complete high school
- 6 = Homeschooled

Applies to: Respondents who were not NPSAS study members or who were NPSAS nonrespondents. Where: [Non-NPSAS study member] or [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14AHSMY*

Date completed high school

[If B14ADIPL = 4]

In what month and year did you complete high school?

[else if B14ADIPL = 1]

In what month and year did you receive your high school diploma?

*Item included in the BPS:12/14 Abbreviated Interview.

[else if B14ADIPL = 3]

In what month and year did you receive your high school certificate?

[else if B14ADIPL = 2]

In what month and year did you receive your GED?

[else]

In what month and year did you complete high school?

NOTES: B14AHSMY is presented in YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were not NPSAS study members or who were NPSAS nonrespondents and received a high school diploma, a GED, a high school completion certificate, attended a foreign high school, or were homeschooled. Where: ([Non-NPSAS study member] or [NPSAS nonrespondent]) and B14ADIPL in (1 2 3 4 6).

Source: BPS:12/14 Full-Scale Student Interview

B14AMATHHT*

Highest math course taken in high school

[If [NPSAS respondent]]

To begin the survey, [if [COMPMODE = 1] I [else] we] need to collect some basic high school and background information from you. What was the highest math course you took in high school?

[else]

What was the highest math course you took in high school?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Algebra 1 or Geometry
- 2 = Algebra 2
- 3 = Trigonometry
- 4 = Pre-Calculus
- 5 = Calculus
- 6 = Math beyond calculus
- 7 = None of these

Applies to: Respondents who were not NPSAS study members. Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

B14AGENDR*

Gender

[If [preloaded highest math course taken in high school]]

[If [NPSAS respondent]] Before we begin and so [else] So] that we can customize your survey, please answer the following. Are you male or female?

[else]

Are you male or female?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Male

2 = Female

Applies to: Respondents who were not NPSAS study members.

Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

B14ADOBMY*

Date of birth

[If [preloaded gender]]

[If [NPSAS respondent]] Before we begin and so [else] So] that we can customize your survey, please answer the following. In what month and year were you born?

[else]

In what month and year were you born?

NOTES: B14ADOBMY is presented in YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [preloaded date of birth not missing] and ([preloaded date of birth >= 199800] or [preloaded date of birth < 192300]) then B14ADOBMY = [preloaded date of birth].

Applies to: All respondents.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14ALT30*

Categorical ranges of age

What is your age range? Are you...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Under 24 years old

2 = 24-29 years old

3 = 30 years or older

Applies to: Respondents who did not provide a date of birth.

Where: B14ADOBMY = -9.

Source: BPS:12/14 Full-Scale Student Interview

TAGE*

Age as of December 31, 2013

TAGE is a calculated variable that indicates the respondent's age as of December 31, 2013, based on B14ADOBMY and B14ALT30.

If B14ADOBMY ne missing then TAGE = (2013 - year of B14ADOBMY)

else if B14ADOBMY = -9 and B14ALT30 = 1 then TAGE = 21;

*Item included in the BPS:12/14 Abbreviated Interview.

else if B14ADOBMY = -9 and B14ALT30 = 2 then
TAGE = 26;
else if B14ADOBMY = -9 and B14ALT30 = 3 then
TAGE = 31;
else TAGE = 21; Perturbation procedures were applied
to this and other variables to protect against disclosure
of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AELIG*

Attended NPSAS at any time during 2011-12 academic year
According to our information, you attended [NPSAS]
at some point between July 1, 2011, and June 30, 2012.
Is that correct?

NOTES: Perturbation procedures were applied to this
and other variables to protect against disclosure of
individual information.

- 1 = Yes, attended NPSAS during 2011-12
academic year
- 2 = Yes, but left NPSAS before completing any
classes

*Applies to: NPSAS nonrespondents. Where: [NPSAS
nonrespondent].*

Source: BPS:12/14 Full-Scale Student Interview

B14ADRPRF*

Received full tuition refund from NPSAS

Did you receive a full refund of your tuition when you
left [NPSAS]?

NOTES: Perturbation procedures were applied to this
and other variables to protect against disclosure of
individual information.

- 0 = Did not receive full tuition refund from
NPSAS
- 1 = Yes, received full tuition refund from NPSAS

*Applies to: Respondents who attended NPSAS in 2011-12
academic year and left before completing any classes. Where:
B14AELIG = 2.*

Source: BPS:12/14 Full-Scale Student Interview

B14ADRPCMP*

Completed course at NPSAS during 2011-12 academic year

Did you complete a course [{"if not continuous
calendar system}] or term] at [NPSAS] at any time
between July 1, 2011, and June 30, 2012?

NOTES: Perturbation procedures were applied to this
and other variables to protect against disclosure of
individual information.

- 1 = Yes, completed a course

*Applies to: Respondents who attended NPSAS in 2011-12
academic year, left before completing any classes, and received a
tuition refund. Where: B14AELIG = 2 and B14ADRPRF
ne 0.*

Source: BPS:12/14 Full-Scale Student Interview

B14ADGAS*

Program at NPSAS in 2011-12: associate's degree

[If Y_NPLEVL = 3 and COMPMODE = 1]

Were you working on an undergraduate certificate or
diploma including those leading to a license, or were
you taking courses but not enrolled in a certificate or
degree at [NPSAS] in the 2011-2012 academic year
(July 1, 2011 - June 30, 2012)? [{"If COMPMODE = 1}
(I'll ask about your major or field of study later in the
survey.)]

[else if Y_NPLEVL = 3]

Which of the following were you working on at
[NPSAS] in the 2011-2012 academic year (July 1, 2011 -
June 30, 2012)? [{"If COMPMODE = 1} (I'll ask about
your major or field of study later in the survey.)]

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at
[NPSAS] in the 2011-2012 academic year (July 1, 2011 -
June 30, 2012)? Please indicate only the degree or
certificate for which you were enrolled during your
most recent term at [NPSAS] in 2011-2012. (For
example, if you were in an associate's degree during
your last term at [NPSAS] in 2011-2012 but were
planning to enroll in a bachelor's degree, you would
indicate only the associate's degree here.) [{"If
COMPMODE = 1} (I'll ask about your major or field
of study later in the survey.)]

[else]

What degree or certificate were you working on at
[NPSAS] in the 2011-2012 academic year (July 1, 2011 -
June 30, 2012)? [{"If COMPMODE = 1} (I'll ask about
your major or field of study later in the survey.)]

Associate's degree (usually a 2-year degree)

NOTES: Perturbation procedures were applied to this
and other variables to protect against disclosure of
individual information.

Recode note: If B14ABACHENR = 1 then

B14ADGAS = 0.

0 = Not associate's degree

1 = Yes, associate's degree

*Applies to: NPSAS nonrespondents. Where: [NPSAS
nonrespondent].*

Source: BPS:12/14 Full-Scale Student Interview

B14ADGBA*

Program at NPSAS in 2011-12: bachelor's degree

[If Y_NPLEVL = 3 and COMPMODE = 1]

Were you working on an undergraduate certificate or
diploma including those leading to a license, or were

*Item included in the BPS:12/14 Abbreviated Interview.

you taking courses but not enrolled in a certificate or degree at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)]

[else if Y_NPLEVL = 3]

Which of the following were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)]

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? Please indicate only the degree or certificate for which you were enrolled during your most recent term at [NPSAS] in 2011-2012. (For example, if you were in an associate's degree during your last term at [NPSAS] in 2011-2012 but were planning to enroll in a bachelor's degree, you would indicate only the associate's degree here.) [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)]

[else]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)]

Bachelor's degree (usually a 4-year degree)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ABACHENR = 1 then

B14ADGBA = 1.

0 = Not bachelor's degree

1 = Yes, bachelor's degree

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ADGMA*

Program at NPSAS in 2011-12: master's degree

[If Y_NPLEVL = 3 and COMPMODE = 1]

Were you working on an undergraduate certificate or diploma including those leading to a license, or were you taking courses but not enrolled in a certificate or degree at [NPSAS] in the 2011-12 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)]

[else if Y_NPLEVL = 3]

Which of the following were you working on at [NPSAS] in the 2011-12 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)]

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? Please indicate only the degree or certificate for which you were enrolled during your most recent term at [NPSAS] in 2011-2012. (For example, if you were in an associate's degree during your last term at [NPSAS] in 2011-2012 but were planning to enroll in a bachelor's degree, you would indicate only the associate's degree here.) [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)]

[else]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)]

Master's degree

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ABACHENR = 1 then

B14ADGMA = 0.

0 = Not master's degree

1 = Yes, master's degree

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ADGDRR*

Program at NPSAS in 2011-12: doctoral degree – research/scholarship

[If Y_NPLEVL = 3 and COMPMODE = 1]

Were you working on an undergraduate certificate or diploma including those leading to a license, or were you taking courses but not enrolled in a certificate or degree at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)]

[else if Y_NPLEVL = 3]

Which of the following were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)]

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? Please indicate only the degree or certificate for which you were enrolled during your most recent term at [NPSAS] in 2011-2012. (For example, if you were in an associate's degree during your last term at [NPSAS] in 2011-2012 but were planning to enroll in a bachelor's degree, you would indicate only the associate's degree here.) [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)]

*Item included in the BPS:12/14 Abbreviated Interview.

[else]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

Doctoral degree – research/scholarship (for example, PhD, EdD, etc.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ABACHENR = 1 then

B14ADGDRR = 0.

0 = Not doctoral degree – research/scholarship

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ADGDRPP*

Program at NPSAS in 2011-12: doctoral degree – professional practice

[If Y_NPLEVL = 3 and COMPMODE = 1]

Were you working on an undergraduate certificate or diploma including those leading to a license, or were you taking courses but not enrolled in a certificate or degree at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 3]

Which of the following were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? Please indicate only the degree or certificate for which you were enrolled during your most recent term at [NPSAS] in 2011-2012. (For example, if you were in an associate's degree during your last term at [NPSAS] in 2011-2012 but were planning to enroll in a bachelor's degree, you would indicate only the associate's degree here.) [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

Doctoral degree – professional practice (including: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, or veterinary medicine)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Recode note: If B14ABACHENR = 1 then
B14ADGDRPP = 0.

0 = Not doctoral degree – professional practice

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ADGDROT*

Program at NPSAS in 2011-12: doctoral degree – other

[If Y_NPLEVL = 3 and COMPMODE = 1]

Were you working on an undergraduate certificate or diploma including those leading to a license, or were you taking courses but not enrolled in a certificate or degree at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 3]

Which of the following were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? Please indicate only the degree or certificate for which you were enrolled during your most recent term at [NPSAS] in 2011-2012. (For example, if you were in an associate's degree during your last term at [NPSAS] in 2011-2012 but were planning to enroll in a bachelor's degree, you would indicate only the associate's degree here.) [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

Doctoral degree – other

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ABACHENR = 1 then

B14ADGDROT = 0.

0 = Not doctoral degree – other

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ADGCE*

Program at NPSAS in 2011-12: UG certificate or diploma

[If Y_NPLEVL = 3 and COMPMODE = 1] Were you

working on an undergraduate certificate or diploma including those leading to a license, or were you taking

courses but not enrolled in a certificate or degree at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 3]

Which of the following were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? Please indicate only the degree or certificate for which you were enrolled during your most recent term at [NPSAS] in 2011-2012. (For example, if you were in an associate's degree during your last term at [NPSAS] in 2011-2012 but were planning to enroll in a bachelor's degree, you would indicate only the associate's degree here.) [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

Undergraduate certificate or diploma (usually less than 2 years), including those leading to a license (example: cosmetology)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ABACHENR = 1 then

B14ADGCE = 0.

0 = Not undergraduate certificate or diploma

1 = Yes, undergraduate certificate or diploma

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ADGPB*

Program at NPSAS in 2011-12: post-baccalaureate certificate

[If Y_NPLEVL = 3 and COMPMODE = 1]

Were you working on an undergraduate certificate or diploma including those leading to a license, or were you taking courses but not enrolled in a certificate or degree at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 3]

Which of the following were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? Please indicate only the degree or certificate for which you were enrolled during your most recent term at [NPSAS] in 2011-2012. (For example, if you were in an associate's degree during your last term at [NPSAS] in 2011-2012 but were planning to enroll in a bachelor's degree, you would indicate only the associate's degree here.) [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

Post-baccalaureate certificate

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ABACHENR = 1 then

B14ADGPB = 0.

0 = Not post-baccalaureate certificate

1 = Yes, post-baccalaureate certificate

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ADGPM*

Program at NPSAS in 2011-12: post-master's certificate

[If Y_NPLEVL = 3 and COMPMODE = 1]

Were you working on an undergraduate certificate or diploma including those leading to a license, or were you taking courses but not enrolled in a certificate or degree at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 3]

Which of the following were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? Please indicate only the degree or certificate for which you were enrolled during your most recent term at [NPSAS] in 2011-2012. (For example, if you were in an associate's degree during your last term at [NPSAS] in 2011-2012 but were planning to enroll in a bachelor's degree, you would indicate only the associate's degree here.) [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else]

*Item included in the BPS:12/14 Abbreviated Interview.

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

Post-master's certificate

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ABACHENR = 1 then

B14ADGPM = 0.

0 = Not post-master's certificate

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ADGUND*

Program at NPSAS in 2011-12: undergraduate level classes

[If Y_NPLEVL = 3 and COMPMODE = 1]

Were you working on an undergraduate certificate or diploma including those leading to a license, or were you taking courses but not enrolled in a certificate or degree at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 3]

Which of the following were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? Please indicate only the degree or certificate for which you were enrolled during your most recent term at [NPSAS] in 2011-2012. (For example, if you were in an associate's degree during your last term at [NPSAS] in 2011-2012 but were planning to enroll in a bachelor's degree, you would indicate only the associate's degree here.) [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

Undergraduate level classes

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ABACHENR = 1 then

B14ADGUND = 0.

0 = Not undergraduate level classes

1 = Yes, undergraduate level classes

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ADGGNG*

Program at NPSAS in 2011-12: graduate classes

[If Y_NPLEVL = 3 and COMPMODE = 1]

Were you working on an undergraduate certificate or diploma including those leading to a license, or were you taking courses but not enrolled in a certificate or degree at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 3]

Which of the following were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? Please indicate only the degree or certificate for which you were enrolled during your most recent term at [NPSAS] in 2011-2012. (For example, if you were in an associate's degree during your last term at [NPSAS] in 2011-2012 but were planning to enroll in a bachelor's degree, you would indicate only the associate's degree here.) [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

[else]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [If COMPMODE = 1] (I'll ask about your major or field of study later in the survey.)

Graduate level classes

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ABACHENR = 1 then

B14ADGGNG = 0.

0 = Not graduate level classes

1 = Yes, graduate level classes

Applies To: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-scale Student Interview

B14AUGSTATVR*

Primarily working on bachelor's degree at NPSAS in 2011-12

In the 2011-2012 academic year, were you primarily an undergraduate working toward a bachelor's degree at [NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, primarily working on a bachelor's degree

Applies to: Respondents who indicated being enrolled in both a bachelor's degree and a graduate degree at NPSAS during the 2011-12 academic year. Where: B14.ADGBA = 1 and (B14.ADGMA = 1 or B14.ADGDRR = 1 or B14.ADGDRPP = 1 or B14.ADGDROT = 1 or B14.ADGPB = 1 or B14.ADGPM = 1 or B14.ADGGNG = 1).

Source: BPS:12/14 Full-Scale Student Interview

B14ACKHOUR*

Clock hour requirement at NPSAS for undergraduate certificate in 2011-12

Did your certificate or diploma at [NPSAS] in the 2011-2012 academic year require at least 3 months or 300 hours of instruction?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, required 3 months or 300 clock hours

Applies to: NPSAS nonrespondents whose NPSAS degree program was an undergraduate certificate or diploma. Where: [NPSAS nonrespondent] and TDEGREE = 2.

Source: BPS:12/14 Full-Scale Student Interview

B14AELCRD*

Attended NPSAS for credit in 2011-12 school year

When you last attended [NPSAS] in the 2011-2012 academic year, were you taking at least one course for credit that could be applied toward fulfilling the requirements for an academic degree?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, attended for credit toward a degree

Applies to: NPSAS nonrespondents whose NPSAS degree program was undergraduate classes or unknown. Where: [NPSAS nonrespondent] and TDEGREE in (1 -9).

Source: BPS:12/14 Full-Scale Student Interview

TDEGREE*

Program at NPSAS started 2011-12

NOTES: TDEGREE is a calculated variable that indicates the program at NPSAS started in the 2011-12 academic year:

If [NPSAS respondent] then TDEGREE = [preloaded program at NPSAS started 2011-12];

else if B14AUGSTATVR = 1 then TDEGREE = 4;

else if B14ADGDRR = 1 then TDEGREE = 9;

else if B14ADGDRPP = 1 then TDEGREE = 10;

else if B14ADGDROT = 1 then TDEGREE = 11;

else if B14ADGPM = 1 then TDEGREE = 8;
else if B14ADGMA = 1 then TDEGREE = 7;
else if B14ADGPB = 1 then TDEGREE = 6;
else if B14ADGGNG = 1 and (B14ADGCE = 0 and B14ADGAS = 0 and B14ADGBA = 0) then TDEGREE = 5;

else if B14ADGBA = 1 then TDEGREE = 4;

else if B14ADGAS = 1 then TDEGREE = 3;

else if B14ADGCE = 1 then TDEGREE = 2;

else if B14ADGUND = 1 then TDEGREE = 1;

else TDEGREE = 1. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Undergraduate classes

2 = Undergraduate certificate or diploma

3 = Associate's degree

4 = Bachelor's degree

Applies to: All respondents.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

TSTAT*

Enrollment level for program at NPSAS started in 2011-12

NOTES: TSTAT is a calculated variable that indicates the enrollment level for the program at NPSAS started in the 2011-12 academic year:

If TDEGREE in (2 3 4) then TSTAT = 1;

else if TDEGREE in (6 7 8 9 10 11) then TSTAT = 2;

else if TDEGREE = 1 then TSTAT = 3;

else if TDEGREE = 5 then TSTAT = 4;

else TSTAT = -9. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Undergraduate degree or certificate

3 = Undergraduate classes

Applies to: All respondents.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14APRDG*

Earned degree or certificate prior to 2011-12 academic year

Prior to attending [NPSAS] in the 2011-2012 academic year for your [program at NPSAS started 2011-12] (and after you completed your high school requirements) did you earn a degree or certificate at any college, university, or trade school?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not earn prior degree/certificate

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14ANFST*

NPSAS was first postsecondary school attended

Was [NPSAS] the first college, university, or trade school you attended after completing your high school requirements?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, NPSAS was first postsecondary attended

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ADGBMY*

Date first attended NPSAS after completing high school requirement

In which month and year did you first attend [NPSAS] after completing your high school requirements?

NOTES: B14ADGBMY is presented in YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ACDTCHK*

First attended NPSAS on or after July 1, 2011

Did you first attend [NPSAS] on or after July 1, 2011?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, first attended NPSAS on or after July 2011

Applies to: NPSAS nonrespondents whose first postsecondary institution was NPSAS and who did not indicate a NPSAS starting date. Where: [NPSAS nonrespondent] and B14ANFST = 1 and (B14ADGBMY = -9 or B14ADGBMY month = 00).

Source: BPS:12/14 Full-Scale Student Interview

B14ASAMESCH*

Attended NPSAS any time between July 2012 and June 2014

Did you attend [NPSAS] at any time [if [began interview before July 1, 2014]] after June 2012 [else] between July 2012 and June 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not attend NPSAS between July 2012 and June 2014

1 = Yes, attended NPSAS between July 2012 and June 2014

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ASAMEDEG*

Attended NPSAS after July 2012 for program started 2011-12

[If TDEGREE in (3 4)]

Were you continuing at [NPSAS] after June 2012 for [if TDEGREE = 3] an associate's degree [else] a bachelor's degree?

[else if TDEGREE = 2]

Were you continuing at [NPSAS] after June 2012 for the same certificate or diploma you began there in the 2011-2012 academic year?

[else]

Were you continuing at [NPSAS] after June 2012 for undergraduate classes that were not part of a degree or certificate at [NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ASAMESCH = 0 then

B14ASAMEDEG = 0.

0 = No NPSAS attended after July 2012 for program in 2011-12

1 = Yes, attended NPSAS after July 2012 for program in 2011-12

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ACURENR*

Currently attending program at NPSAS started in 2011-12

Are you currently attending [NPSAS] for [if TSTAT = 1] your [program at NPSAS started 2011-12] [else] [program at NPSAS started 2011-12] that are not part of a degree or certificate]? (Answer "Yes" if you are on a spring or fall break in the middle of the term or semester. Answer "No" if you completed your [program at NPSAS started 2011-12] or are on a break between semesters, terms, or quarters, such as on summer break, and not currently attending classes.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If (B14ASAMESCH = 0 or

B14ASAMEDEG = 0) then B14ACURENR = 0; If

[began interview on or after July 1, 2014] then

B14ACURENR = 0.

0 = Not currently attending

1 = Yes, currently attending

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ACMPDGN*

Completed requirements for degree/certificate at NPSAS started 2011-12

[If [began interview before July 1, 2014]]

Have you completed all the requirements at [NPSAS] for the [if TDEGREE = 2] [program at NPSAS started 2011-12] you were working on during your most recent term there in the 2011-2012 academic year? {else} [program at NPSAS started 2011-12] you began there in the 2011-2012 academic year]] (Answer “No” if you transferred schools and completed your [program at NPSAS started 2011-12] at a different school. We will ask you about your enrollment at any other schools later.)

[else]

Did you complete all the requirements before July 2014 at [NPSAS] for the [if TDEGREE = 2] [program at NPSAS started 2011-12] you were working on during your most recent term there in the 2011-2012 academic year? {else} [program at NPSAS started 2011-12] you began there in the 2011-2012 academic year]] (Answer “No” if you transferred schools and completed your [program at NPSAS started 2011-12] at a different school. We will ask you about your enrollment at any other schools later.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ACURENR = 1 and TSTAT = 1 then B14ACMPDGN = 0; If B14AELIG = 2 and B14ASAMESCH = 0 and TSTAT = 1 then B14ACMPDGN = 0.

0 = Did not complete requirements for degree/certificate

1 = Yes, completed requirements for degree/certificate

Applies to: Respondents in an undergraduate degree program at NPSAS during the 2011-12 academic year. Where: TSTAT = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ADGNMY

Date awarded degree/certificate at NPSAS started 2011-12

In what month and year were you awarded your [program at NPSAS started 2011-12] from [NPSAS]?

NOTES: B14ADGNMY is presented in YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who completed their NPSAS degree/certificate program started in the 2011-12 academic year, did not indicate that they have not received their degree, and did not participate in the abbreviated interview. Where:

B14ACMPDGN = 1 and B14ADGNNO ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ADGNNO

Date awarded degree/certificate at NPSAS started 2011-12: not yet awarded

In what month and year were you awarded your [program at NPSAS started 2011-12] from [NPSAS]? Have not yet been awarded [program at NPSAS started 2011-12]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Provided date awarded degree/certificate

1 = Not yet awarded degree/certificate

Applies to: Respondents who completed their NPSAS degree/certificate program started in the 2011-12 academic year and did not participate in the abbreviated interview. Where: B14ACMPDGN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ASTDABR*

Studied abroad as part of education at NPSAS

Have you participated in a study abroad program as part of your education at [NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not study abroad

1 = Yes, studied abroad

Applies to: Respondents whose degree program at NPSAS during the 2011-12 academic year was an associate's or bachelor's degree. Where: TDEGREE in (3 4).

Source: BPS:12/14 Full-Scale Student Interview

B14ANPEMX*

Monthly attendance for program at NPSAS started 2011-12: July 2011-June 2014

[If [NPSAS nonrespondent] and [not currently attending for program at NPSAS started 2011-12] and B14ACMPDGN = 1 and B14ADGNMY ne -9] Between July 2011 and until you completed [if TDEGREE = 2] this {else} your] [program at NPSAS started 2011-12] in [B14ADGNMY], in which months did you attend [NPSAS] for [if TDEGREE = 2] this {else} your] [program at NPSAS started 2011-12] [if B14ASTDABR = 1], including any months spent studying abroad for [if TDEGREE = 2] this {else} your] [program at NPSAS started 2011-12]? (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.)

*Item included in the BPS:12/14 Abbreviated Interview.

[{If COMPMODE = 0} Click on the months of attendance below.]
 [else if [NPSAS nonrespondent] and ((B14ASAMESCH = 0) or (B14ASAMESCH = 1 and B14ASAMEDEG = 0))]
 Between July 2011 and June 2012, in which months did you attend [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12]]? (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.)
 [{If COMPMODE = 0} Click on the months of attendance below.]
 [else if [NPSAS respondent] and [not currently attending for program at NPSAS started 2011-12] and B14ACMPDGN = 1 and B14ADGNMY ne -9]
 Please tell us which months you continued to attend [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] from July 2012 until you completed [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] in [B14ADGNMY] [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12]. (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]
 [else if [NPSAS respondent] and [currently attending for program at NPSAS started 2011-12]]
 Please tell us the months you have continued to attend [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] in the 2012-2013 and 2013-2014 academic years [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12]. (Do your best to predict your attendance for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] through June 30, 2014. Do not include any months during which you are not taking classes, such as summer break. If you have attended or will attend for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]
 [else if [currently attending for program at NPSAS started 2011-12]]
 Between July [{if [NPSAS respondent]} 2012 {else} 2011] and June 2014, in which months did you attend, or do you expect to attend [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started

2011-12]? (Do not include any months during which you are not taking classes, such as summer break. If you attended or will attend for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]
 [else if [NPSAS respondent] and [not currently attending for program at NPSAS started 2011-12]]
 Please tell us the months you attended [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] in the 2012-2013 and 2013-2014 academic years [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12]. [{If [began interview before July 1, 2014]} If you plan to attend [NPSAS] [{if B14ASTDABR = 1}, or a study abroad school [program at NPSAS started 2011-12] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] before June 30, 2014, please indicate the months you plan to attend.] (Do not include any months during which you were not taking classes, such as summer break. If you have attended or will attend for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]
 [else]
 Between July [{if [NPSAS respondent]} 2012 {else} 2011] and June 2014, in which months did you attend [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12]]? [{If [began interview before July 1, 2014] and B14ACMPDGN ne 1} If you plan to attend [NPSAS] [{if B14ASTDABR = 1}, or a study abroad school [program at NPSAS started 2011-12] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] before June 30, 2014, please indicate the months you plan to attend.] (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]
 NOTES: This variable is a 36-character string that indicates the months the respondent was enrolled for the program at NPSAS started 2011-12 between the months of July 2011 through June 2014 and his or her monthly enrollment status. Each month is represented by one digit in the string, with July 2011 as the first digit and June 2014 as the final digit. "1" indicates the respondent was enrolled mainly full time during that month. "2" indicates the respondent was enrolled mainly part time during that month. "3" indicates the respondent was enrolled an equal mix of full time and part time during that month. "4" indicates the respondent was enrolled for that month but did not indicate enrollment status. "0" indicates the respondent

*Item included in the BPS:12/14 Abbreviated Interview.

was not enrolled for that month. “9” indicates the respondent did not provide months of enrollment. “7” indicates that the respondent participated in the abbreviated interview and therefore has no data for that month. For example, a respondent enrolled full time from August 2011 through May 2012, part time from August 2012 through May 2013, and full time from August 2013 through May 2014 would have an enrollment string of 0111111111100222222222001111111110. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14ANPEYX*

Annual attendance for program at NPSAS 2011-12: July 2011-June 2014

Did you attend [NPSAS] for your [program at NPSAS started 2011-12] [if B14ASTDABR = 1], including any time spent studying abroad for your [program at NPSAS started 2011-12] at any time between... (If you attended for only a portion of any academic year, please include that year.)

NOTES: This variable is a 3-character string that indicates the academic years the respondent was enrolled for the program at NPSAS started 2011-12 between July 2011 through June 2014 and his or her annual enrollment status. The first digit represents the academic year of July 2011 through June 2012. The second digit represents the academic year of July 2012 through June 2013. The third digit represents the academic year of July 2013 through June 2014. “1” indicates the respondent was enrolled mainly full time during that academic year. “2” indicates the respondent was enrolled mainly part time during that academic year. “3” indicates the respondent was enrolled an equal mix of full time and part time during that academic year. “4” indicates the respondent was enrolled for that academic year but did not indicate enrollment status. “0” indicates the respondent was not enrolled for that academic year. “9” indicates the respondent did not provide years of enrollment. Respondents who did not participate in the abbreviated interview have a value of “555”. For example, a respondent who participated in the abbreviated interview and was enrolled full time for the academic year of July 2011 through June 2012, enrolled part time in the academic year of July 2012 through June 2013, and not enrolled in the academic year of July 2013 through June 2014 would have an enrollment string of 120. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who participated in the abbreviated interview. Where: ABBREV = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14ACLSDGREE

Took only classes at NPSAS to transfer credit to degree program

[If [began interview before July 1, 2014]]
[If B14ACURENR = 1] Are {else} Were] you taking these [program at NPSAS started 2011-12] at [NPSAS] primarily to fulfill a degree requirement or transfer course credit to a degree or certificate program?
[else]

Before July 2014, were you taking these [program at NPSAS started 2011-12] at [NPSAS] primarily to fulfill a degree requirement or transfer course credit to a degree or certificate program?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Did not take only classes to transfer credits
- 1 = Yes, took only classes to transfer credits

Applies to: Respondents in undergraduate classes at NPSAS during the 2011-12 academic year, who were base year nonrespondents or were enrolled at a degree program at NPSAS since 2011-12, attended NPSAS in 2012-13 or 2013-14 for a degree program at NPSAS during the 2011-12 academic year, and did not participate in the abbreviated interview. Where: TSTAT = 3 and ((base year nonrespondent) or (B14ASAMESCH = 1 and B14ASAMEDEG = 1)) and ((attended NPSAS in 2012-13 or 2013-14 for degree program at NPSAS during the 2011-12 academic year) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AREASON

Reason for taking only classes at NPSAS

[If [began interview before July 1, 2014]]
Which of these reasons best describes why you [if B14ACURENR = 1] are {else} were] enrolled in classes at [NPSAS]?
[else]

Which of these reasons best describes why you were enrolled in classes at [NPSAS] before July 2014?
NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = To prepare to earn a degree later
- 2 = To prepare for a professional certificate or industry license
- 3 = To gain job or occupational skills
- 4 = For recreation, self-improvement, or personal interest

Applies to: Respondents who are not taking classes for credit in a degree program and did not participate in the abbreviated interview. Where: B14.ACLSDGREE ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ADBLMAJ

Declared major for degree or certificate at NPSAS started 2011-12

[If B14ACURENR = 0 and B14ACMPDGN = 1 and TDEGREE in (2 3)]

Did you declare a single or double major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]?

[else if B14ACURENR = 0 and B14ACMPDGN = 1]

Did you declare a single or double major for your [program at NPSAS started 2011-12] at [NPSAS]?

[else if B14ACURENR = 1 and TDEGREE in (2 3)]

Have you declared a major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]?

[else if B14ACURENR = 1]

Have you declared a major for your [program at NPSAS started 2011-12] at [NPSAS]?

[else if B14ACURENR = 0 and TDEGREE in (2 3)]

Did you declare a major or field of study for your [program at NPSAS started 2011-12] at [NPSAS] [if [began interview on or after July 1, 2014]] before July 2014]?

[else]

Did you declare a major for your [program at NPSAS started 2011-12] at [NPSAS] [if [began interview on or after July 1, 2014]] before July 2014]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ADBLMAJ = 2 and B14AMAJ2 in (UNDECLARED UNDECIDED UNKNOWN NONE NA N/A UNEMPLOYED NOT SURE UNSURE) then B14ADBLMAJ = 1; else if B14ADBLMAJ = 2 and (B14ANPMJ1STG = 0 or B14ANPMJ1STG = 0) and B14AMAJ1 in (NONE No N.A. NA N/A) then B14ADBLMAJ = 1; else if B14ADBLMAJ = 1 and [verified NPSAS major 1 and major 2] then B14ADBLMAJ = 2.

- 1 = Yes, declared a single major or field of study
- 2 = Yes, declared a double major or field of study
- 3 = Did not declare a major

Applies to: Respondents in an undergraduate degree program at NPSAS during the 2011-12 academic year, whose NPSAS was a 2- or 4-year school, and did not participate in the abbreviated interview. Where: TSTAT = 1 and Y_NPLEVL in (1 2) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ADECIDMAJ

Decided major for degree or certificate at NPSAS started 2011-12

Even though you have not formally declared your major, have you decided what your major will be for your [program at NPSAS started 2011-12] at [NPSAS]? (Answer “yes” if you have left [NPSAS] and do not plan to attend again to earn your [program at NPSAS started 2011-12] there but you had decided what your major would be prior to leaving.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not decide on a major

1 = Yes, decided on a major

Applies to: Respondents who had not declared a major for program at NPSAS started in 2011-12, had enrollment at NPSAS in their program after 2011-12, were currently enrolled in their degree program or have not completed their degree program, and did not participate in the abbreviated interview.

Where: B14.ADBLMAJ in (3 -9) and B14.ASAMEDEG = 1 and B14.ASAMESCH = 1 and (B14.ACURENR = 1 or B14.ACMPDGN ne 1) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AMAJ1

Major 1 for degree/certificate at NPSAS started 2011-12: string

[If B14ADBLMAJ = 2 and ([verified preloaded major 1 from NPSAS] or [verified preloaded major 2 from NPSAS])]

You just told [if COMPMODE = 1] me [else] us] you [if B14ACURENR = 1] are still [else] were] majoring in [if [verified preloaded major 1 from NPSAS]] [preloaded major 1 from NPSAS] [else] [preloaded major 2 from NPSAS]] [if B14ACURENR = 0] when you last attended [NPSAS]]. Since you [if B14ACURENR = 1] are [else] were] no longer majoring in [if [did not verify preloaded major 1 from NPSAS]] [preloaded major 1 from NPSAS] [else] [preloaded major 2 from NPSAS]], what [if B14ACURENR = 1] is [else] was] your other major? [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ADBLMAJ = 2]

What [if B14ACURENR = 1] is [else] was] your [if B14ACURENR = 1] current [else if B14ADBLMAJ ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)] most recent] major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? Since you [if B14ACURENR = 1] have [else] had] a double-major, please indicate only one major here. You will have an opportunity next to provide your other

*Item included in the BPS:12/14 Abbreviated Interview.

major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What [if B14ACURENR = 1] is [else] was] your [if B14ADBLMAJ = 3] intended] [if B14ACURENR = 1] current [else if B14ADBLMAJ ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)] most recent] major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [If B14ADBLMAJ = 3] (If you [if B14ACURENR = 1] intend [else] intended to double-major], tell [if COMPMODE = 1] me [else] us] only about the major most closely related to the job you hope to have after college.) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If TSTAT = 3 then B14AMAJ1 = NOT IN A DEGREE PROGRAM; else if Y_NPLEVL in (1 2) and B14ADBLMAJ not in (1 2) and B14ADECIDMAJ ne 1 then B14AMAJ1 = UNDECLARED; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AMJ1GEN

Major 1 at NPSAS for degree/certificate started 2011-12:

general code

If B14ADBLMAJ = 2 and ([verified preloaded major 1 from NPSAS] or [verified preloaded major 2 from NPSAS])

You just told [if COMPMODE = 1] me [else] us] you [if B14ACURENR = 1] are still [else] were] majoring in [if [verified preloaded major 1 from NPSAS]] [preloaded major 1 from NPSAS] [else] [preloaded major 2 from NPSAS]] [if B14ACURENR = 0] when you last attended [NPSAS]]. Since you [if B14ACURENR = 1] are [else] were] no longer majoring in [if [did not verify preloaded major 1 from NPSAS]] [preloaded major 1 from NPSAS] [else] [preloaded major 2 from NPSAS]], what [if B14ACURENR = 1] is [else] was] your other major? [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ADBLMAJ = 2]

What [if B14ACURENR = 1] is [else] was] your [if B14ACURENR = 1] current [else if B14ADBLMAJ ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)] most recent] major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? Since you [if B14ACURENR = 1] have [else] had] a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What [if B14ACURENR = 1] is [else] was] your [if B14ADBLMAJ = 3] intended] [if B14ACURENR = 1] current [else if B14ADBLMAJ ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)] most recent] major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [If B14ADBLMAJ = 3] (If you [if B14ACURENR = 1] intend [else] intended to double-major], tell [if COMPMODE = 1] me [else] us] only about the major most closely related to the job you hope to have after college.) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If TSTAT = 3 then B14AMJ1GEN = 98; else if Y_NPLEVL in (1 2) and B14ADBLMAJ not in (1 2) and B14ADECIDMAJ ne 1 then B14AMJ1GEN = 99; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/science/general studies/humanities
- 25 = Library science

*Item included in the BPS:12/14 Abbreviated Interview.

- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 29 = Military technologies
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 54 = History
- 60 = Residency programs
- 98 = Not in a degree program
- 99 = Undeclared

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AMJ1SPE

Major 1 for degree/certificate at NPSAS started 2011-12: specific code

[If B14ADBLMA] = 2 and ([verified preloaded major 1 from NPSAS] or [verified preloaded major 2 from NPSAS])]

You just told [if COMPMODE = 1] me {else} us] you [if B14ACURENR = 1] are still {else} were] majoring in [if [verified preloaded major 1 from NPSAS]] [preloaded major 1 from NPSAS] {else} [preloaded major 2 from NPSAS]] [if B14ACURENR = 0] when you last attended [NPSAS]]. Since you [if B14ACURENR = 1] are {else} were] no longer majoring in [if [did not verify preloaded major 1 from NPSAS]] [preloaded major 1 from NPSAS] {else} [preloaded major 2 from NPSAS]], what [if B14ACURENR = 1] is {else} was] your other major? [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ADBLMA] = 2]

What [if B14ACURENR = 1] is {else} was] your [if B14ACURENR = 1] current {else if B14ADBLMA] ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)} most recent] major or field of study for your

[program at NPSAS started 2011-12] at [NPSAS]? Since you [if B14ACURENR = 1] have {else} had] a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What [if B14ACURENR = 1] is {else} was] your [if B14ADBLMA] = 3] intended] [if B14ACURENR = 1] current {else if B14ADBLMA] ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)} most recent] major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [If B14ADBLMA] = 3] (If you [if B14ACURENR = 1] intend {else} intended to double-major], tell [if COMPMODE = 1] me {else} us] only about the major most closely related to the job you hope to have after college.)) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If TSTAT = 3 then B14AMJ1SPE = 98.9998; else if Y_NPLEVL in (1 2) and B14ADBLMA] not in (1 2) and B14ADECIDMA] ne 1 then B14AMJ1SPE = 99.9999; if respondents selected a major that they previously indicated then the selected major was recoded in this variable.

01.0000 = Agriculture, general

01.0101 = Agricultural business and management, general

01.0102 = Agribusiness/agricultural business operations

01.0103 = Agricultural economics

01.0104 = Farm/farm and ranch management

01.0199 = Agricultural business and management, other

01.0205 = Agricultural mechanical and equipment/machine technology

01.0301 = Agricultural production operations, general

01.0302 = Animal/livestock husbandry/production

01.0303 = Aquaculture

01.0308 = Agroecology and sustainable agriculture

01.0309 = Viticulture and enology

01.0507 = Equestrian/equine studies

01.0508 = Taxidermy/taxidermist

01.0601 = Applied horticulture/horticultural operations, general

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|--|---|
| 01.0603 = Ornamental horticulture | 05.0102 = American/U.S. studies/civilization |
| 01.0604 = Greenhouse operations and management | 05.0103 = Asian studies/civilization |
| 01.0605 = Landscaping and groundskeeping | 05.0104 = East Asian studies |
| 01.0607 = Turf and turfgrass management | 05.0107 = Latin American studies |
| 01.0699 = Applied horticulture/business services other | 05.0108 = Near and Middle Eastern studies |
| 01.0701 = International agriculture | 05.0123 = Chinese studies |
| 01.0801 = Agricultural/extension education services | 05.0124 = French studies |
| 01.0802 = Agricultural communication/journalism | 05.0199 = Area studies, other |
| 01.0901 = Animal sciences, general | 05.0200 = Ethnic studies |
| 01.0903 = Animal health | 05.0202 = American Indian/Native American studies |
| 01.0905 = Dairy science | 05.0207 = Women's studies |
| 01.0999 = Animal sciences, other | 05.0211 = Deaf studies |
| 01.1001 = Food science | 05.0299 = Ethnic/minority/gender studies, other |
| 01.1101 = Plant sciences, general | 09.0100 = Communication, general |
| 01.1102 = Agronomy and crop science | 09.0101 = Speech communication and rhetoric |
| 01.1106 = Range science and management | 09.0102 = Mass communication/media studies |
| 01.9999 = Agriculture and related sciences, other | 09.0199 = Communication/media studies, other |
| 03.0101 = Natural resources/conservation, general | 09.0401 = Journalism |
| 03.0103 = Environmental studies | 09.0402 = Broadcast journalism |
| 03.0104 = Environmental science | 09.0404 = Photojournalism |
| 03.0199 = Natural resources conservation/research other | 09.0701 = Radio and television |
| 03.0201 = Natural resources management and policy | 09.0702 = Digital communication/media/multimedia |
| 03.0204 = Natural resource economics | 09.0799 = Radio/television/digital communication, other |
| 03.0206 = Land use planning and management/development | 09.0900 = Public relations/advertising |
| 03.0208 = Natural resources law enforcement/protect services | 09.0901 = Organizational communication, general |
| 03.0299 = Natural resources management/policy, other | 09.0902 = Public relations/image management |
| 03.0301 = Fishing and fisheries sciences and management | 09.0903 = Advertising |
| 03.0501 = Forestry, general | 09.0904 = Political communication |
| 03.0502 = Forest sciences and biology | 09.0905 = Health communication |
| 03.0506 = Forest management/forest resources management | 09.0906 = Sports communication |
| 03.0508 = Urban forestry | 09.0907 = International and intercultural communication |
| 03.0601 = Wildlife, fish/wildlands science/management | 09.0908 = Technical and scientific communication |
| 03.9999 = Natural resources/conservation, other | 09.0999 = Public relations/advertising, other |
| 04.0201 = Architecture | 09.1001 = Publishing |
| 04.0301 = City/urban, community/regional planning | 09.9999 = Communication/journalism/related, other |
| 04.0401 = Environmental design/architecture | 10.0105 = Communications technology/technician |
| 04.0501 = Interior architecture | 10.0201 = Photographic and film/video technology/technician/assistant |
| 04.0601 = Landscape architecture | 10.0202 = Radio and television broadcasting technology/technician |
| 04.0801 = Architectural history/criticism, general | 10.0203 = Recording arts technology/technician |
| 04.0902 = Architectural and building sciences/technology | 10.0299 = Audiovisual communications technologies/technicians, other |
| 04.0999 = Architecture, other | 10.0301 = Graphic communications, general |
| 04.1001 = Real estate development | 10.0303 = Prepress/desktop publishing/digital imaging |
| 04.9999 = Architecture and related services, other | 10.0304 = Animation/interactive technology/video graphic |
| 05.0101 = African studies | 10.0305 = Graphic/printing equipment operator, general production |
| | 10.0308 = Computer typography/composition equipment operator |

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|--|--|
| 10.0399 = Graphic communications, other | 12.0502 = Bartending/bartender |
| 10.9999 = Communications technologies/technicians/support services, other | 12.0503 = Culinary arts/chef training |
| 11.0101 = Computer and information sciences, general | 12.0504 = Restaurant, culinary, and catering management |
| 11.0103 = Information technology | 12.0505 = Food prep/professional cooking/kitchen assistant |
| 11.0104 = Informatics | 12.0507 = Food services, waiter/waitress, dining management |
| 11.0199 = Computer and information science, other | 12.0508 = Institutional food workers |
| 11.0201 = Computer programming/programmer, general | 12.0509 = Culinary science/culinology |
| 11.0202 = Computer programming, specific apps | 12.0599 = Culinary arts/related services, other |
| 11.0299 = Computer programming, other | 12.9999 = Personal and culinary services, other |
| 11.0301 = Data processing and data processing technology/technician | 13.0101 = Education, general |
| 11.0501 = Computer systems analyst/analysis | 13.0201 = Bilingual and multilingual education |
| 11.0601 = Data entry/microcomputer application, general | 13.0299 = Bi/multilingual, multicultural education, other |
| 11.0701 = Computer science | 13.0401 = Educational leadership/administration, general |
| 11.0801 = Web page, digital/multimedia/design | 13.0402 = Administration of special education |
| 11.0802 = Data model/warehousing/database administration | 13.0901 = Social/philosophical foundations of education |
| 11.0803 = Computer graphics | 13.1001 = Special education and teaching, general |
| 11.0804 = Modeling, virtual environment/simulation | 13.1006 = Education/teaching individuals with mental retardation |
| 11.0899 = Computer software/media apps, other | 13.1007 = Education/teaching individuals with multiple disabilities |
| 11.0901 = Computer systems networking/telecommunications | 13.1008 = Education/teaching individuals with physical impairments |
| 11.1001 = Network and system administration | 13.1012 = Education/teaching individuals with speech/language impairment |
| 11.1002 = System, networking, LAN/WAN management | 13.1014 = Education/teaching individuals develop delayed |
| 11.1003 = Computer/information systems security/assurance | 13.1015 = Education/teaching early childhood special education |
| 11.1004 = Web/multimedia management/webmaster | 13.1017 = Education/teaching elementary special education |
| 11.1005 = Information technology project management | 13.1018 = Education/teaching middle school special education |
| 11.1006 = Computer support specialist | 13.1019 = Education/teaching secondary special education |
| 11.1099 = Computer/information technology services administration/management | 13.1099 = Special education and teaching, other |
| 11.9999 = Computer/information science/support services, other | 13.1101 = Counselor education/school counseling/guidance |
| 12.0301 = Funeral service/mortuary science, general | 13.1199 = Student counseling/personnel services other |
| 12.0401 = Cosmetology/cosmetologist, general | 13.1201 = Adult/continuing education and teaching |
| 12.0402 = Barbering/barber | 13.1202 = Elementary education and teaching |
| 12.0407 = Hair styling/stylist and hair design | 13.1203 = Junior high/middle school education/teaching |
| 12.0408 = Facial treatment specialist/facialist | 13.1205 = Secondary education and teaching |
| 12.0409 = Aesthetician and skin care specialist | 13.1206 = Teacher education, multiple levels |
| 12.0410 = Nail technician/specialist/manicurist | 13.1207 = Montessori teacher education |
| 12.0413 = Cosmetology, styling, nail instructor | 13.1209 = Kindergarten/preschool education/teaching |
| 12.0414 = Master aesthetician/esthetician | 13.1210 = Early childhood education/teaching |
| 12.0499 = Cosmetology/related grooming, other | |
| 12.0500 = Cooking/related culinary arts, general | |
| 12.0501 = Baking and pastry arts/baker/pastry chef | |

*Item included in the BPS:12/14 Abbreviated Interview.

- 13.1299 = Teacher education/professional development, other level/methods
 13.1301 = Agricultural teacher education
 13.1302 = Art teacher education
 13.1305 = English/language arts teacher education
 13.1306 = Foreign language teacher education
 13.1307 = Health teacher education
 13.1308 = Family/consumer science/home economics teacher education
 13.1309 = Technology/industrial arts teacher education
 13.1310 = Sales/marketing operations teacher education
 13.1311 = Mathematics teacher education
 13.1312 = Music teacher education
 13.1314 = Physical education teaching and coaching
 13.1316 = Science teacher education
 13.1317 = Social science teacher education
 13.1318 = Social studies teacher education
 13.1322 = Biology teacher education
 13.1323 = Chemistry teacher education
 13.1324 = Drama and dance teacher education
 13.1327 = Health occupations teacher education
 13.1328 = History teacher education
 13.1329 = Physics teacher education
 13.1330 = Spanish language teacher education
 13.1331 = Speech teacher education
 13.1335 = Psychology teacher education
 13.1337 = Earth science teacher education
 13.1338 = Environmental education
 13.1401 = ESL language instructor
 13.1499 = Teach English/French as foreign language, other
 13.1501 = Teacher assistant/aide
 13.9999 = Education, other
 14.0101 = Engineering, general
 14.0102 = Pre-engineering
 14.0201 = Aerospace/aeronautical/space engineering
 14.0301 = Agricultural engineering
 14.0401 = Architectural engineering
 14.0501 = Bioengineering/biomedical engineering
 14.0701 = Chemical engineering
 14.0702 = Chemical and biomolecular engineering
 14.0799 = Chemical engineering, other
 14.0801 = Civil engineering, general
 14.0803 = Structural engineering
 14.0899 = Civil engineering, other
 14.0901 = Computer engineering, general
 14.0902 = Computer hardware engineering
 14.0903 = Computer software engineering
 14.0999 = Computer engineering, other
 14.1001 = Electric/electronics/communications engineering
 14.1004 = Telecommunications engineering
 14.1199 = Electric/electronics/communications engineering, other
 14.1101 = Engineering mechanics
 14.1201 = Engineering physics/applied physics
 14.1301 = Engineering science
 14.1401 = Environmental/environmental health engineering
 14.1801 = Materials engineering
 14.1901 = Mechanical engineering
 14.2001 = Metallurgical engineering
 14.2301 = Nuclear engineering
 14.2501 = Petroleum engineering
 14.2701 = Systems engineering
 14.3201 = Polymer/plastics engineering
 14.3301 = Construction engineering
 14.3501 = Industrial engineering
 14.3601 = Manufacturing engineering
 14.3701 = Operations research
 14.4001 = Paper science and engineering
 14.4101 = Electromechanical engineering
 14.4201 = Mechatronics/robotics/automation engineering
 14.4301 = Biochemical engineering
 14.4501 = Biological/biosystems engineering
 14.9999 = Engineering, other
 15.0000 = Engineering technology, general
 15.0201 = Civil engineering technology/technician
 15.0303 = Electrical/electronic/communications engineering technology/technician
 15.0305 = Telecommunications technology/technician
 15.0399 = Electrical/electronic engineering technologies/technicians, other
 15.0401 = Biomedical technology/technician
 15.0403 = Electromechanical technology/engineering technology
 15.0404 = Instrumentation technology/technician
 15.0406 = Automation engineer technology/technician
 15.0499 = Electromechanical/instrument/maintenance technologies/technicians
 15.0501 = Heating, ventilation, air conditioning, refrigeration engineering technology/technician
 15.0503 = Energy management and systems technology/technician
 15.0505 = Solar energy technology/technician
 15.0506 = Water quality and wastewater treatment
 15.0507 = Environmental engineering/environmental technology
 15.0508 = Hazardous materials management and waste technology/technician
 15.0607 = Plastics and polymer engineering technology/technician
 15.0612 = Industrial technology/technician

*Item included in the BPS:12/14 Abbreviated Interview.

- 15.0613 = Manufacturing engineering technology/technician
- 15.0614 = Welding engineering technology/technician
- 15.0699 = Industrial production technologies/technicians, other
- 15.0701 = Occupational safety and health technology/technician
- 15.0703 = Industrial safety technology/technician
- 15.0801 = Aerospace engineering technology/technician
- 15.0803 = Automotive engineering technology/technician
- 15.0805 = Mechanical engineering/mechanical technology/technician
- 15.0899 = Mechanical engineering related technologies/technicians, other
- 15.0999 = Mining/petroleum technologies/technicians, other
- 15.1001 = Construction engineering technology/technician
- 15.1103 = Hydraulics and fluid power technology/technician
- 15.1201 = Computer engineering technology/technician
- 15.1202 = Computer technology/computer system technology
- 15.1203 = Computer hardware technology/technician
- 15.1204 = Computer software technology/technician
- 15.1299 = Computer engineering technologies/technicians, other
- 15.1301 = Drafting/design technology/technician, general
- 15.1302 = CAD/CADD drafting/design technology/technician
- 15.1303 = Architectural drafting/architectural CAD/CADD
- 15.1304 = Civil drafting/engineering CAD/CADD
- 15.1305 = Electric/electronics drafting/CAD/CADD
- 15.1399 = Draft/design engineer technologies/technicians
- 15.1501 = Engineering/industrial management
- 15.1502 = Engineering design
- 15.1599 = Engineering-related fields, other
- 15.9999 = Engineering technologies/technicians, other
- 16.0102 = Linguistics
- 16.0103 = Language interpretation and translation
- 16.0104 = Comparative literature
- 16.0300 = East Asian language/literature/linguistics, general
- 16.0301 = Chinese language and literature
- 16.0302 = Japanese language and literature
- 16.0399 = East Asian language/literature/linguistics, other
- 16.0402 = Russian language and literature
- 16.0900 = Romance languages/literature/linguistics, general
- 16.0901 = French language and literature
- 16.0902 = Italian language and literature
- 16.0905 = Spanish language and literature
- 16.0908 = Hispanic language/literature/linguistics, general
- 16.1101 = Arabic language and literature
- 16.1200 = Classics languages/literature/linguistics, general
- 16.1203 = Latin language and literature
- 16.1601 = American Sign Language (ASL)
- 16.1603 = Sign language interpretation/translation
- 16.9999 = Foreign languages/literature/linguistics, other
- 19.0101 = Family/consumer science/human science, general
- 19.0201 = Business/family/consumer/human sciences
- 19.0202 = Family/consumer science/human sciences communications
- 19.0203 = Consumer merchandising/retailing management
- 19.0299 = Family/consumer science/human science business, other
- 19.0501 = Food, nutrition, wellness, general
- 19.0504 = Human nutrition
- 19.0599 = Food, nutrition, related services, other
- 19.0701 = Human development/family studies, general
- 19.0704 = Family systems
- 19.0706 = Child development
- 19.0707 = Family and community services
- 19.0708 = Child care/support services management
- 19.0709 = Child care provider/assistant
- 19.0799 = Human development/family studies/related, other
- 19.0901 = Apparel and textiles, general
- 19.0904 = Textile science
- 19.0905 = Apparel and textile marketing management
- 19.0906 = Fashion and fabric consultant
- 19.0999 = Apparel and textiles, other
- 19.9999 = Family/consumer science/human science, other
- 22.0000 = Legal studies, general
- 22.0001 = Pre-law studies
- 22.0101 = Law
- 22.0201 = Advanced legal research/studies, general
- 22.0203 = American/U.S. law/legal studies
- 22.0205 = Banking/corporate/finance/securities law

*Item included in the BPS:12/14 Abbreviated Interview.

- 22.0209 = International law and legal studies
 22.0210 = International business/trade/tax law
 22.0299 = Legal research/advanced professional studies, other
 22.0301 = Legal administrative assistant/secretary
 22.0302 = Legal assistant/paralegal
 22.0303 = Court reporting/court reporter
 22.0399 = Legal support services, other
 22.9999 = Legal professions and studies, other
 23.0101 = English language and literature, general
 23.1301 = Writing, general
 23.1302 = Creative writing
 23.1303 = Professional/business/scientific writing
 23.1304 = Rhetoric and composition
 23.1399 = Rhetoric/composition/writing, other
 23.1401 = General literature
 23.1402 = American literature (American)
 23.1404 = English literature (British and Commonwealth)
 23.9999 = English language/literature/letters, other
 24.0101 = Liberal arts/sciences/liberal studies
 24.0102 = General studies
 24.0103 = Humanities/humanistic studies
 24.0199 = Liberal arts/science, general studies, other
 25.0199 = Library science and administration, other
 25.9999 = Library science, other
 26.0101 = Biology/biological sciences, general
 26.0102 = Biomedical sciences, general
 26.0202 = Biochemistry
 26.0203 = Biophysics
 26.0204 = Molecular biology
 26.0209 = Radiation biology/radiobiology
 26.0210 = Biochemistry and molecular biology
 26.0299 = Biochemistry, biophysics/molecular biology, other
 26.0301 = Botany/plant biology
 26.0308 = Plant molecular biology
 26.0403 = Anatomy
 26.0406 = Cell/cellular and molecular biology
 26.0407 = Cell biology and anatomy
 26.0499 = Cell/cellular biology/anatomical science, other
 26.0502 = Microbiology, general
 26.0503 = Medical microbiology and bacteriology
 26.0508 = Microbiology and immunology
 26.0701 = Zoology/animal biology
 26.0709 = Wildlife biology
 26.0799 = Zoology/animal biology, other
 26.0801 = Genetics, general
 26.0804 = Animal genetics
 26.0806 = Human/medical genetics
 26.0901 = Physiology, general
 26.0908 = Exercise physiology
 26.0909 = Vision science/physiological optics
 26.0999 = Physiology/pathology/related science, other
 26.1001 = Pharmacology
 26.1099 = Pharmacology and toxicology, other
 26.1103 = Bioinformatics
 26.1104 = Computational biology
 26.1201 = Biotechnology
 26.1302 = Marine biology/biological oceanography
 26.1303 = Evolutionary biology
 26.1304 = Aquatic biology/limnology
 26.1305 = Environmental biology
 26.1307 = Conservation biology
 26.1309 = Epidemiology
 26.1310 = Ecology and evolutionary biology
 26.1399 = Ecology/evolution/pop biology, other
 26.1401 = Molecular medicine
 26.1501 = Neuroscience
 26.1503 = Neurobiology and anatomy
 26.1504 = Neurobiology and behavior
 26.1599 = Neurobiology and neurosciences, other
 26.9999 = Biological/biomedical sciences, other
 27.0101 = Mathematics, general
 27.0104 = Geometry/geometric analysis
 27.0199 = Mathematics, other
 27.0301 = Applied mathematics, general
 27.0303 = Computational mathematics
 27.0304 = Computational and applied mathematics
 27.0305 = Financial mathematics
 27.0399 = Applied mathematics, other
 27.0503 = Mathematics and statistics
 27.9999 = Mathematics and statistics, other
 29.0201 = Intelligence, general
 30.0000 = Multi/interdisciplinary studies, general
 30.0101 = Biological and physical sciences
 30.0501 = Peace studies and conflict resolution
 30.0601 = Systems science and theory
 30.0801 = Mathematics and computer science
 30.1001 = Biopsychology
 30.1201 = Historic preservation and conservation
 30.1401 = Museology/museum studies
 30.1501 = Science, technology and society
 30.1601 = Accounting and computer science
 30.1701 = Behavioral sciences
 30.1801 = Natural sciences
 30.1901 = Nutrition sciences
 30.2001 = International/global studies
 30.2201 = Ancient studies/civilization
 30.2202 = Classical Mediterranean studies/archaeology
 30.2301 = Multi/intercultural/diversity studies
 30.2501 = Cognitive science
 30.2701 = Human biology
 30.3201 = Marine sciences
 30.3301 = Sustainability studies
 30.9999 = Multi/interdisciplinary studies, other

*Item included in the BPS:12/14 Abbreviated Interview.

- 31.0101 = Parks, recreation and leisure studies
 31.0301 = Parks/recreation/leisure facilities management, general
 31.0302 = Golf course operation and grounds management
 31.0399 = Parks/recreation/leisure facilities management, other
 31.0501 = Health/physical education/fitness, general
 31.0504 = Sport and fitness administration/management
 31.0505 = Kinesiology and exercise science
 31.0507 = Physical fitness technician
 31.0508 = Sports studies
 31.0599 = Health/physical education/fitness, other
 31.0601 = Outdoor education
 38.0001 = Philosophy/religious studies, general
 38.0101 = Philosophy
 38.0199 = Philosophy, other
 38.0201 = Religion/religious studies
 38.0203 = Christian studies
 38.0206 = Jewish/Judaic studies
 39.0201 = Bible/biblical studies
 39.0301 = Missions/missionary studies/missiology
 39.0401 = Religious education
 39.0501 = Religious/sacred music
 39.0601 = Theology/theological studies
 39.0602 = Divinity/ministry
 39.0604 = Pre-theology/pre-ministerial studies
 39.0606 = Talmudic studies
 39.0702 = Youth ministry
 39.0799 = Pastoral counseling/ministries, other
 39.9999 = Theology and religious vocations, other
 40.0101 = Physical sciences
 40.0201 = Astronomy
 40.0202 = Astrophysics
 40.0203 = Planetary astronomy and science
 40.0299 = Astronomy and astrophysics, other
 40.0401 = Atmospheric science/meteorology, general
 40.0404 = Meteorology
 40.0501 = Chemistry, general
 40.0504 = Organic chemistry
 40.0507 = Polymer chemistry
 40.0510 = Forensic chemistry
 40.0599 = Chemistry, other
 40.0601 = Geology/earth science, general
 40.0604 = Paleontology
 40.0607 = Oceanography, chemical and physical
 40.0699 = Geological/earth sciences/geosciences, other
 40.0801 = Physics, general
 40.0807 = Optics/optical sciences
 40.0810 = Theoretical and mathematical physics
 40.0899 = Physics, other
 40.1001 = Materials science
 40.1099 = Materials sciences, other
 40.9999 = Physical sciences, other
 41.0000 = Science technologies/technicians general
 41.0101 = Biology technician/biotechnology laboratory technician
 41.0204 = Industrial radiologic technology/technician
 41.0205 = Nuclear/nuclear power technology/technician
 41.0399 = Physical science technologies/technicians, other
 41.9999 = Science technologies/technicians, other
 42.0101 = Psychology, general
 42.2701 = Cognitive psychology/psycholinguistics
 42.2703 = Developmental and child psychology
 42.2704 = Experimental psychology
 42.2705 = Personality psychology
 42.2706 = Physiological psychology/psychobiology
 42.2707 = Social psychology
 42.2799 = Research/experimental psychology, other
 42.2801 = Clinical psychology
 42.2803 = Counseling psychology
 42.2804 = Industrial and organizational psychology
 42.2805 = School psychology
 42.2806 = Educational psychology
 42.2807 = Clinical child psychology
 42.2810 = Health/medical psychology
 42.2811 = Family psychology
 42.2812 = Forensic psychology
 42.2813 = Applied psychology
 42.2814 = Applied behavior analysis
 42.2899 = Clinical/counseling/applied psych, other
 42.9999 = Psychology, other
 43.0102 = Corrections
 43.0103 = Criminal justice/law enforcement administration
 43.0104 = Criminal justice/safety studies
 43.0106 = Forensic science and technology
 43.0107 = Criminal justice/police science
 43.0111 = Criminalistics and criminal science
 43.0112 = Securities services administration/management
 43.0113 = Corrections administration
 43.0114 = Law enforcement investigation/interviewing
 43.0115 = Law enforcement record-keeping/evidence management
 43.0116 = Cyber/comp forensics/counterterrorism
 43.0117 = Financial forensics/fraud investigation
 43.0118 = Law enforcement intelligence analysis

*Item included in the BPS:12/14 Abbreviated Interview.

- 43.0119 = Critical response/special police operations
- 43.0120 = Protective services operations
- 43.0199 = Corrections and criminal justice, other
- 43.0201 = Fire prevention and safety technology/technician
- 43.0203 = Fire science/firefighting
- 43.0205 = Fire/arson investigation and prevention
- 43.0206 = Wildland/forest firefighting/investigation
- 43.0301 = Homeland security
- 43.0302 = Crisis/emergency/disaster management
- 43.0304 = Terrorism/counterterrorism operations
- 43.0399 = Homeland security, other
- 43.9999 = Homeland security/other protective services
- 44.0000 = Human services, general
- 44.0401 = Public administration
- 44.0501 = Public policy analysis
- 44.0502 = Education policy analysis
- 44.0503 = Health policy analysis
- 44.0504 = International public policy analysis
- 44.0599 = Public policy analysis, other
- 44.0701 = Social work
- 44.0702 = Youth services/administration
- 44.0799 = Social work, other
- 44.9999 = Public administration/social service, other
- 45.0101 = Social science, general
- 45.0201 = Anthropology
- 45.0202 = Physical and biological anthropology
- 45.0299 = Anthropology, other
- 45.0401 = Criminology
- 45.0601 = Economics, general
- 45.0602 = Applied economics
- 45.0603 = Econometrics and quantitative economics
- 45.0604 = Development economics/international development
- 45.0605 = International economics
- 45.0699 = Economics, other
- 45.0701 = Geography
- 45.0702 = Geographic information science and cartography
- 45.0901 = International relations/affairs
- 45.0999 = International relations/national security, other
- 45.1001 = Political science/government, general
- 45.1002 = American government and politics (U.S.)
- 45.1004 = Political economy
- 45.1099 = Political science and government, other
- 45.1101 = Sociology
- 45.1201 = Urban studies/affairs
- 45.1301 = Sociology and anthropology
- 45.9999 = Social sciences, other
- 46.0000 = Construction trades, general
- 46.0101 = Mason/masonry
- 46.0201 = Carpentry/carpenter
- 46.0301 = Electric/power transmission install general
- 46.0302 = Electrician
- 46.0399 = Electric/power transmission installer other
- 46.0401 = Building/property maintenance
- 46.0411 = Metal building assembly/assembler
- 46.0412 = Building/construction site management
- 46.0415 = Building construction technology
- 46.0502 = Pipefitting/pipefitter/sprinkler fitter
- 46.0599 = Plumbing/water supply services, other
- 46.9999 = Construction trades, other
- 47.0000 = Mechanics and repairers, general
- 47.0101 = Electric/electron install/repair general
- 47.0102 = Business machine repairer
- 47.0104 = Computer installation and repair technology/technician
- 47.0105 = Industrial electronics technology/technician
- 47.0199 = Electric/electronics maintenance/repair, other
- 47.0201 = Heating, air conditioning, ventilation, refrigeration maintenance
- 47.0302 = Heavy equipment maintenance technology/technician
- 47.0303 = Industrial mechanics/maintenance technology
- 47.0399 = Heavy/industrial equipment maintenance technologies, other
- 47.0409 = Parts and warehousing operations and maintenance technology/technician
- 47.0499 = Precision systems maintenance/repair technologies, other
- 47.0600 = Vehicle maintenance/repair technologies, general
- 47.0603 = Autobody/collision and repair technology/technician
- 47.0604 = Automotive mechanics technology/technician
- 47.0605 = Diesel mechanics technology/technician
- 47.0607 = Airframe mechanics/aircraft maintenance technology/technician
- 47.0608 = Aircraft powerplant technology/technician
- 47.0609 = Avionics maintenance technology/technician
- 47.0610 = Bicycle mechanics and repair technology/technician
- 47.0611 = Motorcycle maintenance and repair technology/technician
- 47.0613 = Medium/heavy vehicle and truck technology/technician
- 47.0615 = Engine machinist

*Item included in the BPS:12/14 Abbreviated Interview.

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| 47.0616 = Marine maintenance/fitter and ship repair technology/technician | 50.0602 = Cinematography and film/video production |
| 47.0617 = High performance/custom engine technician/mechanic | 50.0605 = Photography |
| 47.0699 = Vehicle maintenance/repair technologies, other | 50.0607 = Documentary production |
| 47.9999 = Mechanic and repair technologies/technicians, other | 50.0699 = Film/video and photographic arts, other |
| 48.0399 = Leatherworking and upholstery, other | 50.0701 = Art/art studies, general |
| 48.0501 = Machine tool technology/machinist | 50.0702 = Fine/studio arts, general |
| 48.0508 = Welding technology/welder | 50.0703 = Art history, criticism and conservation |
| 48.0510 = Computer numerically controlled (CNC) machinist technology | 50.0705 = Drawing |
| 48.0511 = Metal fabricator | 50.0706 = Intermedia/multimedia |
| 48.0599 = Precision metal working, other | 50.0708 = Painting |
| 48.0701 = Woodworking, general | 50.0709 = Sculpture |
| 48.0703 = Cabinetmaking and millwork | 50.0710 = Printmaking |
| 48.9999 = Precision production, other | 50.0711 = Ceramic arts and ceramics |
| 49.0101 = Aeronautics/aviation/ aerospace science/technology, general | 50.0713 = Metal and jewelry arts |
| 49.0102 = Airline/commercial pilot and flight crew | 50.0799 = Fine arts and art studies, other |
| 49.0104 = Aviation/airway management and operations | 50.0901 = Music, general |
| 49.0105 = Air traffic controller | 50.0902 = Music history, literature, and theory |
| 49.0106 = Airline flight attendant | 50.0903 = Music performance, general |
| 49.0202 = Construction/earthmoving equipment operation | 50.0904 = Music theory and composition |
| 49.0205 = Truck/business commercial vehicle operator | 50.0908 = Voice and opera |
| 49.0299 = Ground transportation, other | 50.0910 = Jazz/jazz studies |
| 49.0304 = Diver, professional and instructor | 50.0913 = Music technology |
| 49.0399 = Marine transportation, other | 50.0999 = Music, other |
| 49.9999 = Transportation/materials moving, other | 50.1001 = Arts, entertainment, media management, general |
| 50.0101 = Visual and performing arts, general | 50.1003 = Music management |
| 50.0102 = Digital arts | 50.1004 = Theatre/theatre arts management |
| 50.0301 = Dance, general | 50.1099 = Arts, entertainment, media management, other |
| 50.0399 = Dance, other | 50.9999 = Visual and performing arts, other |
| 50.0401 = Design/visual communications, general | 51.0000 = Health services/allied health, general |
| 50.0402 = Commercial and advertising art | 51.0001 = Health and wellness, general |
| 50.0404 = Industrial and product design | 51.0101 = Chiropractic |
| 50.0406 = Commercial photography | 51.0201 = Communication science/disorders, general |
| 50.0407 = Fashion/apparel design | 51.0202 = Audiology/audiologist |
| 50.0408 = Interior design | 51.0203 = Speech-language pathology/pathologist |
| 50.0409 = Graphic design | 51.0204 = Audiologist/speech-language pathologist |
| 50.0410 = Illustration | 51.0299 = Communication disorders science/services, other |
| 50.0411 = Game and interactive media design | 51.0401 = Dentistry |
| 50.0499 = Design and applied arts, other | 51.0501 = Dental clinical sciences, general |
| 50.0501 = Drama/dramatics/theatre arts, general | 51.0503 = Oral biology, oral/maxillofacial pathology |
| 50.0502 = Technical theatre/design/technology | 51.0504 = Dental public health and education |
| 50.0504 = Playwriting and screenwriting | 51.0601 = Dental assisting/assistant |
| 50.0506 = Acting | 51.0602 = Dental hygiene/hygienist |
| 50.0507 = Directing and theatrical production | 51.0603 = Dental laboratory technology/technician |
| 50.0509 = Musical theatre | 51.0701 = Health/health care administration/management |
| 50.0510 = Costume design | 51.0702 = Hospital/health care facilities administration/management |
| 50.0599 = Dramatic/theatre arts/stage-craft, other | 51.0703 = Health unit coordinator/ward clerk |
| 50.0601 = Film/cinema/video studies | |

*Item included in the BPS:12/14 Abbreviated Interview.

- 51.0705 = Medical office management/administration
- 51.0706 = Health information/medical records administration
- 51.0707 = Health information/medical records technology/technician
- 51.0708 = Medical transcription/transcriptionist
- 51.0709 = Medical office computer specialist/assistant
- 51.0710 = Medical office assistant/specialist
- 51.0711 = Medical/health management and clinical assistant
- 51.0712 = Medical reception/receptionist
- 51.0713 = Medical insurance coding specialist/coder
- 51.0714 = Medical insurance specialist/medical biller
- 51.0715 = Health/medical claims examiner
- 51.0716 = Medical administration/executive assistant/secretary
- 51.0717 = Medical staff services technology/technician
- 51.0718 = Long term care administration/management
- 51.0799 = Health and medical administration services, other
- 51.0801 = Medical/clinical assistant
- 51.0802 = Clinical/medical laboratory assistant
- 51.0803 = Occupational therapist assistant
- 51.0805 = Pharmacy technician/assistant
- 51.0806 = Physical therapy technician/assistant
- 51.0808 = Veterinary/animal health technology/technician/assistant
- 51.0810 = Emergency care attendant (EMT ambulance)
- 51.0811 = Pathology/pathologist assistant
- 51.0812 = Respiratory therapy technician/assistant
- 51.0814 = Radiologist assistant
- 51.0899 = Allied health/medical assistant services, other
- 51.0901 = Cardiovascular technology/technologist
- 51.0904 = Emergency medical technology/technician (EMT paramedic)
- 51.0905 = Nuclear medical technology/technologist
- 51.0907 = Medical radiologic technology/science/radiation therapist
- 51.0908 = Respiratory care therapy/therapist
- 51.0909 = Surgical technology/technologist
- 51.0910 = Diagnostic sonography/ultrasound technician
- 51.0911 = Radiologic technology/science/radiographer
- 51.0912 = Physician assistant
- 51.0913 = Athletic training/trainer
- 51.0916 = Radiation protection/health physics technician
- 51.0917 = Polysomnography
- 51.0920 = Magnetic resonance (MRI) technology/technician
- 51.0999 = Allied health diagnostic/treatment, other
- 51.1003 = Hematology technology/technician
- 51.1004 = Clinical/medical laboratory technician
- 51.1005 = Clinical laboratory science/medical technology/technologist
- 51.1009 = Phlebotomy technician/phlebotomist
- 51.1011 = Renal/dialysis technologist/technician
- 51.1012 = Sterile processing technology/technician
- 51.1099 = Clinical/medical laboratory science/allied professions, other
- 51.1101 = Pre-dentistry studies
- 51.1102 = Pre-medicine/pre-medical studies
- 51.1103 = Pre-pharmacy studies
- 51.1104 = Pre-veterinary studies
- 51.1105 = Pre-nursing studies
- 51.1106 = Pre-chiropractic studies
- 51.1107 = Pre-occupational therapy studies
- 51.1109 = Pre-physical therapy studies
- 51.1199 = Health/medical prep programs, other
- 51.1201 = Medicine
- 51.1501 = Substance abuse/addiction counseling
- 51.1504 = Community health services/counseling
- 51.1505 = Marriage and family therapy/counseling
- 51.1508 = Mental health counseling/counselor
- 51.1599 = Mental/social health services/allied professions, other
- 51.1801 = Opticianry/ophthalmic dispensing optic
- 51.2001 = Pharmacy
- 51.2004 = Medicinal and pharmaceutical chemistry
- 51.2005 = Natural products chemistry/pharmacognosy
- 51.2010 = Pharmaceutical sciences
- 51.2099 = Pharmacy/pharmaceutical science/administration, other
- 51.2201 = Public health, general
- 51.2202 = Environmental health
- 51.2205 = Health/medical physics
- 51.2206 = Occupational health/industrial hygiene
- 51.2207 = Public health education and promotion
- 51.2208 = Community health and preventive medicine
- 51.2209 = Maternal and child health
- 51.2210 = International health/public health
- 51.2211 = Health services administration
- 51.2212 = Behavioral aspects of health
- 51.2299 = Public health, other
- 51.2301 = Art therapy/therapist
- 51.2305 = Music therapy/therapist
- 51.2306 = Occupational therapy/therapist
- 51.2308 = Physical therapy/therapist
- 51.2309 = Therapeutic recreation/recreational therapy

*Item included in the BPS:12/14 Abbreviated Interview.

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| 51.2311 = Kinesiotherapy/kinesiotherapist | 51.3901 = Licensed practical/vocational nurse training |
| 51.2312 = Assistive/augmentative technology/rehab engineering | 51.3902 = Nurse/nursing aide/patient care assistant |
| 51.2313 = Animal-assisted therapy | 51.3999 = Practical/vocational nursing/assistants other |
| 51.2314 = Rehabilitation science | 51.9999 = Health professions/related science other |
| 51.2399 = Rehabilitation/therapeutic professions, other | 52.0101 = Business/commerce, general |
| 51.2401 = Veterinary medicine (DVM) | 52.0201 = Business administration and management, general |
| 51.2501 = Veterinary sciences, general | 52.0203 = Logistics materials/supply chain management |
| 51.2502 Veterinary anatomy | 52.0204 = Office management and supervision |
| 51.2504 = Veterinary microbiology/immunobiology | 52.0205 = Operations management and supervision |
| 51.2510 = Veterinary preventive medicine/public health | 52.0206 = Non-profit/public/organizational management |
| 51.2599 = Veterinary biomed/clinical science, other | 52.0207 = Customer service management |
| 51.2601 = Health aide | 52.0208 = E-commerce/electronic commerce |
| 51.2604 = Rehabilitation aide | 52.0211 = Project management |
| 51.2699 = Health aides/attendants/orderlies, other | 52.0212 = Retail management |
| 51.2706 = Medical informatics | 52.0213 = Organizational leadership |
| 51.3101 = Dietetics/dietitian | 52.0299 = Business/managerial operations, other |
| 51.3102 = Clinical nutrition/nutritionist | 52.0301 = Accounting |
| 51.3103 = Dietetic technician | 52.0302 = Accounting technology/technician/bookkeeping |
| 51.3104 = Dietitian assistant | 52.0304 = Accounting and finance |
| 51.3199 = Dietetics/clinical nutrition services | 52.0305 = Accounting and business/management |
| 51.3300 = Alternative medicine/medical systems general | 52.0399 = Accounting and related services, other |
| 51.3304 = Homeopathic medicine/homeopathy | 52.0401 = Administration assistant/secretarial sciences, general |
| 51.3306 = Holistic health | 52.0402 = Executive assistant/executive secretary |
| 51.3499 = Alternative medical support services, other | 52.0407 = Business/office automation/data entry |
| 51.3501 = Massage therapy/therapeutic massage | 52.0408 = General office occupations/clerical services |
| 51.3701 = Aromatherapy | 52.0499 = Business operations support services, other |
| 51.3801 = Nursing/registered nurse | 52.0501 = Business/corporate communications |
| 51.3803 = Adult health nurse/nursing | 52.0601 = Business/managerial economics |
| 51.3805 = Family practice nurse | 52.0701 = Entrepreneurship/entrepreneurial studies |
| 51.3806 = Maternal/child health and neonatal nurse | 52.0703 = Small business administration/management |
| 51.3807 = Nurse midwife/nursing midwifery | 52.0799 = Entrepreneurial and small business operations, other |
| 51.3808 = Nursing science | 52.0801 = Finance, general |
| 51.3809 = Pediatric nurse/nursing | 52.0804 = Financial planning and services |
| 51.3810 = Psychiatric/mental health nurse/nursing | 52.0807 = Investments and securities |
| 51.3811 = Public health/community nurse/nursing | 52.0809 = Credit management |
| 51.3812 = Perioperative/operating room/surgical nurse | 52.0899 = Finance/financial management services, other |
| 51.3814 = Critical care nursing | 52.0901 = Hospitality administration/management, general |
| 51.3816 = Emergency room/trauma nursing | 52.0903 = Tourism and travel services management |
| 51.3817 = Nursing education | |
| 51.3818 = Nursing practice | |
| 51.3821 = Geriatric nurse/nursing | |
| 51.3822 = Women's health nurse/nursing | |
| 51.3899 = Registered nursing administration/research/clinic | |

*Item included in the BPS:12/14 Abbreviated Interview.

52.0904 = Hotel/motel
administration/management
52.0905 = Restaurant/food services management
52.0906 = Resort management
52.0909 = Hotel, motel, and restaurant
management
52.0999 = Hospitality
administration/management, other
52.1001 = Human resources
management/personnel administration,
general
52.1002 = Labor and industrial relations
52.1005 = Human resources development
52.1099 = Human resources management and
services, other
52.1101 = International business/trade/commerce
52.1201 = Management information systems,
general
52.1206 = Information resources management
52.1299 = Management information
systems/services, other
52.1301 = Management science
52.1302 = Business statistics
52.1304 = Actuarial science
52.1399 = Management science and quantitative
methods, other
52.1401 = Marketing/marketing management,
general
52.1402 = Marketing research
52.1403 = International marketing
52.1499 = Marketing, other
52.1501 = Real estate
52.1701 = Insurance
52.1801 = Sales/distribution/marketing
operations, general
52.1802 = Merchandising and buying operations
52.1804 = Selling skills and sales operations
52.1899 = General merchandising,
sales/marketing operations other
52.1902 = Fashion merchandising
52.1904 = Apparel and accessories marketing
operations
52.1905 = Tourism/travel services marketing
operations
52.1908 = Business/financial services marketing
operations
52.1909 = Special products marketing operations
52.1910 = Hospitality/recreation marketing
operations
52.1999 = Specialized merchandising/marketing
operations, other
52.2001 = Construction management
52.2101 = Telecommunications management
52.9999 = Business, management, marketing,
other
54.0101 = History, general
54.0102 = American history, United States

54.0103 = European history
54.0105 = Public/applied history
54.0108 = Military history
54.0199 = History, other
60.0311 = Veterinary practice
60.0411 = Diagnostic radiology
60.0426 = Physical medicine and rehabilitation
60.0427 = Plastic surgery
60.0517 = Forensic pathology
60.0543 = Neuroradiology
60.0545 = Nuclear radiology
60.0562 = Pediatric radiology
60.0577 = Sports medicine
60.0583 = Vascular and interventional radiology
98.9998 = Not in a degree program
99.9999 = Undeclared

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AMAJ1RC*

B14.AMJ1GEN/B14.AMJ1SPE recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code: B14AMJ1GEN, B14AMJ1SPE. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AMAJ2

Major 2 for degree/certificate at NPSAS started 2011-12: string

[If B14ACURENR = 1]

What is your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [else]

What was your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Applies to: Respondents who indicated having a second major for NPSAS program started in the 2011-12 academic year. Where: B14.ADBLMAJ = 2.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AMJ2GEN

Major 2 for degree/certificate at NPSAS started 2011-12: general code

[If B14ACURENR = 1]

What is your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [else]

What was your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]?
NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated, then the selected major was recoded in this variable.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/science/general studies/humanities
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences

- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 54 = History

Applies to: Respondents who indicated having a second major for NPSAS program started in the 2011-12 academic year. Where: B14.ADBLMAJ = 2.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AMJ2SPE

Major 2 for degree/certificate at NPSAS started 2011-12: specific code

[If B14ACURENR = 1]

What is your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [else]

What was your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]?
NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 01.0102 = Agribusiness/agricultural business operations
- 03.0103 = Environmental studies
- 03.0104 = Environmental science
- 03.0299 = Natural resources management/policy, other
- 03.0501 = Forestry, general
- 04.0901 = Architectural technology/technician
- 05.0102 = American/U.S. studies/civilization
- 05.0103 = Asian studies/civilization
- 05.0124 = French studies
- 05.0200 = Ethnic studies
- 05.0201 = African-American/black studies
- 05.0203 = Hispanic-American, Chicano studies
- 05.0207 = Women's studies
- 05.0299 = Ethnic/minority/gender studies, other
- 09.0100 = Communication, general
- 09.0102 = Mass communication/media studies
- 09.0199 = Communication/media studies, other
- 09.0401 = Journalism
- 09.0701 = Radio and television
- 09.0702 = Digital communication/media/multimedia

*Item included in the BPS:12/14 Abbreviated Interview.

- 09.0799 = Radio/television/digital communication, other
 09.0900 = Public relations/advertising
 09.0903 = Advertising
 09.0907 = International and intercultural communication
 10.0105 = Communications technology/technician
 10.0202 = Radio and television broadcasting technology/technician
 10.0299 = Audiovisual communications technologies/technicians, other
 10.0301 = Graphic communications, general
 10.0304 = Animation/interactive technology/video graphic
 11.0101 = Computer and information sciences, general
 11.0103 = Information technology
 11.0202 = Computer programming, specific apps
 11.0299 = Computer programming, other
 11.0701 = Computer science
 11.0801 = Web page, digital/multimedia/design
 11.0901 = Computer systems networking/telecommunications
 11.1003 = Computer/information systems security/assurance
 11.1005 = Information technology project management
 11.1099 = Computer/information technology services administration/management
 12.0409 = Aesthetician and skin care specialist
 12.0500 = Cooking/related culinary arts, general
 12.0501 = Baking and pastry arts/baker/pastry chef
 12.0503 = Culinary arts/chef training
 12.0509 = Culinary science/culinology
 12.0599 = Culinary arts/related services, other
 13.0101 = Education, general
 13.0201 = Bilingual and multilingual education
 13.1001 = Special education and teaching, general
 13.1007 = Education/teaching individuals with multiple disabilities
 13.1011 = Education/teaching individuals with learning disabilities
 13.1012 = Education/teaching individuals with speech/language impairments
 13.1015 = Education/teaching early childhood special education
 13.1017 = Education/teaching elementary special education
 13.1018 = Education/teaching middle school special education
 13.1019 = Education/teaching secondary special education
 13.1099 = Special education and teaching, other
 13.1201 = Adult/continuing education and teaching
 13.1202 = Elementary education and teaching
 13.1205 = Secondary education and teaching
 13.1210 = Early childhood education/teaching
 13.1305 = English/language arts teacher education
 13.1311 = Mathematics teacher education
 13.1312 = Music teacher education
 13.1316 = Science teacher education
 13.1318 = Social studies teacher education
 13.1322 = Biology teacher education
 13.1327 = Health occupations teacher education
 13.1330 = Spanish language teacher education
 14.0201 = Aerospace/aeronautical/space engineering
 14.0501 = Bioengineering/biomedical engineering
 14.0701 = Chemical engineering
 14.0801 = Civil engineering, general
 14.1001 = Electric/electronics/communications engineering
 14.1099 = Electric/electronics/communications engineering, other
 14.1901 = Mechanical engineering
 14.2701 = Systems engineering
 15.0399 = Electrical/electronic engineering technologies/technicians, other
 15.0406 = Automation engineer technology/technician
 15.0501 = Heating, ventilation, air conditioning, refrigeration engineering technology/technician
 15.0803 = Automotive engineering technology/technician
 15.0899 = Mechanical engineering related technologies/technicians, other
 15.1299 = Computer engineering technologies/technicians, other
 16.0102 = Linguistics
 16.0103 = Language interpretation and translation
 16.0104 = Comparative literature
 16.0402 = Russian language and literature
 16.0500 = Germanic languages/literatures/linguistics, general
 16.0501 = German language and literature
 16.0901 = French language and literature
 16.0902 = Italian language and literature
 16.0904 = Portuguese language and literature
 16.0905 = Spanish language and literature
 16.1101 = Arabic language and literature
 16.1199 = Middle/Near Eastern languages/literatures/linguistics, other
 16.1200 = Classics languages/literature/linguistics, general
 16.1203 = Latin language and literature
 16.1601 = American Sign Language (ASL)
 19.0501 = Food, nutrition, wellness, general
 19.0701 = Human development/family studies, general
 19.0706 = Child development
 19.0710 = Developmental services worker

*Item included in the BPS:12/14 Abbreviated Interview.

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| 19.0906 = Fashion and fabric consultant | 42.2799 = Research/experimental psychology, other |
| 22.0000 = Legal studies, general | 42.2810 = Health/medical psychology |
| 22.0001 = Pre-law studies | 42.2813 = Applied psychology |
| 22.0203 = American/U.S. law/legal studies | 43.0103 = Criminal justice/law enforcement administration |
| 23.0101 = English language and literature, general | 43.0111 = Criminalistics and criminal science |
| 23.1302 = Creative writing | 43.0117 = Financial forensics/fraud investigation |
| 23.1401 = General literature | 43.0122 = Maritime law enforcement |
| 23.1499 = Literature, other | 43.0199 = Corrections and criminal justice, other |
| 24.0101 = Liberal arts/sciences/liberal studies | 43.0301 = Homeland security |
| 24.0102 = General studies | 44.0000 = Human services, general |
| 24.0199 = Liberal arts/sciences, general studies, other | 44.0401 = Public administration |
| 26.0101 = Biology/biological sciences, general | 44.0701 = Social work |
| 26.0202 = Biochemistry | 45.0201 = Anthropology |
| 26.0301 = Botany/plant biology | 45.0204 = Cultural anthropology |
| 26.1201 = Biotechnology | 45.0401 = Criminology |
| 27.0101 = Mathematics, general | 45.0601 = Economics, general |
| 27.0301 = Applied mathematics, general | 45.0602 = Applied economics |
| 27.0303 = Computational mathematics | 45.0604 = Development economics/international development |
| 27.0304 = Computational and applied mathematics | 45.0605 = International economics |
| 27.0502 = Mathematical statistics/probability | 45.0699 = Economics, other |
| 30.0000 = Multi/interdisciplinary studies, general | 45.0901 = International relations/affairs |
| 30.0501 = Peace studies and conflict resolution | 45.1001 = Political science/government, general |
| 30.1701 = Behavioral sciences | 45.1002 = American government and politics (U.S.) |
| 30.2001 = International/global studies | 45.1004 = Political economy |
| 30.2301 = Multi/intercultural/diversity studies | 45.1099 = Political science and government, other |
| 30.2501 = Cognitive science | 45.1101 = Sociology |
| 30.2601 = Cultural studies/critical theory | 45.1201 = Urban studies/affairs |
| 31.0302 = Golf course operation and grounds management | 45.1301 = Sociology and anthropology |
| 31.0504 = Sport and fitness administration/management | 45.1401 = Rural sociology |
| 31.0505 = Kinesiology and exercise science | 45.9999 = Social sciences, other |
| 38.0001 = Philosophy/religious studies, general | 46.0301 = Electric/power transmission installation/installer, general |
| 38.0101 = Philosophy | 46.0302 = Electrician |
| 38.0199 = Philosophy, other | 46.0415 = Building construction technology |
| 38.0201 = Religion/religious studies | 47.0199 = Electric/electronics maintenance/repair, other |
| 38.0203 = Christian studies | 47.0302 = Heavy equipment maintenance technology/technician |
| 38.0206 = Jewish/Judaic studies | 47.0603 = Autobody/collision and repair technology/technician |
| 38.0299 = Religion/religious studies, other | 47.0604 = Automotive mechanics technology/technician |
| 38.9999 = Philosophy and religious studies, other | 47.0605 = Diesel mechanics technology/technician |
| 39.0201 = Bible/biblical studies | 47.0606 = Small engine mechanics and repair technology/technician |
| 39.0601 = Theology/theological studies | 47.0608 = Aircraft powerplant technology/technician |
| 39.0702 = Youth ministry | 47.0611 = Motorcycle maintenance and repair technology/technician |
| 39.9999 = Theology and religious vocations, other | 47.0617 = High performance/custom engine technician/mechanic |
| 40.0501 = Chemistry, general | |
| 40.0599 = Chemistry, other | |
| 40.0601 = Geology/earth science, general | |
| 40.0801 = Physics, general | |
| 40.0899 = Physics, other | |
| 41.0399 = Physical science technologies/technicians, other | |
| 42.0101 = Psychology, general | |
| 42.2703 = Developmental and child psychology | |
| 42.2704 = Experimental psychology | |

*Item included in the BPS:12/14 Abbreviated Interview.

- 47.9999 = Mechanic and repair technologies/technicians, other
 48.0508 = Welding technology/welder
 48.9999 = Precision production, other
 49.0101 = Aeronautics/aviation science/technology, general
 49.0205 = Truck/bus commercial vehicle operator
 49.0299 = Ground transportation, other
 50.0301 = Dance, general
 50.0407 = Fashion/apparel design
 50.0408 = Interior design
 50.0409 = Graphic design
 50.0410 = Illustration
 50.0411 = Game and interactive media design
 50.0501 = Drama/dramatics/theatre arts, general
 50.0502 = Technical theatre/design/technology
 50.0506 = Acting
 50.0507 = Directing and theatrical production
 50.0509 = Musical theatre
 50.0602 = Cinematography and film/video production
 50.0605 = Photography
 50.0699 = Film/video and photographic arts, other
 50.0701 = Art/art studies, general
 50.0702 = Fine/studio arts, general
 50.0703 = Art history, criticism and conservation
 50.0706 = Intermedia/multimedia
 50.0901 = Music, general
 50.0903 = Music performance, general
 50.0904 = Music theory and composition
 50.0910 = Jazz/jazz studies
 50.0916 = Percussion instruments
 50.1002 = Fine and studio arts management
 50.1003 = Music management
 51.0000 = Health services/allied health, general
 51.0501 = Dental clinical sciences, general
 51.0705 = Medical office management/administration
 51.0713 = Medical insurance coding specialist/coder
 51.0714 = Medical insurance specialist/medical biller
 51.0802 = Clinical/medical laboratory assistant
 51.0806 = Physical therapy technician/assistant
 51.0901 = Cardiovascular technology/technologist
 51.0902 = Electrocardiograph technology/technician
 51.0909 = Surgical technology/technologist
 51.0911 = Radiologic technology/science/radiographer
 51.0913 = Athletic training/trainer
 51.1005 = Clinical laboratory science/medical technology/technologist
 51.1009 = Phlebotomy technician/phlebotomist
 51.1102 = Pre-medicine/pre-medical studies
 51.1109 = Pre-physical therapy studies
 51.2001 = Pharmacy
 51.2004 = Medicinal and pharmaceutical chemistry
 51.2201 = Public health, general
 51.2210 = International health/public health
 51.2212 = Behavioral aspects of health
 51.2299 = Public health, other
 51.2706 = Medical informatics
 51.3801 = Nursing/registered nurse
 51.3803 = Adult health nurse/nursing
 51.3813 = Clinical nurse specialist
 51.3818 = Nursing practice
 51.3822 = Women's health nurse/nursing
 51.3902 = Nurse/nursing aide/patient care assistant
 51.9999 = Health professions/related science other
 52.0201 = Business administration and management, general
 52.0203 = Logistics materials/supply chain management
 52.0205 = Operations management and supervision
 52.0213 = Organizational leadership
 52.0299 = Business/managerial operations, other
 52.0301 = Accounting
 52.0302 = Accounting technology/technician/bookkeeping
 52.0304 = Accounting and finance
 52.0305 = Accounting and business/management
 52.0401 = Administration assistant/secretarial sciences, general
 52.0407 = Business/office automation/data entry
 52.0501 = Business/corporate communications
 52.0601 = Business/managerial economics
 52.0701 = Entrepreneurship/entrepreneurial studies
 52.0799 = Entrepreneurial and small business operations, other
 52.0801 = Finance, general
 52.0899 = Finance/financial management services, other
 52.0901 = Hospitality administration/management, general
 52.0905 = Restaurant/food services management
 52.0907 = Meeting and event planning
 52.0909 = Hotel, motel, and restaurant management
 52.1001 = Human resources management/personnel administration, general
 52.1101 = International business/trade/commerce
 52.1201 = Management information systems, general
 52.1206 = Information resources management
 52.1299 = Management information systems/services, other
 52.1301 = Management science

*Item included in the BPS:12/14 Abbreviated Interview.

- 52.1401 = Marketing/marketing management, general
 52.1499 = Marketing, other
 52.1501 = Real estate
 52.1801 = Sales/distribution/marketing operations, general
 52.1899 = General merchandising, sales/marketing operations other
 52.1902 = Fashion merchandising
 52.1905 = Tourism/travel services marketing operations
 52.9999 = Business, management, marketing, other
 54.0101 = History, general
 54.0102 = American history, United States
 54.0103 = European history
 54.0199 = History, other

Applies to: Respondents who indicated having a second major for NPSAS program started in the 2011-12 academic year. Where: B14.ADBLMAJ = 2.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AMAJ2RC*

B14.AMJ2GEN/B14.AMJ2SPE recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code: B14AMJ2GEN, B14AMJ2SPE. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Not upcoded/recoded
 1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AMJCHGNUM

Number of major changes for degree/certificate at NPSAS started 2011-12

[If B14ACURENR = 1]

How many times have you formally changed your major at [NPSAS] for the [program at NPSAS started 2011-12] you began there in the 2011-2012 academic year?

[else]

[{If [began interview on or after July 1, 2014]} Before July 2014, how {else} How] many times did you

formally change your major at [NPSAS] for the [program at NPSAS started 2011-12] you began there in the 2011-2012 academic year?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Never changed major
 1 = Changed major once
 2 = Changed major more than once

Applies to: Respondents who indicated a single major and did not verify their preloaded major for NPSAS program started in the 2011-12 academic year or indicated a double major for NPSAS program started in the 2011-12 academic year and did not verify at least one preloaded major for NPSAS program started in the 2011-12 academic year, NPSAS was a 2- or 4-year school, NPSAS program started in the 2011-12 academic year was an associate's degree or bachelor's degree, and did not participate in the abbreviated interview. Where:

(B14.ADBLMAJ = 1 and [did not verify preloaded NPSAS major]) or (B14.ADBLMAJ = 2 and [did not verify preloaded NPSAS major 1] or [did not verify preloaded NPSAS major 2]) and Y_NPLEVL in (1 2) and TDEGREE in (3 4) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AMJ1STORG

Original major is major 1 of double major for degree/certificate at NPSAS started 2011-12

When we last spoke with you in the 2011-2012 school year, you told us you were majoring in [preloaded major 1 from NPSAS] and [preloaded major 2 from NPSAS]. Were your original majors at [NPSAS] in... [Preloaded major 1 from NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Original major is not major 1 reported in NPSAS
 1 = Yes, original major is major 1 reported in NPSAS

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year, did not have a preloaded original major for NPSAS program started in the 2011-12 academic year, have a preloaded major 1 and major 2 for NPSAS program started in the 2011-12 academic year, and did not participate in the abbreviated interview. Where: B14.AMJCHGNUM > 0 and [no preloaded original major for NPSAS program started in the 2011-12 academic year] and [preloaded major 1 for NPSAS program started in the 2011-12 academic year provided] and [preloaded major 2 for NPSAS program started in the 2011-12 academic year provided] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

*Item included in the BPS:12/14 Abbreviated Interview.

B14AMJ2STORG

Original major is major 2 of double major for degree/certificate at NPSAS started 2011-12

When we last spoke with you in the 2011-2012 school year, you told us you were majoring in [preloaded major 1 from NPSAS] and [preloaded major 2 from NPSAS]. Were your original majors at [NPSAS] in... [Preloaded major 2 from NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Original major is not major 2 reported in NPSAS

1 = Yes, original major is major 2 reported in NPSAS

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year, did not have a preloaded original major for NPSAS program started in the 2011-12 academic year, have a preloaded major 1 and major 2 for NPSAS program started in the 2011-12 academic year, and did not participate in the abbreviated interview. Where:

B14AMJCHGNUM > 0 and [no preloaded original major for NPSAS program started in the 2011-12 academic year] and [preloaded major 1 for NPSAS program started in the 2011-12 academic year provided] and [preloaded major 2 for NPSAS program started in the 2011-12 academic year provided] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AVERO1MAJ

Original major is single major for degree/certificate at NPSAS started 2011-12

When we last spoke with you in the 2011-2012 school year, you told us you were majoring in [{"if [preloaded major 1 from NPSAS] ne -9} [preloaded major 1 from NPSAS] {else} [preloaded major 2 from NPSAS]}. Was [{"if [preloaded major 1 from NPSAS] ne -9} [preloaded major 1 from NPSAS] {else} [preloaded major 2 from NPSAS]} your original major?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Original major is not major reported in NPSAS

1 = Yes, original major is major reported in NPSAS

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year once and did not verify their NPSAS major or who changed their major for NPSAS program started in the 2011-12 academic year more than once and did have a preloaded second major, did not have a preloaded original major for NPSAS program started in the 2011-12 academic year, have a preloaded major 1 or major 2 for NPSAS program started in the 2011-12 academic year, and did not participate in the abbreviated interview. Where: ((B14AMJCHGNUM = 1 and [did not verify major for NPSAS program started in the 2011-12 academic year]) or (B14AMJCHGNUM = 2 and [did not have a preloaded major 2 for NPSAS program started in the 2011-12 academic year])) and Y_OMAJSTG = '-9' and ([had a preloaded major 1 or major 2 for NPSAS program started in the 2011-12 academic year]) and ABBREV ne 1

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AOMJ1

Original major for degree/certificate at NPSAS started 2011-12: string

What was your original declared major for the [program at NPSAS started 2011-12] you began at [NPSAS] in the 2011-2012 academic year? If you originally declared a double major, tell [{"if COMPMODE = 1} me {else} us] about only one of them here. [{"If [preloaded major 1 from NPSAS] ne -9 and COMPMODE = 0} Please type the information requested in the box provided and then click the "Enter" button. A list of categories that match your entry will be displayed for you to choose from.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [preloaded original major provided] then B14AOMJ1 = [preloaded original major].

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year, did not verify a preloaded major string as their original major, and did not participate in the abbreviated interview. Where:

B14AMJCHGNUM > 0 and B14AMJ1STORG ne 1 and B14AMJ2STORG ne 1 and B14AVERO1MAJ ne 1 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AOM1GEN

Original major for degree/certificate at NPSAS started 2011-12: general code

What was your original declared major for the [program at NPSAS started 2011-12] you began at [NPSAS] in the 2011-2012 academic year? If you originally declared a double major, tell [{"if

*Item included in the BPS:12/14 Abbreviated Interview.

COMPmode = 1} me {else} us] about only one of them here. [If [preloaded major 1 from NPSAS] ne -9 and COMPmode = 0} Please type the information requested in the box provided and then click the “Enter” button. A list of categories that match your entry will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [preloaded original major provided] then B14AOMJ1 = [preloaded original major].

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sciences/general studies/humanities
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 54 = History
- 60 = Residency programs

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year, did not verify a preloaded major string as their original major, and did not participate in the abbreviated interview. Where:

B14AMJCHGNUM > 0 and B14AMJ1STORG ne 1 and

B14AMJ2STORG ne 1 and B14AVERO1MAJ ne 1 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOM1SPE

Original major for degree/certificate at NPSAS started 2011-12: specific code

What was your original declared major for the [program at NPSAS started 2011-12] you began at [NPSAS] in the 2011-2012 academic year? If you originally declared a double major, tell [if COMPmode = 1} me {else} us] about only one of them here. [If [preloaded major 1 from NPSAS] ne -9 and COMPmode = 0} Please type the information requested in the box provided and then click the “Enter” button. A list of categories that match your entry will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [preloaded original major provided] then B14AOMJ1 = [preloaded original major].

- 01.0101 = Agricultural business and management, general
- 01.0102 = Agribusiness/agricultural business operations
- 01.0601 = Applied horticulture/horticulture operations, general
- 01.0901 = Animal sciences, general
- 01.0999 = Animal sciences, other
- 03.0101 = Natural resources/conservation, general
- 03.0103 = Environmental studies
- 03.0104 = Environmental science
- 03.0299 = Natural resources management/policy, other
- 03.0301 = Fishing and fisheries sciences and management
- 03.0502 = Forest sciences and biology
- 03.0601 = Wildlife, fish/wildlands science/management
- 04.0201 = Architecture
- 05.0102 = American/U.S. studies/civilization
- 05.0108 = Near and Middle Eastern studies
- 05.0200 = Ethnic studies
- 09.0100 = Communication, general
- 09.0102 = Mass communication/media studies
- 09.0199 = Communication/media studies, other
- 09.0401 = Journalism
- 09.0404 = Photojournalism
- 09.0499 = Journalism, other
- 09.0701 = Radio and television

*Item included in the BPS:12/14 Abbreviated Interview.

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| 09.0900 = Public relations/advertising | 14.0102 = Pre-engineering |
| 09.0902 = Public relations/image management | 14.0201 = Aerospace/aeronautical/space engineering |
| 09.9999 = Communication/journalism/related, other | 14.0501 = Bioengineering/biomedical engineering |
| 10.0105 = Communications technology/technician | 14.0701 = Chemical engineering |
| 10.0203 = Recording arts technology/technician | 14.0702 = Chemical and biomolecular engineering |
| 10.0301 = Graphic communications, general | 14.0801 = Civil engineering, general |
| 10.0304 = Animation/interactive technology/video graphic | 14.0901 = Computer engineering, general |
| 11.0103 = Information technology | 14.1001 = Electric/electronics/communications engineering |
| 11.0199 = Computer and information science, other | 14.1101 = Engineering mechanics |
| 11.0201 = Computer programming/programmer, general | 14.1301 = Engineering science |
| 11.0299 = Computer programming, other | 14.1401 = Environmental/environmental health engineering |
| 11.0501 = Computer systems analyst/analysis | 14.1901 = Mechanical engineering |
| 11.0701 = Computer science | 14.3301 = Construction engineering |
| 11.0801 = Web page, digital/multimedia/design | 14.3501 = Industrial engineering |
| 11.0901 = Computer systems networking/telecommunications | 14.3601 = Manufacturing engineering |
| 11.1001 = Network and system administration | 14.3701 = Operations research |
| 11.1003 = Computer/information systems security/assurance | 15.0000 = Engineering technology, general |
| 11.1099 = Computer/information technology services administration/management | 15.0506 = Water quality and wastewater treatment |
| 11.9999 = Computer/information sciences/support services, other | 15.0801 = Aerospace engineering technology/technician |
| 12.0401 = Cosmetology/cosmetologist, general | 15.0803 = Automotive engineering technology/technician |
| 12.0413 = Cosmetology, styling, nail instructor | 15.1399 = Draft/design engineer technologies/technicians |
| 12.0500 = Cooking/related culinary arts, general | 16.0102 = Linguistics |
| 12.0501 = Baking and pastry arts/baker/pastry chef | 16.0103 = Language interpretation and translation |
| 12.0503 = Culinary arts/chef training | 16.0901 = French language and literature |
| 13.0101 = Education, general | 16.0905 = Spanish language and literature |
| 13.1001 = Special education and teaching, general | 16.1200 = Classics languages/literatures/linguistics, general |
| 13.1015 = Education/teaching early childhood special education | 16.1601 = American Sign Language (ASL) |
| 13.1017 = Education/teaching elementary special education | 19.0299 = Family/consumer sciences/human sciences business services, other |
| 13.1019 = Education/teaching secondary special education | 19.0501 = Food, nutrition, wellness, general |
| 13.1202 = Elementary education and teaching | 19.0504 = Human nutrition |
| 13.1203 = Junior high/middle school education/teaching | 19.0704 = Family systems |
| 13.1205 = Secondary education and teaching | 19.0706 = Child development |
| 13.1210 = Early childhood education/teaching | 19.0708 = Child care/support services management |
| 13.1302 = Art teacher education | 19.0799 = Human development/family studies/related, other |
| 13.1303 = Business teacher education | 19.0905 = Apparel and textile marketing management |
| 13.1305 = English/language arts teacher education | 19.0906 = Fashion and fabric consultant |
| 13.1311 = Mathematics teacher education | 22.0001 = Pre-law studies |
| 13.1312 = Music teacher education | 22.0210 = International business/trade/tax law |
| 13.1314 = Physical education teaching and coaching | 22.0302 = Legal assistant/paralegal |
| 13.1317 = Social science teacher education | 23.0101 = English language and literature, general |
| 13.1328 = History teacher education | 23.1302 = Creative writing |
| 13.1330 = Spanish language teacher education | 23.1401 = General literature |
| 14.0101 = Engineering, general | 24.0101 = Liberal arts/sciences/liberal studies |
| | 24.0102 = General studies |
| | 24.0103 = Humanities/humanistic studies |

*Item included in the BPS:12/14 Abbreviated Interview.

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| 24.0199 = Liberal arts/sciences, general studies, other | 43.0117 = Financial forensics/fraud investigation |
| 26.0101 = Biology/biological sciences, general | 43.0199 = Corrections and criminal justice, other |
| 26.0102 = Biomedical sciences, general | 43.0202 = Fire services administration |
| 26.0202 = Biochemistry | 43.0203 = Fire science/firefighting |
| 26.0210 = Biochemistry and molecular biology | 43.0204 = Fire technology |
| 26.0299 = Biochemistry, biophysics/molecular biology, other | 43.0299 = Fire protection, other |
| 26.0407 = Cell biology and anatomy | 44.0000 = Human services, general |
| 26.0503 = Medical microbiology and bacteriology | 44.0701 = Social work |
| 26.0701 = Zoology/animal biology | 44.9999 = Public administration/social service, other |
| 26.0901 = Physiology, general | 45.0101 = Social science, general |
| 26.1302 = Marine biology/biological oceanography | 45.0201 = Anthropology |
| 26.1305 = Environmental biology | 45.0401 = Criminology |
| 26.1501 = Neuroscience | 45.0601 = Economics, general |
| 26.1504 = Neurobiology and behavior | 45.0603 = Econometrics and quantitative economics |
| 27.0101 = Mathematics, general | 45.0901 = International relations/affairs |
| 27.0301 = Applied mathematics, general | 45.1001 = Political science/government, general |
| 30.0000 = Multi/interdisciplinary studies, general | 45.1004 = Political economy |
| 30.1901 = Nutrition sciences | 45.1099 = Political science and government, other |
| 30.2001 = International/global studies | 45.1101 = Sociology |
| 30.2701 = Human biology | 46.0301 = Electric/power transmission installation/installer, general |
| 31.0501 = Health/physical education/fitness, general | 46.0302 = Electrician |
| 31.0504 = Sport and fitness administration/management | 47.0201 = Heating, air conditioning, ventilation, refrigeration maintenance |
| 31.0505 = Kinesiology and exercise science | 47.0603 = Autobody/collision and repair technology/technician |
| 31.0508 = Sports studies | 47.0605 = Diesel mechanics technology/technician |
| 38.0001 = Philosophy/religious studies, general | 48.0508 = Welding technology/welder |
| 38.0101 = Philosophy | 50.0102 = Digital arts |
| 38.0201 = Religion/religious studies | 50.0401 = Design/visual communications, general |
| 38.0206 = Jewish/Judaic studies | 50.0404 = Industrial and product design |
| 39.0301 = Missions/missionary studies/missiology | 50.0407 = Fashion/apparel design |
| 39.0401 = Religious education | 50.0408 = Interior design |
| 39.0501 = Religious/sacred music | 50.0409 = Graphic design |
| 39.0702 = Youth ministry | 50.0411 = Game and interactive media design |
| 40.0101 = Physical sciences | 50.0499 = Design and applied arts, other |
| 40.0501 = Chemistry, general | 50.0501 = Drama/dramatics/theatre arts, general |
| 40.0601 = Geology/earth science, general | 50.0502 = Technical theatre/design/technology |
| 40.0801 = Physics, general | 50.0506 = Acting |
| 41.0000 = Science technologies/technicians general | 50.0601 = Film/cinema/video studies |
| 41.0101 = Biology technician/biotechnology laboratory technician | 50.0602 = Cinematography and film/video production |
| 42.0101 = Psychology, general | 50.0605 = Photography |
| 42.2703 = Developmental and child psychology | 50.0699 = Film/video and photographic arts, other |
| 42.2801 = Clinical psychology | 50.0701 = Art/art studies, general |
| 42.2803 = Counseling psychology | 50.0702 = Fine/studio arts, general |
| 42.2807 = Clinical child psychology | 50.0703 = Art history, criticism and conservation |
| 42.2811 = Family psychology | 50.0706 = Intermedia/multimedia |
| 42.2814 = Applied behavior analysis | 50.0710 = Printmaking |
| 43.0103 = Criminal justice/law enforcement administration | 50.0901 = Music, general |
| 43.0106 = Forensic science and technology | 50.0903 = Music performance, general |
| 43.0107 = Criminal justice/police science | 50.0913 = Music technology |
| 43.0111 = Criminalistics and criminal science | 50.0999 = Music, other |

*Item included in the BPS:12/14 Abbreviated Interview.

- 50.1001 = Arts, entertainment, media management, general
 50.1002 = Fine and studio arts management
 50.1004 = Theatre/theatre arts management
 51.0000 = Health services/allied health, general
 51.0001 = Health and wellness, general
 51.0203 = Speech-language pathology/pathologist
 51.0204 = Audiologist/speech-language pathologist
 51.0401 = Dentistry
 51.0501 = Dental clinical sciences, general
 51.0599 = Advanced dentistry/oral sciences, other
 51.0601 = Dental assisting/assistant
 51.0602 = Dental hygiene/hygienist
 51.0705 = Medical office management/administration
 51.0707 = Health information/medical records technology/technician
 51.0710 = Medical office assistant/specialist
 51.0713 = Medical insurance coding specialist/coder
 51.0714 = Medical insurance specialist/medical biller
 51.0716 = Medical administrative/executive assistant/secretary
 51.0717 = Medical staff services technology/technician
 51.0718 = Long term care administration/management
 51.0799 = Health and medical administrative services, other
 51.0801 = Medical/clinical assistant
 51.0802 = Clinical/medical laboratory assistant
 51.0803 = Occupational therapist assistant
 51.0808 = Veterinary/animal health technology/technician/assistant
 51.0809 = Anesthesiologist assistant
 51.0810 = Emergency care attendant (EMT ambulance)
 51.0812 = Respiratory therapy technician/assistant

 51.0899 = Allied health/medical assisting services, other
 51.0904 = Emergency medical technology/technician (EMT paramedic)
 51.0905 = Nuclear medical technology/technologist
 51.0908 = Respiratory care therapy/therapist
 51.0909 = Surgical technology/technologist
 51.0910 = Diagnostic sonography/ultrasound technician
 51.0911 = Radiologic technology/science/radiographer
 51.0913 = Athletic training/trainer
 51.1009 = Phlebotomy technician/phlebotomist
 51.1099 = Clinical/medical laboratory science/allied professions, other

 51.1101 = Pre-dentistry studies
 51.1102 = Pre-medicine/pre-medical studies
 51.1103 = Pre-pharmacy studies
 51.1104 = Pre-veterinary studies
 51.1105 = Pre-nursing studies
 51.1109 = Pre-physical therapy studies
 51.1199 = Health/medical prep programs, other
 51.1201 = Medicine
 51.1501 = Substance abuse/addiction counseling
 51.1504 = Community health services/counseling
 51.2001 = Pharmacy
 51.2004 = Medicinal and pharmaceutical chemistry
 51.2010 = Pharmaceutical sciences
 51.2208 = Community health and preventive medicine
 51.2211 = Health services administration
 51.2305 = Music therapy/therapist
 51.2306 = Occupational therapy/therapist
 51.2308 = Physical therapy/therapist
 51.2401 = Veterinary medicine (DVM)
 51.2501 = Veterinary sciences, general
 51.2504 = Veterinary microbiology/immunobiology
 51.2599 = Veterinary biomedical/clinical sciences, other
 51.3102 = Clinical nutrition/nutritionist
 51.3199 = Dietetics/clinical nutrition services
 51.3801 = Nursing/registered nurse
 51.3803 = Adult health nurse/nursing
 51.3805 = Family practice nurse
 51.3808 = Nursing science
 51.3809 = Pediatric nurse/nursing
 51.3816 = Emergency room/trauma nursing
 51.3818 = Nursing practice
 51.3820 = Clinical nurse leader
 51.3821 = Geriatric nurse/nursing
 51.3822 = Women's health nurse/nursing
 51.3899 = Registered nursing administration/research/clinical
 51.3902 = Nurse/nursing aide/patient care assistant
 51.3999 = Practical/vocational nursing/assistants, other
 51.9999 = Health professions/related science, other
 52.0101 = Business/commerce, general
 52.0201 = Business administration and management, general
 52.0301 = Accounting
 52.0305 = Accounting and business/management
 52.0399 = Accounting and related services, other
 52.0407 = Business/office automation/data entry
 52.0501 = Business/corporate communications
 52.0601 = Business/managerial economics
 52.0799 = Entrepreneurial and small business operations, other
 52.0801 = Finance, general

*Item included in the BPS:12/14 Abbreviated Interview.

52.0803 = Banking and financial support services
 52.0901 = Hospitality
 administration/management, general
 52.0909 = Hotel, motel, and restaurant
 management
 52.0999 = Hospitality
 administration/management, other
 52.1101 = International business/trade/commerce
 52.1201 = Management information systems,
 general
 52.1401 = Marketing/marketing management,
 general
 52.1402 = Marketing research
 52.1499 = Marketing, other
 52.1801 = Sales/distribution/marketing
 operations, general
 52.1899 = General merchandising,
 sales/marketing operations, other
 52.1902 = Fashion merchandising
 52.1908 = Business/financial services marketing
 operations
 52.2001 = Construction management
 52.9999 = Business, management, marketing,
 other
 54.0101 = History, general
 54.0102 = American history, United States
 60.0411 = Diagnostic radiology
 60.0418 = Nuclear medicine
 60.0425 = Pediatrics
 60.0577 = Sports medicine

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year, did not verify a preloaded major string as their original major, and did not participate in the abbreviated interview. Where:

B14.AMJCHGNUM > 0 and B14.AMJ1STORG ne 1 and B14.AMJ2STORG ne 1 and B14.AVERO1MAJ ne 1 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOMJ1RC*

B14.AOM1GEN/B14.AOM1SPE recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code: B14AOM1GEN, B14AOM1SPE. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

0 = Not upcoded/recorded

1 = Yes, upcoded/recorded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPOTHSM*

Additional attendance at NPSAS for same degree/certificate type started 2011-12

So far you have told us about the [program at NPSAS started 2011-12] you were awarded [{"if [major 1 for program at NPSAS started 2011-12] ne -9 and [major 2 for program at NPSAS started 2011-12] ne -9} in [major 1 for program at NPSAS started 2011-12] and [major 2 for program at NPSAS started 2011-12] {else if [major 1 for program at NPSAS started 2011-12] ne -9} in [major 1 for program at NPSAS started 2011-12]] at [NPSAS] [{"if B14ADGNMY ne -9} in [B14ADGNMY] {else if [year of B14ADGNMY] ne -9} in [year of B14ADGNMY]]. Other than for that [program at NPSAS started 2011-12], [{"if [began interview before July 1, 2014]} have you attended {else} did you attend] [NPSAS] at any time [{"if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for an additional [program at NPSAS started 2011-12]? [{"If TDEGREE in (3 4)} For these next questions, changes in major or field of study at [NPSAS] for your completed [program at NPSAS started 2011-12] do not count as additional enrollment.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No additional attendance for same degree/certificate type

1 = Yes, additional attendance for same degree/certificate type

Applies to: Respondents who completed the NPSAS program began at NPSAS in the 2011-12 academic year. Where:

B14.ACMPDGN = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPOTHENR*

Additional attendance at NPSAS for another program July 2011-June 2014

[If B14ACURENR = 0 and B14.ACMPDGN = 1] [{"If B14ANPOTHSM = 0} Thanks.] [{"If [began interview before July 1, 2014]} Have you attended {else} did you attend] [NPSAS] at any time [{"if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for (any of the following):

[{"If B14ANPOTHSM ne 0 and TDEGREE = 2} a different certificate or diploma, including those leading to a license (example: cosmetology or welding) {else if

TDEGREE in (1 3)} an undergraduate certificate or diploma (usually less than 2 years), including those leading to a license (example: cosmetology or welding) {else if TDEGREE = 4} an undergraduate certificate or diploma including those leading to a license (example: cosmetology or welding), not earned as part of your bachelor's degree)]

{{If Y_NPLEVL in (1 2) and TDEGREE ne 3} an associate's degree]

{{If Y_NPLEVL = 1 and TDEGREE ne 4} a bachelor's degree]

{{If Y_NPLEVL = 1 and TDEGREE in (3 4)} a graduate degree or certificate]

{{If Y_NPLEVL = 1 and (B14ACURENR = 0 and B14ACMPDGN = 1)} graduate level courses not part of a degree or certificate]

{{If B14ACURENR = 0 and B14ACMPDGN = 1} undergraduate level courses not part of a degree or certificate started after you completed your [program at NPSAS started 2011-12] {{if B14ADGNMY ne -9} in [B14ADGNMY] {else if [year of B14ADGNMY] ne -9} in [year of B14ADGNMY]] [else]

{{If B14ANPOTHSM = 0} Thanks.] Other than for the [program at NPSAS started 2011-12] {{if TDEGREE = 2 and [major 1 for program at NPSAS started 2011-12] ne -9 and [major 2 for program at NPSAS started 2011-12] ne -9} in [major 1 for program at NPSAS started 2011-12] and [major 2 for program at NPSAS started 2011-12] {else if TDEGREE = 2 and [major 1 for program at NPSAS started 2011-12] ne -9} in [major 1 for program at NPSAS started 2011-12]] you began in the 2011-2012 academic year, [{{if [began interview before July 1, 2014]} have you attended {else} did you attend] [NPSAS] at any time [{{if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014} for (any of the following):

{{If B14ANPOTHSM ne 0 and TDEGREE = 2} a different certificate or diploma, including those leading to a license (example: cosmetology or welding) {else if TDEGREE in (1 3)} an undergraduate certificate or diploma (usually less than 2 years), including those leading to a license (example: cosmetology or welding) {else if TDEGREE = 4} an undergraduate certificate or diploma including those leading to a license (example: cosmetology or welding), not earned as part of your bachelor's degree)]

{{If Y_NPLEVL in (1 2) and TDEGREE ne 3} an associate's degree]

{{If Y_NPLEVL = 1 and TDEGREE ne 4} a bachelor's degree]

{{If Y_NPLEVL = 1 and TDEGREE in (3 4)} a graduate degree or certificate]

{{If Y_NPLEVL = 1 and (B14ACURENR = 0 and B14ACMPDGN = 1)} graduate level courses not part of a degree or certificate]

{{If B14ACURENR = 0 and B14ACMPDGN = 1} undergraduate level courses not part of a degree or certificate started after you completed your [program at NPSAS started 2011-12] {{if B14ADGNMY ne -9} in [B14ADGNMY] {else if [year of B14ADGNMY] ne -9} in [year of B14ADGNMY]]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not attend NPSAS for another program

1 = Yes, attended NPSAS for another program

Applies to: Respondents who did not indicate additional enrollment at NPSAS for the same degree/certificate type. Where: B14ANPOTHSM ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPDEG01*

NPSAS other attendance 1: enrollment type

What is the type of degree or certificate for this other enrollment at [NPSAS]? (If you have more than one other enrollment at [NPSAS] or if you are in a joint degree program, tell [{{if COMPMODE = 1} me {else} us] about only one of these now. You will have an opportunity later to tell us about all enrollment at [NPSAS]. [{{If COMPMODE = 1} I'll ask about your major or field of study later in the survey.]

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ANPOTHENR = 1 and TDEGREE = 2 and Y_NPLEVL not in (1 2) and B14ANPOTHSM = 0 then B14ANPDEG01 = 1; else if B14ANPOTHENR = 1 and TDEGREE in (1 2) and Y_NPLEVL not in (1 2) then B14ANPDEG01 = 2; else if TDEGREE = 3 and Y_NPLEVL = 2 and B14ACMPDGN ne 1 then B14ANPDEG01 = 2; else if B14ANPOTHSM = 1 then B14ANPDEG01 = TDEGREE.

1 = Undergraduate level classes

2 = Undergraduate certificate or diploma

3 = Associate's degree

4 = Bachelor's degree

5 = Graduate level classes

6 = Post-baccalaureate certificate

7 = Master's degree

8 = Post-master's certificate

9 = Doctoral degree – research/scholarship

10 = Doctoral degree – professional practice

11 = Doctoral degree – other

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had additional NPSAS attendance. Where: B14ANPOTHSM = 1 or B14ANPOTHENR = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPCUR01*

NPSAS other attendance 1: currently attending

Are you currently attending [NPSAS] for your [NPSAS other attendance 1 program]? (Answer “Yes” if you are on a spring or fall break in the middle of the term or semester. Answer “No” if you completed your [NPSAS other attendance 1 program] or are on a break between semesters, terms, or quarters, such as on summer break, and not currently attending classes.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not currently attending

1 = Yes, currently attending

Applies to: Respondents who had additional NPSAS attendance. Where: B14ANPOTHSM = 1 or B14ANPOTHENR = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPCMPD01*

NPSAS other attendance 1: completed degree/certificate requirements

[If [began interview on or after July 1, 2014]] Did you complete all the requirements for [if B14ANPOTHSM = 1] this additional {else} your [NPSAS other attendance 1 program] at [NPSAS] before July 2014? Answer “No” if you transferred schools and completed your [NPSAS other attendance 1 program] at a different school. [If COMPMODE = 1] I'll {else} We will] ask you about your enrollment at any other schools later.]

[else]

Have you completed all the requirements for [if B14ANPOTHSM = 1] this additional {else} your [NPSAS other attendance 1 program] at [NPSAS]? Answer “No” if you transferred schools and completed your [NPSAS other attendance 1 program] at a different school. [If COMPMODE = 1] I'll {else} We will] ask you about your enrollment at any other schools later.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ANPCUR01 = 1 and [other NPSAS attendance 1 enrollment level was undergraduate in a degree program] then B14ANPCMPD01 = 0.

0 = Did not complete requirements for degree/certificate

1 = Yes, completed requirements for degree/certificate

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had additional NPSAS attendance in a degree program. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was in a degree program].

Source: BPS:12/14 Full-Scale Student Interview

B14ANPDGMY01

NPSAS other attendance 1: date awarded degree/certificate

In what month and year were you awarded [if B14ANPOTHSM = 1] this additional {else} your [NPSAS other attendance 1 program] from [NPSAS]?

NOTES: B14ANPDGMY01 is presented in YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had additional NPSAS attendance in a degree program, completed their degree program, did not indicate that they did not complete their degree program, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and B14ANPCMPD01 = 1 and B14ANPDGNO01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPDGNO01

NPSAS other attendance 1: degree/certificate not yet awarded

In what month and year were you awarded [if B14ANPOTHSM = 1] this additional {else} your [NPSAS other attendance 1 program] from [NPSAS]? Have not yet been awarded [NPSAS other attendance 1 program]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Provided date awarded degree/certificate

1 = Not yet awarded degree/certificate

Applies to: Respondents who had additional NPSAS attendance in a degree program, completed their degree program, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and B14ANPCMPD01 = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPEMX01

NPSAS other attendance 1: monthly attendance July 2011-June 2014

[If B14ANPCUR01 = 0 and B14ANPCMPD01 = 1 and B14ANPDGMY01 ne -9]

Between July 2011 and when you completed [if B14ANPOTHSM = 1] this additional {else} your [NPSAS other attendance 1 program] in [B14ANPDGMY01], in which months did you attend [NPSAS] for [if B14ANPOTHSM = 1] this additional

{else} your] [NPSAS other attendance 1 program] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, including any months spent studying abroad]? (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.) [If COMPMODE = 0] Click on the months of attendance below.]

[else if B14ANPCUR01 = 1]
Between July 2011 and June 2014, in which months have you attended, or do you expect to attend [NPSAS] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, or a study abroad school,] for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, including any months spent studying abroad]? (Please do your best to predict your attendance through June 30, 2014. Do not include any months during which you are not taking classes, such as summer break. If you have attended or will attend for only a portion of any month, please include that month.) [If COMPMODE = 0] Click on the months of attendance below.]

[else]
Between July 2011 and June 2014, in which months did you attend [NPSAS] for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, including any months spent studying abroad]? [If [began interview before July 1, 2014] If you plan to attend [NPSAS] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, or a study abroad school,] for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] before June 30, 2014, please indicate the months you plan to attend.] (Do not include any months during which you were [{if [began interview before July 1, 2014]} or will not be {else} not] taking classes, such as summer break. If you attended [{if [began interview before July 1, 2014]} or will attend] for only a portion of any month, please include that month.) [If COMPMODE = 0] Click on the months of attendance below.]

NOTES: This variable is a 36-character string that indicates the months the respondent was enrolled for NPSAS other attendance 1 program between the months of July 2011 through June 2014 and their monthly enrollment status. Each month is represented by one digit in the string, with July 2011 as the first digit and June 2014 as the final digit. “1” indicates the respondent was enrolled mainly full time during that month. “2” indicates the respondent was enrolled mainly part time during that month. “3” indicates the respondent was enrolled an equal mix of full-time and part-time during that month. “4” indicates a respondent was enrolled for that month, but did not indicate their enrollment status. “0” indicates the

respondent was not enrolled for that month. “9” indicates the respondent did not provide months of enrollment. “7” indicates that the respondent participated in the abbreviated interview and therefore has no data for that month. For example, a respondent enrolled full time from August 2011 through May 2012, part time August 2012 through May 2013, and full time August 2013 through May 2014 would have an enrollment string of 0111111111100222222222001111111110. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had additional NPSAS attendance and did not participate in the abbreviated interview.

Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPEYX01*

NPSAS other attendance 1: annual attendance July 2011-June 2014

Between July 2011 and June 2014, in which academic years did you attend [NPSAS] for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, including any time spent studying abroad]? (If you attended for only a portion of any academic year, please include that year.)

NOTES: This variable is a 3-character string that indicates the academic years the respondent was enrolled for NPSAS other attendance 1 program between July 2011 through June 2014 and their annual enrollment status. The first digit represents the academic year of July 2011 through June 2012. The second digit represents the academic year of July 2012 through June 2013. The third digit represents the academic year of July 2013 through June 2014. “1” indicates the respondent was enrolled mainly full time during that academic year. “2” indicates the respondent was enrolled mainly part time during that academic year. “3” indicates the respondent was enrolled an equal mix of full time and part time during that academic year. “4” indicates the respondent was enrolled for that academic year, but did not indicate their enrollment status. “0” indicates the respondent was not enrolled for that academic year. “9” indicates the respondent did not provide years of enrollment. Respondents who did not participate in the abbreviated interview have a value of “555”. For example, a respondent who participated in the abbreviated interview and was enrolled full time for the academic year of July 2011 through June 2012, part time in the academic year of July 2012 through June 2013, and not enrolled in the academic year of July 2013 through June

*Item included in the BPS:12/14 Abbreviated Interview.

2014 would have an enrollment string of 120. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had additional NPSAS attendance and participated in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and ABBREV = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPCLDG01

NPSAS other attendance 1: took only classes to transfer credit [If B14ANPCUR01 = 1} Are {else} were] you taking these [NPSAS other attendance 1 program] at [NPSAS] primarily to fulfill a degree requirement or transfer course credit to a degree or certificate program?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not take only classes to transfer credits

1 = Yes, took only classes to transfer credits

Applies to: Respondents who had additional NPSAS attendance, were not in a degree program, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was not in a degree program] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPCRSN01

NPSAS other attendance 1: reason for taking only classes Which of these reasons best describes why you [if B14ANPCUR01 = 1} are {else} were] enrolled in [NPSAS other attendance 1 program] at [NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = To prepare to earn a degree later

2 = To prepare for a professional certificate or industry license

3 = To gain job or occupational skills

4 = For recreation, self-improvement, or personal interest

Applies to: Respondents who had additional NPSAS attendance, were not in a degree program, were not taking classes solely for transfer, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was not in a degree program] and B14ANPCLDG01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPDBLM01

NPSAS other attendance 1: declared major

[If B14ANPCUR01 = 0 and B14ANPCMPD01 = 1]

Did you declare a single or double major [if B14ANPDEG01 in (2 3)} or field of study] for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [else if B14ANPCUR01 = 1]

Have you declared a major [if B14ANPDEG01 in (2 3)} or field of study] for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]?

[else]

Did you declare a major [if B14ANPDEG01 in (2 3)} or field of study] at [NPSAS] [if [began interview on or after July 1, 2014]} before July 2014] for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ANPDBLM01 = 2 and B14ANP2MAJ01 in (UNDECLARED UNDECIDED UNKNOWN NONE NA N/A UNEMPLOYED NOT SURE UNSURE) then B14ANPDBLM01 = 1.

1 = Yes, declared a single major or field of study

2 = Yes, declared a double major or field of study

3 = Did not declare a major

Applies to: Respondents who had additional NPSAS attendance, were enrolled in an undergraduate degree program, NPSAS was a 2- or 4-year school, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate in a degree program] and Y_NPLEVL in (1 2) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPDEC01

NPSAS other attendance 1: decided major

Even though you have not formally declared your major, have you decided what your major will be for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? (Answer "Yes" if you have left [NPSAS] and do not plan to attend again to earn [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] there but you had decided what your major would be prior to leaving.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not decide on a major

1 = Yes, decided on a major

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had additional NPSAS attendance, were enrolled in an undergraduate degree program, NPSAS was a 2- or 4-year school, did not indicate having a single or double major, attended other NPSAS attendance 1 in 2012-13 or 2013-14, did not complete their degree program, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate in a degree program] and Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) [attended other NPSAS attendance 1 in 2012-13 or 2013-14] and B14ANPCMPD01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANP1MAJ01

NPSAS other attendance 1: major 1: string

[If B14ANPCUR01 = 1 and B14ANPDBLM01 = 2] What is your major or field of study for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.] [else if B14ANPCUR01 = 1] What is your [if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1] intended] major or field of study for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1] (If you intend to double-major, tell [if COMPMODE = 1] me {else} us] only about the major most closely related to the job you hope to have after college.)] [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.] [else if B14ANPCUR01 = 0 and B14ANPDBLM01 = 2]

What was your major or field of study for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.] [else]

What was your [if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1] intended] major or field of study for [if B14ANPOTHSM = 1] this additional {else}

your] [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]? [If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1] (If you intended to double-major, tell [if COMPMODE = 1] me {else} us] only about the major most closely related to the job you hope to have after college.)] [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.] NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other NPSAS attendance 1 enrollment level was undergraduate not in a degree program] then B14ANP1MAJ01 = NOT IN A DEGREE PROGRAM; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and [did not attend other NPSAS attendance 1 in 2012-13] and [did not attend other NPSAS attendance 1 in 2013-14] then B14ANP1MAJ01 = UNDECLARED; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and B14ANPDEC01 ne 1 then B14ANP1MAJ01 = UNDECLARED; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14ANP1GEN01

NPSAS other attendance 1: major 1: general code

[If B14ANPCUR01 = 1 and B14ANPDBLM01 = 2] What is your major or field of study for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.] [else if B14ANPCUR01 = 1] What is your [if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1] intended] major or field of study for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1] (If you intend to double-major, tell [if COMPMODE = 1] me {else} us] only about the major most closely related to the job you hope to

*Item included in the BPS:12/14 Abbreviated Interview.

have after college.]) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ANPCUR01 = 0 and B14ANPDBLM01 = 2]

What was your major or field of study for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What was your [if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} intended] major or field of study for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? [If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} (If you intended to double-major, tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.)) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other NPSAS attendance 1 enrollment level was undergraduate not in a degree program] then B14ANP1GEN01 = 98; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and [did not attend other NPSAS attendance 1 in 2012-13] and [did not attend other NPSAS attendance 1 in 2013-14] then B14ANP1GEN01 = 99; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and B14ANPDEC01 ne 1 then B14ANP1GEN01 = 99; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services

- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sciences/general studies/humanities
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 54 = History
- 60 = Residency programs
- 98 = Not in a degree program
- 99 = Undeclared

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14ANP1SPE01

NPSAS other attendance 1: major 1: specific code

[If B14ANPCUR01 = 1 and B14ANPDBLM01 = 2]

What is your major or field of study for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ANPCUR01 = 1]

*Item included in the BPS:12/14 Abbreviated Interview.

What is your [if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1] intended] major or field of study for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1] (If you intend to double-major, tell [if COMPMODE = 1] me {else} us] only about the major most closely related to the job you hope to have after college.) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ANPCUR01 = 0 and B14ANPDBLM01 = 2]

What was your major or field of study for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What was your [if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1] intended] major or field of study for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]? [If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1] (If you intended to double-major, tell [if COMPMODE = 1] me {else} us] only about the major most closely related to the job you hope to have after college.) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other NPSAS attendance 1 enrollment level was undergraduate not in a degree program] then B14ANP1SPE01 = 98.9998; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and [did not attend other NPSAS attendance 1 in 2012-13] and [did not attend other NPSAS attendance 1 in 2013-14] then B14ANP1SPE01 = 99.9999; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and B14ANPDEC01 ne 1 then B14ANP1SPE01 = 99.9999; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

01.0000 = Agriculture, general
 01.0101 = Agricultural business and management, general
 01.0102 = Agribusiness/agricultural business operations
 01.0601 = Applied horticulture/horticulture operations, general
 01.0901 = Animal sciences, general
 01.1102 = Agronomy and crop science
 01.9999 = Agriculture and related sciences, other
 03.0104 = Environmental science
 03.0208 = Natural resources law enforcement/protect services
 03.0502 = Forest sciences and biology
 03.0506 = Forest management/forest resources management
 03.0511 = Forestry technology/technician
 03.0601 = Wildlife, fish/wildlands science/management
 04.0201 = Architecture
 04.0902 = Architectural and building sciences/technology
 04.9999 = Architecture and related services, other
 05.0104 = East Asian studies
 05.0207 = Women’s studies
 05.0211 = Deaf studies
 09.0100 = Communication, general
 09.0102 = Mass communication/media studies
 09.0199 = Communication/media studies, other
 09.0401 = Journalism
 09.0701 = Radio and television
 09.0702 = Digital communication/media/multimedia
 09.0900 = Public relations/advertising
 09.0902 = Public relations/image management
 09.0903 = Advertising
 09.0905 = Health communication
 09.0999 = Public relations/advertising, other
 09.9999 = Communication/journalism/related, other
 10.0201 = Photographic and film/video technology/technician/assistant
 10.0202 = Radio and television broadcasting technology/technician
 10.0203 = Recording arts technology/technician
 10.0299 = Audiovisual communications technologies/technicians, other
 10.0301 = Graphic communications, general
 10.0304 = Animation/interactive technology/video graphic
 10.0305 = Graphic/printing equipment operator, general production
 10.0308 = Computer typography/composition equipment operator
 10.9999 = Communications technologies/technicians/support services, other

*Item included in the BPS:12/14 Abbreviated Interview.

- 11.0101 = Computer and information sciences, general
- 11.0103 = Information technology
- 11.0104 = Informatics
- 11.0201 = Computer programming/programmer, general
- 11.0202 = Computer programming, specific apps
- 11.0299 = Computer programming, other
- 11.0501 = Computer systems analyst/analysis
- 11.0601 = Data entry/microcomputer app, general
- 11.0701 = Computer science
- 11.0801 = Web page, digital/multimedia/design
- 11.0803 = Computer graphics
- 11.0899 = Computer software/media apps, other
- 11.0901 = Computer systems networking/telecommunications
- 11.1001 = Network and system administration
- 11.1002 = System, networking, LAN/WAN management
- 11.1003 = Computer/information systems security/assurance
- 11.1004 = Web/multimedia management/webmaster
- 11.1005 = Information technology project management
- 11.1099 = Computer/information technology services administration/management
- 11.9999 = Computer/information sciences/support services, other
- 12.0301 = Funeral service/mortuary science, general
- 12.0401 = Cosmetology/cosmetologist, general
- 12.0408 = Facial treatment specialist/facialist
- 12.0409 = Aesthetician and skin care specialist
- 12.0413 = Cosmetology, styling, nail instructor
- 12.0414 = Master aesthetician/esthetician
- 12.0499 = Cosmetology/related grooming, other
- 12.0500 = Cooking/related culinary arts, general
- 12.0501 = Baking and pastry arts/baker/pastry chef
- 12.0503 = Culinary arts/chef training
- 12.0504 = Restaurant, culinary, and catering management
- 12.0507 = Food service, waiter/waitress, dining room management/manager
- 12.0509 = Culinary science/culinology
- 12.0599 = Culinary arts/related services, other
- 13.0101 = Education, general
- 13.0201 = Bilingual and multilingual education
- 13.0501 = Educational/instructional technology
- 13.1001 = Special education and teaching, general
- 13.1008 = Education/teaching individuals with physical impairments
- 13.1014 = Education/teaching individuals developmentally delayed
- 13.1015 = Education/teaching early childhood special education
- 13.1017 = Education/teaching elementary special education
- 13.1018 = Education/teaching middle school special education
- 13.1202 = Elementary education and teaching
- 13.1205 = Secondary education and teaching
- 13.1206 = Teacher education, multiple levels
- 13.1210 = Early childhood education/teaching
- 13.1302 = Art teacher education
- 13.1305 = English/language arts teacher education
- 13.1310 = Sales/marketing operations/teacher education
- 13.1311 = Mathematics teacher education
- 13.1312 = Music teacher education
- 13.1314 = Physical education teaching and coaching
- 13.1316 = Science teacher education
- 13.1328 = History teacher education
- 13.1330 = Spanish language teacher education
- 13.1499 = Teach English/French as foreign language, other
- 13.9999 = Education, other
- 14.0101 = Engineering, general
- 14.0102 = Pre-engineering
- 14.0201 = Aerospace/aeronautical/space engineering
- 14.0701 = Chemical engineering
- 14.0801 = Civil engineering, general
- 14.0901 = Computer engineering, general
- 14.0903 = Computer software engineering
- 14.1001 = Electric/electronics/communications engineering
- 14.1099 = Electric/electronics/communications engineering, other
- 14.1101 = Engineering mechanics
- 14.1901 = Mechanical engineering
- 14.3201 = Polymer/plastics engineering
- 14.3501 = Industrial engineering
- 14.3601 = Manufacturing engineering
- 14.4101 = Electromechanical engineering
- 15.0303 = Electrical/electronic/communications engineering technology/technician
- 15.0399 = Electrical/electronic engineering technologies/technicians, other
- 15.0403 = Electromechanical technology/engineering technology
- 15.0501 = Heating, ventilation, air conditioning, refrigeration engineering technology/technician
- 15.0506 = Water quality and wastewater treatment
- 15.0607 = Plastics and polymer engineering technology/technician
- 15.0612 = Industrial technology/technician
- 15.0613 = Manufacturing engineering technology/technician
- 15.0614 = Welding engineering technology/technician

*Item included in the BPS:12/14 Abbreviated Interview.

- 15.0699 = Industrial production technologies/technicians, other
- 15.0803 = Automotive engineering technology/technician
- 15.1201 = Computer engineering technology/technician
- 15.1202 = Computer technology/computer system technology
- 15.1204 = Computer software technology/technician
- 15.1299 = Computer engineering technologies/technicians, other
- 15.1301 = Drafting/design technology/technician, general
- 15.1302 = CAD/CADD drafting/design technology/technician
- 15.1303 = Architectural drafting/architectural CAD/CADD
- 15.1304 = Civil drafting/engineering CAD/CADD
- 15.1305 = Electric/electronics drafting/CAD/CADD
- 15.1306 = Mechanical drafting/mechanical drafting CAD/CADD
- 15.1399 = Draft/design engineer technologies/technicians
- 15.9999 = Engineering technologies/technicians, other
- 16.0301 = Chinese language and literature
- 16.0302 = Japanese language and literature
- 16.0905 = Spanish language and literature
- 16.1200 = Classics languages/literatures/linguistics, general
- 16.1601 = American Sign Language (ASL)
- 16.1603 = Sign language interpretation/translation
- 19.0299 = Family/consumer sciences/human sciences business services, other
- 19.0501 = Food, nutrition, wellness, general
- 19.0599 = Food, nutrition, related services, other
- 19.0706 = Child development
- 19.0707 = Family and community services
- 19.0799 = Human development/family studies/related, other
- 19.0905 = Apparel and textile marketing management
- 19.0999 = Apparel and textiles, other
- 22.0000 = Legal studies, general
- 22.0001 = Pre-law studies
- 22.0101 = Law
- 22.0205 = Banking/corporate/finance/securities law
- 22.0210 = International business/trade/tax law
- 22.0301 = Legal administrative assistant/secretary
- 22.0302 = Legal assistant/paralegal
- 22.0303 = Court reporting/court reporter
- 22.9999 = Legal professions and studies, other
- 23.0101 = English language and literature, general
- 23.1301 = Writing, general
- 23.1302 = Creative writing
- 24.0101 = Liberal arts/sciences/liberal studies
- 24.0102 = General studies
- 24.0103 = Humanities/humanistic studies
- 24.0199 = Liberal arts/sciences, general studies, other
- 26.0101 = Biology/biological sciences, general
- 26.0102 = Biomedical sciences, general
- 26.0202 = Biochemistry
- 26.0204 = Molecular biology
- 26.0301 = Botany/plant biology
- 26.0407 = Cell biology and anatomy
- 26.0503 = Medical microbiology and bacteriology
- 26.0701 = Zoology/animal biology
- 26.0901 = Physiology, general
- 26.0908 = Exercise physiology
- 26.0999 = Physiology/pathology/related sciences, other
- 26.1001 = Pharmacology
- 26.1099 = Pharmacology and toxicology, other
- 26.1104 = Computational biology
- 26.1302 = Marine biology/biological oceanography
- 26.1501 = Neuroscience
- 26.1599 = Neurobiology and neurosciences, other
- 26.9999 = Biological/biomedical sciences, other
- 27.0101 = Mathematics, general
- 27.0199 = Mathematics, other
- 27.0301 = Applied mathematics, general
- 27.9999 = Mathematics and statistics, other
- 30.0000 = Multi/interdisciplinary studies, general
- 30.1101 = Gerontology
- 30.1501 = Science, technology and society
- 30.1601 = Accounting and computer science
- 30.1701 = Behavioral sciences
- 30.1801 = Natural sciences
- 30.1901 = Nutrition sciences
- 30.2001 = International/global studies
- 30.2301 = Multi/intercultural/diversity studies
- 30.2701 = Human biology
- 30.3301 = Sustainability studies
- 31.0302 = Golf course operation and grounds management
- 31.0504 = Sport and fitness administration/management
- 31.0505 = Kinesiology and exercise science
- 31.0508 = Sports studies
- 38.0101 = Philosophy
- 38.0203 = Christian studies
- 38.0206 = Jewish/Judaic studies
- 39.0702 = Youth ministry
- 39.9999 = Theology and religious vocations, other
- 40.0101 = Physical sciences
- 40.0501 = Chemistry, general
- 40.0607 = Oceanography, chemical and physical

*Item included in the BPS:12/14 Abbreviated Interview.

- 40.0699 = Geological/earth sciences/geosciences, other
 40.0801 = Physics, general
 40.9999 = Physical sciences, other
 41.0000 = Science technologies/technicians general
 41.0101 = Biology technician/biotechnology laboratory technician
 41.9999 = Science technologies/technicians, other
 42.0101 = Psychology, general
 42.2703 = Developmental and child psychology
 42.2705 = Personality psychology
 42.2706 = Physiological psychology/psychobiology
 42.2707 = Social psychology
 42.2801 = Clinical psychology
 42.2803 = Counseling psychology
 42.2807 = Clinical child psychology
 42.2810 = Health/medical psychology
 42.2811 = Family psychology
 42.2812 = Forensic psychology
 42.2813 = Applied psychology
 42.2814 = Applied behavior analysis
 42.2899 = Clinical/counseling/applied psychology, other
 42.9999 = Psychology, other
 43.0103 = Criminal justice/law enforcement administration
 43.0104 = Criminal justice/safety studies
 43.0106 = Forensic science and technology
 43.0107 = Criminal justice/police science
 43.0111 = Criminalistics and criminal science
 43.0114 = Law enforcement investigation/interviewing
 43.0116 = Cyber/computer forensics/counterterrorism
 43.0199 = Corrections and criminal justice, other
 43.0201 = Fire prevention and safety technology/technician
 43.0203 = Fire science/firefighting
 43.0204 = Fire technology
 43.0206 = Wildland/forest firefighting/investigation
 43.0301 = Homeland security
 43.0399 = Homeland security, other
 44.0000 = Human services, general
 44.0501 = Public policy analysis
 44.0599 = Public policy analysis, other
 44.0701 = Social work
 44.0702 = Youth services/administration
 44.0799 = Social work, other
 45.0101 = Social science, general
 45.0201 = Anthropology
 45.0401 = Criminology
 45.0601 = Economics, general
 45.0702 = Geographic information science and cartography
 45.0902 = National security policy studies
 45.1001 = Political science/government, general
 45.1099 = Political science and government, other
 45.1101 = Sociology
 45.9999 = Social sciences, other
 46.0000 = Construction trades, general
 46.0201 = Carpentry/carpenter
 46.0301 = Electric/power transmission installation/installer, general
 46.0302 = Electrician
 46.9999 = Construction trades, other
 47.0000 = Mechanics and repairers, general
 47.0101 = Electric/electronic installation/repair general
 47.0104 = Computer installation and repair technology/technician
 47.0199 = Electric/electronics maintenance/repair, other
 47.0201 = Heating, air conditioning, ventilation, refrigeration maintenance
 47.0302 = Heavy equipment maintenance technology/technician
 47.0303 = Industrial mechanics/maintenance technology
 47.0399 = Heavy/industrial equipment maintenance technologies, other
 47.0404 = Musical instrument fabrication/repair
 47.0600 = Vehicle maintenance/repair technologies, general
 47.0603 = Autobody/collision and repair technology/technician
 47.0604 = Automotive mechanics technology/technician
 47.0605 = Diesel mechanics technology/technician
 47.0607 = Airframe mechanics/aircraft maintenance technology/technician
 47.0608 = Aircraft powerplant technology/technician
 47.0609 = Avionics maintenance technology/technician
 47.0611 = Motorcycle maintenance and repair technology/technician
 47.0612 = Vehicle emissions inspection/maintenance technology/technician
 47.0613 = Medium/heavy vehicle and truck technology/technician
 47.0616 = Marine maintenance/fitter and ship repair technology/technician
 48.0501 = Machine tool technology/machinist
 48.0508 = Welding technology/welder
 48.0510 = Computer numerically controlled (CNC) machinist technology
 49.0101 = Aeronautics/aviation/aerospace science/technology, general
 49.0106 = Airline flight attendant

*Item included in the BPS:12/14 Abbreviated Interview.

- 49.0205 = Truck/bus commercial vehicle operator
 50.0101 = Visual and performing arts, general
 50.0102 = Digital arts
 50.0401 = Design/visual communications, general
 50.0402 = Commercial and advertising art
 50.0404 = Industrial and product design
 50.0407 = Fashion/apparel design
 50.0408 = Interior design
 50.0409 = Graphic design
 50.0410 = Illustration
 50.0411 = Game and interactive media design
 50.0499 = Design and applied arts, other
 50.0501 = Drama/dramatics/theatre arts, general
 50.0502 = Technical theatre/design/technology
 50.0506 = Acting
 50.0599 = Dramatic/theatre arts/stage-craft, other
 50.0601 = Film/cinema/video studies
 50.0602 = Cinematography and film/video production
 50.0605 = Photography
 50.0699 = Film/video and photographic arts, other
 50.0701 = Art/art studies, general
 50.0702 = Fine/studio arts, general
 50.0705 = Drawing
 50.0706 = Intermedia/multimedia
 50.0711 = Ceramic arts and ceramics
 50.0713 = Metal and jewelry arts
 50.0799 = Fine arts and art studies, other
 50.0901 = Music, general
 50.0903 = Music performance, general
 50.0913 = Music technology
 50.1001 = Arts, entertainment, media management, general
 50.1003 = Music management
 50.1004 = Theatre/theatre arts management
 50.1099 = Arts, entertainment, media management, other
 51.0000 = Health services/allied health, general
 51.0001 = Health and wellness, general
 51.0203 = Speech-language pathology/pathologist
 51.0204 = Audiologist/speech-language pathologist
 51.0299 = Communication disorders sciences/services, other
 51.0401 = Dentistry
 51.0601 = Dental assisting/assistant
 51.0602 = Dental hygiene/hygienist
 51.0701 = Health/health care administration/management
 51.0702 = Hospital/health care facilities administration/management
 51.0705 = Medical office management/administration
 51.0706 = Health information/medical records administration/administrator
 51.0707 = Health information/medical records technology/technician
 51.0710 = Medical office assistant/specialist
 51.0711 = Medical/health management and clinical assistant/specialist
 51.0712 = Medical reception/receptionist
 51.0713 = Medical insurance coding specialist/coder
 51.0714 = Medical insurance specialist/medical biller
 51.0716 = Medical administrative/executive assistant/secretary
 51.0799 = Health and medical administrative services, other
 51.0801 = Medical/clinical assistant
 51.0802 = Clinical/medical laboratory assistant
 51.0805 = Pharmacy technician/assistant
 51.0806 = Physical therapy technician/assistant
 51.0808 = Veterinary/animal health technology/technician/assistant
 51.0810 = Emergency care attendant (EMT ambulance)
 51.0899 = Allied health/medical assisting services, other
 51.0902 = Electrocardiograph technology/technician
 51.0904 = Emergency medical technology/technician (EMT paramedic)
 51.0908 = Respiratory care therapy/therapist
 51.0909 = Surgical technology/technologist
 51.0910 = Diagnostic sonography/ultrasound technician
 51.0911 = Radiologic technology/science/radiographer
 51.0913 = Athletic training/trainer
 51.1004 = Clinical/medical laboratory technician
 51.1005 = Clinical laboratory science/medical technology/technologist
 51.1006 = Ophthalmic laboratory technology/technician
 51.1009 = Phlebotomy technician/phlebotomist
 51.1012 = Sterile processing technology/technician
 51.1102 = Pre-medicine/pre-medical studies
 51.1104 = Pre-veterinary studies
 51.1105 = Pre-nursing studies
 51.1109 = Pre-physical therapy studies
 51.1201 = Medicine
 51.1401 = Medical scientist
 51.1501 = Substance abuse/addiction counseling
 51.1503 = Clinical/medical social work
 51.1504 = Community health services/counseling
 51.2001 = Pharmacy
 51.2004 = Medicinal and pharmaceutical chemistry
 51.2010 = Pharmaceutical sciences
 51.2201 = Public health, general
 51.2210 = International health/public health

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|---|--|
| 51.2211 = Health services administration | 52.0304 = Accounting and finance |
| 51.2306 = Occupational therapy/therapist | 52.0305 = Accounting and business/management |
| 51.2308 = Physical therapy/therapist | 52.0401 = Administrative assistant/secretarial science, general |
| 51.2309 = Therapeutic recreation/recreational therapy | 52.0407 = Business/office automation/data entry |
| 51.2310 = Vocational rehabilitation counseling | 52.0408 = General office occupations/clerical services |
| 51.2311 = Kinesiotherapy/kinesiotherapist | 52.0501 = Business/corporate communications |
| 51.2401 = Veterinary medicine (DVM) | 52.0601 = Business/managerial economics |
| 51.2504 = Veterinary microbiology/immunobiology | 52.0701 = Entrepreneurship/entrepreneurial studies |
| 51.2601 = Health aide | 52.0703 = Small business administration/management |
| 51.3101 = Dietetics/dietitian | 52.0799 = Entrepreneurial and small business operations, other |
| 51.3102 = Clinical nutrition/nutritionist | 52.0801 = Finance, general |
| 51.3103 = Dietetic technician | 52.0899 = Finance/financial management services, other |
| 51.3300 = Alternative medicine/medical systems, general | 52.0901 = Hospitality administration/management, general |
| 51.3306 = Holistic health | 52.0903 = Tourism and travel services management |
| 51.3501 = Massage therapy/therapeutic massage | 52.0904 = Hotel/motel administration/management |
| 51.3801 = Nursing/registered nurse | 52.0905 = Restaurant/food services management |
| 51.3803 = Adult health nurse/nursing | 52.0909 = Hotel, motel, and restaurant management |
| 51.3805 = Family practice nurse | 52.0999 = Hospitality administration/management, other |
| 51.3806 = Maternal/child health and neonatal nurse | 52.1001 = Human resources management/personnel administration, general |
| 51.3807 = Nurse midwife/nursing midwifery | 52.1005 = Human resources development |
| 51.3808 = Nursing science | 52.1099 = Human resources management and services, other |
| 51.3809 = Pediatric nurse/nursing | 52.1101 = International business/trade/commerce |
| 51.3812 = Perioperative/operating room/surgical nurse | 52.1299 = Management information systems/services, other |
| 51.3813 = Clinical nurse specialist | 52.1304 = Actuarial science |
| 51.3814 = Critical care nursing | 52.1401 = Marketing/marketing management, general |
| 51.3816 = Emergency room/trauma nursing | 52.1501 = Real estate |
| 51.3818 = Nursing practice | 52.1801 = Sales/distribution/marketing operations, general |
| 51.3899 = Registered nursing administration/research/clinical | 52.1899 = General merchandising, sales/marketing operations other |
| 51.3901 = Licensed practical/vocational nurse training | 52.1902 = Fashion merchandising |
| 51.3902 = Nurse/nursing aide/patient care assistant | 52.1908 = Business/financial services marketing operations |
| 51.3999 = Practical/vocational nursing/assistants, other | 52.2001 = Construction management |
| 51.9999 = Health professions/related science other | 52.9999 = Business, management, marketing, other |
| 52.0101 = Business/commerce, general | 54.0101 = History, general |
| 52.0201 = Business administration and management, general | 54.0102 = American history, United States |
| 52.0203 = Logistics materials/supply chain management | 54.0108 = Military history |
| 52.0204 = Office management and supervision | 60.0411 = Diagnostic radiology |
| 52.0206 = Non-profit/public/organizational management | 60.0418 = Nuclear medicine |
| 52.0207 = Customer service management | |
| 52.0209 = Transportation/mobility management | |
| 52.0211 = Project management | |
| 52.0212 = Retail management | |
| 52.0213 = Organizational leadership | |
| 52.0299 = Business/managerial operations, other | |
| 52.0301 = Accounting | |

*Item included in the BPS:12/14 Abbreviated Interview.

60.0562 = Pediatric radiology
 60.0577 = Sports medicine
 60.0583 = Vascular and interventional radiology
 98.9998 = Not in a degree program
 99.9999 = Undeclared

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14ANP1M01RC

NPSAS other attendance 1:

B14ANP1GEN01/B14ANP1SPE01 recode flag
 NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code:
 B14ANP1GEN01, B14ANP1SPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded
 1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ANP2MAJ01

NPSAS other attendance 1: major 2: string

If B14ANPCUR01 = 1]

What is your other major or field of study for [if B14ANPOTHSM = 1] this additional {else} your [NPSAS other attendance 1 program] at [NPSAS]? [else]

What was your other major or field of study for [if B14ANPOTHSM = 1] this additional {else} your [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes, indicated having a double major, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and B14ANPDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14ANP2GEN01

NPSAS other attendance 1: major 2: general code

[If B14ANPCUR01 = 1]

What is your other major or field of study for [if B14ANPOTHSM = 1] this additional {else} your [NPSAS other attendance 1 program] at [NPSAS]? [else]

What was your other major or field of study for [if B14ANPOTHSM = 1] this additional {else} your [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

9 = Communication, journalism, related

10 = Communication technology and support

11 = Computer/information science/support

12 = Personal and culinary services

13 = Education

15 = Engineering technologies/technicians

19 = Family/consumer sciences/human sciences

23 = English language and literature/letters

26 = Biological and biomedical sciences

27 = Mathematics and statistics

31 = Parks/recreation/leisure/fitness studies

38 = Philosophy and religious studies

39 = Theology and religious vocations

40 = Physical sciences

43 = Security and protective services

47 = Mechanic/repair technologies/technicians

50 = Visual and performing arts

51 = Health/related clinical sciences

52 = Business/management/marketing/related

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes, indicated having a double major, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and B14ANPDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14ANP2SPE01

NPSAS other attendance 1: major 2: specific code

[If B14ANPCUR01 = 1]

What is your other major or field of study for [if B14ANPOTHSM = 1] this additional {else} your [NPSAS other attendance 1 program] at [NPSAS]? [else]

What was your other major or field of study for [if B14ANPOTHSM = 1] this additional {else} your [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 09.0102 = Mass communication/media studies
- 09.9999 = Communication/journalism/related, other
- 10.0299 = Audiovisual communications technologies/technicians, other
- 11.0202 = Computer programming, specific apps
- 11.0901 = Computer systems networking/telecommunications
- 11.1002 = System, networking, LAN/WAN management
- 12.0501 = Baking and pastry arts/baker/pastry chef
- 12.0503 = Culinary arts/chef training
- 12.0504 = Restaurant, culinary, and catering management
- 13.1019 = Education/teaching secondary special education
- 13.1210 = Early childhood education/teaching
- 15.0613 = Manufacturing engineering technology/technician
- 19.0501 = Food, nutrition, wellness, general
- 19.0706 = Child development
- 23.0101 = English language and literature, general
- 26.0101 = Biology/biological sciences, general

- 27.0101 = Mathematics, general
- 31.0505 = Kinesiology and exercise science
- 38.0101 = Philosophy
- 39.0702 = Youth ministry
- 39.9999 = Theology and religious vocations, other
- 40.0501 = Chemistry, general
- 43.0103 = Criminal justice/law enforcement administration
- 43.0203 = Fire science/firefighting
- 47.0605 = Diesel mechanics technology/technician
- 47.0607 = Airframe mechanics/aircraft maintenance technology/technician
- 47.0608 = Aircraft powerplant technology/technician
- 50.0701 = Art/art studies, general
- 50.1002 = Fine and studio arts management
- 51.0601 = Dental assisting/assistant
- 51.0801 = Medical/clinical assistant
- 51.1009 = Phlebotomy technician/phlebotomist
- 51.1011 = Renal/dialysis technologist/technician
- 51.1102 = Pre-medicine/pre-medical studies
- 51.1503 = Clinical/medical social work
- 51.3803 = Adult health nurse/nursing
- 51.3817 = Nursing education
- 52.0201 = Business administration and management, general
- 52.0301 = Accounting
- 52.0305 = Accounting and business/management
- 52.0703 = Small business administration/management
- 52.0806 = International finance
- 52.0899 = Finance/financial management services, other
- 52.1499 = Marketing, other
- 52.1899 = General merchandising, sales/marketing operations other
- 52.9999 = Business, management, marketing, other

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes, indicated having a double major, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and B14ANPDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14ANP2M01RC*

NPSAS other attendance 1:

B14ANP2GEN01/B14ANP2SPE01 recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes

*Item included in the BPS:12/14 Abbreviated Interview.

selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1.

If the flag was set to 1, the following variables were changed to reflect the new CIP code:
B14ANP2GEN01, B14ANP2SPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPMJCH01

NPSAS other attendance 1: number of formal major changes

[If B14ANPCUR01 = 1]

How many times have you formally changed your major at [NPSAS] for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program]? [else]

How many times did you formally change your major at [NPSAS] for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]?
NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Never changed major

1 = Changed major once

2 = Changed major more than once

Applies to: Respondents who had additional NPSAS attendance for an associate's or bachelor's degree, declared a single or double major, NPSAS was a 2- or 4-year school, and did not participate in the abbreviated interview. Where:

(B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 for associate's or bachelor's degree] and B14ANPDBLM01 in (1 2) and Y_NPLEVL in (1 2) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPOMAJ01

NPSAS other attendance 1: original major: string

What was your original declared major for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]?
NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had additional NPSAS attendance for an associate's or bachelor's degree, indicated changing their major, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 for associate's or bachelor's degree] and B14ANPMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14ANPOGEN01

NPSAS other attendance 1: original major: general code

What was your original declared major for [if B14ANPOTHSM = 1] this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]?
NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

4 = Architecture and related services

9 = Communication, journalism, related

10 = Communication technology and support

11 = Computer/information science/support

12 = Personal and culinary services

13 = Education

14 = Engineering

15 = Engineering technologies/technicians

16 = Foreign languages/literature/linguistics

22 = Legal professions and studies

23 = English language and literature/letters

24 = Liberal arts/sciences/general

studies/humanities

26 = Biological and biomedical sciences

27 = Mathematics and statistics

30 = Multi/interdisciplinary studies

31 = Parks/recreation/leisure/fitness studies

38 = Philosophy and religious studies

40 = Physical sciences

41 = Science technologies/technicians

42 = Psychology

43 = Security and protective services

44 = Public administration/social service

45 = Social sciences

47 = Mechanic/repair technologies/technicians

49 = Transportation and materials moving

50 = Visual and performing arts

51 = Health/related clinical sciences

52 = Business/management/marketing/related

54 = History

60 = Residency programs

Applies to: Respondents who had additional NPSAS attendance for an associate's or bachelor's degree, indicated changing their major, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 for associate's or bachelor's degree] and B14ANPMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14ANPOSPE01

NPSAS other attendance 1: original major: specific code

What was your original declared major for [{"if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

04.0201 = Architecture
 09.0100 = Communication, general
 09.0702 = Digital communication/media/multimedia
 09.0799 = Radio/television/digital communication, other
 09.0900 = Public relations/advertising
 10.0201 = Photographic and film/video technology/technician/assistant
 10.9999 = Communications technologies/technicians/support services, other
 11.0101 = Computer and information sciences, general
 11.0103 = Information technology
 11.0201 = Computer programming/programmer, general
 11.0701 = Computer science
 11.0801 = Web page, digital/multimedia/design
 11.1001 = Network and system administration
 11.1003 = Computer/information systems security/assurance
 12.0401 = Cosmetology/cosmetologist, general
 12.0500 = Cooking/related culinary arts, general
 12.0501 = Baking and pastry arts/baker/pastry chef
 12.0503 = Culinary arts/chef training
 12.0504 = Restaurant, culinary, and catering management
 13.0101 = Education, general
 13.0301 = Curriculum and instruction

13.1015 = Education/teaching early childhood special education
 13.1017 = Education/teaching elementary special education
 13.1019 = Education/teaching secondary special education
 13.1202 = Elementary education and teaching
 13.1210 = Early childhood education/teaching
 13.1309 = Technology/industrial arts teacher education
 13.1314 = Physical education teaching and coaching
 13.1324 = Drama and dance teacher education
 14.0101 = Engineering, general
 14.0201 = Aerospace/aeronautical/space engineering
 14.0701 = Chemical engineering
 14.0801 = Civil engineering, general
 14.0901 = Computer engineering, general
 14.0902 = Computer hardware engineering
 14.1001 = Electric/electronics/communications engineering
 14.1901 = Mechanical engineering
 15.0805 = Mechanical engineering/mechanical technology/technician
 15.1203 = Computer hardware technology/technician
 15.1299 = Computer engineering technologies/technicians, other
 16.1603 = Sign language interpretation/translation
 22.0302 = Legal assistant/paralegal
 23.0101 = English language and literature, general
 24.0101 = Liberal arts/sciences/liberal studies
 24.0102 = General studies
 24.0199 = Liberal arts/sciences, general studies, other
 26.0101 = Biology/biological sciences, general
 26.0202 = Biochemistry
 26.0404 = Developmental biology and embryology
 26.0701 = Zoology/animal biology
 27.0101 = Mathematics, general
 30.1501 = Science, technology and society
 30.2701 = Human biology
 31.0504 = Sport and fitness administration/management
 31.0505 = Kinesiology and exercise science
 38.0101 = Philosophy
 40.0101 = Physical sciences
 40.0202 = Astrophysics
 40.0501 = Chemistry, general
 40.0601 = Geology/earth science, general
 41.0000 = Science technologies/technicians general
 42.0101 = Psychology, general
 42.2706 = Physiological psychology/psychobiology
 42.2707 = Social psychology

*Item included in the BPS:12/14 Abbreviated Interview.

- 42.2899 = Clinical/counseling/applied psych, other
- 43.0103 = Criminal justice/law enforcement administration
- 43.0107 = Criminal justice/police science
- 43.0199 = Corrections and criminal justice, other
- 43.0203 = Fire science/firefighting
- 44.0701 = Social work
- 45.0401 = Criminology
- 45.0701 = Geography
- 45.1001 = Political science/government, general
- 47.0604 = Automotive mechanics technology/technician
- 49.0102 = Airline/commercial pilot and flight crew
- 50.0102 = Digital arts
- 50.0301 = Dance, general
- 50.0408 = Interior design
- 50.0409 = Graphic design
- 50.0410 = Illustration
- 50.0501 = Drama/dramatics/theatre arts, general
- 50.0601 = Film/cinema/video studies
- 50.0605 = Photography
- 50.0913 = Music technology
- 50.0999 = Music, other
- 50.1001 = Arts, entertainment, media management, general
- 50.1099 = Arts, entertainment, media management, other
- 51.0203 = Speech-language pathology/pathologist
- 51.0601 = Dental assisting/assistant
- 51.0602 = Dental hygiene/hygienist
- 51.0701 = Health/health care administration/management
- 51.0711 = Medical/health management and clinical assistant/specialist
- 51.0712 = Medical reception/receptionist
- 51.0713 = Medical insurance coding specialist/coder
- 51.0716 = Medical administrative/executive assistant/secretary
- 51.0801 = Medical/clinical assistant
- 51.0806 = Physical therapy technician/assistant
- 51.0808 = Veterinary/animal health technology/technician/assistant
- 51.0907 = Medical radiologic technology/science/radiation therapist
- 51.0908 = Respiratory care therapy/therapist
- 51.0910 = Diagnostic sonography/ultrasound technician
- 51.1104 = Pre-veterinary studies
- 51.1105 = Pre-nursing studies
- 51.1109 = Pre-physical therapy studies
- 51.1504 = Community health services/counseling
- 51.2001 = Pharmacy
- 51.2305 = Music therapy/therapist
- 51.2308 = Physical therapy/therapist
- 51.2309 = Therapeutic recreation/recreational therapy
- 51.2599 = Veterinary biomed/clinical sciences, other
- 51.3102 = Clinical nutrition/nutritionist
- 51.3801 = Nursing/registered nurse
- 51.3803 = Adult health nurse/nursing
- 51.3806 = Maternal/child health and neonatal nurse
- 51.3809 = Pediatric nurse/nursing
- 51.3816 = Emergency room/trauma nursing
- 51.3817 = Nursing education
- 51.3822 = Women's health nurse/nursing
- 51.3899 = Registered nursing administration/research/clinical
- 51.3901 = Licensed practical/vocational nurse training
- 51.3999 = Practical/vocational nursing/assistants other
- 51.9999 = Health professions/related science other
- 52.0201 = Business administration and management, general
- 52.0211 = Project management
- 52.0301 = Accounting
- 52.0305 = Accounting and business/management
- 52.0801 = Finance, general
- 52.0806 = International finance
- 52.0901 = Hospitality administration/management, general
- 52.1101 = International business/trade/commerce
- 52.1401 = Marketing/marketing management, general
- 52.1701 = Insurance
- 52.1905 = Tourism/travel services marketing operations
- 52.2001 = Construction management
- 52.9999 = Business, management, marketing, other
- 54.0101 = History, general
- 54.0102 = American history United States
- 60.0411 = Diagnostic radiology
- 60.0418 = Nuclear medicine

Applies to: Respondents who had additional NPSAS attendance for an associate's or bachelor's degree, indicated changing their major, and did not participate in the abbreviated interview. Where: (B14.ANPOTHSM = 1 or B14.ANPOTHENR = 1) and [other NPSAS attendance 1 for associate's or bachelor's degree] and B14.ANPMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

*Item included in the BPS:12/14 Abbreviated Interview.

B14ANPOM01RC*

NPSAS other attendance 1:

B14ANPOGEN01/B14ANPOSPE01 recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code:

B14ANPOGEN01, B14ANPOSPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPOTSM01*

NPSAS other attendance 1: additional attendance for same degree/certificate type

You just told us about the [NPSAS other attendance 1 program] you were awarded [B14ANPDEG01 = 2 and [major 1 for NPSAS other attendance 1] ne -9 and [major 2 for NPSAS other attendance 1] ne -9] in [major 1 for NPSAS other attendance 1] and [major 2 for NPSAS other attendance 1] {else if B14ANPDEG01 = 2 and [major 1 for NPSAS other attendance 1] ne -9] in [major 1 for NPSAS other attendance 1] [at [NPSAS] [if B14ANPDGMY01 ne -9] in [B14ANPDGMY01] {else if [year of B14ANPDGMY01] ne -9] in [year of B14ANPDGMY01]]. Other than for that [program at NPSAS started 2011-12], [if [began interview before July 1, 2014]] have you attended {else} did you attend [NPSAS] at any time [if [began interview before July 1, 2014]] between July 2011 and today {else} between July 2011 and June 2014] for an additional [NPSAS other attendance 1 program] you have not yet told us about? [If B14ANPDEG01 in (3 4)] Changes in major or field of study at [NPSAS] for your [if B14ANPDEG01 = 4] bachelor's {else} associate's] degree do not count as additional enrollment.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No additional attendance for same degree/certificate type

1 = Yes, additional attendance for same degree/certificate type

Applies to: Respondents who had additional NPSAS attendance and completed an undergraduate certificate or diploma, associate's degree, bachelor's degree, or post-baccalaureate certificate. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and B14ANPCMPD01 = 1 and B14ANPDEG01 in (2 3 4 6).

Source: BPS:12/14 Full-Scale Student Interview

B14ANPOTDGM01*

NPSAS other attendance 1: additional attendance July 2011-June 2014

[If COMPMODE = 0]

Besides the enrollment at [NPSAS] listed above, [if [began interview before July 1, 2014]] have you attended {else} did you attend [NPSAS] at any time [if [began interview before July 1, 2014]] between July 2011 and today {else} between July 2011 and June 2014] for anything else?

[else if COMPMODE = 1]

You already told me that you have worked on the following at [NPSAS]:

[If TDEGREE = 2 and [major 1 for program at NPSAS started 2011-12] ne -9 and [major 2 for NPSAS other attendance 1] ne -9] [program at NPSAS started 2011-12] [major 1 for program at NPSAS started 2011-12] and [major 2 for program at NPSAS started 2011-12] {else if TDEGREE = 2 and [major 1 for program at NPSAS started 2011-12] ne -9] [program at NPSAS started 2011-12] [major 1 for program at NPSAS started 2011-12]

[If B14ANPDEG01 = 2 and major 1 for NPSAS other attendance 1 ne -9 and [major 2 for NPSAS other attendance 1] ne -9] [NPSAS other attendance 1 program] [major 1 for NPSAS other attendance 1] and [major 2 for NPSAS other attendance 1] {else if B14ANPDEG01 = 2 and [major 1 for NPSAS other attendance 1] ne -9] [NPSAS other attendance 1 program] [major 1 for NPSAS other attendance 1]

Besides this enrollment, [if [began interview before July 1, 2014]] have you attended {else} did you attend [NPSAS] at any time [if [began interview before July 1, 2014]] between July 2011 and today {else} between July 2011 and June 2014] for anything else?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No additional attendance at NPSAS

1 = Yes, additional attendance at NPSAS

Applies to: Respondents who had additional NPSAS attendance and did not have additional enrollment for the same degree/certificate type. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and B14ANPOTSM01 ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

Loops 2-4 have not been included in this facsimile.

B14ACONTENRA*

*Will continue to attend NPSAS for current degree/certificate
July 2014-Dec 2014*

[If [current or most recent degree or certificate at
NPSAS] ne -9]

Will you continue to attend [NPSAS] for your [current
or most recent degree or certificate at NPSAS] at any
time between July 2014 and December 2014?
[else]

Will you continue to attend [NPSAS] for your current
degree or certificate at any time between July 2014 and
December 2014?

NOTES: Perturbation procedures were applied to this
and other variables to protect against disclosure of
individual information.

0 = Will not continue to attend NPSAS for current
degree/certificate

1 = Yes, will continue to attend NPSAS for
current degree/certificate

*Applies to: Respondents who indicated currently attending
NPSAS for degree/certificate. Where: [Currently attending
NPSAS for degree/certificate].*

Source: BPS:12/14 Full-Scale Student Interview

B14AOTSCHENR*

Attended another school between July 2011 and June 2014

[If B14ASTDABR = 1]

Not including any school(s) where you studied abroad
during your attendance at [NPSAS], have you ever
attended another college, university, or trade school at
any time between July 2011 [if [began interview before
July 1, 2014]] and today {else} and June 2014]?
[else]

Other than [NPSAS], have you ever attended another
college, university, or trade school at any time between
July 2011 [if [began interview before July 1, 2014]]
and today {else} and June 2014)?

NOTES: Perturbation procedures were applied to this
and other variables to protect against disclosure of
individual information.

0 = Did not attend another school

1 = Yes, attended another school

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTIPED01*

Other school attendance 1: IPEDS ID

What is the name of another school you have attended
[if COMPMODE = 1] and in what city and state is it
located? (If you have attended more than one other
school since July 2011, tell [if COMPMODE = 1] me
{else} us) about only one of them now. [If

COMPMODE = 1] I'll {else} We'll] ask you about all
schools you have attended later in the survey.) [If
COMPMODE = 0] Please type the information
requested in the boxes provided and then click the
"Enter" button. A list of search results will be displayed
for you to choose your school from.]

IPEDS identification number (generated by database)

NOTES: The institution identification number from
the US Department of Education's Integrated
Postsecondary Education Data System (IPEDS) is
provided when the institution is selected in the
BPS:12/14 full-scale interview. See

<http://nces.ed.gov/ipeds/datacenter/> for more
information on IPEDS.

IPEDS identification numbers of 99999* are given to
schools that cannot be found in IPEDS:

999996 - Foreign school

999997 - City known, school not found

999998 - City unknown, state known

999999 - State unknown

Perturbation procedures were applied to this and other
variables to protect against disclosure of individual
information.

Recode note: If respondents selected any school that
they previously indicated then the selected school
information was recoded in this variable.

*Applies to: Respondents who attended at least one school other
than NPSAS since July 2011. Where: B14AOTSCHENR
= 1.*

Source: BPS:12/14 and NPSAS:12 Full-Scale Student
Interviews, IPEDS 2011-13

B14AOTSCH01*

Other school attendance 1: school name

What is the name of another school you have attended
[if COMPMODE = 1] and in what city and state is it
located? (If you have attended more than one other
school since July 2011, tell [if COMPMODE = 1] me
{else} us) about only one of them now. [If
COMPMODE = 1] I'll {else} We'll] ask you about all
schools you have attended later in the survey.) [If
COMPMODE = 0] Please type the information
requested in the boxes provided and then click the
"Enter" button. A list of search results will be displayed
for you to choose your school from.]

School name (generated by database)

NOTES: If the institution is successfully coded using
the US Department of Education's Integrated
Postsecondary Education Data System (IPEDS) coder
in the BPS:12/14 full-scale interview, this information
comes from IPEDS; otherwise, this information is
provided by the respondent. See

<http://nces.ed.gov/ipeds/datacenter/> for more
information on IPEDS. Perturbation procedures were
applied to this and other variables to protect against
disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Recode note: If respondents selected any school that they previously indicated then the selected school information was recoded in this variable.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, IPEDS 2011-13

B14AOTCT01*

Other school attendance 1: city

What is the name of another school you have attended [if COMPMODE = 1] and in what city and state is it located? (If you have attended more than one other school since July 2011, tell [if COMPMODE = 1] me [else] us] about only one of them now. [If COMPMODE = 1] I'll [else] We'll] ask you about all schools you have attended later in the survey.) [If COMPMODE = 0] Please type the information requested in the boxes provided and then click the "Enter" button. A list of search results will be displayed for you to choose your school from.]

City (generated by database)

NOTES: City where the institution is located. If the institution is successfully coded using the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) coder in the BPS:12/14 full-scale interview, this information comes from IPEDS; otherwise, this information is provided by the respondent. See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected any school that they previously indicated then the selected school information was recoded in this variable.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, IPEDS 2011-13

B14AOTST01*

Other school attendance 1: state

What is the name of another school you have attended [if COMPMODE = 1] and in what city and state is it located? (If you have attended more than one other school since July 2011, tell [if COMPMODE = 1] me [else] us] about only one of them now. [If COMPMODE = 1] I'll [else] We'll] ask you about all schools you have attended later in the survey.) [If COMPMODE = 0] Please type the information requested in the boxes provided and then click the

"Enter" button. A list of search results will be displayed for you to choose your school from.]

State (generated by database)

NOTES: A numeric code for the state in which the institution is located. If the institution is successfully coded using the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) coder in the BPS:12/14 full-scale interview, this information comes from IPEDS; otherwise, this information is provided by the respondent. See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected any school that they previously indicated then the selected school information was recoded in this variable.

-1 = {Don't know}

1 = Alabama

2 = Alaska

3 = Arizona

4 = Arkansas

5 = California

6 = Colorado

7 = Connecticut

8 = Delaware

9 = District of Columbia

10 = Florida

11 = Georgia

12 = Hawaii

13 = Idaho

14 = Illinois

15 = Indiana

16 = Iowa

17 = Kansas

18 = Kentucky

19 = Louisiana

20 = Maine

21 = Maryland

22 = Massachusetts

23 = Michigan

24 = Minnesota

25 = Mississippi

26 = Missouri

27 = Montana

28 = Nebraska

29 = Nevada

30 = New Hampshire

31 = New Jersey

32 = New Mexico

33 = New York

34 = North Carolina

35 = North Dakota

36 = Ohio

37 = Oklahoma

38 = Oregon

39 = Pennsylvania

*Item included in the BPS:12/14 Abbreviated Interview.

- 40 = Rhode Island
- 41 = South Carolina
- 42 = South Dakota
- 43 = Tennessee
- 44 = Texas
- 45 = Utah
- 46 = Vermont
- 47 = Virginia
- 48 = Washington
- 49 = West Virginia
- 50 = Wisconsin
- 51 = Wyoming
- 52 = Puerto Rico
- 55 = Guam
- 63 = Foreign country

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, IPEDS 2011-13

B14AOTLEVL01*

Other school attendance 1: level

What is the name of another school you have attended [if COMPMODE = 1] and in what city and state is it located? (If you have attended more than one other school since July 2011, tell [if COMPMODE = 1] me [else] us) about only one of them now. [If COMPMODE = 1] I'll [else] We'll] ask you about all schools you have attended later in the survey.) [If COMPMODE = 0] Please type the information requested in the boxes provided and then click the "Enter" button. A list of search results will be displayed for you to choose your school from.]

Level (generated by database)

NOTES: Indicates the length of time it takes to complete the highest level of program offered by the institution. If the institution is successfully coded using the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) coder in the BPS:12/14 full-scale interview, this information comes from IPEDS; otherwise, this information is provided by the respondent. See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected any school that they previously indicated then the selected school information was recoded in this variable.

- 1 = 4-year school
- 2 = 2-year school
- 3 = Less-than-2-year school

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, IPEDS 2011-13

B14AOTCTRL01*

Other school attendance 1: control

What is the name of another school you have attended [if COMPMODE = 1] and in what city and state is it located? (If you have attended more than one other school since July 2011, tell [if COMPMODE = 1] me [else] us) about only one of them now. [If COMPMODE = 1] I'll [else] We'll] ask you about all schools you have attended later in the survey.) [If COMPMODE = 0] Please type the information requested in the boxes provided and then click the "Enter" button. A list of search results will be displayed for you to choose your school from.]

Control (generated by database)

NOTES: The institution control is a classification of whether an institution is operated by publicly elected/appointed officials or by privately elected/appointed officials and derives its major source of funds from private sources. If the institution is successfully coded using the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) coder in the BPS:12/14 full-scale interview, this information comes from IPEDS; otherwise, this information is provided by the respondent. See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS.

Public institution - An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

Private nonprofit institution - A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Private for-profit institution - A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected any school that they previously indicated then the selected school information was recoded in this variable.

- 1 = Public school
- 2 = Private nonprofit school
- 3 = Private for-profit school

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, IPEDS 2011-13

B14AOTIPUC01*

Other school attendance 1: school coded after interview

NOTES: Respondents entered their school name, city and state into an internal database built into the instrument and selected an IPEDS code representing their school. If respondents did not select an IPEDS code, expert coders attempted to upcode this school. In the event expert coders upcoded an IPEDS code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new IPEDS code: B14AOTIPED01, B14AOTSCH01, B14AOTCT01, B14AOTST01, B14AOTCTRL01, B14AOTLEVL01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded

1 = Yes, upcoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDEG01*

Other school attendance 1: enrollment type

What is the type of degree or certificate program for this enrollment at [B14AOTSCH01]? (If you have more than one enrollment at [B14AOTSCH01] or if you are in a joint degree program, tell [{"if COMPMODE = 1"} me {"else"} us] about only one of these now. You will have an opportunity later to tell [{"if COMPMODE = 1"} me {"else"} us] about all enrollment at [B14AOTSCH01].)

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14AOTFRDG01 = 1 and B14AOTLEVL01 = 3 and (B14AOTIPED01 > 0 and B14AOTIPED01 < 999990) then B14AOTDEG01 = 2; Else if B14AOTFRDG01 = 0 and B14AOTLEVL01 in (2 3) and (B14AOTIPED01 > 0 and B14AOTIPED01 < 999990) then B14AOTDEG01 = 1; Else if B14AOTFRDG01 = 0 and (B14AOTLEVL01 = 1 and (B14AOTIPED01 > 0 and B14AOTIPED01 < 999990)) and B14AOTTYP01 = 1 then B14AOTDEG01 = 1; Else if B14AOTFRDG01 = 0 and (B14AOTLEVL01 = 1 and (B14AOTIPED01

> 0 and B14AOTIPED01 < 999990)) and B14AOTTYP01 = 2 then B14AOTDEG01 = 5.

1 = Undergraduate classes

2 = Undergraduate certificate or diploma

3 = Associate's degree

4 = Bachelor's degree

5 = Graduate-level classes

6 = Post-baccalaureate certificate

7 = Master's degree

8 = Post-master's certificate

9 = Doctoral degree – research/scholarship

10 = Doctoral degree – professional practice

11 = Doctoral degree – other

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTTNS01

Other school attendance 1: attempted to transfer credits

Did you attempt to transfer any credits from [NPSAS] to [B14AOTSCH01] for your [other school attendance 1 program]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not attempt to transfer credits from NPSAS

1 = Yes, attempted to transfer credits from NPSAS

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an undergraduate degree program at other school 1, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was undergraduate in a degree program] and ABBREVE ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTCUR01*

Other school attendance 1: currently attending

Are you currently attending [B14AOTSCH01] for [{"if [other school attendance 1 enrollment level is undergraduate degree or graduate degree program]} this {"else"} these] [other school attendance 1 program]? (Answer "Yes" if you are on a spring or fall break in the middle of the term or semester. Answer "No" if you completed your [other school attendance 1 program] or are on a break between semesters, terms, or quarters, such as on summer break, and not currently attending classes.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not currently attending

*Item included in the BPS:12/14 Abbreviated Interview.

1 = Yes, currently attending

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTCMPD01*

Other school attendance 1: completed degree/certificate requirements

[If [began interview on or after July 1, 2014]]

Did you complete all the requirements for this [other school attendance 1 program] at [B14AOTSCH01] before July 2014? (Answer “No” if you transferred schools and completed your [other school attendance 1 program] at a different school. [If COMPMODE = 1] I’ll [else] We will] ask you about your enrollment at any other schools later.)

[else]

Have you completed all the requirements for this [other school attendance 1 program] at [B14AOTSCH01]? (Answer “No” if you transferred schools and completed your [other school attendance 1 program] at a different school. [If COMPMODE = 1] I’ll [else] We will] ask you about your enrollment at any other schools later.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14AOTCUR01 = 1 and [other school attendance 1 enrollment level was undergraduate in a degree program] then B14AOTCMPD01 = 0.

0 = Did not complete requirements for degree/certificate

1 = Yes, completed requirements for degree/certificate

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and were enrolled in a degree program at other school 1. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was in a degree program].

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDGMY01

Other school attendance 1: date awarded degree/certificate

In what month and year were you awarded your [other school attendance 1 program] from [B14AOTSCH01]?

NOTES: B14AOTDGMY01 is presented in YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, completed their degree program at other school 1, did not indicate that they did not complete their degree program, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and B14AOTCMPD01 = 1 and B14AOTDGN001 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDGN001

Other school attendance 1: degree/certificate not yet awarded

In what month and year were you awarded your [other school attendance 1 program] from [B14AOTSCH01]? Have not yet been awarded [other school attendance 1 program]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Provided date awarded degree/certificate

1 = Not yet awarded degree/certificate

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, completed their degree program at other school 1, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and B14AOTCMPD01 = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTEMX01

Other school attendance 1: monthly attendance July 2011-June 2014

[If B14AOTCUR01 = 0 and B14AOTCMPD01 = 1 and B14AOTDGMY01 ne -9]

Between July 2011 and when you completed your [other school attendance 1 program] in [B14AOTDGMY01], in which months did you attend [B14AOTSCH01] for your [other school attendance 1 program] [if B14AOTDEG01 in (3 4)], including any months spent studying abroad? (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.) [If COMPMODE = 0] Click on the months of attendance below.]

[else if B14AOTCUR01 = 1]

Between July 2011 and June 2014, in which months have you attended, or do you expect to attend [B14AOTSCH01] for your [other school attendance 1 program] [if B14AOTDEG01 in (3 4)], including any months spent studying abroad? (Please do your best to predict your attendance through June 30, 2014. Do not include any months during which you are not taking classes, such as summer break. If you have attended or will attend for only a portion of any month, please include that month.) [If COMPMODE = 0] Click on the months of attendance below.]

*Item included in the BPS:12/14 Abbreviated Interview.

[else]

Between July 2011 and June 2014, in which months did you attend [B14AOTSCH01] for your [other school attendance 1 program] [if B14AOTDEG01 in (3 4)], including any months spent studying abroad? [if [began interview before July 1, 2014]] If you plan to attend [B14AOTSCH01] [if B14AOTDEG01 in (3 4)], or a study abroad school] for [if [other school attendance 1 enrollment level is undergraduate degree program]] your [other school attendance 1 program] before June 30, 2014, please indicate the months you plan to attend. (Do not include any months during which you were [if [began interview before July 1, 2014]] or will not be {else} not] taking classes, such as summer break. If you attended [if [began interview before July 1, 2014]] or will attend] for only a portion of any month, please include that month.) [If COMPMODE = 0] Click on the months of attendance below.]

NOTES: This variable is a 36-character string that indicates the months the respondent was enrolled for other school attendance 1 program between the months of July 2011 through June 2014 and their monthly enrollment status. Each month is represented by one digit in the string, with July 2011 as the first digit and June 2014 as the final digit. "1" indicates the respondent was enrolled mainly full time during that month. "2" indicates the respondent was enrolled mainly part time during that month. "3" indicates the respondent was enrolled an equal mix of full time and part time during that month. "4" indicates a respondent was enrolled for that month, but did not indicate their enrollment status. "0" indicates the respondent was not enrolled for that month. "9" indicates the respondent did not provide months of enrollment. "7" indicates that the respondent participated in the abbreviated interview and therefore has no data for that month. For example, a respondent enrolled full time from August 2011 through May 2012, part time August 2012 through May 2013, and full time August 2013 through May 2014 would have an enrollment string of 011111111110022222222222001111111110.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and ABBREV = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTEYX01*

Other school attendance 1: annual attendance July 2011-June 2014

Between July 2011 and June 2014, in which academic years did you attend [B14AOTSCH01] for your [other

school attendance 1 program] [if B14AOTDEG01 in (3 4)], including any time spent studying abroad? (If you attended for only a portion of any academic year, please include that year.)

NOTES: This variable is a 3-character string that indicates the academic years the respondent was enrolled for other school attendance 1 program between July 2011 through June 2014 and their annual enrollment status. The first digit represents the academic year of July 2011 through June 2012. The second digit represents the academic year of July 2012 through June 2013. The third digit represents the academic year of July 2013 through June 2014. "1" indicates the respondent was enrolled mainly full time during that academic year. "2" indicates the respondent was enrolled mainly part time during that academic year. "3" indicates the respondent was enrolled an equal mix of full time and part time during that academic year. "4" indicates the respondent was enrolled for that academic year, but did not indicate their enrollment status. "0" indicates the respondent was not enrolled for that academic year. "9" indicates the respondent did not provide years of enrollment. Respondents who did not participate in the abbreviated interview have a value of "555". For example, a respondent who participated in the abbreviated interview and was enrolled full time for the academic year of July 2011 through June 2012, part time in the academic year of July 2012 through June 2013, and not enrolled in the academic year of July 2013 through June 2014 would have an enrollment string of 120. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and participated in the abbreviated interview. Where: B14AOTSCHENR = 1 and ABBREV = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTCLDG01

Other school attendance 1: took only classes to transfer credit [if B14AOTCUR01 = 1] Are {else} were] you taking these [other school attendance 1 program] at [B14AOTSCH01] primarily to transfer course credit to a degree or certificate?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not take only classes to transfer credits

1 = Yes, took only classes to transfer credits

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a degree program at other school 1, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not in a degree program] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTCRSN01

Other school attendance 1: reason for taking only classes

Which of these reasons best describes why you [if B14AOTCUR01 = 1] are [else] were taking these [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = To prepare to earn a degree later
- 2 = To prepare for a professional certificate or industry license
- 3 = To gain job or occupational skills
- 4 = For recreation, self-improvement, or personal interest

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a degree program at other school 1, were not taking classes just for transfer, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not in a degree program] and B14AOTCLDG01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDBLM01

Other school attendance 1: declared major

[If B14AOTCUR01 = 0 and B14AOTCMPD01 = 1] Did you declare a single or double major [if B14AOTDEG01 in (2 3)] or field of study for your [other school attendance 1 program] at [B14AOTSCH01]?

[else if B14AOTCUR01 = 1] Have you declared a major [if B14AOTDEG01 in (2 3)] or field of study for your [other school attendance 1 program] at [B14AOTSCH01]?

[else] Did you declare a major [if B14AOTDEG01 in (2 3)] or field of study at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] before July 2014 for your [other school attendance 1 program]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14AOTDBLM01 = 2 and B14AOT2MAJ01 in (UNDECLARED UNDECIDED

*Item included in the BPS:12/14 Abbreviated Interview.

UNKNOWN NONE NA N/A UNEMPLOYED NOT SURE UNSURE) then B14AOTDBLM01 = 1.
1 = Yes, declared a single major or field of study
2 = Yes, declared a double major or field of study
3 = Did not declare a major

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an undergraduate degree program at other school 1, other school 1 was a 2- or 4-year school, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was undergraduate in a degree program] and B14AOTLEVL01 in (1 2) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDEC01

Other school attendance 1: decided major

Even though you have not formally declared your major, have you decided what your major will be for your [other school attendance 1 program] at [B14AOTSCH01]? (Answer "Yes" if you have left [B14AOTSCH01] and do not plan to attend again to earn your [other school attendance 1 program] there but you had decided what your major would be prior to leaving.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Did not decide on a major
- 1 = Yes, decided on a major

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an undergraduate degree program at other school 1, other school 1 was a 2- or 4-year school, did not indicate having a single or double major, attended other school 1 in 2012-13 or 2013-14, did not complete their degree program, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was undergraduate in a degree program] and [other school 1 level was 2- or 4-year] and B14AOTDBLM01 not in (1 2) and [attended other school attendance 1 in 2012-13 or 2013-14] and B14AOTCMPD01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOT1MAJ01

Other school attendance 1: major 1: string

[If B14AOTCUR01 = 1 and B14AOTDBLM01 = 2] What is your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [if COMPMODE = 0] Please type your major in the box provided and then

click the “Enter” button. A list of search results will be displayed for you to choose from.]
 [else if B14AOTCUR01 = 1]
 What is your [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} (If you intend to double-major, tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.) [if COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]
 [else if B14AOTCUR01 = 0 and B14AOTDBLM01 = 2]
 What was your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [if COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]
 [else]

What was your [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} (If you intended to double-major, tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.) [if COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other school attendance 1 enrollment level was undergraduate not in a degree program] then B14AOT1MAJ01 = NOT IN A DEGREE PROGRAM; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and [did not attend other school 1 in 2012-13] and [did not attend other school 1 in 2013-14] then B14AOT1MAJ01 = UNDECLARED; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and B14AOTDEC01 ne 1 then B14AOT1MAJ01 = UNDECLARED; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AOT1GEN01

Other school attendance 1: major 1: general code

[If B14AOTCUR01 = 1 and B14AOTDBLM01 = 2]
 What is your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [if COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]
 [else if B14AOTCUR01 = 1]
 What is your [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} (If you intend to double-major, tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.) [if COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]
 [else if B14AOTCUR01 = 0 and B14AOTDBLM01 = 2]
 What was your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [if COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]
 [else]

What was your [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} (If you intended to double-major, tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.) [if COMPMODE = 0} Please type your major in the box provided and then

click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other school attendance 1 enrollment level was undergraduate not in a degree program] then B14AOT1GEN01 = 98; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and [did not attend other school 1 in 2012-13] and [did not attend other school 1 in 2013-14] then B14AOT1GEN01 = 99; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and B14AOTDEC01 ne 1 then B14AOT1GEN01 = 99; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sciences/general studies/humanities
- 25 = Library science
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 29 = Military technologies
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related

- 54 = History
- 60 = Residency programs
- 98 = Not in a degree program
- 99 = Undeclared

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOT1SPE01

Other school attendance 1: major 1: specific code

[If B14AOTCUR01 = 1 and B14AOTDBLM01 = 2] What is your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14AOTCUR01 = 1]

What is your [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1] intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? [If B14AOTDBLM01 = 3 and B14AOTDEC01 = 1] (If you intend to double-major, tell [if COMPMODE = 1] me [else] us) only about the major most closely related to the job you hope to have after college.) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14AOTCUR01 = 0 and B14AOTDBLM01 = 2]

What was your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What was your [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1] intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]? [If B14AOTDBLM01 = 3 and

*Item included in the BPS:12/14 Abbreviated Interview.

B14AOTDEC01 = 1} (If you intended to double-major, tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.) [If COMPMODE = 0} Please type your major in the box provided and then click the "Enter" button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other school attendance 1 enrollment level was undergraduate not in a degree program] then B14AOT1SPE01 = 98.9999; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and [did not attend other school 1 in 2012-13] and [did not attend other school 1 in 2013-14] then B14AOT1SPE01 = 99.9999; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and B14AOTDEC01 ne 1 then B14AOTB14AOT1SPE01 = 99.9999; If respondents selected a major that they previously indicated then the selected major was recoded in this variable

01.0000 = Agriculture, general
 01.0101 = Agricultural business and management, general
 01.0102 = Agribusiness/agricultural business operations
 01.0103 = Agricultural economics
 01.0104 = Farm/farm and ranch management
 01.0106 = Agricultural business technology
 01.0205 = Agricultural mechanics and equipment/machine technology
 01.0505 = Animal training
 01.0601 = Applied horticulture/horticulture operations, general
 01.0603 = Ornamental horticulture
 01.0608 = Floriculture/floristry operations/management
 01.0801 = Agricultural/extension education services
 01.0901 = Animal sciences, general
 01.0999 = Animal sciences, other
 01.1001 = Food science
 01.1099 = Food science and technology, other
 01.1102 = Agronomy and crop science
 03.0103 = Environmental studies
 03.0104 = Environmental science
 03.0208 = Natural resources law enforcement/protect services
 03.0501 = Forestry, general
 03.0506 = Forest management/forest resources management
 03.0601 = Wildlife, fish/wildlands science/management

04.0201 = Architecture
 04.0301 = City/urban, community/regional planning
 04.0401 = Environmental design/architecture
 04.0501 = Interior architecture
 04.0601 = Landscape architecture
 04.0902 = Architectural and building sciences/technology
 04.0999 = Architecture, other
 05.0102 = American/U.S. studies/civilization
 05.0123 = Chinese studies
 05.0124 = French studies
 05.0126 = Italian studies
 05.0203 = Hispanic-American, Chicano studies
 05.0211 = Deaf studies
 09.0100 = Communication, general
 09.0101 = Speech communication and rhetoric
 09.0102 = Mass communication/media studies
 09.0199 = Communication/media studies, other
 09.0401 = Journalism
 09.0402 = Broadcast journalism
 09.0701 = Radio and television
 09.0702 = Digital communication/media/multimedia
 09.0900 = Public relations/advertising
 09.0901 = Organizational communication, general
 09.0902 = Public relations/image management
 09.0903 = Advertising
 09.0906 = Sports communication
 09.0999 = Public relations/advertising, other
 09.9999 = Communication/journalism/related, other
 10.0105 = Communications technology/technician
 10.0203 = Recording arts technology/technician
 10.0299 = Audiovisual communications technologies/technicians, other
 10.0301 = Graphic communications, general
 10.0304 = Animation/interactive technology/video graphic
 10.0308 = Computer typography/composition equipment operator
 10.9999 = Communications technologies/technicians/support services, other
 11.0101 = Computer and information sciences, general
 11.0103 = Information technology
 11.0199 = Computer and information science, other
 11.0201 = Computer programming/programmer, general
 11.0202 = Computer programming, specific apps
 11.0299 = Computer programming, other
 11.0301 = Data processing and data processing technology/technician
 11.0401 = Information science/studies
 11.0501 = Computer systems analyst/analysis

*Item included in the BPS:12/14 Abbreviated Interview.

- 11.0601 = Data entry/microcomputer app, general
 11.0701 = Computer science
 11.0801 = Web page, digital/multimedia/design
 11.0803 = Computer graphics
 11.0804 = Modeling, virtual environment/simulation
 11.0901 = Computer systems networking/telecommunications
 11.1001 = Network and system administration
 11.1002 = System, networking, LAN/WAN management
 11.1003 = Computer/information systems security/assurance
 11.1004 = Web/multimedia management/webmaster
 11.1006 = Computer support specialist
 11.1099 = Computer/information technology services administration/management
 11.9999 = Computer/information sciences/support services, other
 12.0301 = Funeral service/mortuary science, general
 12.0302 = Funeral direction/service.
 12.0401 = Cosmetology/cosmetologist, general
 12.0402 = Barbering/barber
 12.0406 = Make-up artist/specialist
 12.0407 = Hair styling/stylist and hair design
 12.0409 = Aesthetician and skin care specialist
 12.0410 = Nail technician/specialist/manicurist
 12.0413 = Cosmetology, styling, nail instructor
 12.0414 = Master aesthetician/esthetician
 12.0499 = Cosmetology/related grooming, other
 12.0500 = Cooking/related culinary arts, general
 12.0501 = Baking and pastry arts/baker/pastry chef
 12.0502 = Bartending/bartender
 12.0503 = Culinary arts/chef training
 12.0504 = Restaurant, culinary, and catering management
 12.0599 = Culinary arts/related services, other
 12.9999 = Personal and culinary services, other
 13.0101 = Education, general
 13.0299 = Bi/multilingual, multicultural education, other
 13.0401 = Educational leadership/administration, general
 13.0499 = Educational administration and supervision, other
 13.1001 = Special education and teaching, general
 13.1003 = Education/teaching individuals with hearing impairments
 13.1011 = Education/teaching individuals with learning disabilities
 13.1012 = Education/teaching individuals with speech/language impairments
 13.1015 = Education/teaching early childhood special education
 13.1017 = Education/teaching elementary special education
 13.1018 = Education/teaching middle school special education
 13.1099 = Special education and teaching, other
 13.1202 = Elementary education and teaching
 13.1203 = Junior high/middle school education/teaching
 13.1205 = Secondary education and teaching
 13.1206 = Teacher education, multiple levels
 13.1209 = Kindergarten/preschool education/teaching
 13.1210 = Early childhood education/teaching
 13.1299 = Teacher education/professional development, other level/methods
 13.1301 = Agricultural teacher education
 13.1302 = Art teacher education
 13.1303 = Business teacher education
 13.1305 = English/language arts teacher education
 13.1306 = Foreign language teacher education
 13.1308 = Family/consumer sciences/home economics teacher education
 13.1311 = Mathematics teacher education
 13.1312 = Music teacher education
 13.1314 = Physical education teaching and coaching
 13.1315 = Reading teacher education
 13.1316 = Science teacher education
 13.1317 = Social science teacher education
 13.1318 = Social studies teacher education
 13.1322 = Biology teacher education
 13.1325 = French language teacher education
 13.1328 = History teacher education
 13.9999 = Education, other
 14.0101 = Engineering, general
 14.0102 = Pre-engineering
 14.0201 = Aerospace/aeronautical/space engineering
 14.0401 = Architectural engineering
 14.0501 = Bioengineering/biomedical engineering
 14.0701 = Chemical engineering
 14.0801 = Civil engineering, general
 14.0901 = Computer engineering, general
 14.0902 = Computer hardware engineering
 14.0903 = Computer software engineering
 14.0999 = Computer engineering, other
 14.1001 = Electric/electronics/communications engineering
 14.1101 = Engineering mechanics
 14.1801 = Materials engineering
 14.1901 = Mechanical engineering
 14.2501 = Petroleum engineering
 14.2801 = Textile sciences and engineering
 14.3501 = Industrial engineering
 14.3601 = Manufacturing engineering
 15.0303 = Electrical/electronic/communications engineering technology/technician

*Item included in the BPS:12/14 Abbreviated Interview.

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| 15.0305 = Telecommunications technology/technician | 19.0599 = Food, nutrition, related services, other |
| 15.0399 = Electrical/electronic engineering technologies/technicians, other | 19.0604 = Facilities planning and management |
| 15.0401 = Biomedical technology/technician | 19.0701 = Human development/family studies, general |
| 15.0404 = Instrumentation technology/technician | 19.0706 = Child development |
| 15.0501 = Heating, ventilation, air conditioning, refrigeration engineering technology/technician | 19.0709 = Child care provider/assistant |
| 15.0503 = Energy management and systems technology/technician | 19.0710 = Developmental services worker |
| 15.0506 = Water quality and wastewater treatment | 19.0799 = Human development/family studies/related, other |
| 15.0507 = Environmental engineering/environmental technology | 19.0901 = Apparel and textiles, general |
| 15.0599 = Environmental control technologies/technicians, other | 19.0905 = Apparel and textile marketing management |
| 15.0614 = Welding engineering technology/technician | 22.0001 = Pre-law studies |
| 15.0801 = Aerospace engineering technology/technician | 22.0101 = Law |
| 15.0803 = Automotive engineering technology/technician | 22.0205 = Banking/corporate/finance/securities law |
| 15.0805 = Mechanical engineering/mechanical technology/technician | 22.0211 = Tax law/taxation |
| 15.0903 = Petroleum technology/technician | 22.0302 = Legal assistant/paralegal |
| 15.1001 = Construction engineering technology/technician | 22.0303 = Court reporting/court reporter |
| 15.1199 = Engineering-related technologies, other | 22.0399 = Legal support services, other |
| 15.1201 = Computer engineering technology/technician | 23.0101 = English language and literature, general |
| 15.1202 = Computer technology/computer system technology | 23.1301 = Writing, general |
| 15.1299 = Computer engineering technologies/technicians, other | 23.1302 = Creative writing |
| 15.1301 = Drafting/design technology/technician, general | 23.1303 = Professional/business/scientific writing |
| 15.1302 = CAD/CADD drafting/design technology/technician | 23.1304 = Rhetoric and composition |
| 15.1303 = Architectural drafting/architectural CAD/CADD | 23.1399 = Rhetoric/composition/writing, other |
| 15.1304 = Civil drafting/engineering CAD/CADD | 23.1401 = General literature |
| 15.1399 = Draft/design engineer technologies/technicians | 23.1404 = English literature (British and Commonwealth) |
| 16.0102 = Linguistics | 23.9999 = English language/literature/letters, other |
| 16.0103 = Language interpretation and translation | 24.0101 = Liberal arts/sciences/liberal studies |
| 16.0901 = French language and literature | 24.0102 = General studies |
| 16.0905 = Spanish language and literature | 24.0103 = Humanities/humanistic studies |
| 16.1101 = Arabic language and literature | 24.0199 = Liberal arts/sciences, general studies, other |
| 16.1601 = American Sign Language (ASL) | 25.0101 = Library and information science |
| 16.1603 = Sign language interpretation/translation | 26.0101 = Biology/biological sciences, general |
| 19.0101 = Family/consumer sciences/human sciences, general | 26.0102 = Biomedical sciences, general |
| 19.0401 = Family resource management studies, general | 26.0202 = Biochemistry |
| 19.0501 = Food, nutrition, wellness, general | 26.0203 = Biophysics |
| 19.0504 = Human nutrition | 26.0209 = Radiation biology/radiobiology |
| | 26.0210 = Biochemistry and molecular biology |
| | 26.0299 = Biochemistry, biophysics/molecular biology, other |
| | 26.0301 = Botany/plant biology |
| | 26.0403 = Anatomy |
| | 26.0406 = Cell/cellular and molecular biology |
| | 26.0407 = Cell biology and anatomy |
| | 26.0502 = Microbiology, general |
| | 26.0701 = Zoology/animal biology |
| | 26.0709 = Wildlife biology |
| | 26.0799 = Zoology/animal biology, other |
| | 26.0901 = Physiology, general |
| | 26.0908 = Exercise physiology |
| | 26.1001 = Pharmacology |
| | 26.1003 = Neuropharmacology |

*Item included in the BPS:12/14 Abbreviated Interview.

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| 26.1201 = Biotechnology | 40.9999 = Physical sciences, other |
| 26.1301 = Ecology | 41.0000 = Science technologies/technicians general |
| 26.1302 = Marine biology/biological oceanography | 41.0204 = Industrial radiologic technology/technician |
| 26.1305 = Environmental biology | 41.0399 = Physical science technologies/technicians, other |
| 26.1307 = Conservation biology | 42.0101 = Psychology, general |
| 26.1310 = Ecology and evolutionary biology | 42.2703 = Developmental and child psychology |
| 26.1399 = Ecology/evolution/pop biology, other | 42.2705 = Personality psychology |
| 26.1501 = Neuroscience | 42.2707 = Social psychology |
| 26.9999 = Biological/biomedical sciences, other | 42.2799 = Research/experimental psychology, other |
| 27.0101 = Mathematics, general | 42.2801 = Clinical psychology |
| 27.0301 = Applied mathematics, general | 42.2803 = Counseling psychology |
| 27.0305 = Financial mathematics | 42.2804 = Industrial and organizational psychology |
| 27.0306 = Mathematical biology | 42.2806 = Educational psychology |
| 27.0399 = Applied mathematics, other | 42.2807 = Clinical child psychology |
| 27.0501 = Statistics, general | 42.2810 = Health/medical psychology |
| 29.0299 = Intel/command control/information operations, other | 42.2811 = Family psychology |
| 30.0000 = Multi/interdisciplinary studies, general | 42.2812 = Forensic psychology |
| 30.1801 = Natural sciences | 42.2813 = Applied psychology |
| 30.1901 = Nutrition sciences | 42.2814 = Applied behavior analysis |
| 30.2001 = International/global studies | 42.2899 = Clinical/counseling/applied psychology, other |
| 30.2201 = Ancient studies/civilization | 42.9999 = Psychology, other |
| 30.2501 = Cognitive science | 43.0102 = Corrections |
| 30.2701 = Human biology | 43.0103 = Criminal justice/law enforcement administration |
| 30.3201 = Marine sciences | 43.0104 = Criminal justice/safety studies |
| 30.3301 = Sustainability studies | 43.0106 = Forensic science and technology |
| 31.0302 = Golf course operation and grounds management | 43.0107 = Criminal justice/police science |
| 31.0501 = Health/physical education/fitness, general | 43.0111 = Criminalistics and criminal science |
| 31.0504 = Sport and fitness administration/management | 43.0116 = Cyber/computer forensics/counterterrorism |
| 31.0505 = Kinesiology and exercise science | 43.0199 = Corrections and criminal justice, other |
| 31.0507 = Physical fitness technician | 43.0201 = Fire prevention and safety technology/technician |
| 31.0508 = Sports studies | 43.0203 = Fire science/firefighting |
| 31.0599 = Health/physical education/fitness, other | 43.0206 = Wildland/forest firefighting/investigation |
| 31.0601 = Outdoor education | 43.0301 = Homeland security |
| 38.0101 = Philosophy | 43.9999 = Homeland security/other protective services |
| 38.0201 = Religion/religious studies | 44.0000 = Human services, general |
| 38.0203 = Christian studies | 44.0201 = Community organization and advocacy |
| 38.0206 = Jewish/Judaic studies | 44.0401 = Public administration |
| 39.0201 = Bible/biblical studies | 44.0504 = International public policy analysis |
| 39.0601 = Theology/theological studies | 44.0701 = Social work |
| 39.0602 = Divinity/ministry | 44.0799 = Social work, other |
| 39.0699 = Theological/ministerial studies, other | 45.0101 = Social science, general |
| 39.0702 = Youth ministry | 45.0201 = Anthropology |
| 39.0799 = Pastoral counseling/ministries, other | 45.0401 = Criminology |
| 40.0401 = Atmospheric science/meteorology, general | 45.0601 = Economics, general |
| 40.0501 = Chemistry, general | 45.0603 = Econometrics and quantitative economics |
| 40.0599 = Chemistry, other | |
| 40.0601 = Geology/earth science, general | |
| 40.0801 = Physics, general | |
| 40.0804 = Elementary particle physics | |
| 40.1099 = Materials sciences, other | |

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|--|---|
| 45.0701 = Geography | 50.0102 = Digital arts |
| 45.0901 = International relations/affairs | 50.0301 = Dance, general |
| 45.0999 = International relations/national security, other | 50.0399 = Dance, other |
| 45.1001 = Political science/government, general | 50.0401 = Design/visual communications, general |
| 45.1099 = Political science and government, other | 50.0402 = Commercial and advertising art |
| 45.1101 = Sociology | 50.0404 = Industrial and product design |
| 45.9999 = Social sciences, other | 50.0407 = Fashion/apparel design |
| 46.0000 = Construction trades, general | 50.0408 = Interior design |
| 46.0201 = Carpentry/carpenter | 50.0409 = Graphic design |
| 46.0301 = Electric/power transmission installation/installer, general | 50.0410 = Illustration |
| 46.0302 = Electrician | 50.0411 = Game and interactive media design |
| 46.0303 = Lineworker | 50.0499 = Design and applied arts, other |
| 46.0401 = Building/property maintenance | 50.0501 = Drama/dramatics/theatre arts, general |
| 46.0412 = Building/construction site management | 50.0502 = Technical theatre/design/technology |
| 46.0415 = Building construction technology | 50.0504 = Playwriting and screenwriting |
| 46.9999 = Construction trades, other | 50.0506 = Acting |
| 47.0000 = Mechanics and repairers, general | 50.0507 = Directing and theatrical production |
| 47.0101 = Electric/electron installation/repair general | 50.0509 = Musical theatre |
| 47.0104 = Computer installation and repair technology/technician | 50.0599 = Dramatic/theatre arts/stage-craft, other |
| 47.0105 = Industrial electronics technology/technician | 50.0601 = Film/cinema/video studies |
| 47.0201 = Heating, air conditioning, ventilation, refrigeration maintenance | 50.0602 = Cinematography and film/video production |
| 47.0604 = Automotive mechanics technology/technician | 50.0605 = Photography |
| 47.0605 = Diesel mechanics technology/technician | 50.0701 = Art/art studies, general |
| 47.0607 = Airframe mechanics/aircraft maintenance technology/technician | 50.0702 = Fine/studio arts, general |
| 47.0613 = Medium/heavy vehicle and truck technology/technician | 50.0703 = Art history, criticism and conservation |
| 47.9999 = Mechanic and repair technologies/technicians, other | 50.0705 = Drawing |
| 48.0501 = Machine tool technology/machinist | 50.0709 = Sculpture |
| 48.0503 = Machine shop technology/assistant | 50.0711 = Ceramic arts and ceramics |
| 48.0508 = Welding technology/welder | 50.0799 = Fine arts and art studies, other |
| 48.0510 = Computer numerically controlled (CNC) machinist technology | 50.0901 = Music, general |
| 48.0599 = Precision metal working, other | 50.0903 = Music performance, general |
| 48.0801 = Boilermaking/boilermaker | 50.0904 = Music theory and composition |
| 49.0101 = Aeronautics/aviation/aerospace science/technology, general | 50.0908 = Voice and opera |
| 49.0102 = Airline/commercial pilot and flight crew | 50.0910 = Jazz/jazz studies |
| 49.0104 = Aviation/airway management and operations | 50.0913 = Music technology |
| 49.0105 = Air traffic controller | 50.0999 = Music, other |
| 49.0202 = Construction/earthmoving equipment operation | 50.1001 = Arts, entertainment, media management, general |
| 49.0205 = Truck/bus commercial vehicle operator | 50.1003 = Music management |
| 49.0304 = Diver, professional and instructor | 50.1004 = Theatre/theatre arts management |
| 49.9999 = Transportation/materials moving, other | 50.1099 = Arts, entertainment, media management, other |
| 50.0101 = Visual and performing arts, general | 50.9999 = Visual and performing arts, other |
| | 51.0000 = Health services/allied health, general |
| | 51.0001 = Health and wellness, general |
| | 51.0201 = Communication science/disorders, general |
| | 51.0203 = Speech-language pathology/pathologist |
| | 51.0204 = Audiologist/speech-language pathologist |
| | 51.0299 = Communication disorders sciences/services, other |
| | 51.0601 = Dental assisting/assistant |
| | 51.0602 = Dental hygiene/hygienist |
| | 51.0699 = Dental services and allied professions |

*Item included in the BPS:12/14 Abbreviated Interview.

- 51.0701 = Health/health care administration/management
 51.0702 = Hospital/health care facilities administration/management
 51.0705 = Medical office management/administration
 51.0706 = Health information/medical records administration/administrator
 51.0707 = Health information/medical records technology/technician
 51.0708 = Medical transcription/transcriptionist
 51.0710 = Medical office assistant/specialist
 51.0711 = Medical/health management and clinical assistant/specialist
 51.0712 = Medical reception/receptionist
 51.0713 = Medical insurance coding specialist/coder
 51.0714 = Medical insurance specialist/medical biller
 51.0715 = Health/medical claims examiner
 51.0716 = Medical administrative/executive assistant/secretary
 51.0719 = Clinical research coordinator
 51.0799 = Health and medical administrative services, other
 51.0801 = Medical/clinical assistant
 51.0802 = Clinical/medical laboratory assistant
 51.0803 = Occupational therapist assistant
 51.0805 = Pharmacy technician/assistant
 51.0806 = Physical therapy technician/assistant
 51.0808 = Veterinary/animal health technology/technician/assistant
 51.0810 = Emergency care attendant (EMT ambulance)
 51.0812 = Respiratory therapy technician/assistant
 51.0814 = Radiologist assistant
 51.0899 = Allied health/medical assisting services, other
 51.0901 = Cardiovascular technology/technologist
 51.0902 = Electrocardiograph technology/technician
 51.0904 = Emergency medical technology/technician (EMT paramedic)
 51.0907 = Medical radiologic technology/science/radiation therapist
 51.0908 = Respiratory care therapy/therapist
 51.0909 = Surgical technology/technologist
 51.0910 = Diagnostic sonography/ultrasound technician
 51.0911 = Radiologic technology/science/radiographer
 51.0913 = Athletic training/trainer
 51.0920 = Magnetic resonance (MRI) technology/technician
 51.1004 = Clinical/medical laboratory technician
 51.1005 = Clinical laboratory science/medical technology/technologist
 51.1009 = Phlebotomy technician/phlebotomist
 51.1011 = Renal/dialysis technologist/technician
 51.1099 = Clinical/medical laboratory science/allied professions, other
 51.1101 = Pre-dentistry studies
 51.1102 = Pre-medicine/pre-medical studies
 51.1105 = Pre-nursing studies
 51.1109 = Pre-physical therapy studies
 51.1199 = Health/medical prep programs, other
 51.1201 = Medicine
 51.1401 = Medical scientist
 51.1501 = Substance abuse/addiction counseling
 51.1503 = Clinical/medical social work
 51.1504 = Community health services/counseling
 51.1505 = Marriage and family therapy/counseling
 51.1508 = Mental health counseling/counselor
 51.1701 = Optometry
 51.1803 = Ophthalmic technician/technologist
 51.2001 = Pharmacy
 51.2004 = Medicinal and pharmaceutical chemistry
 51.2010 = Pharmaceutical sciences
 51.2201 = Public health, general
 51.2202 = Environmental health
 51.2205 = Health/medical physics
 51.2207 = Public health education and promotion
 51.2208 = Community health and preventive medicine
 51.2209 = Maternal and child health
 51.2211 = Health services administration
 51.2299 = Public health, other
 51.2305 = Music therapy/therapist
 51.2306 = Occupational therapy/therapist
 51.2308 = Physical therapy/therapist
 51.2309 = Therapeutic recreation/recreational therapy
 51.2311 = Kinesiotherapy/kinesiotherapist
 51.2313 = Animal-assisted therapy
 51.2314 = Rehabilitation science
 51.2501 = Veterinary sciences, general
 51.2507 = Large/food animal and equine surgery/medicine
 51.2601 = Health aide
 51.2602 = Home health aide/home attendant
 51.2604 = Rehabilitation aide
 51.3101 = Dietetics/dietitian
 51.3102 = Clinical nutrition/nutritionist
 51.3199 = Dietetics/clinical nutrition services
 51.3305 = Ayurvedic medicine/Ayurveda
 51.3306 = Holistic health
 51.3501 = Massage therapy/therapeutic massage
 51.3801 = Nursing/registered nurse
 51.3803 = Adult health nurse/nursing
 51.3805 = Family practice nurse
 51.3806 = Maternal/child health and neonatal nurse
 51.3807 = Nurse midwife/nursing midwifery
 51.3808 = Nursing science

*Item included in the BPS:12/14 Abbreviated Interview.

- 51.3809 = Pediatric nurse/nursing
 51.3812 = Perioperative/operating room/surgical nurse
 51.3814 = Critical care nursing
 51.3816 = Emergency room/trauma nursing
 51.3817 = Nursing education
 51.3818 = Nursing practice
 51.3819 = Palliative care nursing
 51.3821 = Geriatric nurse/nursing
 51.3822 = Women's health nurse/nursing
 51.3899 = Registered nursing administration/research/clinical
 51.3901 = Licensed practical/vocational nurse training
 51.3902 = Nurse/nursing aide/patient care assistant
 51.3999 = Practical/vocational nursing/assistants other
 51.9999 = Health professions/related science other
 52.0101 = Business/commerce, general
 52.0201 = Business administration and management, general
 52.0202 = Purchasing, procurement/contracts management
 52.0203 = Logistics materials/supply chain management
 52.0205 = Operations management and supervision
 52.0206 = Non-profit/public/organizational management
 52.0207 = Customer service management
 52.0211 = Project management
 52.0299 = Business/managerial operations, other
 52.0301 = Accounting
 52.0302 = Accounting technology/technician/bookkeeping
 52.0304 = Accounting and finance
 52.0305 = Accounting and business/management
 52.0401 = Administrative assistant/secretarial science, general
 52.0407 = Business/office automation/data entry
 52.0408 = General office occupations/clerical services
 52.0501 = Business/corporate communications
 52.0601 = Business/managerial economics
 52.0701 = Entrepreneurship/entrepreneurial studies
 52.0703 = Small business administration/management
 52.0799 = Entrepreneurial and small business operations, other
 52.0801 = Finance, general
 52.0899 = Finance/financial management services, other
 52.0901 = Hospitality administration/management, general
 52.0903 = Tourism and travel services management
 52.0905 = Restaurant/food services management
 52.0907 = Meeting and event planning
 52.0908 = Casino management
 52.0909 = Hotel, motel, and restaurant management
 52.0999 = Hospitality administration/management, other
 52.1001 = Human resources management/personnel administration, general
 52.1002 = Labor and industrial relations
 52.1099 = Human resources management and services, other
 52.1101 = International business/trade/commerce
 52.1201 = Management information systems, general
 52.1299 = Management information systems/services, other
 52.1401 = Marketing/marketing management, general
 52.1402 = Marketing research
 52.1499 = Marketing, other
 52.1501 = Real estate
 52.1801 = Sales/distribution/marketing operations, general
 52.1802 = Merchandising and buying operations
 52.1899 = General merchandising, sales/marketing operations other
 52.1902 = Fashion merchandising
 52.1908 = Business/financial services marketing operations
 52.2001 = Construction management
 52.2101 = Telecommunications management
 52.9999 = Business, management, marketing, other
 54.0101 = History, general
 54.0102 = American history, United States
 54.0103 = European history
 60.0199 = Dental residency program, other
 60.0399 = Veterinary residency programs, other
 60.0411 = Diagnostic radiology
 60.0499 = Medical residency general certificate, other
 60.0543 = Neuroradiology
 98.9998 = Not in a degree program
 99.9999 = Undeclared

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOT1M01RC*

Other school attendance 1:

B14AOT1GEN01/B14AOT1SPE01 recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code:

B14AOT1GEN01, B14AOT1SPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOT2MAJ01

Other school attendance 1: major 2: string

[If B14AOTCUR01 = 1]

What is your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? [else]

What was your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, indicated having a double major, and did not participate in the abbreviated interview.

Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and B14AOTDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AOT2GEN01

Other school attendance 1: major 2: general code

[If B14AOTCUR01 = 1]

What is your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? [else]

What was your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

3 = Natural resources and conservation

5 = Area/ethnic/cultural/gender studies

11 = Computer/information science/support

12 = Personal and culinary services

13 = Education

14 = Engineering

16 = Foreign languages/literature/linguistics

19 = Family/consumer sciences/human sciences

23 = English language and literature/letters

24 = Liberal arts/sciences/general

studies/humanities

26 = Biological and biomedical sciences

27 = Mathematics and statistics

30 = Multi/interdisciplinary studies

31 = Parks/recreation/leisure/fitness studies

38 = Philosophy and religious studies

39 = Theology and religious vocations

40 = Physical sciences

42 = Psychology

43 = Security and protective services

44 = Public administration/social service

45 = Social sciences

47 = Mechanic/repair technologies/technicians

48 = Precision production

50 = Visual and performing arts

*Item included in the BPS:12/14 Abbreviated Interview.

- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 60 = Residency programs

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, indicated having a double major, and did not participate in the abbreviated interview.

Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and B14AOTDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOT2SPE01

Other school attendance 1: major 2: specific code

[If B14AOTCUR01 = 1]

What is your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]?

[else]

What was your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 03.0601 = Wildlife, fish/wildlands science/management
- 05.0207 = Women's studies
- 11.0103 = Information technology
- 11.1001 = Network and system administration
- 12.0504 = Restaurant, culinary, and catering management
- 13.0101 = Education, general
- 13.1001 = Special education and teaching, general
- 13.1202 = Elementary education and teaching
- 13.1203 = Junior high/middle school education/teaching
- 13.1210 = Early childhood education/teaching
- 13.1305 = English/language arts teacher education
- 13.1307 = Health teacher education
- 13.1311 = Mathematics teacher education
- 13.1312 = Music teacher education
- 13.1330 = Spanish language teacher education
- 13.1501 = Teacher assistant/aide
- 14.1901 = Mechanical engineering
- 16.0905 = Spanish language and literature

- 19.0101 = Family/consumer sciences/human sciences, general
- 19.0706 = Child development
- 23.0101 = English language and literature, general
- 24.0102 = General studies
- 24.0199 = Liberal arts/sciences, general studies, other
- 26.0101 = Biology/biological sciences, general
- 26.1102 = Biostatistics
- 26.1302 = Marine biology/biological oceanography
- 26.1305 = Environmental biology
- 27.0101 = Mathematics, general
- 30.1101 = Gerontology
- 31.0501 = Health/physical education/fitness, general
- 31.0505 = Kinesiology and exercise science
- 38.0204 = Hindu studies
- 39.0201 = Bible/biblical studies
- 39.0702 = Youth ministry
- 39.0799 = Pastoral counseling/ministries, other
- 40.0501 = Chemistry, general
- 40.0510 = Forensic chemistry
- 40.0699 = Geological/earth sciences/geosciences, other
- 40.0801 = Physics, general
- 42.0101 = Psychology, general
- 42.2803 = Counseling psychology
- 42.2899 = Clinical/counseling/applied psych, other
- 43.0199 = Corrections and criminal justice, other
- 44.0701 = Social work
- 45.0201 = Anthropology
- 45.0401 = Criminology
- 45.0601 = Economics, general
- 45.0999 = International relations/national security, other
- 45.1001 = Political science/government, general
- 45.1101 = Sociology
- 47.0604 = Automotive mechanics technology/technician
- 47.0605 = Diesel mechanics technology/technician
- 47.0615 = Welding technology/welder
- 50.0407 = Fashion/apparel design
- 50.0501 = Drama/dramatics/theatre arts, general
- 50.0701 = Art/art studies, general
- 50.0706 = Intermedia/multimedia
- 50.0999 = Music, other
- 50.1002 = Fine and studio arts management
- 51.0706 = Health information/medical records administration/administrator
- 51.0710 = Medical office assistant/specialist
- 51.0711 = Medical/health management and clinical assistant/specialist
- 51.0713 = Medical insurance coding specialist/coder

*Item included in the BPS:12/14 Abbreviated Interview.

- 51.0904 = Emergency medical technology/technician (EMT paramedic)
 51.0911 = Radiologic technology/science/radiographer
 51.0913 = Athletic training/trainer
 51.1009 = Phlebotomy technician/phlebotomist
 51.2004 = Medicinal and pharmaceutical chemistry
 51.2208 = Community health and preventive medicine
 51.3803 = Adult health nurse/nursing
 51.3809 = Pediatric nurse/nursing
 52.0201 = Business administration and management, general
 52.0299 = Business/managerial operations, other
 52.0301 = Accounting
 52.0305 = Accounting and business/management
 52.0407 = Business/office automation/data entry
 52.0501 = Business/corporate communications
 52.0601 = Business/managerial economics
 52.0801 = Finance, general
 52.0808 = Public finance
 52.0905 = Restaurant/food services management
 52.0909 = Hotel, motel, and restaurant management
 52.1001 = Human resources management/personnel administration, general
 52.1099 = Human resources management and services, other
 52.1101 = International business/trade/commerce
 52.1201 = Management information systems, general
 52.1401 = Marketing/marketing management, general
 52.9999 = Business, management, marketing, other
 60.0577 = Sports medicine

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, indicated having a double major, and did not participate in the abbreviated interview.

Where: B14.AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and

B14.AOTDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOT2M01RC*

Other school attendance 1:

B14.AOT2GEN01/B14.AOT2SPE01 recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not

select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code:

B14AOT2GEN01, B14AOT2SPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTMJCH01

Other school attendance 1: number of formal major changes

[If B14AOTCUR01 = 1]

How many times have you formally changed your major at [B14AOTSCH01] for your [other school attendance 1 program]?

[else]

How many times did you formally change your major at [B14AOTSCH01] for your [other school attendance 1 program] [if [began interview on or after July 1, 2014] when you last attended there before July 2014]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Never changed major

1 = Changed major once

2 = Changed major more than once

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an associate's or bachelor's degree, declared a single or double a major, other school attendance 1 was a 2- or 4-year school, and did not participate in the abbreviated interview. Where: B14.AOTSCHENR = 1 and [other school attendance 1 for associate's or bachelor's degree] and B14.AOTDBLM01 in (1 2) and B14.AOTLEVL01 in (1 2) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTOMAJ01

Other school attendance 1: original major: string

What was your original declared major for your [other school attendance 1 program] at [B14AOTSCH01]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an associate's or bachelor's degree, indicated changing their major at least once, and did not participate in the abbreviated interview. Where:

B14AOTSCHENR = 1 and [other school attendance 1 for associate's or bachelor's degree] and B14AOTMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AOTOGEN01

Other school attendance 1: original major: general code

What was your original declared major for your [other school attendance 1 program] at [B14AOTSCH01]?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sciences/general studies/humanities
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 40 = Physical sciences
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences

52 = Business/management/marketing/related

54 = History

60 = Residency programs

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an associate's or bachelor's degree, indicated changing their major at least once, and did not participate in the abbreviated interview. Where:

B14AOTSCHENR = 1 and [other school attendance 1 for associate's or bachelor's degree] and B14AOTMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOTOSPE01

Other school attendance 1: original major: specific code

What was your original declared major for your [other school attendance 1 program] at [B14AOTSCH01]?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 01.0801 = Agricultural/extension education services
- 01.0901 = Animal sciences, general
- 01.1102 = Agronomy and crop science
- 03.0104 = Environmental science
- 04.0201 = Architecture
- 05.0124 = French studies
- 05.0207 = Women's studies
- 09.0100 = Communication, general
- 09.0102 = Mass communication/media studies
- 09.0199 = Communication/media studies, other
- 09.0401 = Journalism
- 09.0900 = Public relations/advertising
- 09.0901 = Organizational communication, general
- 09.0906 = Sports communication
- 10.0203 = Recording arts technology/technician
- 10.0304 = Animation/interactive technology/video graphic
- 11.0103 = Information technology
- 11.0201 = Computer programming/programmer, general
- 11.0701 = Computer science
- 11.0801 = Web page, digital/multimedia/design
- 12.0500 = Cooking/related culinary arts, general
- 12.0503 = Culinary arts/chef training
- 13.0101 = Education, general
- 13.0201 = Bilingual and multilingual education
- 13.1001 = Special education and teaching, general

*Item included in the BPS:12/14 Abbreviated Interview.

- 13.1015 = Education/teaching early childhood special education
- 13.1017 = Education/teaching elementary special education
- 13.1202 = Elementary education and teaching
- 13.1205 = Secondary education and teaching
- 13.1210 = Early childhood education/teaching
- 13.1299 = Teacher education/professional development, other level/methods
- 13.1302 = Art teacher education
- 13.1303 = Business teacher education
- 13.1305 = English/language arts teacher education
- 13.1311 = Mathematics teacher education
- 13.1312 = Music teacher education
- 13.1314 = Physical education teaching and coaching
- 13.1316 = Science teacher education
- 13.1330 = Spanish language teacher education
- 14.0101 = Engineering, general
- 14.0102 = Pre-engineering
- 14.0401 = Architectural engineering
- 14.0501 = Bioengineering/biomedical engineering
- 14.0801 = Civil engineering, general
- 14.0899 = Civil engineering, other
- 14.0901 = Computer engineering, general
- 14.0999 = Computer engineering, other
- 14.1001 = Electric/electronics/communications engineering
- 14.1901 = Mechanical engineering
- 15.0401 = Biomedical technology/technician
- 15.0506 = Water quality and wastewater treatment
- 15.0803 = Automotive engineering technology/technician
- 15.0999 = Mining/petroleum technology/technicians, other
- 15.1201 = Computer engineering technology/technician
- 15.1302 = CAD/CADD drafting/design technology/technician
- 15.9999 = Engineering technology/technicians, other
- 16.0901 = French language and literature
- 16.1601 = American Sign Language (ASL)
- 19.0706 = Child development
- 19.0707 = Family and community services
- 22.0001 = Pre-law studies
- 22.0205 = Banking/corporate/finance/securities law
- 23.0101 = English language and literature, general
- 23.1302 = Creative writing
- 23.1399 = Rhetoric/composition/writing, other
- 23.1401 = General literature
- 24.0101 = Liberal arts/sciences/liberal studies
- 24.0102 = General studies
- 24.0199 = Liberal arts/sciences, general studies, other
- 26.0101 = Biology/biological sciences, general
- 26.0102 = Biomedical sciences, general
- 26.0202 = Biochemistry
- 26.0207 = Structural biology
- 26.0407 = Cell biology and anatomy
- 26.0502 = Microbiology, general
- 26.0701 = Zoology/animal biology
- 26.0801 = Genetics, general
- 26.0908 = Exercise physiology
- 26.1201 = Biotechnology
- 26.1302 = Marine biology/biological oceanography
- 26.1310 = Ecology and evolutionary biology
- 26.1501 = Neuroscience
- 26.9999 = Biological/biomedical sciences, other
- 27.0101 = Mathematics, general
- 30.1901 = Nutrition sciences
- 30.2001 = International/global studies
- 30.2701 = Human biology
- 30.3201 = Marine sciences
- 31.0504 = Sport and fitness administration/management
- 31.0505 = Kinesiology and exercise science
- 31.0601 = Outdoor education
- 38.0101 = Philosophy
- 38.0201 = Religion/religious studies
- 38.0203 = Christian studies
- 40.0501 = Chemistry, general
- 40.0699 = Geological/earth sciences/geosciences, other
- 42.0101 = Psychology, general
- 42.2707 = Social psychology
- 42.2803 = Counseling psychology
- 42.2807 = Clinical child psychology
- 42.2813 = Applied psychology
- 43.0102 = Corrections
- 43.0103 = Criminal justice/law enforcement administration
- 43.0107 = Criminal justice/police science
- 43.0111 = Criminalistics and criminal science
- 43.0199 = Corrections and criminal justice, other
- 43.0203 = Fire science/firefighting
- 43.0301 = Homeland security
- 44.0501 = Public policy analysis
- 44.0701 = Social work
- 45.0101 = Social science, general
- 45.0401 = Criminology
- 45.0601 = Economics, general
- 45.0901 = International relations/affairs
- 45.1001 = Political science/government, general
- 45.1099 = Political science and government, other
- 45.1101 = Sociology
- 46.0412 = Building/construction site management
- 47.0199 = Electric/electronics maintenance/repair, other
- 48.0508 = Welding technology/welder
- 49.0101 = Aeronautics/aviation/aerospace science/technology, general

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|--|---|
| 50.0102 = Digital arts | 51.2208 = Community health and preventive medicine |
| 50.0301 = Dance, general | 51.2211 = Health services administration |
| 50.0404 = Industrial and product design | 51.2299 = Public health, other |
| 50.0408 = Interior design | 51.2306 = Occupational therapy/therapist |
| 50.0409 = Graphic design | 51.2308 = Physical therapy/therapist |
| 50.0410 = Illustration | 51.3101 = Dietetics/dietitian |
| 50.0411 = Game and interactive media design | 51.3199 = Dietetics/clinical nutrition services |
| 50.0499 = Design and applied arts, other | 51.3306 = Holistic health |
| 50.0501 = Drama/dramatics/theatre arts, general | 51.3801 = Nursing/registered nurse |
| 50.0502 = Technical theatre/design/technology | 51.3803 = Adult health nurse/nursing |
| 50.0601 = Film/cinema/video studies | 51.3805 = Family practice nurse |
| 50.0605 = Photography | 51.3808 = Nursing science |
| 50.0699 = Film/video and photographic arts, other | 51.3809 = Pediatric nurse/nursing |
| 50.0701 = Art/art studies, general | 51.3811 = Public health/community nurse/nursing |
| 50.0708 = Painting | 51.3814 = Critical care nursing |
| 50.0799 = Fine arts and art studies, other | 51.3816 = Emergency room/trauma nursing |
| 50.0901 = Music, general | 51.3817 = Nursing education |
| 50.1001 = Arts, entertainment, media management, general | 51.3818 = Nursing practice |
| 50.1003 = Music management | 51.3899 = Registered nursing administration/research/clinical |
| 51.0000 = Health services/allied health, general | 51.3901 = Licensed practical/vocational nurse training |
| 51.0001 = Health and wellness, general | 51.3902 = Nurse/nursing aide/patient care assistant |
| 51.0503 = Oral biology, oral/maxillofacial pathology | 51.9999 = Health professions/related science other |
| 51.0602 = Dental hygiene/hygienist | 52.0101 = Business/commerce, general |
| 51.0701 = Health/health care administration/management | 52.0201 = Business administration and management, general |
| 51.0707 = Health information/medical records technology/technician | 52.0206 = Non-profit/public/organizational management |
| 51.0708 = Medical transcription/transcriptionist | 52.0299 = Business/managerial operations, other |
| 51.0709 = Medical office computer specialist/assistant | 52.0301 = Accounting |
| 51.0713 = Medical insurance coding specialist/coder | 52.0302 = Accounting technology/technician/bookkeeping |
| 51.0799 = Health and medical administrative services, other | 52.0304 = Accounting and finance |
| 51.0801 = Medical/clinical assistant | 52.0305 = Accounting and business/management |
| 51.0805 = Pharmacy technician/assistant | 52.0501 = Business/corporate communications |
| 51.0806 = Physical therapy technician/assistant | 52.0601 = Business/managerial economics |
| 51.0808 = Veterinary/animal health technology/technician/assistant | 52.0703 = Small business administration/management |
| 51.0899 = Allied health/medical assisting services, other | 52.0801 = Finance, general |
| 51.0904 = Emergency medical technology/technician (EMT paramedic) | 52.0899 = Finance/financial management services, other |
| 51.0910 = Diagnostic sonography/ultrasound technician | 52.0901 = Hospitality administration/management, general |
| 51.0911 = Radiologic technology/science/radiographer | 52.0905 = Restaurant/food services management |
| 51.0912 = Physician assistant | 52.0909 = Hotel, motel, and restaurant management |
| 51.0913 = Athletic training/trainer | 52.0999 = Hospitality administration/management, other |
| 51.1101 = Pre-dentistry studies | 52.1101 = International business/trade/commerce |
| 51.1102 = Pre-medicine/pre-medical studies | 52.1201 = Management information systems, general |
| 51.1105 = Pre-nursing studies | 52.1302 = Business statistics |
| 51.2001 = Pharmacy | |
| 51.2201 = Public health, general | |

*Item included in the BPS:12/14 Abbreviated Interview.

- 52.1401 = Marketing/marketing management, general
 52.1801 = Sales/distribution/marketing operations, general
 52.1899 = General merchandising, sales/marketing operations other
 52.1902 = Fashion merchandising
 52.1905 = Tourism/travel services marketing operations
 52.1908 = Business/financial services marketing operations
 52.2001 = Construction management
 52.9999 = Business, management, marketing, other
 54.0101 = History, general
 60.0411 = Diagnostic radiology

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an associate's or bachelor's degree, indicated changing their major at least once, and did not participate in the abbreviated interview. Where: B14.AOTSCHENR = 1 and [other school attendance 1 for associate's or bachelor's degree] and B14.AOTMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOTOM01RC*

Other school attendance 1:

B14.AOTOGEN01/B14.AOTOSPE01 recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code:

B14.AOTOGEN01, B14.AOTOSPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTOTSM01*

Other school attendance 1: additional attendance for same degree/certificate type

You just told us about the [other school attendance 1 program] you were awarded [if B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9 and [major 2 for other school attendance 1] ne -9] in

[major 1 for other school attendance 1] and [major 2 for other school attendance 1] {else if B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9} in [major 1 for other school attendance 1] at [B14AOTSCH01] [if B14AOTDGMY01 ne -9] in [B14AOTDGMY01] {else if [year of B14AOTDGMY01] ne -9} in [year of B14AOTDGMY01]. Other than for that [other school attendance 1 program], [if [began interview before July 1, 2014] have you attended {else} did you attend [B14AOTSCH01] at any time [if [began interview before July 1, 2014] between July 2011 and today {else} between July 2011 and June 2014] for an additional [other school attendance 1 program] you have not yet told us about? [If B14AOTDEG01 in (3 4)] Changes in major or field of study at [B14AOTSCH01] for your ([B14AOTDEG01 = 4] bachelor's {else} associate's) degree do not count as additional enrollment.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No additional attendance for same degree/certificate type

1 = Yes, additional attendance for same degree/certificate type

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and completed their undergraduate certificate or diploma, associate's degree, bachelor's degree, or post-baccalaureate certificate at other school 1. Where: B14.AOTSCHENR = 1 and B14.AOTCPMD01 = 1 and B14.AOTDEG01 in (2 3 4 6).

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDGSC01*

Other school attendance 1: additional attendance July 2011-June 2014

[If COMPMODE = 0]

Besides the enrollment at [B14AOTSCH01] listed above, [if [began interview before July 1, 2014] have you attended {else} did you attend [B14AOTSCH01] at any time [if [began interview before July 1, 2014] between July 2011 and today {else} between July 2011 and June 2014] for anything else?

[else]

You already told me that at [B14AOTSCH01] you have worked on:

[if B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9 and [major 2 for other school attendance 1] ne -9] [other school attendance 1 program] [major 1 for other school attendance 1] and [major 2 for other school attendance 1] {else if B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9} [other school attendance 1 program] [major 1 for other school attendance 1]]

*Item included in the BPS:12/14 Abbreviated Interview.

Besides this enrollment, [if [began interview before July 1, 2014]] have you attended {else} did you attend [B14AOTSCH01] at any time [if [began interview before July 1, 2014]] between July 2011 and today {else} between July 2011 and June 2014] for anything else?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No, additional attendance at this school

1 = Yes, additional attendance at this school

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and did not have additional enrollment for the same degree/certificate type at other school 1. Where: B14AOTSCHENR = 1 and B14AOTOTSM01 ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTOTDG01*

Other school attendance 1: attendance at another school

[If COMPMODE = 0]

Besides this enrollment at the schools listed above [if B14ASTDABR = 1] and not including any schools where you studied abroad, [if [began interview before July 1, 2014]] have you attended {else} did you attend any other schools at any time [if [began interview before July 1, 2014]] between July 2011 and today {else} between July 2011 and June 2014] for anything else?

[else]

You already told us that you have worked on:

[NPSAS] [program at NPSAS started 2011-12] [if TDEGREE = 2 and [major 1 for NPSAS program started 2011-12] ne -9 and [major 2 for NPSAS program started 2011-12] ne -9] [major 1 for NPSAS program started 2011-12] and [major 2 for NPSAS program started 2011-12] {else if TDEGREE = 2 and [major 1 for NPSAS program started 2011-12] ne -9}] [major 1 for NPSAS program started 2011-12]

[NPSAS] [NPSAS other attendance 1 program] [if B14ANPDEG01 = 2 and [major 1 for NPSAS other attendance 1] ne -9 and [major 2 for NPSAS other program 1] ne -9] [major 1 for NPSAS other attendance 1] and [major 2 for NPSAS other attendance 1] {else if B14ANPDEG01 = 2 and [major 1 for NPSAS other attendance 1] ne -9}] [major 1 for NPSAS other attendance 1]

[NPSAS] [NPSAS other attendance 2 program] [if B14ANPDEG02 = 2 and [major 1 for NPSAS other attendance 2] ne -9 and [major 2 for NPSAS other attendance 2] ne -9] [major 1 for NPSAS other attendance 2] and [major 2 for NPSAS other attendance 2] {else if B14ANPDEG02 = 2 and [major 1 for NPSAS other attendance 2] ne -9}] [major 1 for NPSAS other attendance 2]

[NPSAS] [NPSAS other attendance 3 program] [if B14ANPDEG03 = 2 and [major 1 for NPSAS other attendance 3] ne -9 and [major 2 for NPSAS other attendance 3] ne -9] [major 1 for NPSAS other attendance 3] and [major 2 for NPSAS other attendance 3] {else if B14ANPDEG03 = 2 and [major 1 for NPSAS other attendance 3] ne -9}] [major 1 for NPSAS other attendance 3]

[NPSAS] [NPSAS other attendance 4 program] [if B14ANPDEG04 = 2 and [major 1 for NPSAS other attendance 4] ne -9 and [major 2 for NPSAS other attendance 4] ne -9] [major 1 for NPSAS other attendance 4] and [major 2 for NPSAS other attendance 4] {else if B14ANPDEG04 = 2 and [major 1 for NPSAS other attendance 4] ne -9}] [major 1 for NPSAS other attendance 4]

[NPSAS] [NPSAS other attendance 5 program] [if B14ANPDEG05 = 2 and [major 1 for NPSAS other attendance 5] ne -9 and [major 2 for NPSAS other attendance 5] ne -9] [major 1 for NPSAS other attendance 5] and [major 2 for NPSAS other attendance 5] {else if B14ANPDEG05 = 2 and [major 1 for NPSAS other attendance 5] ne -9}] [major 1 for NPSAS other attendance 5]

[B14AOTSCH01] [other school attendance 1 program] [if B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9 and [major 2 for other school attendance 1] ne -9] [major 1 for other school attendance 1] and [major 2 for other school attendance 1] {else if B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9} [major 1 for other school attendance 1]]

Besides this enrollment [if B14ASTDABR = 1] and not including any schools where you studied abroad, [if [began interview before July 1, 2014]] have you attended {else} did you attend any other schools at any time [if [began interview before July 1, 2014]] between July 2011 and today {else} between July 2011 and June 2014] for anything else?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No additional attendance at another school

1 = Yes, additional attendance at another school

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and did not have additional enrollment at other school 1. Where: B14AOTSCHENR = 1 and B14AOTOTSM01 ne 1 and B14AOTDGC01 ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

Loops 2-4 have not been included in the facsimile.

B14ACONTENR*

Will attend primary school for current degree/certificate, July 2014-Dec 2014

[If [primary school] ne -9 and [highest current or most recent degree or certificate] ne -9]

Will you continue to attend [primary school] for your [highest current or most recent degree or certificate] at any time between July 2014 and December 2014?

[else]

Will you continue to attend school for your current degree or certificate at any time between July 2014 and December 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Will not attend for current degree/certificate

1 = Yes, will attend for current degree/certificate

Applies to: Respondents who will not continue to attend NPS.AS for their current degree/certificate between July 2014 and December 2014, are currently attending any school, and are not currently attending NPS.AS school or primary school is different from NPS.AS. Where: B14.ACONTENRA ne 1 and [currently attending any school for degree/certificate] and ([not currently attending NPS.AS for degree/certificate] or ([primary school] ne Y_NPSCHL)).

Source: BPS:12/14 Full-Scale Student Interview

B14AENRPLN*

Plan to attend for degree/certificate between July 2014 and December 2014

Now, we are interested in your plans for attendance at ANY college, university or trade school between the months of July 2014 and December 2014. At any time between July 2014 and December 2014, [{if [began interview on or after July 1, 2014]} have you attended or] will you attend school for any degree or certificate?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not plan to attend for any degree/certificate

1 = Yes, planned to attend for a degree/certificate

Applies to: Respondents who did not plan to attend NPS.AS for current degree/certificate program between July 2014 and December 2014 and did not plan to attend their primary school for current degree/certificate program between July 2014 and December 2014. Where: B14.ACONTENRA ne 1 and B14.ACONTENR ne 1.

Source: BPS:12/14 Full-Scale Student Interview

TCOMPLETE*

Completed degree or certificate, no current, and no future degree or certificate

TCOMPLETE is a calculated variable to indicate if the respondent had completed a degree or certificate, was not currently attending any school for a degree or certificate, and did not plan to attend for a degree or certificate at any time between July 2014 and December 2014.

If (B14ACMPDGN = 1 or B14ANPCMPD** in any iteration = 1 or B14AOTCMPD** in any iteration = 1) and [not currently attending any school for degree or certificate] and B14AENRPLN ne 1 then

TCOMPLETE = 1;

else TCOMPLETE = 0.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No completed degree or current attendance or future degree/certificate

1 = Completed degree, no current attendance, and no future degree

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

TLEAVER*

No completed, no current, and no future degree or certificate

TLEAVER is a calculated variable to indicate if the respondent had not completed a degree or certificate, was not currently attending any school for a degree or certificate at any school, and did not plan to attend for a degree or certificate at any time between July 2014 and December 2014.

If (B14ACMPDGN ne 1 and B14ANPCMPD** in all iterations ne 1 and B14AOTCMPD** in all iterations ne 1) and [not currently attending any school for degree or certificate] and B14AENRPLN ne 1 then

TLEAVER = 1;

else TLEAVER = 0.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Completed degree or current attendance or future degree/certificate

1 = No completed degree, no current attendance and no future degree/certificate

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

TPRMSCHID*

Primary school: IPEDS ID

NOTES: TPRMSCHID is an internal variable that displays the IPEDS ID that corresponds to the name of the respondent's primary school. If the respondent only attended one school in the 2013-14 academic year

*Item included in the BPS:12/14 Abbreviated Interview.

then that school is the primary school. Respondents for whom NPSAS is the only school provided in the Enrollment section then NPSAS is the primary school. If no primary school can be calculated, the respondent is asked to select their primary school from a pick list. The institution identification number from the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) is provided when the institution is selected in the BPS:12/14 full-scale interview. See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS.

IPEDS identification numbers of 99999* are given to schools that cannot be found in IPEDS:

999996 - Foreign school

999997 - City known, school not found

999998 - City unknown, state known

999999 - State unknown

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview, IPEDS 2011-13

B14AEXNMY

Expected completion date for current/ most recent degree/ certificate

In what month and year do you expect to complete the requirements for your [highest current or most recent degree or certificate]?

NOTES: B14AEXNMY is presented in YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were pursuing an undergraduate degree/ certificate, did not complete their pursued degree/ certificate, were a NPSAS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, did not indicate that they expected not to complete their pursued degree/ certificate or did not know if they would complete their pursued degree/ certificate, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/ certificate since July 2011] and [did not complete pursued degree/ certificate] and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and B14AEXPNDK ne 1 and B14AEXPDK ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXPNDK

Expected completion date current/ most recent degree/ certificate: will not finish

In what month and year do you expect to complete the requirements for your [highest current or most recent degree or certificate]?

Will not finish the [highest current or most recent degree or certificate]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Expected to finish pursued degree

1 = Did not expect to finish pursued degree

Applies to: Respondents who were pursuing an undergraduate degree/ certificate, did not complete their pursued degree/ certificate, were a NPSAS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/ certificate since July 2011] and [did not complete pursued degree/ certificate] and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXPDK

Expected completion date current/ most recent degree/ certificate: don't know

In what month and year do you expect to complete the requirements for your [highest current or most recent degree or certificate]?

Don't know

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Expected completion date provided

1 = Don't know expected completion date

Applies to: Respondents who were pursuing an undergraduate degree/ certificate, did not complete their pursued degree/ certificate, were a NPSAS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/ certificate since July 2011] and [did not complete pursued degree/ certificate] and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14AEXNCONF

Likelihood to complete current/ most recent degree/ certificate by expected date

[If B14AEXPDK = 1 or (B14AEXNMY = -9 and B14AEXPN ne 1 and B14AEXPDK ne 1)]

On a scale from 0-10, how likely is it you will finish your [highest current or most recent degree or certificate] within five years from today? [{If COMPMODE = 1} A “0” means “no chance at all” and a “10” means “absolutely certain.”]

[else if B14AEXNMY > 0 and B14AEXNMY < 202200]

On a scale from 0-10, how likely is it you will finish your [highest current or most recent degree or certificate] by [B14AEXNMY]? [{If COMPMODE = 1} A “0” means “no chance at all” and a “10” means “absolutely certain.”]

[else]

On a scale from 0-10, how likely is it you will finish your [highest current or most recent degree or certificate] by [B14AEXNMY]? [{If COMPMODE = 1} A “0” means “no chance at all” and a “10” means “absolutely certain.”]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

8 = 8

9 = 9

10 = 10

Applies to: Respondents who were pursuing an undergraduate degree/ certificate, did not complete their pursued degree/ certificate, were a NPS.AS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, expected to receive their pursued degree/ certificate before 2021, did not indicate that they would not complete their degree/ certificate, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/ certificate since July 2011] and [did not complete pursued degree/ certificate] and ([NPS.AS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and B14AEXPN ne 1 and [year of B14AEXNMY < 2021] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXNCONF2

Likelihood to ever complete current/ most recent degree/ certificate
[If B14AEXNMY > 0 and B14AEXNMY < 202200]

On a scale from 0-10, how likely is it you will ever finish your [highest current or most recent degree or certificate], even if it is not by [B14AEXNMY]? [{If COMPMODE = 1} (A “0” means “no chance at all” and a “10” means “absolutely certain.”)]

[else]

On a scale from 0-10, how likely is it you will ever finish your [highest current or most recent degree or certificate]? [{If COMPMODE = 1} (A “0” means “no chance at all” and a “10” means “absolutely certain.”)]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14AEXNCONF = 10 then B14AEXNCONF2 = 10.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

8 = 8

9 = 9

10 = 10

Applies to: Respondents who were pursuing an undergraduate degree/ certificate, did not complete their pursued degree/ certificate, were a NPS.AS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, expected to receive their pursued degree/ certificate before 2021, did not indicate that they would not complete their degree/ certificate, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/ certificate since July 2011] and [did not complete pursued degree/ certificate] and ([NPS.AS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and B14AEXPN ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AKNOWCLAS

Know requirements to complete current/ most recent degree/ certificate

Using a number from 1 to 5 where a 1 means “strongly disagree” and a 5 means “strongly agree,” respond to the following statement: I know the requirements needed to complete my [highest current or most recent degree or certificate].

*Item included in the BPS:12/14 Abbreviated Interview.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who were pursuing an undergraduate degree/certificate, did not complete their pursued degree/certificate, were a NPSAS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/certificate since July 2011] and [did not complete pursued degree/certificate] and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXPEVR*

Highest level of education ever expected

Next, we want to ask you about your long-term plans for school and work. Because these are questions about the future, if you aren't sure of your answers, please provide your best guess. What is the highest level of education you ever expect to complete at any school?

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Undergraduate-level courses
- 2 = Undergraduate certificate or diploma
- 3 = Associate's degree
- 4 = Bachelor's degree
- 5 = Graduate-level courses
- 6 = Post-baccalaureate certificate
- 7 = Master's degree
- 8 = Post-master's certificate
- 9 = Doctoral degree – research/scholarship
- 10 = Professional doctoral degree

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14APRDOCTYP

Type of professional practice doctoral degree expected

What specific degree do you expect to complete?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Chiropractic (DC/DCM)

*Item included in the BPS:12/14 Abbreviated Interview.

- 2 = Dentistry (DDS/DMD)
- 3 = Law (JD/LLB)
- 4 = Medicine (MD) or osteopathic medicine (DO)
- 5 = Ministry or divinity
(MDiv/DMin/MHL/BD/ordination)
- 6 = Optometry (OD)
- 7 = Pharmacy (PharmD)
- 8 = Podiatry (DPM/DP/PodD)
- 9 = Veterinary medicine (DVM)
- 10 = Other degree not listed

Applies to: Respondents whose highest expected degree was a professional practice doctoral degree and did not participate in the abbreviated interview. Where: B14AEXPEVR = 10 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AHIEXPLKL

Likelihood to complete highest level of education ever expected

On a scale from 0-10, how likely is it that you will ever finish your [if B14AEXPEVR = 10] [professional practice doctoral degree type expected] degree {else if B14AEXPEVR ne -9} [highest level of education ever expected]? [If COMPMODE = 1 and (B14AEXPN = 1 or TCOMPLETER = 1 or TLEAVER = 1)] A “0” means “no chance at all” and a “10” means “absolutely certain.” {else} (A “0” means “no chance at all” and a “10” means “absolutely certain.”)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [completed highest current or most recent degree/certificate] and B14AEXPEVR = [highest current or most recent degree/certificate] and (TLEAVER = 1 or TCOMPLETER = 1) and ABBREV ne 1 then B14AHIEXPLKL = 10.

- 0 = 0
- 1 = 1
- 2 = 2
- 3 = 3
- 4 = 4
- 5 = 5
- 6 = 6
- 7 = 7
- 8 = 8
- 9 = 9
- 10 = 10

Applies to: Respondents whose highest expected degree is higher than undergraduate classes, and were not currently attending for a degree/certificate, completed a degree/certificate or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, or whose highest expected degree is greater than their currently pursued degree/certificate, and did not participate in the abbreviated interview. Where: B14AEXPEVR > 1 and (TLEAVER = 1 or TCOMPLETER = 1 or B14AEXPEVR > [highest current or most recent degree/certificate]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXPBA*

Plan to continue to a bachelor's degree program within two years
Do you plan to continue on to a bachelor's degree program within the next two years? (A bachelor's degree is usually awarded by a 4-year college or university and usually requires at least 4 years of full-time, college-level work.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not plan to continue to bachelor's degree

1 = Yes, planned to continue to bachelor's degree

Applies to: Respondents who had not enrolled in a bachelor's degree program in 2012-13 or 2013-14 and expected to complete a bachelor's degree or higher. Where: [Have not enrolled in a bachelor's degree program in 2012-13 or 2013-14] and B14AEXPEVR >= 4.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXJBTL

Expected occupation: job title

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate]]

When you started your [highest current or most recent degree or certificate], what was the title of the job you wanted to have once you finished your education?

What did you think you would do in that job?

[else if B14AEXPB = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]

What is the title of the job you want to have five years from now? What do you think you will do in that job?

[else if B14AEXPEVR = [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest current or most recent degree or certificate] in your field of study? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]

What is the title of the job you want to have after you complete your [professional practice doctoral degree type expected] degree? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest level of education ever expected]? What do you think you will do in that job? [else]

What is the title of the job you want to have after you complete your education? What do you think you will do in that job?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [selected preloaded expected occupation pick list] then B14AEXJBTL = [preloaded expected job title].

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AEXJBDY

Expected occupation: job duties

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate]]

When you started your [highest current or most recent degree or certificate], what was the title of the job you wanted to have once you finished your education?

What did you think you would do in that job?

[else if B14AEXPB = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]

What is the title of the job you want to have five years from now? What do you think you will do in that job?

[else if B14AEXPEVR = [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest current or most recent degree or certificate] in your field of study? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]

What is the title of the job you want to have after you complete your [professional practice doctoral degree type expected] degree? What do you think you will do in that job?

*Item included in the BPS:12/14 Abbreviated Interview.

[else if B14AEXPEVR > [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest level of education ever expected]? What do you think you will do in that job? [else]

What is the title of the job you want to have after you complete your education? What do you think you will do in that job?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [selected preloaded expected occupation pick list] then B14AEX]BDY = [preloaded expected job duties].

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14.AENRPLN = 1) and ABBREV ne 1.
Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AEXOCC2

Expected occupation: major group occupation code

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate]]

When you started your [highest current or most recent degree or certificate], what was the title of the job you wanted to have once you finished your education?

What did you think you would do in that job?

[else if B14AEXPN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]

What is the title of the job you want to have five years from now? What do you think you will do in that job?

[else if B14AEXPEVR = [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest current or most recent degree or certificate] in your field of study? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]

What is the title of the job you want to have after you complete your [professional practice doctoral degree type expected] degree? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest level of education ever expected]? What do you think you will do in that job?

*Item included in the BPS:12/14 Abbreviated Interview.

[else]

What is the title of the job you want to have after you complete your education? What do you think you will do in that job?

NOTES: 2010-13 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See <http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [selected preloaded expected occupation pick list] then B14AEXOCC2 = [first two digits of preloaded expected occupation code].

-1 = {Don't know}

11 = Management occupations

13 = Business/financial operation occupations

15 = Computer and mathematical occupations

17 = Architecture and engineering occupations

19 = Life, physical, social science occupations

21 = Community/social services occupations

23 = Legal occupations

25 = Education, training, library occupations

27 = Arts, design, entertainment, sports, and media

29 = Healthcare practitioners/technical

31 = Healthcare support occupations

33 = Protective service occupations

35 = Food prep/serving related occupations

37 = Building/grounds cleaning/maintenance

39 = Personal care and service occupations

41 = Sales and related occupations

43 = Office/administrative support occupation

45 = Farming, fishing, forestry occupations

47 = Construction and extraction occupations

49 = Installation, maintenance, repair

51 = Production occupations

53 = Transportation/material moving

55 = Military specific occupations

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14.AENRPLN = 1) and ABBREV ne 1.
Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010-13 Occupational Information Network (O*NET)

B14AEXOCC3

Expected occupation: minor group occupation code

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate]]

When you started your [highest current or most recent degree or certificate], what was the title of the job you wanted to have once you finished your education?
 What did you think you would do in that job?
 [else if B14AEXPN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]
 What is the title of the job you want to have five years from now? What do you think you will do in that job?
 [else if B14AEXPEVR = [highest current or most recent degree or certificate]]
 What is the title of the job you want to have after you complete your [highest current or most recent degree or certificate] in your field of study? What do you think you will do in that job?
 [else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]
 What is the title of the job you want to have after you complete your [professional practice doctoral degree type expected] degree? What do you think you will do in that job?
 [else if B14AEXPEVR > [highest current or most recent degree or certificate]]
 What is the title of the job you want to have after you complete your [highest level of education ever expected]? What do you think you will do in that job?
 [else]
 What is the title of the job you want to have after you complete your education? What do you think you will do in that job?

NOTES: 2010-13 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See <http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [selected preloaded expected occupation pick list] then B14AEXOCC3 = [first three digits of preloaded expected occupation code].

-1 = {Don't know}
 111 = Top executives
 112 = Advertising/marketing/etc. manager
 113 = Operations specialties manager
 119 = Other management
 131 = Business operations specialist
 132 = Financial specialist
 151 = Computer specialist
 152 = Mathematical science
 171 = Architects, surveyors, and cartographers
 172 = Engineers
 173 = Drafter/engineering/mapping technician
 191 = Life scientists
 192 = Physical scientists
 193 = Social scientists and related workers
 194 = Life/physical/social science technician
 211 = Counselor/social worker/other specialist
 212 = Religious workers

231 = Lawyers, judges, and related workers
 232 = Legal support workers
 251 = Postsecondary teacher
 252 = Primary/secondary/special education teacher
 253 = Other teachers and instructors
 254 = Librarians, curators, and archivists
 259 = Other education/training/library
 271 = Art and design workers
 272 = Entertainer/performer/sports/related
 273 = Media and communication
 274 = Media and communication equipment
 291 = Health diagnosing/treating practitioner
 292 = Health technologists and technicians
 299 = Other healthcare practitioner/technical
 311 = Nursing/psychiatric/home health aide
 312 = Occupational/physical therapist aide
 319 = Other healthcare support
 331 = First-line manager, protective service
 332 = Firefighting and prevention
 333 = Law enforcement
 339 = Other protective service
 351 = Supervisor, food preparation and serving
 352 = Cooks and food preparation
 353 = Food and beverage serving
 359 = Other food preparation/serving related
 371 = Supervisor, building/grounds maintenance
 372 = Building cleaning and pest control
 373 = Grounds maintenance
 391 = Supervisor, personal care and service
 392 = Animal care and service
 393 = Entertainment attendants and related
 394 = Funeral service
 395 = Personal appearance
 396 = Transportation/tourism/lodging attendant
 397 = Tour and travel guides
 399 = Other personal care and service
 411 = Supervisors, sales
 412 = Retail sales
 413 = Sales representative, services
 414 = Sales representative, wholesale, etc.
 419 = Other sales and related
 431 = Supervisor, office/administrative
 433 = Financial clerks
 434 = Information and record clerks
 435 = Material recording, scheduling, etc.
 436 = Secretaries and administrative assistant
 439 = Other office and administrative support
 451 = Supervisor, farming/fishing/forestry
 452 = Agricultural
 453 = Fishing and hunting
 454 = Forest, conservation, and logging
 471 = Supervisors, construction and extraction
 472 = Construction trades
 473 = Helpers, construction trades
 474 = Other construction and related
 475 = Extraction

*Item included in the BPS:12/14 Abbreviated Interview.

491 = Supervisor, installation, etc.
 492 = Electrical equipment installer, etc.
 493 = Vehicle/mobile equipment installers, etc.
 499 = Other installation, etc.
 511 = Supervisors, production
 512 = Assemblers and fabricators
 513 = Food processing
 514 = Metal workers and plastic
 515 = Printing
 516 = Textile, apparel, and furnishings
 517 = Woodworkers
 518 = Plant and system operators
 519 = Other production
 531 = Supervisor, transportation/moving
 532 = Air transportation
 533 = Motor vehicle operator
 534 = Rail transportation
 535 = Water transportation
 536 = Other transportation
 537 = Material moving
 551 = Military officer special/tactical operations
 552 = First-line enlisted military supervisor
 553 = Enlisted tactical operations, air/weapon crew

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.
 Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010-13 Occupational Information Network (O*NET)

B14AEXOCC6

Expected occupation: detailed occupation code

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate]]
 When you started your [highest current or most recent degree or certificate], what was the title of the job you wanted to have once you finished your education?
 What did you think you would do in that job?
 [else if B14AEXPN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]
 What is the title of the job you want to have five years from now? What do you think you will do in that job?
 [else if B14AEXPEVR = [highest current or most recent degree or certificate]]
 What is the title of the job you want to have after you complete your [highest current or most recent degree or certificate] in your field of study? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]
 What is the title of the job you want to have after you complete your [professional practice doctoral degree type expected] degree? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate]]
 What is the title of the job you want to have after you complete your [highest level of education ever expected]? What do you think you will do in that job?
 [else]

What is the title of the job you want to have after you complete your education? What do you think you will do in that job?

NOTES: 2010-13 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See <http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [selected preloaded expected occupation pick list] then B14AEXOCC6 = [preloaded expected occupation code].

-1 = {Don't know}

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

113051 = Industrial production managers

113061 = Purchasing managers

113071 = Transportation, storage, etc. manager

113111 = Compensation and benefits managers

113121 = Human Resources Managers

113131 = Training and development managers

119013 = Farm/ranch/other agricultural managers

119021 = Construction managers

119031 = Education administrator, preschool/child care

119032 = Education administrator, elementary/secondary

119033 = Education administrators, postsecondary

119039 = Education administrators, all other

119041 = Engineering managers

119051 = Food service managers

119061 = Funeral directors

119071 = Gaming managers

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|---|--|
| 119081 = Lodging managers | 171012 = Landscape architects |
| 119111 = Medical and health services managers | 171021 = Cartographers and photogrammetrists |
| 119121 = Natural sciences managers | 171022 = Surveyors |
| 119141 = Property, real estate, etc. managers | 172011 = Aerospace engineers |
| 119151 = Social and community service managers | 172031 = Biomedical engineers |
| 119199 = Managers, all other | 172041 = Chemical engineers |
| 131011 = Agent/business manager of performers | 172051 = Civil engineers |
| 131021 = Purchasing agent/buyer, farm products | 172061 = Computer hardware engineers |
| 131022 = Wholesale/retail buyer, except farm | 172071 = Electrical engineers |
| 131023 = Purchasing agent, except wholesale | 172072 = Electronics engineers, except computer |
| 131031 = Claims adjuster, examiner, investigator | 172081 = Environmental engineers |
| 131041 = Compliance officer (not agriculture) | 172111 = Health/safety engineer, except mining |
| 131071 = Employment, recruitment, specialist | 172112 = Industrial engineers |
| 131075 = Labor Relations Specialists | 172121 = Marine engineers and naval architects |
| 131081 = Logisticians | 172131 = Materials engineers |
| 131111 = Management analysts | 172141 = Mechanical engineers |
| 131121 = Meeting and convention planners | 172161 = Nuclear engineers |
| 131131 = Fundraisers | 172171 = Petroleum engineers |
| 131141 = Compensation, benefits, job analysis specialists | 172199 = Engineers, all other |
| 131151 = Training and development specialists | 173011 = Architectural and civil drafters |
| 131161 = Market Research Analysts, Specialists | 173012 = Electrical and electronics drafters |
| 131199 = Business operations specialists, all other | 173013 = Mechanical drafters |
| 132011 = Accountants and auditors | 173019 = Drafters, all other |
| 132021 = Appraisers and assessors of real estate | 173021 = Aerospace engineer/operations technicians |
| 132031 = Budget analysts | 173022 = Civil engineering technicians |
| 132051 = Financial analysts | 173023 = Electrical engineering technicians |
| 132052 = Personal financial advisors | 173024 = Electro-mechanical technicians |
| 132053 = Insurance underwriters | 173025 = Environmental engineering technicians |
| 132071 = Loan counselors | 173026 = Industrial engineering technicians |
| 132072 = Loan officers | 173027 = Mechanical engineering technicians |
| 132081 = Tax examiner, collector, revenue agent | 173029 = Engineering technicians, other (except drafter) |
| 132082 = Tax preparers | 173031 = Surveying and mapping technicians |
| 132099 = Financial specialists, all other | 191011 = Animal scientists |
| 151111 = Computer and information scientist, research | 191012 = Food scientists and technologists |
| 151121 = Computer Systems Analysts | 191013 = Soil and plant scientists |
| 151122 = Information Security Analysts | 191021 = Biochemists and biophysicists |
| 151131 = Computer Programmers | 191022 = Microbiologists |
| 151132 = Software Developers, Applications | 191023 = Zoologists and wildlife biologists |
| 151133 = Software Developers, Systems Software | 191029 = Biological scientists, all other |
| 151134 = Web Developers | 191031 = Conservation scientists |
| 151141 = Database Administrators | 191032 = Foresters |
| 151142 = Network/computer systems administrator | 191041 = Epidemiologists |
| 151143 = Computer Network Architects | 191042 = Medical scientist, except epidemiologist |
| 151151 = Computer User Support Specialists | 191099 = Life scientists, all other |
| 151152 = Computer Network Support Specialists | 192011 = Astronomers |
| 151199 = Computer Occupations, All Other | 192012 = Physicists |
| 152011 = Actuaries | 192021 = Atmospheric and space scientists |
| 152021 = Mathematicians | 192031 = Chemists |
| 152031 = Operations research analysts | 192032 = Materials scientists |
| 152041 = Statisticians | 192041 = Environmental scientist, includes health |
| 152099 = Mathematical scientists, all other | 192042 = Geoscientist, except hydrologists |
| 171011 = Architects, except landscape and naval | 192043 = Hydrologists |
| | 192099 = Physical scientists, all other |
| | 193011 = Economists |

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|--|---|
| 193022 = Survey researchers | 251021 = Computer science teachers, postsecondary |
| 193031 = Clinical/counseling/school psychologist | 251022 = Mathematical science, postsecondary |
| 193032 = Industrial-organizational psychologists | 251032 = Engineering teachers, postsecondary |
| 193039 = Psychologists, all other | 251041 = Agricultural science, postsecondary |
| 193041 = Sociologists | 251042 = Biological science, postsecondary |
| 193051 = Urban and regional planners | 251043 = Forestry/conservation science, postsecondary |
| 193091 = Anthropologists and archeologists | 251051 = Atmospheric science, postsecondary |
| 193092 = Geographers | 251052 = Chemistry teachers, postsecondary |
| 193093 = Historians | 251053 = Environmental science, postsecondary |
| 193094 = Political scientists | 251054 = Physics teachers, postsecondary |
| 193099 = Social scientist and related, other | 251061 = Anthropology/archeology, postsecondary |
| 194011 = Agricultural and food science technician | 251062 = Area/ethnic/cultural, postsecondary |
| 194021 = Biological technicians | 251063 = Economics teachers, postsecondary |
| 194031 = Chemical technicians | 251064 = Geography teachers, postsecondary |
| 194041 = Geological and petroleum technicians | 251065 = Political science, postsecondary |
| 194061 = Social science research assistants | 251066 = Psychology teachers, postsecondary |
| 194091 = Environmental/protection science technicians | 251067 = Sociology teachers, postsecondary |
| 194092 = Forensic science technicians | 251069 = Social science, postsecondary, all other |
| 194093 = Forest and conservation technicians | 251071 = Health specialties, postsecondary |
| 194099 = Life/physical technician, other | 251072 = Nurse instructor/teacher, postsecondary |
| 211011 = Substance abuse/behavioral counselors | 251081 = Education teachers, postsecondary |
| 211012 = Educational, vocational, and school counselors | 251111 = Criminal justice, etc., postsecondary |
| 211013 = Marriage and family therapists | 251113 = Social work teachers, postsecondary |
| 211014 = Mental health counselors | 251121 = Art, drama, and music, postsecondary |
| 211015 = Rehabilitation counselors | 251122 = Communications teachers, postsecondary |
| 211019 = Counselors, all other | 251123 = English language/literature, postsecondary |
| 211021 = Child, family, and school social workers | 251124 = Foreign language/literature, postsecondary |
| 211022 = Medical and public health social workers | 251125 = History teachers, postsecondary |
| 211023 = Mental health/substance social worker | 251126 = Philosophy and religion, postsecondary |
| 211029 = Social workers, all other | 251193 = Recreation/fitness, postsecondary |
| 211091 = Health educators | 251194 = Vocational education, postsecondary |
| 211092 = Probation officer/correctional treatment | 251199 = Postsecondary teachers, all other |
| 211093 = Social and human service assistants | 252011 = Preschool teacher, except special education |
| 211094 = Community health workers | 252012 = Kindergarten teacher, except special education |
| 211099 = Community/social specialist, other | 252021 = Elementary teacher, except special education |
| 212011 = Clergy | 252022 = Middle teacher, except special/vocational |
| 212021 = Director, religious activities, and education | 252023 = Vocational education teacher, middle |
| 212099 = Religious workers, all other | 252031 = Secondary teacher, except special/vocational education |
| 231011 = Lawyers | 252032 = Vocational education teacher, secondary |
| 231012 = Judicial Law Clerks | 252051 = Special education Teachers, preschool |
| 231021 = Administrative law judge, etc. | 252052 = Special education teacher, pre- k/kindergarten/elementary |
| 231022 = Arbitrators, mediators, and conciliators | 252053 = Special education teachers, middle school |
| 231023 = Judge, magistrate judge, magistrate | |
| 232011 = Paralegals and legal assistants | |
| 232091 = Court reporters | |
| 232093 = Title examiner, abstractor, and searcher | |
| 232099 = Legal support workers, all other | |
| 251011 = Business teachers, postsecondary | |

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|--|---|
| 252054 = Special education teacher, secondary | 274031 = Camera operator/TV/video/motion picture |
| 252059 = Special Education Teachers, all other | 274032 = Film and video editors |
| 253011 = Adult literacy/remedial education/GED teacher | 274099 = Media/communication equipment, all other |
| 253021 = Self-enrichment education teachers | 291011 = Chiropractors |
| 253099 = Teachers and instructors, all other | 291021 = Dentists, general |
| 254011 = Archivists | 291022 = Oral and maxillofacial surgeons |
| 254012 = Curators | 291023 = Orthodontists |
| 254013 = Museum technicians and conservators | 291024 = Prosthodontists |
| 254021 = Librarians | 291029 = Dentists, all other specialists |
| 254031 = Library technicians | 291031 = Dietitians and nutritionists |
| 259011 = Audio-visual collections specialists | 291041 = Optometrists |
| 259021 = Farm and home management advisors | 291051 = Pharmacists |
| 259031 = Instructional coordinators | 291061 = Anesthesiologists |
| 259041 = Teacher assistants | 291062 = Family and general practitioners |
| 259099 = Education/training/library worker, all other | 291063 = Internists, general |
| 271011 = Art directors | 291064 = Obstetricians and gynecologists |
| 271012 = Craft artists | 291065 = Pediatricians, general |
| 271013 = Fine artist, including painter, etc. | 291066 = Psychiatrists |
| 271014 = Multi-media artists and animators | 291067 = Surgeons |
| 271019 = Artists and related workers, all other | 291069 = Physicians and surgeons, all other |
| 271021 = Commercial and industrial designers | 291071 = Physician assistants |
| 271022 = Fashion designers | 291081 = Podiatrists |
| 271023 = Floral designers | 291122 = Occupational therapists |
| 271024 = Graphic designers | 291123 = Physical therapists |
| 271025 = Interior designers | 291124 = Radiation therapists |
| 271026 = Merchandise displayer/window trimmer | 291125 = Recreational therapists |
| 271027 = Set and exhibit designers | 291126 = Respiratory therapists |
| 271029 = Designers, all other | 291127 = Speech-language pathologists |
| 272011 = Actors | 291128 = Exercise physiologists |
| 272012 = Producers and directors | 291129 = Therapists, all other |
| 272021 = Athletes and sports competitors | 291131 = Veterinarians |
| 272022 = Coaches and scouts | 291141 = Registered Nurses |
| 272031 = Dancers | 291151 = Nurse Anesthetists |
| 272032 = Choreographers | 291161 = Nurse Midwives |
| 272041 = Music directors and composers | 291171 = Nurse Practitioners |
| 272042 = Musicians and singers | 291181 = Audiologists |
| 272099 = Entertainer/performer/sports, other | 291199 = Health diagnosing practitioner, other |
| 273011 = Radio and television announcers | 292011 = Medical/clinical laboratory technologist |
| 273012 = Public address system/other announcer | 292012 = Medical/clinical laboratory technician |
| 273021 = Broadcast news analysts | 292021 = Dental hygienists |
| 273022 = Reporters and correspondents | 292031 = Cardiovascular technologist/technician |
| 273031 = Public relations specialists | 292032 = Diagnostic medical sonographers |
| 273041 = Editors | 292033 = Nuclear medicine technologists |
| 273042 = Technical writers | 292034 = Radiologic technologists and technicians |
| 273043 = Writers and authors | 292035 = Magnetic Resonance Imaging Technologists |
| 273091 = Interpreters and translators | 292041 = Emergency medical technician/paramedic |
| 273099 = Media/communication worker, all other | 292052 = Pharmacy technicians |
| 274011 = Audio and video equipment technicians | 292053 = Psychiatric technicians |
| 274012 = Broadcast technicians | 292054 = Respiratory therapy technicians |
| 274014 = Sound engineering technicians | 292055 = Surgical technologists |
| 274021 = Photographers | |

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|---|--|
| 292056 = Veterinary technologists and technicians | 372011 = Janitor/cleaner, except maid/housekeeper |
| 292061 = Licensed practical/vocational nurse | 373011 = Landscaping and groundskeeping workers |
| 292071 = Medical records/health information technician | 391021 = First-line manager, personal service |
| 292081 = Opticians, dispensing | 392011 = Animal trainers |
| 292091 = Orthotists and prosthetists | 392021 = Nonfarm animal caretakers |
| 292092 = Hearing Aid Specialists | 393012 = Gaming and sports book writer/runner |
| 292099 = Health technologist/technician, other | 393019 = Gaming service workers, all other |
| 299011 = Occupational health/safety specialist | 393021 = Motion picture projectionists |
| 299012 = Occupational health/safety technician | 393091 = Amusement and recreation attendants |
| 299091 = Athletic trainers | 393092 = Costume attendants |
| 299092 = Genetic counselors | 393099 = Entertainment attendants and related |
| 299099 = Healthcare practitioners, technical workers, other | 394031 = Morticians/Undertakers/Funeral Directors |
| 311011 = Home health aides | 395011 = Barbers |
| 311013 = Psychiatric aides | 395012 = Hairdresser, hairstylist, cosmetologist |
| 311014 = Nursing Assistants | 395091 = Makeup artist, theatrical/performance |
| 312011 = Occupational therapist assistants | 395092 = Manicurists and pedicurists |
| 312021 = Physical therapist assistants | 395093 = Shampooers |
| 312022 = Physical therapist aides | 395094 = Skin care specialists |
| 319011 = Massage therapists | 396012 = Concierges |
| 319091 = Dental assistants | 397012 = Travel guides |
| 319092 = Medical assistants | 399011 = Child care workers |
| 319094 = Medical transcriptionists | 399021 = Personal and home care aides |
| 319095 = Pharmacy aides | 399031 = Fitness trainer and aerobics instructor |
| 319096 = Veterinary assistant/laboratory animal care | 399032 = Recreation workers |
| 319097 = Phlebotomists | 399041 = Residential advisors |
| 319099 = Healthcare support workers, all other | 399099 = Personal care/service workers, all other |
| 331011 = First-line manager, correctional officer | 411011 = First-line manager, retail sales |
| 331012 = First-line manager, police/detectives | 411012 = First-line manager, non-retail sales |
| 331099 = First-line manager, protective, other | 412011 = Cashiers |
| 332011 = Firefighters | 412022 = Parts salespersons |
| 332021 = Fire inspectors and investigators | 412031 = Retail salespersons |
| 333012 = Correctional officers and jailers | 413011 = Advertising sales agents |
| 333021 = Detectives and criminal investigators | 413021 = Insurance sales agents |
| 333031 = Fish and game wardens | 413031 = Securities, commodities, etc. agent |
| 333051 = Police and sheriff's patrol officers | 413041 = Travel agents |
| 339011 = Animal control workers | 413099 = Sales representatives, services, other |
| 339021 = Private detectives and investigators | 414011 = Sales rep, wholesale, technical |
| 339032 = Security guards | 414012 = Sales rep, wholesale, except technical |
| 339093 = Transportation Security Screeners | 419012 = Models |
| 339099 = Protective service workers, all other | 419021 = Real estate brokers |
| 351011 = Chefs and head cooks | 419022 = Real estate sales agents |
| 351012 = First-line manager, food prep/serving | 419031 = Sales engineers |
| 352011 = Cooks, fast food | 419091 = Door-to-door sales, etc., related |
| 352012 = Cooks, institution and cafeteria | 419099 = Sales and related workers, all other |
| 352013 = Cooks, private household | 431011 = First-line manager, office/administrative support |
| 352014 = Cooks, restaurant | 433011 = Bill and account collectors |
| 352021 = Food preparation workers | 433021 = Billing/posting clerk/machine operator |
| 353021 = Food preparation/serving, includes fast food | 433031 = Bookkeeping/ accounting/auditing clerk |
| 353041 = Food servers, nonrestaurant | 433051 = Payroll and timekeeping clerks |
| 359099 = Food preparation/serving related, other | 433071 = Tellers |
| 371012 = First-line manager, landscaping, etc. | 434031 = Court, municipal, and license clerks |
| | 434041 = Credit authorizers, checkers, and clerks |

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|---|--|
| 434051 = Customer service representatives | 475099 = Extraction workers, all other |
| 434061 = Eligibility interviewer, government program | 491011 = First-line manager, mechanic, etc. |
| 434081 = Hotel, motel, and resort desk clerks | 492011 = Computer, automated teller, etc. repairer |
| 434121 = Library assistants, clerical | 492022 = Telecommunication installer, except line |
| 434161 = HR assistant, except payroll/timekeeping | 492091 = Avionics technicians |
| 434171 = Receptionists and information clerks | 492092 = Electric motor/power tool/other repairer |
| 434181 = Reservation/transportation ticket agent | 492093 = Electrical installer, transportation |
| 434199 = Information and record clerks, all other | 492094 = Electrical repairer, commercial, etc. |
| 435011 = Cargo and freight agents | 492095 = Electrical repairer, powerhouse, etc. |
| 435031 = Police, fire, and ambulance dispatchers | 492096 = Electronic installer, motor vehicles |
| 435032 = Dispatcher, except police/fire/ambulance | 493011 = Aircraft mechanic/service technician |
| 435061 = Production, planning, expediting clerk | 493021 = Automotive body and related repairers |
| 436011 = Executive secretary/administrative assistant | 493023 = Automotive service technician/mechanic |
| 436012 = Legal secretaries | 493031 = Bus/truck mechanic, diesel specialist |
| 436013 = Medical secretaries | 493043 = Rail car repairers |
| 436014 = Secretary, except legal/medical/executive | 493051 = Motorboat mechanics |
| 439011 = Computer operators | 493052 = Motorcycle mechanics |
| 439031 = Desktop publishers | 493053 = Outdoor power equipment/etc. mechanic |
| 439041 = Insurance claims/policy processing clerk | 499021 = Heating, air conditioning, etc. mechanic |
| 439061 = Office clerks, general | 499041 = Industrial machinery mechanics |
| 439111 = Statistical assistants | 499051 = Electrical power-line installer/repairer |
| 439199 = Office/administrative support worker, other | 499052 = Telecommunication line installer |
| 451011 = First-line manager, farming/fishing/etc. | 499061 = Camera/photographic equipment repairer |
| 452011 = Agricultural inspectors | 499062 = Medical equipment repairers |
| 452021 = Animal breeders | 499063 = Musical instrument repairers and tuners |
| 452041 = Grader/sorter, agricultural products | 499071 = Maintenance and Repair Workers, general |
| 452092 = Farmworker/laborer: crop, nursery, etc. | 499081 = Wind Turbine Service Technicians |
| 452093 = Farmworkers, farm and ranch animals | 499092 = Commercial divers |
| 453011 = Fishers and related fishing workers | 499099 = Installation/ maintenance/repair, other |
| 453021 = Hunters and trappers | 511011 = First-line manager, production/operating |
| 454011 = Forest and conservation workers | 512022 = Electrical equipment assembler |
| 471011 = First-line manager, construction, etc. | 512041 = Structural metal fabricators and fitters |
| 472031 = Carpenters | 512093 = Timing device assembler/adjuster/etc. |
| 472073 = Operating engineer, other operator | 512099 = Assemblers and fabricators, all other |
| 472111 = Electricians | 513011 = Bakers |
| 472151 = Pipelayers | 513023 = Slaughterers and meat packers |
| 472152 = Plumbers, pipefitters, and steamfitters | 514011 = Computer machine operator, metal/plastic |
| 472211 = Sheet metal workers | 514012 = Numerical tool/process programmer |
| 472221 = Structural iron and steel workers | 514032 = Drilling machine setter, metal/plastic |
| 472231 = Solar Photovoltaic Installers | 514035 = Milling machine setter, metal/plastic |
| 473012 = Helpers, carpenters | 514041 = Machinists |
| 473013 = Helpers, electricians | 514121 = Welders, cutters, solderers, and brazers |
| 473015 = Helpers, pipelayer/plumber/etc. | 514122 = Welding machine setter/operator |
| 474099 = Construction/related workers, other | 515112 = Printing Press Operators |
| 475011 = Derrick operators, oil and gas | 516031 = Sewing machine operators |
| 475031 = Explosives worker, blaster, etc. | 516052 = Tailors, dressmakers, and custom sewers |
| 475041 = Continuous mining machine operators | |
| 475071 = Roustabouts, oil and gas | |

*Item included in the BPS:12/14 Abbreviated Interview.

516092 = Fabric and apparel patternmakers
 517011 = Cabinetmakers and bench carpenters
 518011 = Nuclear power reactor operators
 518012 = Power distributors and dispatchers
 518013 = Power plant operators
 518031 = Water/liquid waste plant operators
 518091 = Chemical plant and system operators
 518099 = Plant and system operators, all other
 519061 = Inspector/
 tester/sorter/sampler/weigher
 519071 = Jeweler/precious stone/metal workers
 519081 = Dental laboratory technicians
 519151 = Photographic process/processing
 machine operators
 519198 = Helpers, production workers
 519199 = Production workers, all other
 531021 = First-line manager, helper/laborer,
 hand
 532011 = Airline pilot, copilot, flight engineer
 532012 = Commercial pilots
 532021 = Air traffic controllers
 532022 = Airfield operations specialists
 532031 = Flight attendants
 533011 = Ambulance driver/attendant, except
 EMT
 533031 = Driver/sales workers
 533032 = Truck drivers, heavy and tractor-trailer
 533041 = Taxi drivers and chauffeurs
 533099 = Motor vehicle operators, all other
 534012 = Locomotive firers
 534013 = Rail yard engineer/dinkey operator
 534031 = Railroad conductors and yardmasters
 535021 = Captain/mate/pilot of water vessel
 536051 = Transportation inspectors
 537071 = Gas pumping station operator
 551011 = Air crew 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/tactical
 operations
 552011 = First-line manager, air crew
 553015 = Command and control center
 specialists
 553016 = Infantry
 553018 = Special forces
 553019 = Enlisted tactical operations,
 air/weapon crew

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREVE ne 1.
 Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010-13 Occupational Information Network (O*NET)

B14AEXOCCRC

Expected occupation: upcode/ recode flag

NOTES: Respondents entered their primary employer job title and duties into an internal database built into the instrument and selected an O*NET-SOC code representing their occupation. Some O*NET-SOC codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select an O*NET-SOC code, expert coders attempted to upcode this occupation. In the event expert coders recoded a new O*NET-SOC code or upcoded an O*NET-SOC code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new O*NET-SOC code: B14AEXOCC2, B14AEXOCC3, B14AEXOCC6. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOCCCOM

Likelihood to enter expected occupation after education completed
 [If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPVN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]

On a scale from 0-10, how likely do you think it is that, five years from now you will hold your intended occupation?

[else if B14AEXPEVR = [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest current or most recent degree or certificate], you will hold a(n)

[B14AEXJBTL] job?

*Item included in the BPS:12/14 Abbreviated Interview.

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10 and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [professional practice doctoral degree type expected] degree, you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]

On a scale from 0-10, how likely do you think it is that, after having completed your [professional practice doctoral degree type expected] degree, you will hold your intended occupation?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest level of education ever expected], you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPEVR > highest current or most recent degree or certificate]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest level of education ever expected], you will hold your intended occupation?

[else if B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your education, you will hold a(n) [B14AEXJBTL] job?

[else]

On a scale from 0-10, how likely do you think it is that, after having completed your education, you will hold your intended occupation?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

8 = 8

9 = 9

10 = 10

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, provided an expected occupation, did not currently work in expected occupation, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and B14AEXOCC2 ne -1 and B14AINTENDJB ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AINTENDJB

Likelihood to enter expected occupation: currently held expected occupation

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]

On a scale from 0-10, how likely do you think it is that, five years from now you will hold your intended occupation?

[else if B14AEXPEVR = [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest current or most recent degree or certificate], you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10 and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [professional practice doctoral degree type expected] degree, you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]

On a scale from 0-10, how likely do you think it is that, after having completed your [professional practice doctoral degree type expected] degree, you will hold your intended occupation?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest level of education ever expected], you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate]]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest level of education

*Item included in the BPS:12/14 Abbreviated Interview.

ever expected], you will hold your intended occupation?

[else if B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your education, you will hold a(n) [B14AEXJBTL] job?

[else]

On a scale from 0-10, how likely do you think it is that, after having completed your education, you will hold your intended occupation?

Already hold intended job

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not currently hold expected occupation

1 = Yes, currently held expected occupation

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, provided an expected occupation, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and B14AEXOCC2 ne -1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXPWAGE

Expected yearly salary

[If (B14AINTENDJB = 1 and B14AEXJBTL ne -9) or ([completed highest current or most recent degree or certificate] = -9 and B14AEXJBTL ne -9)]

[[If COMPMODE = 1] I {else} We] have some questions about the range of salary you expected to make once you began working in a(n) [B14AEXJBTL] job. What was...

[else if (B14AINTENDJB = 1 and B14AEXJBTL = -9) or ([completed highest current or most recent degree or certificate] and B14AEXJBTL = -9)]

[[If COMPMODE = 1] I {else} We] have some questions about the range of salary you expected to make once you finished your education. What was...

[else if B14AEXJBTL ne -9]

[[If COMPMODE = 1] I {else} We] have some questions about the range of salary you expect to make once you begin working in a(n) [B14AEXJBTL] job. What is...

[else]

[[If COMPMODE = 1] I {else} We] have some questions about the range of salary you expect to make once you finish your education. What is...

Your expected yearly salary

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14AHIWAGE

Highest expected yearly salary

[If (B14AINTENDJB = 1 and B14AEXJBTL ne -9) or ([completed highest current or most recent degree or certificate] = -9 and B14AEXJBTL ne -9)]

[[If COMPMODE = 1] I {else} We] have some questions about the range of salary you expected to make once you began working in a(n) [B14AEXJBTL] job. What was...

[else if (B14AINTENDJB = 1 and B14AEXJBTL = -9) or ([completed highest current or most recent degree or certificate] and B14AEXJBTL = -9)]

[[If COMPMODE = 1] I {else} We] have some questions about the range of salary you expected to make once you finished your education. What was...

[else if B14AEXJBTL ne -9]

[[If COMPMODE = 1] I {else} We] have some questions about the range of salary you expect to make once you begin working in a(n) [B14AEXJBTL] job. What is...

[else]

[[If COMPMODE = 1] I {else} We] have some questions about the range of salary you expect to make once you finish your education. What is...

Your highest expected yearly salary

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14ALOWAGE

Lowest expected yearly salary

[If (B14AINTENDJB = 1 and B14AEXJBTL ne -9) or ([completed highest current or most recent degree or certificate] = -9 and B14AEXJBTL ne -9)]

{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expected to make once you began working in a(n) [B14AEXJBTL] job. What was...
 [else if (B14AINTEND)B = 1 and B14AEXJBTL = -9) or ([completed highest current or most recent degree or certificate] and B14AEXJBTL = -9)]
 {If COMPMODE = 1} I {else} We] have some questions about the range of salary you expected to make once you finished your education. What was...
 [else if B14AEXJBTL ne -9]
 {If COMPMODE = 1} I {else} We] have some questions about the range of salary you expect to make once you begin working in a(n) [B14AEXJBTL] job. What is...
 [else]
 {If COMPMODE = 1} I {else} We] have some questions about the range of salary you expect to make once you finish your education. What is...
 Your lowest expected yearly salary
 NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.
 Source: BPS:12/14 Full-Scale Student Interview

B14AMARR

Current marital status

The remainder of the survey asks about your latest experiences in college and your employment and family situations. So that {if COMPMODE = 1} I {else} we] can ask you the right set of questions in the survey, please indicate your current marital status.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Single, never married
- 2 = Married
- 3 = Separated
- 4 = Divorced
- 5 = Widowed
- 6 = Living with partner

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.
 Source: BPS:12/14 Full-Scale Student Interview

B14BREMEVER

Took remedial courses since high school

Since you [if B14ADIPL = 3} received your high school completion certificate, {else if B14ADIPL = 2} received your GED, {else} completed high school,] [if [began interview on or after July 1, 2014]} and through June 2014, did you take {else} have you taken] any remedial or developmental courses to improve your basic skills in English, math, reading, or writing? (Remedial or developmental courses are used to strengthen your skills in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Did not take remedial courses
- 1 = Yes, took remedial courses

Applies to: Respondents who had no preloaded information indicating they had taken remedial courses since high school and did not participate in the abbreviated interview. Where: [No preloaded information indicating had taken remedial courses since high school] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BSPPSUPP

Spouse encouraged postsecondary education

My spouse [if [currently attending any school]} encourages {else} encouraged] me to stay in college.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Married respondents who did not participate in the abbreviated interview. Where: B14AMARR = 2 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BPARSUPP

Parents or guardians encouraged postsecondary education

My parents (or guardians) [if [currently attending any school] encourage {else} encouraged] me to stay in college.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)

*Item included in the BPS:12/14 Abbreviated Interview.

- 3 = 3 (Neither disagree nor agree)
 4 = 4 (Somewhat agree)
 5 = 5 (Strongly agree)

Applies to: Respondents younger than 24 years old during the base year who did not participate in the abbreviated interview. Where: [Age as of December 31, 2011] < 24 and ABBREVIEW ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BPARDED

Parents or guardians are deceased

My parents (or guardians) [if [currently attending any school] encourage {else} encouraged] me to stay in college.

Parents or guardians are deceased

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = At least one parent or guardian living
 1 = Both parents or guardians are deceased

Applies to: Respondents younger than 24 years old during the base year who did not participate in the abbreviated interview. Where: [Age as of December 31, 2011] < 24 and ABBREVIEW ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BFSSUPP

Friends from college encouraged postsecondary education

My friends from college [if [currently attending any school]] encourage {else} encouraged] me to stay in school. (When thinking about your friends, do not include family members or other relatives in your answer.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
 2 = 2 (Somewhat disagree)
 3 = 3 (Neither disagree nor agree)
 4 = 4 (Somewhat agree)
 5 = 5 (Strongly agree)

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREVIEW ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BFHSUPP

Friends outside of college encouraged postsecondary education

My friends outside of college [if [currently attending any school]] encourage {else} encouraged] me to stay in school. (When thinking about your friends, do not include family members or other relatives in your answer.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
 2 = 2 (Somewhat disagree)
 3 = 3 (Neither disagree nor agree)
 4 = 4 (Somewhat agree)
 5 = 5 (Strongly agree)

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREVIEW ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BPRCURENR*

Currently attending primary school

Are you currently attending [primary school]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [primary school missing] then B14BPRCURENR = -9, else B14BPRCURENR = [enrollment status at primary school].

- 0 = Not currently attending
 1 = Yes, currently attending

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14BCURACDEF

Confident in academic success at primary school

[If [currently attending primary school]]

Now that I've been at [primary school] for a while, I am confident that I have the ability to succeed there as a student.

[else]

When I was last at [primary school], I was confident that I had the ability to succeed there as a student.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
 2 = 2 (Somewhat disagree)
 3 = 3 (Neither disagree nor agree)
 4 = 4 (Somewhat agree)
 5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPS.AS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPS.AS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREVIEW ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14BFACULTY

Teacher interaction at primary school more positive than negative
My interactions with my teachers at [primary school] [if [currently attending primary school]] are {else} were] more positive than negative.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BACDSATIS

Satisfied with studies at primary school
[If [currently attending primary school]] I'm {else} I was] satisfied with my studies at [primary school].

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BPEERINT

Student interaction at primary school more positive than negative
My interactions with other [primary school] students [if [currently attending primary school]] are {else} were] more positive than negative.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)

*Item included in the BPS:12/14 Abbreviated Interview.

4 = 4 (Somewhat agree)

5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BSOCSATIS

Satisfied with social experience at primary school
[If [currently attending primary school]] I'm {else} I was] satisfied with my social experience at [primary school].

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BSENSBLNG

Felt a part of primary school
I feel that I [if [currently attending primary school]] am {else} was] a part of [primary school].

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BGPAEST

Estimate of overall grades at primary school

[If ([NPSAS respondent] and [did not attend any school in 2012-13] and [did not attend any school in 2013-14]) or (TCOMPLETER = 1 or TLEAVER = 1)] Which best describes your overall grades at [primary school] from the date you started there through the end of your most recent term there?
[else]

Which best describes your overall grades at [primary school] from the date you started there through the end of your most recent term there [if [began interview on or after July 1, 2014] before July 2014]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 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 (1.24 or below)
- 8 = Don't know my grades
- 9 = Other type of grades

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BALLNITE

All current/most recent classes at primary school: at night

[If [currently attending primary school]]
Are all of the classes you are currently taking at [primary school] taught...
[else]

When you were last at [primary school], were all of your classes taught...

At night (starting after 6:00 p.m. Monday-Thursday)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Not all classes were at night
- 1 = Yes, all classes were at night

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BALLWKD

All current/most recent classes at primary school: on the weekend

[If [currently attending primary school]]
Are all of the classes you are currently taking at [primary school] taught...
[else]

When you were last at [primary school], were all of your classes taught...

On the weekend (starting after 6:00 p.m. Friday or any time Saturday or Sunday)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Not all classes were on the weekend
- 1 = Yes, all classes were on the weekend

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BALLLINE

All current/most recent classes at primary school: only online

[If [currently attending primary school]]
Are all of the classes you are currently taking at [primary school] taught...
[else]

When you were last at [primary school], were all of your classes taught...

Only online?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Not all classes were only online
- 1 = Yes, all classes were only online

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BFINAIDUS

Used financial aid counseling at primary school in 2013-14

During the 2013-2014 school year only, which of the following school services [if [currently attending primary school]] have you used [else] did you use [at [primary school]]? (Visiting, emailing, or in any way communicating with and receiving information or help

*Item included in the BPS:12/14 Abbreviated Interview.

from a school office or department that offers a particular service counts as use of that service.)
Advice or counseling about financial aid
NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not use financial aid counseling

1 = Yes, used financial aid counseling

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETEER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BACSPUSE

Used academic support services at primary school in 2013-14
During the 2013-2014 school year only, which of the following school services [{"if [currently attending primary school]} have you used {else} did you use] at [primary school]? (Visiting, emailing, or in any way communicating with and receiving information or help from a school office or department that offers a particular service counts as use of that service.)
Academic support services (for example, tutoring or writing centers)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not use academic support services

1 = Yes, used academic support services

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETEER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BACADUSE

Used academic advising services at primary school in 2013-14
During the 2013-2014 school year only, which of the following school services [{"if [currently attending primary school]} have you used {else} did you use] at [primary school]? (Visiting, emailing, or in any way communicating with and receiving information or help from a school office or department that offers a particular service counts as use of that service.)
Academic advising (for example, guidance with planning for courses)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not use academic advising

*Item included in the BPS:12/14 Abbreviated Interview.

1 = Yes, used academic advising

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETEER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BCPPUSE

Used career services at primary school in 2013-14

During the 2013-2014 school year only, which of the following school services [{"if [currently attending primary school]} have you used {else} did you use] at [primary school]? (Visiting, emailing, or in any way communicating with and receiving information or help from a school office or department that offers a particular service counts as use of that service.)

Career planning or job placement services

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not use career planning services

1 = Yes, used career planning services

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETEER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BHLTHUSE

Used student health services at primary school in 2013-14

During the 2013-2014 school year only, which of the following school services [{"if [currently attending primary school]} have you used {else} did you use] at [primary school]? (Visiting, emailing, or in any way communicating with and receiving information or help from a school office or department that offers a particular service counts as use of that service.)

Student health services, including personal counseling services

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not use student health services

1 = Yes, used student health services

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETEER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BNOSRV

Did not use any school services at primary school in 2013-14

During the 2013-2014 school year only, which of the following school services [{"if [currently attending primary school]} have you used {else} did you use] at [primary school]? (Visiting, emailing, or in any way communicating with and receiving information or help from a school office or department that offers a particular service counts as use of that service.)

Did not use any services

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Used school service(s)

1 = Did not use any school services

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETEER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BFINIMP

Importance of financial aid counseling to stay at primary school

[If [reported using only one school service at primary school in the 2013-14 school year]]

How important was this service in your decision to stay at [primary school]?

[else]

How important was each of these services in your decision to stay at [primary school]?

Advice or counseling about financial aid

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Not at all important

2 = Somewhat important

3 = Important

4 = Very important

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, used financial aid counseling or advice, and did not participate in the abbreviated interview. Where: TCOMPLETEER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BFIN AIDUS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BACSIMP

Importance of academic support services to stay at primary school

[If [reported using only one school service at primary school in the 2013-14 school year]]

How important was this service in your decision to stay at [primary school]?

[else]

How important was each of these services in your decision to stay at [primary school]?

Academic support services

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Not at all important

2 = Somewhat important

3 = Important

4 = Very important

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, used academic support services, and did not participate in the abbreviated interview. Where: TCOMPLETEER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BACSPUSE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BACADIMP

Importance of academic advising to stay at primary school

[If [reported using only one school service at primary school in the 2013-14 school year]]

How important was this service in your decision to stay at [primary school]?

[else]

How important was each of these services in your decision to stay at [primary school]?

Academic advising

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Not at all important

2 = Somewhat important

3 = Important

4 = Very important

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, used academic advising, and did not participate in the abbreviated interview.

Where: TCOMPLETER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BACADUSE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BCARIMP

Importance of career services to stay at primary school

[If [reported using only one school service at primary school in the 2013-14 school year]]

How important was this service in your decision to stay at [primary school]?

[else]

How important was each of these services in your decision to stay at [primary school]?

Career planning or job placement services

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Not at all important
- 2 = Somewhat important
- 3 = Important
- 4 = Very important

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, used career services, and did not participate in the abbreviated interview.

Where: TCOMPLETER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BCPPUSE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BHLTHIMP

Importance of student health services to stay at primary school

[If [reported using only one school service at primary school in the 2013-14 school year]]

How important was this service in your decision to stay at [primary school]?

[else]

How important was each of these services in your decision to stay at [primary school]?

Student health services (including personal counseling services)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Not at all important
- 2 = Somewhat important
- 3 = Important
- 4 = Very important

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, used student health services, and did not participate in the abbreviated interview.

Where: TCOMPLETER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BHLTHUSE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BSCHRES

Residence while attending primary school in 2013-14 school year

[If [currently attending primary school] and COMPMODE = 0]

Where are you living during the 2013-2014 school year while attending [primary school]? (If you have lived in more than one residence, choose the place where you have lived for the longest period of time.)

[else if [currently attending primary school]]

While attending [primary school] during the 2013-2014 school year, are you living in college-owned housing, with your parent(s) or guardian(s), or off campus? (If you have lived in more than one residence, choose the place where you have lived for the longest period of time.)

[else if [not currently attending primary school] and COMPMODE = 0]

Where were you living during the 2013-2014 school year while attending [primary school]? (If you lived in more than one residence, choose the place where you lived for the longest period of time.)

[else]

While attending [primary school] during the 2013-2014 school year, did you live in college-owned housing, with your parent(s) or guardian(s), or off campus? (If you lived in more than one residence, choose the place where you lived for the longest period of time.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = On campus or in college-owned housing
- 2 = With parent(s) or guardian(s)
- 3 = Off campus (not college-owned housing)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview.

Where: TCOMPLETER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BDISTHDAY

Days traveled between residence/primary school in 2013-14: amount

[If [currently attending primary school]]

On average, how many days per week (or per month) do you travel between where you live [if B14BSCHRES = 2] with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?

[else]

In the 2012-2013 school year, how many days per week on average (or per month) did you travel between where you lived [if B14BSCHRES = 2] with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?

NOTES: This question was asked in two parts: respondents were asked to provide how many days they travel to school (B14BDISTHDAY) and then indicate the time frame for that travel

(B14BDISTUNIT). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, indicated that all classes in 2013-14 were not all taken online, did not indicate not traveling between residence and primary school, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BALLLINE ne 1 and B14BSCHRES ne 1 and B14BDISTHNO ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BDISTUNIT

Days traveled between residence/primary school in 2013-14: time frame

[If [currently attending primary school]]

On average, how many days per week (or per month) do you travel between where you live [if B14BSCHRES = 2] with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?

[else]

In the 2012-2013 school year, how many days per week on average (or per month) did you travel between where you lived [if B14BSCHRES = 2] with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?

NOTES: This question was asked in two parts: respondents were asked to provide how many days they travel to school (B14BDISTHDAY) and then indicate the time frame for that travel

(B14BDISTUNIT). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Per week

2 = Per month

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and indicated that all classes in 2013-14 were not all taken online, did not indicate not traveling between residence and primary school, and did not participate in the abbreviated interview. Where: TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BALLLINE ne 1 and B14BSCHRES ne 1 and B14BDISTHNO ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BDISTHNO

Did not travel btw residence/primary school in 2013-14

[If [currently attending primary school]]

On average, how many days per week (or per month) do you travel between where you live [if B14BSCHRES = 2] with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?

[else]

In the 2012-2013 school year, how many days per week on average (or per month) did you travel between where you lived [if B14BSCHRES = 2] with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?

[If [currently attending primary school]]

Do not travel between where you live and [primary school]

[else]

Did not travel between where you lived and [primary school]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14BDISTHDAY = 0 then B14BDISTHNO = 1; If B14BSCHRES = 1 then B14BDISTHNO = 1; If [attended any school in 2013-14] and B14BALLLINE = 1 then B14BDISTHNO = 1.

0 = Traveled from residence to primary school

1 = Did not travel from residence to primary school

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14BDISTHAMT

Average one-way travel time from residence to primary school: amount

[If [currently attending primary school]]

On an average day, how much time does it take for you to go one way from where you live [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] to [primary school]? [else]

On an average day in the 2013-2014 school year, how much time did it take for you to go one way from where you lived [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] to [primary school]?

NOTES: This question was asked in two parts: respondents were asked to provide their average one-way travel time from home to their primary school (B14BDISTHAMT) and then indicate the time frame for that travel (B14BDISTHTIM). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = {Zero}
.25 120.00

Applies to: Respondents who were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, attended any school in 2013-14, indicated that all classes in 2013-14 were not all taken online, did not indicate not traveling between residence and primary school, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BALLLINE ne 1 and B14BSCHRES ne 1 and B14BDISTHNO ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BDISTHTIM

Average one-way travel time from residence to primary school: time frame

[If [currently attending primary school]]

On an average day, how much time does it take for you to go one way from where you live [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] to [primary school]? [else]

On an average day in the 2013-2014 school year, how much time did it take for you to go one way from where you lived [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] to [primary school]?

NOTES: This question was asked in two parts: respondents were asked to provide their average one-way travel time from home to their primary school (B14BDISTHAMT) and then indicate the time frame

for that travel (B14BDISTHTIM). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Minute(s)
2 = Hour(s)

Applies to: Respondents who were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, attended any school in 2013-14, indicated that all classes in 2013-14 were not all taken online, did not indicate not traveling between residence and primary school, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BALLLINE ne 1 and B14BSCHRES ne 1 and B14BDISTHNO ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CVETBEN*

Received veteran's education benefits in 2013-14 school year

Thinking only about the 2013-2014 school year and not including scholarships from any school or state, did you receive any:

Veteran's education benefits?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not receive veteran's education benefits
1 = Yes, received veteran's education benefits

Applies to: Respondents who attended any school in 2013-14. Where: [Attended any school in 2013-14].

Source: BPS:12/14 Full-Scale Student Interview

B14CEMPGRNT

Received employer scholarships/ tuition reimbursement in 2013-14 school year

Thinking only about the 2013-2014 school year and not including scholarships from any school or state, did you receive any:

[If TAGE < 24]

Scholarships or tuition reimbursement from your employer or from your parents' or guardians' employer?

[else]

Scholarships or tuition reimbursement from your employer?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not receive employer scholarships
1 = Yes, received employer scholarships

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended any school in 2013-14 and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14CPRVGRNT

Received private organization scholarships in 2013-14 school year

Thinking only about the 2013-2014 school year and not including scholarships from any school or state, did you receive any:

Scholarships from a private organization such as a church, PTA, fraternity/sorority, or foundation?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not receive private scholarships

1 = Yes, received private scholarships

Applies to: Respondents who attended any school in 2013-14 and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CVTBENAMT

Amount of veteran's education benefits received 2013-14

Again, thinking only of the 2013-2014 school year, what was the total amount you received in... (If you are unsure of the amount(s), please provide your best guess.)

Veteran's education benefits

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended any school in 2013-14, received veteran's education benefits in 2013-14, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14CVETBEN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CEMGRNTAMT

Amount of employer scholarships/ tuition reimbursement received 2013-14

Again, thinking only of the 2013-2014 school year, what was the total amount you received in... (If you are unsure of the amount(s), please provide your best guess.)

Employer scholarships or tuition reimbursement

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended any school in 2013-14, received employer scholarships/ tuition reimbursement in 2013-2014, and did not participate in the abbreviated interview.

Where: [Attended any school in 2013-14] and B14CEMPGRNT = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CPRGRTAMT

Amount of private organization scholarships received 2013-14

Again, thinking only of the 2013-2014 school year, what was the total amount you received in... (If you are unsure of the amount(s), please provide your best guess.)

Private organization scholarships

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended any school in 2013-14, received private organization scholarships in 2013-14, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14CPRVGRNT = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CRCVLN

Took out student loans in 2013-14 school year

Thanks. Now we want to know about any student loans you may have taken out from the federal government or from a private lender. Did you take out any student loans for the 2013-2014 school year?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not take out student loans

1 = Yes, took out student loans

Applies to: Respondents who attended any school in 2013-14 and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CPRVLN

Took out private loans in 2013-14 school year

Thinking only about the 2013-2014 school year, did you take out any private loans borrowed from a private lender? (Private loans are borrowed from a private lender such as a bank or sometimes a state, usually require a co-signer, and have market interest rates based on credit history. Click here for examples of private loans.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not take out private loans

1 = Yes, took out private loans

Applies to: Respondents who attended any school in 2013-14, took out student loans in 2013-14, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14CRCV LN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CPRVAMT

Amount of private loans borrowed in 2013-14 school year

For the 2013-2014 school year, how much did you borrow in private loans? Do not include any money borrowed in federal loans or any money borrowed from family or friends in your answer. (If you are unsure of the amount of your private loans, please provide your best guess.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended any school in 2013-14, took out private loans in 2013-14, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14CPRV LN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CPRVEST

Estimated amount of private loans borrowed in 2013-14 school year

For the 2013-2014 school year, please indicate the range for how much you borrowed in private loans. Would you say it was...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Less than \$3,000
- 2 = \$3,000 - \$5,999
- 3 = \$6,000 - \$8,999
- 4 = \$9,000 - \$11,999
- 5 = \$12,000 - \$14,999
- 7 = \$18,000 or more
- 8 = Don't know

Applies to: Respondents who attended any school in 2013-14, took out private loans in 2013-14, did not indicate the total amount borrowed in private loans in 2013-14, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14CPRV LN = 1 and B14CPRV AMT = -9 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CEVRRCVLN

Ever took out student loans

[If [did not attend any school in 2013-14] and [no information or reported not receiving student loans in NPSAS:12 interview]]

We want to ask about any student loans you may have taken out from the federal government or from a private lender. Have you ever taken out any student loans for your education?

[else]

Have you ever taken out any student loans for your education?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14CRCV LN = 1 then B14CEVRRCV LN = 1; If [verified preloaded information that indicated took out student loans] then B14CEVRRCV LN = 1.

0 = Never took out student loans

1 = Yes, took out student loans

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CEVRPRV LN*

Ever took out private loans

Have you ever taken out any private loans from a private lender for your education? (Private loans are borrowed from a private lender such as a bank or sometimes a state, usually require a co-signer, and have market interest rates based on credit history. Click here for examples of private loans.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14CPRV LN = 1 then B14CEVRPRV LN = 1; If [verified preloaded information that indicated took out private student loans] then B14CEVRPRV LN = 1; If B14CTLPRV AMT = 0 and B14CEVRPRV LN = 1 then B14CEVRPRV LN = 0.

0 = Never took out private loans

1 = Yes, took out private loans

Applies to: Respondents who took out student loans. Where: B14CEVRRCV LN = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CTLPRV AMT

Total amount borrowed in private loans

What was the total amount that you have ever borrowed in private loans for your education? Do not include any money borrowed in federal loans or any money borrowed from family or friends in your answer. (If you are unsure of the amount of your private loans, please provide your best guess.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who took out private loans and did not participate in the abbreviated interview. Where:

B14CEVRPRVLN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CTLPRVEST

Estimated total amount borrowed in private loans

Please indicate the range for the total amount you borrowed in private loans for your education. Would you say it was...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Less than \$3,000

2 = \$3,000 - \$5,999

3 = \$6,000 - \$9,999

4 = \$10,000 - \$19,999

5 = \$20,000 - \$29,999

6 = \$30,000 - \$39,999

7 = \$40,000 or more

8 = Don't know

Applies to: Respondents who took out private loans, did not indicate the total amount borrowed in private loans, and did not participate in the abbreviated interview. Where:

B14CEVRPRVLN = 1 and B14CTLPRVAMT = -9 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CPRVRYST*

Currently repaying private loans

Are you currently repaying your private student loans?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not currently repaying private loans

1 = Yes, currently repaying private loans

2 = No, because they were already paid off

3 = No, agreement with lender to delay/defer payments

Applies to: Respondents who took out private loans and did not indicate the total amount borrowed in private loans or indicated a total greater than 0. Where: B14CEVRPRVLN = 1 and (B14CTLPRVAMT ne 0 or B14CTLPRVEST > 0).

Source: BPS:12/14 Full-Scale Student Interview

B14CPLNMOS

Monthly private loan payment amount

How much are your monthly loan payments for your private student loans?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were currently repaying private loans and did not participate in the abbreviated interview. Where:

B14CPRVRYST = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CEVRFEDLN

Ever took out federal student loans

Have you ever taken out any federal student loans for your education? (Federal student loans include subsidized and unsubsidized Direct Loans (previously known as Stafford Loans), Perkins Loans, and graduate and professional student PLUS Loans, but do not include parent PLUS Loans.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [verified preloaded information that indicated took out federal student loans] then

B14CEVRFEDLN = 1.

0 = Never took out federal student loans

1 = Yes, took out federal student loans

Applies to: Respondents who took out student loans and did not participate in the abbreviated interview. Where:

B14CEVRRCVLN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CFDRYST

Currently repaying federal student loans

Are you currently repaying your federal student loans?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not currently repaying federal student loans

1 = Yes, currently repaying federal student loans

2 = No, because they were already paid off

Applies to: Respondents who took out federal student loans and did not participate in the abbreviated interview. Where:

B14CEVRFEDLN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CFLNMOS

Monthly federal student loan payment amount

How much are your monthly loan payments for your federal student loans?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were currently repaying federal student loans and did not participate in the abbreviated interview.

Where: B14CFDRYST = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14CWRKSTDY

Ever held work-study job

Next, [if COMPMODE = 1] I [else] we] have a question about work-study jobs. Federal, state, and institution work-study jobs are offered to students with financial need, allowing them to work part-time to earn money to help pay their education expenses. Since starting your college education, have you ever held a work-study job? (Students must file a FAFSA, Free Application for Federal Student Aid, in order to be considered for the Federal Work-Study program. Work-study jobs are often located on the campus of a student's school and may or may not be related to a student's course of study.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Never held a work-study job

1 = Yes, held a work-study job before

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DCUREMP*

Currently working for pay

Are you currently working for pay?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [began interview on or after July 1, 2014] then B14DCUREMP = 0.

0 = Not currently working for pay

1 = Yes, currently working for pay

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14DANYJOBS*

Worked for pay after June 2011

[If [began interview before July 1, 2014] Have you worked [else] Did you] [if [began interview before July 1, 2014] or will you work [else] work] for pay, at any time between July 2011 and June 2014, including continuing in any jobs started before July 2011?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14DCUREMP = 1 then B14DANYJOBS = 1.

0 = Did not work for pay after June 2011

1 = Yes, worked for pay after June 2011

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPSLF01

Employer 1: self-employed

[If B14DCUREMP = 1]

What is the name of your current employer? (If you have more than one employer, tell [if COMPMODE = 1] me [else] us] about only one of them now. [If COMPMODE = 1] I [else] We] will collect the names of any other employers later.)

[else]

What was the name of the last employer you had [if [began interview on or after July 1, 2014] prior to July 2014]? (If you had more than one employer at the same time, tell [if COMPMODE = 1] me [else] us] about only one of them now. [If COMPMODE = 1] I [else] We] will collect the names of any other employers later. If you have not worked at any time after July 2011 but know the name of the employer you will have before June 2014, provide the name of that employer.)

Check here if you [if B14DCUREMP = 1] are [else] were] self-employed

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not self-employed

1 = Yes, self-employed

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPSTG01

Employer 1: worked July 2011-June 2014

[If [began interview before July 1, 2014] and B14DEMPSLF01 = 1]

Between July 2011 and June 2014, in what months did you or will you work for yourself?

[else if [began interview before July 1, 2014]]

Between July 2011 and June 2014, in what months did you or will you work [if [employer 1] = -9] for this employer [else] at [employer 1]]?

[else if B14DEMPSLF01 = 1]

Between July 2011 and June 2014, in what months did you work for yourself?

[else]

Between July 2011 and June 2014, in what months did you work [if [employer 1] = -9] for this employer [else] at [employer 1]]?

NOTES: This variable is a 36-character string that indicates when the respondent was employed for employer 1 and their enrollment at any school while employed for employer 1 between the months of July 2011 through June 2014. Each month is represented by one digit in the string, with July 2011 as the first digit

*Item included in the BPS:12/14 Abbreviated Interview.

and June 2014 as the final digit. Enrollment data is only incorporated into this variable if the respondent indicated working while enrolled for employer 1 on B14DWRKENR01. “0” indicates that the respondent was not employed for that month. “1” indicates the respondent was employed for that month and not enrolled at any school. “2” indicates the respondent was employed for that month and enrolled at any school. “3” indicates the respondent was employed for that month and did not provide months of enrollment at any school. “9” indicates the respondent did not provide months of employment. “7” indicates the respondent participated in the abbreviated interview. For example, a respondent who was employed from September 2011 through April 2014 and enrolled between August 2011 and May 2012 would have an employment string of 0022222222111111111111111111111100. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPSMY01

Employer 1: starting date

[If [began interview before July 1, 2014] and B14DEMPSLF01 = 1]
Between July 2011 and June 2014, in what months did you or will you work for yourself?
[else if [began interview before July 1, 2014]]
Between July 2011 and June 2014, in what months did you or will you work [if [employer 1] = -9] for this employer {else} at [employer 1]]?
[else if B14DEMPSLF01 = 1]
Between July 2011 and June 2014, in what months did you work for yourself?
[else]
Between July 2011 and June 2014, in what months did you work [if [employer 1] = -9] for this employer {else} at [employer 1]]?
NOTES: B14DEMPSMY01 is presented in YYYYMM format and indicates the month and year the respondent began work with employer 1. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPEMY01

Employer 1: ending date

[If [began interview before July 1, 2014] and B14DEMPSLF01 = 1]
Between July 2011 and June 2014, in what months did you or will you work for yourself?
[else if [began interview before July 1, 2014]]
Between July 2011 and June 2014, in what months did you or will you work [if [employer 1] = -9] for this employer {else} at [employer 1]]?
[else if B14DEMPSLF01 = 1]
Between July 2011 and June 2014, in what months did you work for yourself?
[else]
Between July 2011 and June 2014, in what months did you work [if [employer 1] = -9] for this employer {else} at [employer 1]]?
NOTES: B14DEMPEMY01 is presented in YYYYMM format and indicates the month and year the respondent last worked with employer 1. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPCUR01

Employer 1: currently working

Are you currently working [if B14DEMPSLF01 = 1] for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]?
NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not currently working

1 = Yes, currently working

2 = Not yet, but will be before July 2014

Applies to: Respondents who were not currently working but had at least one employer between July 2011 and June 2014, indicated working for employer 1 in current or future months only, were currently employed for employer 1, and did not participate in the abbreviated interview. Where: B14DCUREMP ne 1 and B14D.ANYJOBS = 1 and ([worked in current month for employer 1] or ([will work in future months for employer 1] and [did not work in current month for employer 1] and [did not work in previous months for employer 1])) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14DCURAMT01

Employer 1: current salary amount

How much do you currently make working [{"if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]? Include any bonuses, tips, or commissions in your total earnings amount.

NOTES: This question was asked in two parts: respondents were asked to provide their current salary (B14DCURAMT01) and then indicate the time frame for that salary amount (B14DCURTIM01). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, indicated working for employer 1 in current or future months only, were currently employed for employer 1, and not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014. Where: B14DANYJOBS = 1 and ([worked in current month for employer 1] or ([will work in future months for employer 1] and [did not work in current month for employer 1] and [did not work in previous months for employer 1])) and ((B14DEMPCUR01 = 1 or B14DCUREMP = 1) and (TLEAVER = 1 or TCOMPLETER = 1)).

Source: BPS:12/14 Full-Scale Student Interview

B14DCURTIM01

Employer 1: current salary time frame

How much do you currently make working [{"if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]? Include any bonuses, tips, or commissions in your total earnings amount.

NOTES: This question was asked in two parts: respondents were asked to provide their current salary (B14DCURAMT01) and then indicate the time frame for that salary amount (B14DCURTIM01). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Per hour
- 2 = Per month
- 3 = Per year

Applies to: Respondents who had at least one employer between July 2011 and June 2014, indicated working for employer 1 in current or future months only, were currently employed for employer 1, and not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014. Where: B14DANYJOBS = 1 and ([worked in current month for employer 1] or ([will work in future months for employer 1] and [did not work in current month for employer 1] and [did not work in previous months for employer 1])) and ((B14DEMPCUR01 = 1 or B14DCUREMP = 1) and (TLEAVER = 1 or TCOMPLETER = 1)).

Source: BPS:12/14 Full-Scale Student Interview

B14DWRKENR01*

Employer 1: worked while attending school

[If ABBREV = 1]

Did you work regularly during weeks in which you were also attending school?

[else if B14DCUREMP01 = 2]

[{If B14DEMPSTG01 ne -9} You just told us about the upcoming months through July 2014 in which you will be working [{"if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]. Will you also be attending school during any of the weeks before July 2014 in which you will be working [{"if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]?

[else if (B14DCUREMP = 1 or B14DEMPCUR01 = 1) and (TCOMPLETER = 1 or TLEAVER = 1)]

[{If B14DEMPSTG01 ne -9} You just told us about the upcoming months through July 2014 in which you will be working [{"if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]. Did you ever work [{"if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] regularly during weeks in which you were also attending school?

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

[{If B14DEMPSTG01 ne -9} You just told us about the upcoming months through July 2014 in which you will be working [{"if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]. Have you worked regularly [{"if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you have also attended school? [else]

[{If B14DEMPSTG01 ne -9} You just told us about the upcoming months through July 2014 in which you will be working [{"if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]. [If [began interview on or after July 1, 2014]} Before July 2014, did {else} Did] you work

*Item included in the BPS:12/14 Abbreviated Interview.

regularly [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you were also attending school?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not work while attending school

1 = Yes, worked while attending school

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not indicate currently working, but will work for employer 1 before July 2014 or were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014. Where:

B14D.ANYJOBS = 1 and (B14DEMPCUR01 ne 2 or (TLEAVER = 0 and TCOMPLETER = 0)).

Source: BPS:12/14 Full-Scale Student Interview

B14DWRKSTD01

Employer 1: work-study job

[If B14DEMPCUR01 = 2]

Will this be a work-study job?

[else if (B14DCUREMP = 1 or B14DEMPCUR01 = 1) and (TCOMPLETER = 1 or TLEAVER = 1)]

At the time you worked [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you were attending school was this a work-study job?

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

Is this a work-study job?

[else]

Was this a work-study job?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14DEMPSLF01 = 1 and B14DWRKENR01 = 1 then B14DWRKSTD01 = 0; If B14CWRKSTDY = 0 and B14DWRKENR01 = 1 then B14DWRKSTD01 = 0.

0 = Not a work-study job

1 = Yes, a work-study job

Applies to: Respondents who had at least one employer between July 2011 and June 2014, worked for employer 1 while enrolled, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and B14DWRKENR01 = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DONOFF01

Employer 1: job on or off campus

[If B14DEMPCUR01 = 2]

Will this job be on or off the campus of your school?

[else if (B14DCUREMP = 1 or B14DEMPCUR01 = 1) and (TCOMPLETER = 1 or TLEAVER = 1)]

At the time you worked [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you were attending school, was your job on or off the campus of your school?

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

Is this job on or off the campus of your school?

[else]

Was this job on or off the campus of your school?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = On campus

2 = Off campus

Applies to: Respondents who had at least one employer between July 2011 and June 2014, worked for employer 1 while enrolled, were not self-employed for employer 1, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and B14DWRKENR01 = 1 and B14DEMPSLF01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DWKHREN01*

Employer 1: hours per week worked while attending school

[If ABBREV = 1]

How many hours per week did you usually work while you attended school? (Provide your best guess if you are unsure.)

[else if B14DEMPCUR01 = 2]

How many hours per week will you be working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you are attending school? Answer only about the average hours you will be working while you are attending school in the weeks before July 2014.

(Provide your best guess if you are unsure.)

[else if (B14DCUREMP = 1 or B14DEMPCUR01 = 1) and (TCOMPLETER = 1 or TLEAVER = 1)]

How many hours per week did you usually work [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you were attending school? (Provide your best guess if you are unsure.)

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

How many hours per week have you usually worked

[{if B14DEMPSLF01 = 1} for yourself {else if

[employer 1] = -9} for this employer {else} at

[employer 1]] while you have attended school?

[else]

[{If [began interview on or after July 1, 2014]} Before

July 2014, how {else} How] many hours per week did

you usually work [{if B14DEMPSLF01 = 1} for

yourself {else if [employer 1] = -9} for this employer

{else} at [employer 1]] while you attended school?

(Provide your best guess if you are unsure.)

*Item included in the BPS:12/14 Abbreviated Interview.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and worked for employer 1 while enrolled. Where: B14DANYJOBS = 1 and B14DWRKENR01 = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DWRKNEN01*

Employer 1: worked while not attending school

[If ABBREV = 1]

Did you work regularly during weeks in which you were not attending school?

[else if B14DEMPCUR01 = 2]

[{if B14DWRKENR01 ne -9} You told us that before July 2014, you will [{if B14DWRKENR01 ne 1} not] be working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] regularly during weeks in which you will be attending school.] Before July 2014, will you be working regularly [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you will not be attending school?

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

[{if B14DWRKENR01 ne -9} You told us that you are [{if B14DWRKENR01 ne 1} not] working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] regularly during weeks in which you are attending school.] Are you working regularly [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you are not attending school? [else]

[{if B14DWRKENR01 ne -9} You told us that [{if [began interview on or after July 1, 2014]} before July 2014] you were [{if B14DWRKENR01 ne 1} not] working regularly [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you were attending school.] [{if [began interview on or after July 1, 2014]} Before July 2014, did {else} Did] you work regularly [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you were not attending school?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not work while not attending school

1 = Yes, worked while not attending school

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, and either worked for employer 1 while enrolled and were not currently working for employer 1 or participated in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and ((B14DWRKENR01 = 1 and (B14DCUREMP ne 1 and B14DEMPCUR01 ne 1)) or ABBREV = 1).

Source: BPS:12/14 Full-Scale Student Interview

B14DWRKHRS01*

Employer 1: hours per week worked while not attending school

[If ABBREV = 1 and B14DWRKENR01 = 1]

How many hours per week did you usually work while you were not attending school?

[else if ABBREV = 1]

How many hours per week did you usually work when you were last employed before July 2014?

[else if B14DEMPCUR01 = 2]

Before July 2014, how many hours per week will you work on average [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]?

[else if (B14DCUREMP = 1 or B14DEMPCUR01 = 1) and (TCOMPLETER = 1 or TLEAVER = 1)]

How many hours per week have you usually worked [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you are not attending school?

[else if B14DWRKENR01 = 1]

[{if [began interview on or after July 1, 2014]} Before July 2014, how {else} How] many hours per week did you usually work [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you were not attending school?

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

How many hours per week do you usually work [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]?

[else]

How many hours per week did you usually work [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] when you were last employed there [{if [began interview on or after July 1, 2014]} before July 2014]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, and did not work for employer 1 while enrolled or were currently employed for employer 1 or worked for employer 1 while not enrolled. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and (B14DWRKENR01 ne 1 or (B14DCUREMP = 1 or B14DEMPCUR01 = 1) or B14DWRKNEN01 = 1).
Source: BPS:12/14 Full-Scale Student Interview

B14DOTHEMP01

Employer 1: any other paid employers after June 2011
[If COMPMODE = 0]

You've told us about your employment with the above listed employer(s). [If [began interview before July 1, 2014] Have you worked {else} Did you] [if [began interview before July 1, 2014]] or will you work {else} work] for pay for any other employers at any time between July 2011 and June 2014? (Answer "Yes" for any self-employment [if B14CWRKSTDY = 1] , {else} or] paid internships [if B14CWRKSTDY = 1] , or work-study jobs.)
[else]

You've told me about your employment with:
[List [employer name] from all iterations]

[If [began interview before July 1, 2014] Have you worked {else} Did you] [if [began interview before July 1, 2014]] or will you work {else} work] for pay for any other employers at any time between July 2011 and June 2014? (Answer "Yes" for any self-employment [if B14CWRKSTDY = 1] , {else} or] paid internships [if B14CWRKSTDY = 1] , or work-study jobs.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Did not have other paid employers
- 1 = Yes, had other paid employers

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

Loops 2-8 have not been included in the facsimile.

REFEMP_INT*

Primary employer

NOTES: REFEMP_INT is a calculated variable that indicates which of the respondent's employers was selected as the primary employer. If a respondent reported only one current or most recent employer, that employer was selected as the primary employer. If

more than one employer with the same last month of employment was reported, then the respondent self-selected a primary employer. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Employer 1 selected
- 2 = Employer 2 selected
- 3 = Employer 3 selected
- 4 = Employer 4 selected
- 5 = Employer 5 selected
- 6 = Employer 6 selected

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, and did not indicate only future employment for their primary employer. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer].

Source: BPS:12/14 Full-Scale Student Interview

B14DENRWORK

Primary role while working: student or employee

[If [currently attending any school] and [currently employed]]

Do you consider yourself to be primarily...
[else]

When you were last attending school and working, did you consider yourself to be primarily...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = A student who works
- 2 = Employee who decided to enroll in school

Applies to: Respondents who had at least one employer between July 2011 and June 2014, attended any school in 2012-13 or 2013-14, worked for any indicated employer while enrolled, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and [attended any school in 2012-13 or 2013-14] and B14DWRKENR = 1 in any iteration and ABBREV ne 1.*

Source: BPS:12/14 Full-Scale Student Interview

B14DREFCUR

Primary employer: currently working

Are you currently working [if [primary employer] = -9] for this employer {else if [self-employed for primary employer]} for yourself {else} at [primary employer]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14D.ANYJOBS = 1 and (TCOMPLETER = 1 or TLEAVER = 1) and [not only future employment for primary employer] and

*Item included in the BPS:12/14 Abbreviated Interview.

B14DREFCUR = -3 then B14DREFCUR = [employment status for primary employer].

0 = Not currently working for primary employer

1 = Yes, currently working for primary employer

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEARNAMT*

Primary employer: ending salary amount

[If ABBREV = 1]

How much did you make when you last worked before July 2014? Include any bonuses, tips, or commissions in your total earnings amount.

[else]

How much did you make when you last worked [if [primary employer] = -9} for this employer {else if [self-employed for primary employer]} for yourself {else} at [primary employer] [if [began interview on or after July 1, 2014]} before July 2014? Include any bonuses, tips, or commissions in your total earnings amount.

NOTES: This question was asked in two parts: respondents were asked to provide their ending salary (B14DEARNAMT) for their most recent employer and then indicate the time frame for that salary amount (B14DEARNTIM). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, and did not indicate current employment or only future employment for their primary employer. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [no current employment and not only future employment for primary employer].

Source: BPS:12/14 Full-Scale Student Interview

B14DEARNTIM*

Primary employer: ending salary time frame

[If ABBREV = 1]

How much did you make when you last worked before July 2014? Include any bonuses, tips, or commissions in your total earnings amount.

*Item included in the BPS:12/14 Abbreviated Interview.

[else]

How much did you make when you last worked [if [primary employer] = -9} for this employer {else if [self-employed for primary employer]} for yourself {else} at [primary employer] [if [began interview on or after July 1, 2014]} before July 2014? Include any bonuses, tips, or commissions in your total earnings amount.

NOTES: This question was asked in two parts: respondents were asked to provide their ending salary (B14DEARNAMT) for their most recent employer and then indicate the time frame for that salary amount (B14DEARNTIM). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Per hour

2 = Per month

3 = Per year

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, and did not indicate current employment or only future employment for their primary employer. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [no current employment and not only future employment for primary employer].

Source: BPS:12/14 Full-Scale Student Interview

B14DJBTL

Primary employer: job title

[If [currently employed for primary employer]

What is the title of your current job [if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]? What do you do in that job?

[else]

What was the title of the most recent job you held [if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer] [if [began interview on or after July 1, 2014]} before July 2014? What did you do in that job?

Job title

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14DJBDY

Primary employer: job duties

[If [currently employed for primary employer]]
What is the title of your current job [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]? What do you do in that job?
[else]

What was the title of the most recent job you held [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer] [if [began interview on or after July 1, 2014]] before July 2014]?
What did you do in that job?

Job duties

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14DOCC2

Primary employer: major group occupation code

[If [currently employed for primary employer]]
What is the title of your current job [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]? What do you do in that job?
[else]

What was the title of the most recent job you held [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer] [if [began

interview on or after July 1, 2014]] before July 2014]?
What did you do in that job?

NOTES: 2013 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See <http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 11 = Management occupations
- 13 = Business/financial operation occupations
- 15 = Computer and mathematical occupations
- 17 = Architecture and engineering occupations
- 19 = Life, physical, social science occupations
- 21 = Community/social services occupations
- 23 = Legal occupations
- 25 = Education, training, library occupations
- 27 = Arts, design, entertainment, sports, media
- 29 = Healthcare practitioners/technical
- 31 = Healthcare support occupations
- 33 = Protective service occupations
- 35 = Food prep/serving related occupations
- 37 = Building/grounds cleaning/maintenance
- 39 = Personal care and service occupations
- 41 = Sales and related occupations
- 43 = Office/administrative support occupation
- 45 = Farming, fishing, forestry occupations
- 47 = Construction and extraction occupations
- 49 = Installation, maintenance, repair
- 51 = Production occupations
- 53 = Transportation/material moving
- 55 = Military specific occupations

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview, 2013 Occupational Information Network (O*NET)

B14DOCC3

Primary employer: minor group occupation code

[If [currently employed for primary employer]]
What is the title of your current job [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]? What do you do in that job?
[else]

What was the title of the most recent job you held [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for

*Item included in the BPS:12/14 Abbreviated Interview.

yourself {else} with [primary employer]] [{"if [began interview on or after July 1, 2014]} before July 2014]?
What did you do in that job?

NOTES: 2013 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See <http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- | | |
|---|---|
| 111 = Top executives | 392 = Animal care and service |
| 112 = Advertising/marketing/etc. manager | 393 = Entertainment attendants and related |
| 113 = Operations specialties manager | 395 = Personal appearance |
| 119 = Other management | 396 = Transportation/tourism/lodging attendant |
| 131 = Business operations specialist | 397 = Tour and Travel Guides |
| 132 = Financial specialist | 399 = Other personal care and service |
| 151 = Computer specialist | 411 = Supervisors, sales |
| 152 = Mathematical science | 412 = Retail sales |
| 171 = Architects, surveyors, and cartographers | 413 = Sales representative, services |
| 172 = Engineers | 414 = Sales representative, wholesale, etc. |
| 173 = Drafter/engineering/mapping technician | 419 = Other sales and related |
| 191 = Life scientists | 431 = Supervisor, office/administrative |
| 192 = Physical scientists | 432 = Communications equipment operators |
| 193 = Social scientists and related workers | 433 = Financial clerks |
| 194 = Life/physical/social science technician | 434 = Information and record clerks |
| 211 = Counselor/social worker/other specialist | 435 = Material recording, scheduling, etc. |
| 212 = Religious workers | 436 = Secretaries and administrative assistant |
| 231 = Lawyers, judges, and related workers | 439 = Other office and administrative support |
| 232 = Legal support workers | 451 = Supervisor, farming/fishing/forestry |
| 251 = Postsecondary teacher | 452 = Agricultural |
| 252 = Primary/secondary/special education teacher | 453 = Fishing and hunting |
| 253 = Other teachers and instructors | 454 = Forest, conservation, and logging |
| 254 = Librarians, curators, and archivists | 471 = Supervisors, construction and extraction |
| 259 = Other education/training/library | 472 = Construction trades |
| 271 = Art and design workers | 473 = Helpers, construction trades |
| 272 = Entertainer/performer/sports/related | 474 = Other construction and related |
| 273 = Media and communication | 475 = Extraction |
| 274 = Media and communication equipment | 491 = Supervisor, installation, etc. |
| 291 = Health diagnosing/treating practitioner | 492 = Electrical equipment installer, etc. |
| 292 = Health technologists and technicians | 493 = Vehicle/mobile equipment installers, etc. |
| 299 = Other healthcare practitioner/technical | 499 = Other installation, etc. |
| 311 = Nursing/psychiatric/home health aide | 511 = Supervisors, production |
| 312 = Occupational/physical therapist aide | 512 = Assemblers and fabricators |
| 319 = Other healthcare support | 513 = Food processing |
| 331 = First-line manager, protective service | 514 = Metal workers and plastic |
| 332 = Fire fighting and prevention | 515 = Printing |
| 333 = Law enforcement | 516 = Textile, apparel, and furnishings |
| 339 = Other protective service | 517 = Woodworkers |
| 351 = Supervisor, food preparation and serving | 518 = Plant and system operators |
| 352 = Cooks and food preparation | 519 = Other production |
| 353 = Food and beverage serving | 531 = Supervisor, transportation/moving |
| 359 = Other food preparation/serving related | 532 = Air transportation |
| 371 = Supervisor, building/grounds maintenance | 533 = Motor vehicle operator |
| 372 = Building cleaning and pest control | 534 = Rail transportation |
| 373 = Grounds maintenance | 535 = Water transportation |
| 391 = Supervisor, personal care and service | 536 = Other transportation |
| | 537 = Material moving |
| | 551 = Military officer special/tactical operations |
| | 552 = First-line enlisted military supervisor |
| | 553 = Enlisted tactical operations, air/weapon crew |

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREVE ne 1.
 Source: BPS:12/14 Full-Scale Student Interview, 2013 Occupational Information Network (O*NET)

B14DOCC6

Primary employer: detailed occupation code

[If currently employed for primary employer]
 What is the title of your current job [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]? What do you do in that job?
 [else]

What was the title of the most recent job you held [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer] [if [began interview on or after July 1, 2014]] before July 2014]? What did you do in that job?

NOTES: 2013 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See <http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

111011 = Chief executives
 111021 = General and operations managers
 112011 = Advertising and promotions managers
 112021 = Marketing managers
 112022 = Sales managers
 113011 = Administrative services managers
 113021 = Computer and information systems managers
 113031 = Financial managers
 113051 = Industrial production managers
 113071 = Transportation, storage, etc. manager
 113111 = Compensation and benefits managers
 113121 = Human Resources Managers
 113131 = Training and development managers
 119013 = Farm/ranch/other agricultural managers
 119021 = Construction managers
 119031 = Education administrator, preschool/child care
 119032 = Education administrator, elementary/secondary
 119033 = Education administrators, postsecondary
 119041 = Engineering managers

119051 = Food service managers
 119071 = Gaming managers
 119111 = Medical and health services managers
 119121 = Natural sciences managers
 119141 = Property, real estate, etc. managers
 119151 = Social and community service managers
 119199 = Managers, all other
 131021 = Purchasing agent/buyer, farm products
 131022 = Wholesale/retail buyer, except farm
 131023 = Purchasing agent, except wholesale
 131031 = Claims adjuster, examiner, investigator
 131032 = Insurance appraisers, auto damage
 131041 = Compliance officer (not agriculture)
 131071 = Employment, recruitment, specialist
 131075 = Labor Relations Specialists
 131081 = Logisticians
 131111 = Management analysts
 131121 = Meeting and convention planners
 131131 = Fundraisers
 131141 = Compensation, benefits, job analysis specialists
 131151 = Training and development specialists
 131161 = Market Research Analysts, Specialists
 131199 = Business operations specialists, all other
 132011 = Accountants and auditors
 132041 = Credit analysts
 132051 = Financial analysts
 132052 = Personal financial advisors
 132072 = Loan officers
 132082 = Tax preparers
 132099 = Financial specialists, all other
 151111 = Computer and information scientist, research
 151121 = Computer systems analysts
 151131 = Computer Programmers
 151132 = Software developers, applications
 151133 = Software Developers, Systems Software
 151134 = Web developers
 151142 = Network and computer systems administrators
 151143 = Computer network architects
 151151 = Computer User Support Specialists
 151152 = Computer Network Support Specialists
 151199 = Computer Occupations, All Other
 152021 = Mathematicians
 171011 = Architects, except landscape and naval
 171012 = Landscape architects
 171021 = Cartographers and photogrammetrists
 172041 = Chemical engineers
 172051 = Civil engineers
 172071 = Electrical engineers
 172072 = Electronics engineers, except computer
 172112 = Industrial engineers
 172141 = Mechanical engineers
 173011 = Architectural and civil drafters
 173012 = Electrical and electronics drafters
 173013 = Mechanical drafters

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|--|---|
| 173019 = Drafters, all other | 252031 = Secondary teacher, except special/vocational education |
| 173021 = Aerospace engineer/operations technicians | 252051 = Special education teachers, preschool |
| 173023 = Electrical engineering technicians | 252052 = Special education teacher, pre-k/kindergarten/elementary |
| 173024 = Electro-mechanical technicians | 252053 = Special education teachers, middle school |
| 173026 = Industrial engineering technicians | 252059 = Special Education Teachers, all other |
| 173027 = Mechanical engineering technicians | 253021 = Self-enrichment education teachers |
| 173029 = Engineering technicians, other (except drafter) | 253099 = Teachers and instructors, all other |
| 173031 = Surveying and mapping technicians | 254011 = Archivists |
| 191029 = Biological scientists, all other | 254021 = Librarians |
| 191042 = Medical scientist, except epidemiologist | 259011 = Audio-visual collections specialists |
| 192043 = Hydrologists | 259031 = Instructional coordinators |
| 193022 = Survey researchers | 259041 = Teacher assistants |
| 193031 = Clinical/counseling/school psychologist | 259099 = Education/training/library worker, all other |
| 194011 = Agricultural and food science technician | 271011 = Art directors |
| 194021 = Biological technicians | 271012 = Craft artists |
| 194051 = Nuclear technicians | 271013 = Fine artist, including painter, etc. |
| 194061 = Social science research assistants | 271014 = Multi-media artists and animators |
| 194092 = Forensic science technicians | 271019 = Artists and related workers, all other |
| 194099 = Life/physical technician, other | 271021 = Commercial and industrial designers |
| 211012 = Educational, vocational, and school counselors | 271022 = Fashion designers |
| 211014 = Mental health counselors | 271023 = Floral designers |
| 211015 = Rehabilitation counselors | 271024 = Graphic designers |
| 211019 = Counselors, all other | 271025 = Interior designers |
| 211021 = Child, family, and school social workers | 271026 = Merchandise displayer/window trimmer |
| 211022 = Medical and public health social workers | 271027 = Set and exhibit designers |
| 211023 = Mental health/substance social worker | 271029 = Designers, all other |
| 211029 = Social workers, all other | 272011 = Actors |
| 211091 = Health educators | 272012 = Producers and directors |
| 211093 = Social and human service assistants | 272021 = Athletes and sports competitors |
| 211094 = Community health workers | 272022 = Coaches and scouts |
| 211099 = Community/social specialist, other | 272023 = Umpire/referee/other sports official |
| 212011 = Clergy | 272031 = Dancers |
| 212021 = Director, religious activities, and education | 272041 = Music directors and composers |
| 212099 = Religious workers, all other | 272042 = Musicians and singers |
| 231011 = Lawyers | 272099 = Entertainer/performer/sports, other |
| 231022 = Arbitrators, mediators, and conciliators | 273011 = Radio and television announcers |
| 232011 = Paralegals and legal assistants | 273022 = Reporters and correspondents |
| 232099 = Legal support workers, all other | 273031 = Public relations specialists |
| 25105 = Environmental science, postsecondary | 273041 = Editors |
| 251121 = Art, drama, and music, postsecondary | 273042 = Technical writers |
| 251122 = Communications teachers, postsecondary | 273043 = Writers and authors |
| 251123 = English language/literature, postsecondary | 273091 = Interpreters and translators |
| 251191 = Graduate teaching assistants | 273099 = Media/communication worker, all other |
| 251193 = Recreation/fitness, postsecondary | 274011 = Audio and video equipment technicians |
| 251194 = Vocational education, postsecondary | 274012 = Broadcast technicians |
| 251199 = Postsecondary teachers, all other | 274021 = Photographers |
| 252011 = Preschool teacher, except special education | 274031 = Camera operator/TV/video/motion picture |
| 252021 = Elementary teacher, except special education | 274032 = Film and video editors |
| 252022 = Middle teacher, except special/vocational education | 291029 = Dentists, all other specialists |
| | 291062 = Family and general practitioners |
| | 291071 = Physician assistants |
| | 291125 = Recreational therapists |
| | 291129 = Therapists, all other |

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|---|--|
| 291141 = Registered Nurses | 352011 = Cooks, fast food |
| 291199 = Health diagnosing practitioner, other | 352012 = Cooks, institution and cafeteria |
| 292011 = Medical/clinical laboratory technologist | 352014 = Cooks, restaurant |
| 292012 = Medical/clinical laboratory technician | 352015 = Cooks, short order |
| 292031 = Cardiovascular technologist/technician | 352019 = Cooks, all other |
| 292034 = Radiologic technologists and technicians | 352021 = Food preparation workers |
| 292041 = Emergency medical technician/paramedic | 353011 = Bartenders |
| 292051 = Dietetic technicians | 353021 = Food prep/serving, includes fast food |
| 292052 = Pharmacy technicians | 353022 = Counter attendant, cafeteria, etc. |
| 292054 = Respiratory therapy technicians | 353031 = Waiters and waitresses |
| 292055 = Surgical technologists | 353041 = Food servers, nonrestaurant |
| 292056 = Veterinary technologists and technicians | 359011 = Dining room/cafeteria attendant, etc. |
| 292057 = Ophthalmic medical technicians | 359021 = Dishwashers |
| 292061 = Licensed practical/vocational nurse | 359031 = Host/hostess, restaurant, etc. |
| 292071 = Medical records/health information technician | 359099 = Food preparation/serving related, other |
| 292081 = Opticians, dispensing | 371011 = First-line manager, housekeeping/janitor |
| 292099 = Health technologist/technician, other | 371012 = First-line manager, landscaping, etc. |
| 299011 = Occupational health/safety specialist | 372011 = Janitor/cleaner, except maid/housekeeper |
| 299012 = Occupational health/safety technician | 372012 = Maids and housekeeping cleaners |
| 299091 = Athletic trainers | 372019 = Building cleaning workers, all other |
| 299099 = Healthcare practitioners, technical workers, other | 372021 = Pest control workers |
| 311011 = Home health aides | 373011 = Landscaping and groundskeeping workers |
| 311013 = Psychiatric aides | 373012 = Pesticide handler/sprayer/vegetation etc. |
| 311014 = Nursing Assistants | 373013 = Tree trimmers and pruners |
| 311015 = Orderlies | 373019 = Grounds maintenance workers, all other |
| 312011 = Occupational therapist assistants | 391012 = Slot key persons |
| 312021 = Physical therapist assistants | 391021 = First-line manager, personal service |
| 312022 = Physical therapist aides | 392011 = Animal trainers |
| 319011 = Massage therapists | 392021 = Nonfarm animal caretakers |
| 319091 = Dental assistants | 393011 = Gaming dealers |
| 319092 = Medical assistants | 393019 = Gaming service workers, all other |
| 319093 = Medical equipment preparers | 393031 = Usher, lobby attendant, and ticket taker |
| 319094 = Medical transcriptionists | 393091 = Amusement and recreation attendants |
| 319095 = Pharmacy aides | 393092 = Costume attendants |
| 319096 = Veterinary assistant/laboratory animal care | 393099 = Entertainment attendants and related |
| 319097 = Phlebotomists | 395011 = Barbers |
| 319099 = Healthcare support workers, all other | 395012 = Hairdresser, hairstylist, cosmetologist |
| 331099 = First-line manager, protective, other | 395091 = Makeup artist, theatrical/performance |
| 332011 = Firefighters | 395092 = Manicurists and pedicurists |
| 333012 = Correctional officers and jailers | 395093 = Shampooers |
| 333021 = Detectives and criminal investigators | 395094 = Skin care specialists |
| 333031 = Fish and game wardens | 396011 = Baggage porters and bellhops |
| 333051 = Police and sheriff's patrol officers | 396012 = Concierges |
| 339011 = Animal control workers | 397011 = Tour Guides and Escorts |
| 339021 = Private detectives and investigators | 397012 = Travel guides |
| 339032 = Security guards | 399011 = Child care workers |
| 339091 = Crossing guards | 399021 = Personal and home care aides |
| 339092 = Lifeguard/ski patrol/other service | 399031 = Fitness trainer and aerobics instructor |
| 339093 = Transportation Security Screeners | 399032 = Recreation workers |
| 339099 = Protective service workers, all other | 399041 = Residential advisors |
| 351011 = Chefs and head cooks | 399099 = Personal care/service workers, all other |
| 351012 = First-line manager, food preparation/serving | 411011 = First-line manager, retail sales |
| | 411012 = First-line manager, non-retail sales |
| | 412011 = Cashiers |

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|--|---|
| 412012 = Gaming change persons and booth cashiers | 436011 = Executive secretary/administrative assistant |
| 412021 = Counter and rental clerks | 436012 = Legal secretaries |
| 412022 = Parts salespersons | 436013 = Medical secretaries |
| 412031 = Retail salespersons | 436014 = Secretary, except legal/medical/exec |
| 413011 = Advertising sales agents | 439011 = Computer operators |
| 413021 = Insurance sales agents | 439021 = Data entry keyers |
| 413031 = Securities, commodities, etc. agent | 439022 = Word processors and typists |
| 413041 = Travel agents | 439041 = Insurance claims/policy processing clerk |
| 413099 = Sales representatives, services, other | 439051 = Mail clerk/machine operators, except postal |
| 414011 = Sales rep, wholesale, technical | 439061 = Office clerks, general |
| 414012 = Sales rep, wholesale, except technical | 439071 = Office machine operator, except computer |
| 419011 = Demonstrators and product promoters | 439199 = Office/administrative support worker, other |
| 419012 = Models | 451011 = First-line manager, farming/fishing/etc. |
| 419022 = Real estate sales agents | 452041 = Grader/sorter, agricultural products |
| 419031 = Sales engineers | 452091 = Agricultural equipment operators |
| 419041 = Telemarketers | 452092 = Farmworker/laborer: crop, nursery, etc. |
| 419091 = Door-to-door sales, etc., related | 452093 = Farmworkers, farm and ranch animals |
| 419099 = Sales and related workers, all other | 452099 = Agricultural workers, all other |
| 431011 = First-line manager, office/administrative support | 453011 = Fishers and related fishing workers |
| 432011 = Switchboard operator, includes answering | 453021 = Hunters and trappers |
| 432021 = Telephone operators | 454011 = Forest and conservation workers |
| 432099 = Communications equipment operator, other | 454029 = Logging workers, all other |
| 433011 = Bill and account collectors | 471011 = First-line manager, construction, etc. |
| 433021 = Billing/posting clerk/machine operator | 472011 = Boilermakers |
| 433031 = Bookkeeping/accounting/auditing clerk | 472021 = Brickmasons and blockmasons |
| 433041 = Gaming cage workers | 472022 = Stonemasons |
| 433051 = Payroll and timekeeping clerks | 472031 = Carpenters |
| 433071 = Tellers | 472041 = Carpet installers |
| 433099 = Financial clerks, all other | 472042 = Floor layer, except carpet/wood/etc. |
| 434031 = Court, municipal, and license clerks | 472044 = Tile and marble setters |
| 434051 = Customer service representatives | 472051 = Cement masons and concrete finishers |
| 434071 = File clerks | 472061 = Construction laborers |
| 434081 = Hotel, motel, and resort desk clerks | 472071 = Paving/surfacing/etc. equipment operator |
| 434111 = Interviewer, except eligibility/loan | 472073 = Operating engineer, other operator |
| 434121 = Library assistants, clerical | 472111 = Electricians |
| 434131 = Loan interviewers and clerks | 472121 = Glaziers |
| 434141 = New accounts clerks | 472132 = Insulation workers, mechanical |
| 434151 = Order clerks | 472141 = Painters, construction and maintenance |
| 434161 = Human resources assistant, except payroll/timekeeping | 472151 = Pipelayers |
| 434171 = Receptionists and information clerks | 472152 = Plumbers, pipefitters, and steamfitters |
| 434181 = Reservation/transportation ticket agent | 472181 = Roofers |
| 434199 = Information and record clerks, all other | 472211 = Sheet metal workers |
| 435011 = Cargo and freight agents | 472221 = Structural iron and steel workers |
| 435021 = Couriers and messengers | 472231 = Solar Photovoltaic Installers |
| 435031 = Police, fire, and ambulance dispatchers | 473012 = Helpers, carpenters |
| 435032 = Dispatcher, except police/fire/ambulance | 473013 = Helpers, electricians |
| 435052 = Postal service mail carriers | 473015 = Helpers, pipelayer/plumber/etc. |
| 435053 = Postal mail sorter, processor, etc. | 473016 = Helpers, roofers |
| 435061 = Production, planning, expediting clerk | 473019 = Helpers, construction trades, all other |
| 435071 = Shipping, receiving, and traffic clerks | 474011 = Construction and building inspectors |
| 435081 = Stock clerks and order fillers | 474041 = Hazardous materials removal workers |
| 435111 = Weigher/measurer/sampler, recordkeeping | 474051 = Highway maintenance workers |

*Item included in the BPS:12/14 Abbreviated Interview.

| | |
|--|---|
| 474099 = Construction/related workers, other | 513099 = Food processing workers, all other |
| 475012 = Rotary drill operators, oil and gas | 514011 = Computer machine operator, metal/plastic |
| 475049 = Mining machine operators, all other | 514021 = Drawing machine setter, metal/plastic |
| 475071 = Roustabouts, oil and gas | 514022 = Forging machine setter, metal/plastic |
| 475099 = Extraction workers, all other | 514023 = Rolling machine setter, metal/plastic |
| 491011 = First-line manager, mechanic, etc. | 514031 = Cutting machine setter, metal/plastic |
| 492011 = Computer, automated teller, etc. repairer | 514032 = Drilling machine setter, metal/plastic |
| 492021 = Radio mechanics | 514033 = Grinding machine setter, metal/plastic |
| 492022 = Telecommunication installer, except line | 514034 = Lathe machine setter, metal/plastic |
| 492091 = Avionics technicians | 514035 = Milling machine setter, metal/plastic |
| 492093 = Electrical installer, transportation | 514041 = Machinists |
| 492094 = Electrical repairer, commercial, etc. | 514051 = Metal-refining furnace operator/tender |
| 492095 = Electrical repairer, powerhouse, etc. | 514061 = Model makers, metal and plastic |
| 492097 = Electronic home entertainment installer | 514072 = Molding machine setter, metal/plastic |
| 492098 = Security/fire alarm systems installer | 514121 = Welders, cutters, solderers, and brazers |
| 493011 = Aircraft mechanic/service technician | 514122 = Welding machine setter/operator |
| 493021 = Automotive body and related repairers | 514192 = Lay-out workers, metal and plastic |
| 493022 = Automotive glass installer/repairer | 514199 = Metal/plastic worker, all other |
| 493023 = Automotive service technician/mechanic | 515112 = Printing Press Operators |
| 493031 = Bus/truck mechanic, diesel specialist | 515113 = Print Binding and Finishing Workers |
| 493041 = Farm equipment mechanics | 516011 = Laundry and dry-cleaning workers |
| 493042 = Mobile equipment mechanic, except engine | 516021 = Presser, textile/garment/etc. |
| 493043 = Rail car repairers | 516052 = Tailors, dressmakers, and custom sewers |
| 493051 = Motorboat mechanics | 516061 = Textile bleaching/etc. machine operator |
| 493052 = Motorcycle mechanics | 516091 = Extruding machine setter, glass fiber |
| 493092 = Recreational vehicle service technicians | 516093 = Upholsterers |
| 493093 = Tire repairers and changers | 516099 = Textile/apparel/furnishing worker, other |
| 499012 = Control/valve installer, except door | 517011 = Cabinetmakers and bench carpenters |
| 499021 = Heating, air conditioning, etc. mechanic | 517021 = Furniture finishers |
| 499041 = Industrial machinery mechanics | 517041 = Sawing machine setter, wood |
| 499043 = Maintenance workers, machinery | 517042 = Woodworking setter, except sawing |
| 499044 = Millwrights | 517099 = Woodworkers, all other |
| 499051 = Electrical power-line installer/repairer | 518011 = Nuclear power reactor operators |
| 499052 = Telecommunication line installer | 518091 = Chemical plant and system operators |
| 499069 = Precision instrument/etc. repairer, other | 518099 = Plant and system operators, all other |
| 499071 = Wind Turbine Service Technicians | 519011 = Chemical equipment operators and tenders |
| 499091 = Coin/vending/etc. machine servicer | 519012 = Separating/filtering/etc. machine setter |
| 499094 = Locksmiths and safe repairers | 519021 = Crushing/grinding/etc. machine setter |
| 499097 = Signal and track switch repairers | 519022 = Grinding and polishing workers, hand |
| 499098 = Helper, installation/maintenance/repair | 519023 = Mixing/blending machine setter |
| 499099 = Installation/maintenance/repair, other | 519031 = Cutters and trimmers, hand |
| 511011 = First-line manager, production/operating | 519032 = Cutting/slicing machine setter |
| 512011 = Aircraft structure/surface/etc. assembler | 519041 = Extruding machine setter |
| 512021 = Coil winders, tapers, and finishers | 519051 = Furnace/kiln/oven/etc. operator |
| 512022 = Electrical equipment assembler | 519061 = Inspector /tester/sorter/sampler/weigher |
| 512031 = Engine and other machine assemblers | 519071 = Jeweler/precious stone/metal workers |
| 512041 = Structural metal fabricators and fitters | 519081 = Dental laboratory technicians |
| 512091 = Fiberglass laminators and fabricators | 519082 = Medical appliance technicians |
| 512092 = Team assemblers | 519111 = Packaging/filling machine operator |
| 512099 = Assemblers and fabricators, all other | 519121 = Coating/painting/spraying machine setter |
| 513011 = Bakers | 519122 = Painters, transportation equipment |
| 513021 = Butchers and meat cutters | 519123 = Painting, coating, and decorating worker |
| 513022 = Meat/poultry/fish cutter/trimmer | 519151 = Photographic process/processing machine operators |
| 513023 = Slaughterers and meat packers | |
| 513092 = Food batchmakers | |
| 513093 = Food cooking machine operator/tender | |

*Item included in the BPS:12/14 Abbreviated Interview.

519191 = Cementing and gluing machine operator
 519194 = Etchers and engravers
 519195 = Molder/shaper/etc., except metal/plastic
 519196 = Paper goods machine setter
 519198 = Helpers, production workers
 519199 = Production workers, all other
 531011 = Aircraft cargo handling supervisors
 531021 = First-line manager, helper/laborer, hand
 531031 = First-line manager, vehicle operator
 532031 = Flight attendants
 533011 = Ambulance driver/attendant, except
 EMT
 533021 = Bus drivers, transit and intercity
 533022 = Bus drivers, school
 533031 = Driver/sales workers
 533032 = Truck drivers, heavy and tractor-trailer
 533033 = Truck drivers, light or delivery service
 533041 = Taxi drivers and chauffeurs
 533099 = Motor vehicle operators, all other
 534031 = Railroad conductors and yardmasters
 535011 = Sailors and marine oilers
 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
 537032 = Excavating machine/dragline operator
 537041 = Hoist and winch operators
 537051 = Industrial truck and tractor operators
 537061 = Cleaners of vehicles and equipment
 537062 = Laborer/mover, hand
 537063 = Machine feeders and offbearers
 537064 = Packers and packagers, hand
 537071 = Gas pumping station operator
 537081 = Refuse and recyclable material collector
 537199 = Material moving workers, all other
 551013 = Armored assault vehicle officers
 551015 = Command and control center officers
 551017 = Special forces officers
 552012 = First-line manager, weapons specialists
 552013 = First-line manager, other tactical
 operations
 553011 = Air crew members
 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 = Enlisted tactical operations, air/weapon
 crew

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREVEV ne 1.
 Source: BPS:12/14 Full-Scale Student Interview, 2013 Occupational Information Network (O*NET)

B14DOCCRC*

Primary employer: upcode/ recode flag

NOTES: Respondents entered their primary employer job title and duties into an internal database built into the instrument and selected an O*NET-SOC code representing their occupation. Some O*NET-SOC codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select an O*NET-SOC code, expert coders attempted to upcode this occupation. In the event expert coders recoded a new O*NET-SOC code or upcoded an O*NET-SOC code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new O*NET-SOC code: B14DOCC2, B14DOCC3, B14DOCC6. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPHLTH

Primary employer: eligible for health insurance

[If [currently employed for primary employer]]

In your job [if B14D]BTL ne -9} as a(n)

[B14D]BTL] [if [primary employer] = -9} with this

employer {else} with [primary employer], are you

currently eligible to receive...

[else]

When you last worked in your job [if B14D]BTL ne -

9} as a(n) [B14D]BTL] [if [primary employer] = -9}

with this employer {else} with [primary employer] [if

[began interview on or after July 1, 2014]} before July

2014], were you eligible to receive...

Health insurance

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not eligible for health insurance

1 = Yes, eligible for health insurance

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, were not self-employed for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and [not self-employed for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPLIF

Primary employer: eligible for life insurance

[If [currently employed for primary employer]]

In your job [{{if B14DJBTL ne -9}} as a(n) [B14DJBTL]] [{{if [primary employer] = -9}} with this employer {else} with [primary employer]], are you currently eligible to receive...

[else]

When you last worked in your job [{{if B14DJBTL ne -9}} as a(n) [B14DJBTL]] [{{if [primary employer] = -9}} with this employer {else} with [primary employer]] [{{if [began interview on or after July 1, 2014]} before July 2014], were you eligible to receive...

Life insurance

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not eligible for life insurance

1 = Yes, eligible for life insurance

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, were not self-employed for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and [not self-employed for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPRET

Primary employer: eligible for retirement benefits

[If [currently employed for primary employer]]

In your job [{{if B14DJBTL ne -9}} as a(n) [B14DJBTL]] [{{if [primary employer] = -9}} with this employer {else} with [primary employer]], are you currently eligible to receive...

[else]

*Item included in the BPS:12/14 Abbreviated Interview.

When you last worked in your job [{{if B14DJBTL ne -9}} as a(n) [B14DJBTL]] [{{if [primary employer] = -9}} with this employer {else} with [primary employer]] [{{if [began interview on or after July 1, 2014]} before July 2014], were you eligible to receive...

Retirement or other financial benefits, such as a 401(k)/403(b)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not eligible for retirement benefits

1 = Yes, eligible for retirement benefits

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, were not self-employed for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and [not self-employed for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DHVLC

Had professional certification or state/industry license

Next, [{{if COMPMODE = 1}} I'd {else} we'd] like to ask about any professional certifications or industry licenses. A professional certification or license shows you are qualified to perform a specific job and includes things like Licensed Realtor, Certified Medical Assistant, Certified Construction Manager, or an IT certification. Do you have a currently active professional certification or a state or industry license? (Do not include business licenses such as a liquor license or vending license.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not have certification or license

1 = Yes, had certification or license

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DLICREL

Primary employer: certificate or license required

[If [currently employed for primary employer]]
Is this certification or license required for your job [if B14DJBTL ne -9] as a(n) [B14DJBTL]]?
[else]

[If [began interview on or after July 1, 2014]] Before July 2014, was {else} Was] this certification or license required for your job [if B14DJBTL ne -9] as a(n) [B14DJBTL]]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Certification or license not required

1 = Yes, certification or license required

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, had active professional certification or state/industry license, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and B14DHVLLIC = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DOCCTIMGT

Duration of employment with primary employer/similar job: year or more

[If [currently employed for primary employer]]
[If B14DHVLLIC ne 1] Now we have some questions that focus on your job as a(n) [B14DJBTL]]. Have you worked [if B14DJBTL ne -9] as a(n) [B14DJBTL] {else} in your current job] or in any similar jobs, even if they were not [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]], for a year or more?
[else]

[If B14DHVLLIC ne 1] Now we have some questions that focus on your job as a(n) [B14DJBTL]]. [If [began interview on or after July 1, 2014]] Before July 2014, did {else} Did] you work [if B14DJBTL ne -9] as a(n) [B14DJBTL] {else} in your most recent job] or in any similar jobs, even if they were not [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]], for a year or more?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not work for year or more

1 = Yes, worked for year or more

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14DOCCTIM

Duration of employment with primary employer/similar job: number of years

[If [currently employed for primary employer]]
For how many years have you worked [if B14DJBTL ne -9] as a(n) [B14DJBTL] {else} in your current job] or in any similar jobs, even if they were not [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]]?
[else]

[If [began interview on or after July 1, 2014]] Before July 2014, for {else} For] how many years did you work [if B14DJBTL ne -9] as a(n) [B14DJBTL] {else} in your most recent job] or in any similar jobs, even if they were not [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, worked in current job or similar jobs for more than one year, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and B14DOCCTIMGT = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DRELMAJ

Primary employer: related to college studies

[If [began interview before July 1, 2014]] Is {else} Was] your job [if B14DJBTL ne -9] as a(n) [B14DJBTL]] related to what you studied in college?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Job not related to college studies
1 = Yes, job related to college studies

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14DSTRTCR

Primary employer: related to future work

[{If [currently employed for primary employer]} Is {else} Was] your job [{if B14DJBTL ne -9} as a(n) [B14DJBTL]] related to the kind of work you want to do in the future?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Job not related to future work
1 = Yes, job related to future work

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14DACTLKWRK

Actively looking for work: July 2011-June 2014

[If [began interview before July 1, 2014]]

At any point after June 2011, were there times when you were actively looking for work? (Actively looking for work includes activities such as sending out resumes or filling out job applications, placing or responding to job advertisements, contacting employers or employment agencies, and going on job interviews.)

[else]

At any point between July 2011 and June 2014, were there times when you were actively looking for work? (Actively looking for work includes activities such as sending out resumes or filling out job applications, placing or responding to job advertisements, contacting employers or employment agencies, and going on job interviews.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If (TCOMPLETER = 1 or TLEAVER = 1) and [worked all months between July 2011 and June 2014] then B14DACTLKWRK = 0.

- 0 = Did not actively look for work
1 = Yes, actively looked for work

Applies to: Respondents who were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14DLKWKSTG

Not working and actively looking: July 2011-June 2014

[If [began interview before July 1, 2014]]

In which months after June 2011 were you not working and actively looking for a job for any part of the month?

[else]

Between July 2011 and June 2014, in which months were you not working and actively looking for a job for any part of the month?

NOTES: This variable is a 36-character string that indicates when the respondent was not working and actively looking for work between the months of July 2011 through June 2014. Each month is represented by one digit in the string, with July 2011 as the first digit and June 2014 as the final digit. "1" indicates the respondent was not working and actively looking for work that month. "0" indicates that the respondent was either working or not working and not actively looking for work that month. For example, a respondent not working and actively looking for work from October 2011 through March 2014 would have a string of 000111111111111111111111111111111000.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, indicated actively looking for work when not employed, and did not participate in the abbreviated interview. Where: (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and B14DACTLKWRK = 1 and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14DWRKPAY

Alternative plans if had not attended school in 2013-14

Now [if COMPMODE = 1] I {else} we] have some questions about what you might have done if you had not been in school at all this year. If you had not attended college at all in 2013-2014, which of the following would you most likely have done?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Work for pay
- 2 = Work, but not be paid
- 3 = Not work (for any reason)
- 4 = Enter the military

Applies to: Respondents who attended any school in 2013-14, planned to continue attending school in 2014-15, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and [planned to attend any school in 2014-15] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DALTPAY

Expected salary amount if had not attended school in 2013-14

If you had not attended college at all in 2013-2014, how much do you think you would have earned per year [if B14DWRKPAY = 4] entering the military {else} working]? Provide your best guess if you are unsure of the amount.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended any school in 2013-14, planned to continue attending school in 2014-15, indicated if they had not attended any school in 2013-14 they would have instead worked for pay or entered the military, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and [planned to attend any school in 2014-15] and B14DWRKPAY in (1 4) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DHLPOTH

Importance of helping others compared to salary

When thinking about a job now or in the future, salary may be only one part of why you choose that job. Compared to the salary, how important is each of the following to you?

Helping others as part of your job

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Less important than salary
- 2 = As important as salary
- 3 = More important than salary

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEXPFLD

Importance of being an expert compared to salary

When thinking about a job now or in the future, salary may be only one part of why you choose that job. Compared to the salary, how important is each of the following to you?

Being seen as an expert in your field

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Less important than salary
- 2 = As important as salary
- 3 = More important than salary

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DWRKTSKS

Importance of making decisions compared to salary

When thinking about a job now or in the future, salary may be only one part of why you choose that job. Compared to the salary, how important is each of the following to you?

Making your own decisions about how to get your work done

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Less important than salary
- 2 = As important as salary
- 3 = More important than salary

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DLEISTIME

Importance of balancing work/leisure compared to salary

When thinking about a job now or in the future, salary may be only one part of why you choose that job. Compared to the salary, how important is each of the following to you?

Balancing work and leisure time

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Less important than salary
- 2 = As important as salary
- 3 = More important than salary

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DFAMTIM

Importance of balancing work/family compared to salary

When thinking about a job now or in the future, salary may be only one part of why you choose that job. Compared to the salary, how important is each of the following to you?

Balancing work and family

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Less important than salary

2 = As important as salary

3 = More important than salary

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EINCOM*

Respondent's income in 2013

[If COMPMODE = 1]

Which of the following categories best describes your income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013 through December 31, 2013. Include all income you paid taxes on, including work, investment income, or alimony. Do not include [If B14AMARR = 2] your spouse's income,] any grants or loans you may have used to pay for school, or any money given to you by your family.)

[else]

What was your income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013 through December 31, 2013. Include all income you paid taxes on, including work, investment income, or alimony. Do not include [If B14AMARR = 2] your spouse's income,] any grants or loans you may have used to pay for school, or any money given to you by your family.)

NOTES: The don't know option was only able to be selected if the respondent initially left this question missing. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

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

*Item included in the BPS:12/14 Abbreviated Interview.

9 = \$30,000 - \$49,999

10 = \$50,000 and above

11 = Don't know

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14EINCSP

Spouse's income in 2013

[If COMPMODE = 1]

Which of the following categories best describes your spouse's income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013, through December 31, 2013. Include all income your spouse paid taxes on. Do not include any grants or loans your spouse may have used to pay for school or any money given to your spouse by family.) [else]

What was your spouse's income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013, through December 31, 2013. Include all income your spouse paid taxes on. Do not include any grants or loans your spouse may have used to pay for school or any money given to your spouse by family.)

NOTES: The don't know option was only able to be selected if the respondent initially left this question missing. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

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 who did not participate in the abbreviated interview. Where: B14AMARR = 2 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ENTMR13

Marriage status in 2013

[If COMPMODE = 1]

Which of the following categories best describes your spouse's income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013, through December 31, 2013. Include all income your spouse paid taxes on. Do not include any grants or loans your spouse may have used to pay for school or any money given to your spouse by family.)

[else]

What was your spouse's income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013, through December 31, 2013. Include all income your spouse paid taxes on. Do not include any grants or loans your spouse may have used to pay for school or any money given to your spouse by family.)

Check here instead if you were not married to your spouse in 2013

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Married to spouse in 2013

1 = Not married to spouse in 2013

Applies to: Married respondents who did not participate in the abbreviated interview. Where: B14AMARR = 2 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EDEPS*

Financially supported children

[If [began interview before July 1, 2014]]

Do you have any children you support financially? [else]

Do you have any children you supported financially at any time between July 2013 and June 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not financially support children

1 = Yes, financially supported children

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14EDEP2

Number of children financially supported

[If [began interview before July 1, 2014]]

How many children do you support financially? [else]

How many children did you support financially at any time between July 2013 and June 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

8 = 8

9 = 9

10 = 10

17 = 17

Applies to: Respondents who financially supported children and did not participate in the abbreviated interview. Where: B14EDEPS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EOTDEPS

Financially supported others

[(If B14AMARR = 2 and B14EDEPS in (0 -9)) or (B14AMARR = 2 and B14EDEPS = 1 and B14EDEP2 in (0 -9))]

Not including your spouse, [if [began interview before July 1, 2014]] are [else] were] you financially supporting anyone [if [began interview on or after July 1, 2014]] at any time between July 2013 and June 2014?

[else if B14AMARR = 2 and B14EDEPS = 1 and B14EDEP2 > 0]

Not including your spouse and your [if B14EDEP2 > 1] [B14EDEP2] children [else] child, [if [began interview before July 1, 2014]] are [else] were] you financially supporting anyone [if [began interview on or after July 1, 2014]] at any time between July 2013 and June 2014?

[else if B14AMARR ne 2 and B14EDEPS = 1 and B14EDEP2 > 0]

Not including your [if B14EDEP2 > 1] [B14EDEP2] children [else] child, [if [began interview before July 1, 2014]] are [else] were] you financially supporting anyone [if [began interview on or after July 1, 2014]] at any time between July 2013 and June 2014?

[else]
[If [began interview before July 1, 2014]] are [else] were] you financially supporting anyone else [if [began interview on or after July 1, 2014]] at any time between July 2013 and June 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not financially support others

1 = Yes, financially supported others

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EOTDEPS2

Number of others financially supported

[(If B14AMARR = 2 and B14EDEPS in (0 -9)) or (B14AMARR = 2 and B14EDEPS = 1 and B14EDEP2 in (0 -9))]

Not including your spouse, how many others [if [began interview before July 1, 2014]] are [else] were] you financially supporting [if [began interview on or

*Item included in the BPS:12/14 Abbreviated Interview.

after July 1, 2014}} at any time between July 2013 and June 2014)?

[else if B14AMARR = 2 and B14EDEPS = 1 and B14EDEP2 > 0]

Not including your spouse and your [if B14EDEP2 > 1] [B14EDEP2] children [else] child], how many others [if [began interview before July 1, 2014]] are [else] were] you financially supporting [if [began interview on or after July 1, 2014]] at any time between July 2013 and June 2014)?

[else if B14AMARR ne 2 and B14EDEPS = 1 and B14EDEP2 > 0]

Not including your [if B14EDEP2 > 1] [B14EDEP2] children [else] child], how many others [if [began interview before July 1, 2014]] are [else] were] you financially supporting [if [began interview on or after July 1, 2014]] at any time between July 2013 and June 2014)?

[else]

How many others [if [began interview before July 1, 2014]] are [else] were] you financially supporting [if [began interview on or after July 1, 2014]] at any time between July 2013 and June 2014)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

12 = 12

15 = 15

70 = 70

99 = 99

Applies to: Respondents who financially supported other dependents and did not participate in the abbreviated interview.

Where: B14EOTDEPS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EKIDCOL

Number of dependents in college in 2013-14

How many of your dependents [if [began interview before July 1, 2014]] have] attended a college, university, or trade school in the 2013-2014 school year (July 1, 2013-June 30, 2014)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [information on college status of only child available] then B14EKIDCOL = [college status of only child].

0 = 0

*Item included in the BPS:12/14 Abbreviated Interview.

1 = 1

2 = 2

3 = 3

4 = 4

9 = 9

99 = 99

Applies to: Respondents who had children or other dependents and did not participate in the abbreviated interview. Where: (B14EDEPS = 1 or B14EOTDEPS = 1) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EREGSUPP

Regularly gave friends/family more than \$50 per month

Since July 2011, have you regularly given any friends or family who do not live with you more than \$50 per month to help them out?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not regularly give friends/family \$50 per month

1 = Yes, regularly gave friends/family \$50 per month

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPARHELP*

Parents helped pay for education and living expenses in 2013-14

[If [began interview before July 1, 2014]]

In the 2013-2014 school year only (July 1, 2013-June 30, 2014), will your parents (or guardians) have helped you pay for any of your education or living expenses while you are enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else]

In the 2013-2014 school year only (July 1, 2013-June 30, 2014), did your parents (or guardians) help you pay for any of your education or living expenses while you were enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Parents did not help pay expenses

1 = Yes, parents helped pay expenses

Applies to: Respondents who attended any school in 2013-14 and whose parents were not deceased. Where: [Attended any school in 2013-14] and B14BPARED ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPARGATE

Parents paid education/ living expenses: more or less than \$2000
Ok. [If [began interview before July 1, 2014] Is {else} Was] this amount:

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = \$2,000 or less
- 2 = More than \$2,000

Applies to: Respondents who attended any school in 2013-14, whose parents were not deceased, whose parents helped pay for their education or living expenses, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14BPARED ne 1 and B14EPARHELP = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPARLOAMT

Parents paid education/ living expenses: \$2000 or less
[If [began interview before July 1, 2014] Is {else} Was] it...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Less than \$250
- 2 = \$250 - \$500
- 3 = \$501 - \$1,000
- 4 = \$1,001 - \$1,500
- 5 = \$1,501 - \$2,000

Applies to: Respondents who attended any school in 2013-14, whose parents were not deceased, whose parents paid \$2,000 or less for their education or living expenses, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14BPARED ne 1 and B14EPARGATE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPARHIAMT

Parents paid education/ living expenses: more than \$2000
[If [began interview before July 1, 2014] Is {else} Was] it...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = \$2,001 - \$5,000
- 2 = \$5,001 - \$10,000
- 3 = \$10,001 - \$15,000
- 4 = \$15,001 - \$20,000
- 5 = \$20,001 - \$25,000
- 6 = More than \$25,000

Applies to: Respondents who attended any school in 2013-14, whose parents were not deceased, whose parents paid more than \$2,000 for their education or living expenses, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14BPARED ne 1 and B14EPARGATE = 2 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EFAMHELP

Family/ friends helped pay for education/ living expenses in 2013-14

[If [began interview before July 1, 2014] and B14BPARED = 1]

In the 2013-2014 school year only [if B14AMARR = 2], and not including your spouse, will other family members or friends have helped you pay for any of your education or living expenses while you are enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else if [began interview on or after July 1, 2014] and B14BPARED = 1]

In the 2013-2014 school year only [if B14AMARR = 2], and not including your spouse, did other family members or friends help you pay for any of your education or living expenses while you were enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else if B14AMARR = 2 and [began interview before July 1, 2014]]

In the 2013-2014 school year only, and not including your spouse or your parents (or guardians), will other family members or friends have helped you pay for any of your education or living expenses while you are enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else if B14AMARR = 2]

In the 2013-2014 school year only, and not including your spouse or your parents (or guardians), did other family members or friends help you pay for any of your education or living expenses while you were enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else if [began interview before July 1, 2014]]

In the 2013-2014 school year only, and not including your parents (or guardians), will other family members or friends have helped you pay for any of your education or living expenses while you are enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else]

*Item included in the BPS:12/14 Abbreviated Interview.

In the 2013-2014 school year only, and not including your parents (or guardians), did other family members or friends help you pay for any of your education or living expenses while you were enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Family or friends did not help pay expenses

1 = Yes, family or friends helped pay expenses

Applies to: Respondents who attended any school in 2013-14 and did not participate in the abbreviated interview. Where:

[Attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EFAMGATE

Family/friends paid education/living expenses: more or less than \$2000

Ok. [If [began interview before July 1, 2014]] Is {else} Was] this amount:

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$2,000 or less

2 = More than \$2,000

Applies to: Respondents who attended any school in 2013-14, whose family or friends helped pay for their education or living expenses, and did not participate in the abbreviated interview.

Where: [Attended any school in 2013-14] and

B14EFAMHELP = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EFAMLOAMT

Family/friends paid education/living expenses: \$2000 or less
[If [began interview before July 1, 2014]] Is {else} Was] it...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Less than \$250

2 = \$250 - \$500

3 = \$501 - \$1,000

4 = \$1,001 - \$1,500

5 = \$1,501 - \$2,000

Applies to: Respondents who attended any school in 2013-14, whose family or friends paid \$2,000 or less for their education or living expenses, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and

B14EFAMGATE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EFAMHIAMT

Family/friends paid education/living expenses: more than \$2000

[If [began interview before July 1, 2014]] Is {else} Was] it...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$2,001 - \$5,000

2 = \$5,001 - \$10,000

3 = \$10,001 - \$15,000

4 = \$15,001 - \$20,000

5 = \$20,001 - \$25,000

6 = More than \$25,000

Applies to: Respondents who attended any school in 2013-14, whose family or friends paid more than \$2,000 for their education or living expenses, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14EFAMGATE = 2 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ENUMCRD

Number of credit cards

Excluding debit or ATM cards, how many credit cards do you have in your own name that are billed to you? (Only include credit cards for which you pay at least some of the amount owed.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = None

1 = One

2 = More than one

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ECARRYBAL

Credit card amount carried over each month

[If B14ENUMCRD = 1]

Do you usually owe an amount that is carried over on your credit card from month to month?

[else]

Do you usually owe an amount that is carried over on your credit cards from month to month?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not usually carry amount over each month

1 = Yes, usually carried amount over each month

Applies to: Respondents who had at least one credit card and did not participate in the abbreviated interview. Where:

B14ENUMCRD > 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14ECRDBAL

Amount owed on all credit cards on last month's statement

[If B14ENUMCRD > 1]

What was the total amount you owed on all your credit cards combined according to your last month's statements?

[else]

What was the total amount you owed on your credit card according to your last month's statement?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one credit card, carried over an amount each month, and did not participate in the abbreviated interview. Where: B14ENUMCRD > 0 and B14ECARRYBAL = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ECCPAYMT

Amount paid toward all credit cards last month

[If B14ENUMCRD > 1]

What was the total amount you paid toward all of your credit card statements combined last month?

[else]

What was the total amount you paid toward your credit card statement last month?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one credit card, carried over an amount each month, did not owe \$0 on their credit card(s), and did not participate in the abbreviated interview. Where: B14ENUMCRD > 0 and B14ECARRYBAL = 1 and B14ECRDBAL ne 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ERNTAMT

Monthly mortgage or rent amount

How much (on average) is your monthly rent or mortgage payment where you currently live? Please indicate only the amount that you [if B14AMARR = 2] and your spouse [else if B14AMARR = 6] and your partner] are responsible for paying. If someone else pays your rent or mortgage on your behalf, please indicate "0."

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were not currently attending their primary school or were not currently on campus or in college-owned housing, and did not participate in the abbreviated interview. Where: ([Not currently attending primary school] or B14BSCHRES ne 1) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14ECARLON

Made car loan or lease payments

Do you [if B14AMARR = 2] or your spouse] make loan or lease payments for a car, truck, motorcycle, or other vehicle? If someone other than you [if B14AMARR = 2] or your spouse] makes the payment(s) on your behalf, please answer "No."

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not make car loan or lease payments

1 = Yes, made car loan or lease payments

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ECARAMT

Monthly car loan or lease amount

How much do you [if B14AMARR = 2] and your spouse] usually pay in total vehicle loan or lease payments each month?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had a car loan or lease and did not participate in the abbreviated interview. Where:

B14ECARLON = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EUNTAX

Received untaxed benefits in 2013-14 school year

[If TAGE >= 24 or B14AMARR = 2 or (B14EDEPS = 1 and B14EDEP2 > 0) or (B14EOTDEPS = 1 and B14EOTDEPS2 > 0)]

Between July 2013 and June 2014, did you [if B14AMARR = 2 or (B14EDEPS = 1 and B14EDEP2 > 0) or (B14EOTDEPS = 1 and B14EOTDEPS2 > 0)] or anyone in your household] receive any of the following benefits? Supplemental Security Income (SSI), SNAP (the Food Stamp Program), TANF (the Temporary Assistance for Needy Families Program), [if B14EDEPS = 1] The Free and Reduced Price School Lunch Program, WIC (the Special Supplemental Nutrition Program for Women, Infants, and Children)] [else]

Between July 2013 and June 2014, did you [if B14BPARED ne 1] or anyone in your parents' (or guardians') household] receive any of the following benefits? Supplemental Security Income (SSI), SNAP (the Food Stamp Program), TANF (the Temporary Assistance for Needy Families Program), The Free and Reduced Price School Lunch Program, WIC (the Special Supplemental Nutrition Program for Women, Infants, and Children)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not receive untaxed benefits

1 = Yes, received untaxed benefits

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPARST

Parents' (or guardians') marital status

What is the current marital status of your parents or guardians? If your parents are divorced, please answer this question about the marital status of the parent or guardian whom you lived with most during the past 12 months. (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Married or remarried

2 = Single

3 = Divorced or separated

4 = Widowed

5 = Both parents or guardians are deceased

Applies to: Respondents younger than 24 years old, who were not married, had no children, whose parents were not deceased, and did not participate in the abbreviated interview. Where: TAGE < 24 and B14AMARR ne 2 and B14EDEP2 < 1 and B14BPARED ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPARNC

Parents' (or guardians') income in 2013

[If B14EPARST = 1 and COMPMODE = 1]

Which category best describes your parents' or guardians' combined income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the combined income of that parent and the person he or she is married to.)

[else if B14EPARST = 1]

What was your parents' or guardians' combined income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the combined income of that parent and the person he or she is married to.)

[else if B14EPARST = 2 and COMPMODE = 1]

Which category best describes your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was... (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else if B14EPARST = 2]

What was your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was... (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else if B14EPARST = 4 and COMPMODE = 1]

Which category best describes your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was...

[else if B14EPARST = 4]

What was your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was...

[else if COMPMODE = 1]

In calendar year 2013 (January 1, 2013, through December 31, 2013), which category best describes the income, prior to taxes and deductions, of the parent or guardian whom you lived with most in the past 12 months? Would you say it was... (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else]

In calendar year 2013 (January 1, 2013, through December 31, 2013), what was the income, prior to taxes and deductions, of the parent or guardian whom you lived with most in the past 12 months? Would you say it was... (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Under \$30,000

2 = \$30,000 to \$59,999

3 = \$60,000 to \$89,999

4 = \$90,000 to \$119,999

*Item included in the BPS:12/14 Abbreviated Interview.

5 = \$120,000 and above

6 = Don't know

Applies to: Respondents younger than 24 years old, who were not married, had no children, whose parents were not deceased, and did not participate in the abbreviated interview. Where: TAGE < 24 and B14AMARR ne 2 and B14EDEP2 < 1 and B14BPARED ne 1 and B14EPARST ne 5 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPTDCD

Parents (or guardians) are deceased

[If B14EPARST = 1 and COMPMODE = 1]

Which category best describes your parents' or guardians' combined income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the combined income of that parent and the person he or she is married to.)

[else if B14EPARST = 1]

What was your parents' or guardians' combined income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the combined income of that parent and the person he or she is married to.)

[else if B14EPARST = 2 and COMPMODE = 1]

Which category best describes your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was... (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else if B14EPARST = 2]

What was your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was.. (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else if B14EPARST = 4 and COMPMODE = 1]

Which category best describes your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was...

[else if B14EPARST = 4]

What was your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was...

[else if COMPMODE = 1]

In calendar year 2013 (January 1, 2013, through December 31, 2013), which category best describes the income, prior to taxes and deductions, of the parent or guardian whom you lived with most in the past 12 months? Would you say it was... (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else]

In calendar year 2013 (January 1, 2013, through December 31, 2013), what was the income, prior to taxes and deductions, of the parent or guardian whom you lived with most in the past 12 months? Would you say it was... (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

Parents (or guardians) are deceased

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = At least one parent or guardian living

1 = Both parents or guardians are deceased

Applies to: Respondents younger than 24 years old, who were not married, had no children, whose parents were not deceased, and did not participate in the abbreviated interview. Where: TAGE < 24 and B14AMARR ne 2 and B14EDEP2 < 1 and B14BPARED ne 1 and B14EPARST ne 5 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPRHSD

Number of others financially supported by parents in 2013-14

[If B14EPARST = 1 and [currently attending any school]]

Not including yourself or your parents or guardians, how many people (for example, brothers or sisters or grandparents) have your parents or guardians been supporting financially since July 1, 2013? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the number of people that parent and the person he or she is married to, are supporting.)

[else if B14EPARST = 1 and [not currently attending any school]]

Not including yourself or your parents or guardians, how many people (for example, brothers or sisters or grandparents) did your parents or guardians support financially during the most recent term you attended

*Item included in the BPS:12/14 Abbreviated Interview.

school in the 2013-2014 school year? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the number of people that parent and the person he or she is married to, are supporting.)

[else if B14EPARST in (2 4) and [currently attending any school]]

Not including yourself or your parent or guardian, how many people (for example, brothers or sisters or grandparents) has your parent or guardian been supporting financially since July 1, 2013? [If B14EPARST = 2] (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else if B14EPARST in (2 4) and [not currently attending any school]]

Not including yourself or your parent or guardian, how many people (for example, brothers or sisters or grandparents) did your parent or guardian support financially during the most recent term you attended school in the 2013-2014 school year? [If B14EPARST = 2] (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else if [currently attending any school]]

Not including yourself or the parent or guardian whom you lived with most in the past 12 months, how many people (for example, brothers or sisters or grandparents) has this parent or guardian been supporting financially since July 1, 2013? (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else]

Not including yourself or the parent or guardian whom you lived with most in the past 12 months, how many people (for example, brothers or sisters or grandparents) did this parent or guardian support financially during the most recent term you attended school in the 2013-2014 school year? (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

8 = 8

9 = 9

10 = 10

11 = 11

12 = 12

14 = 14

22 = 22

70 = 70

Applies to: Respondents younger than 24 years old, who were not married, had no children, whose parents were not deceased, attended any school in 2013-14, and did not participate in the abbreviated interview. Where: TAGE < 24 and B14AMARR ne 2 and B14EDEP2 < 1 and B14BPARDED ne 1 and B14EPARST ne 5 and B14EPTDCD ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EDPNUM

Number of others financially supported by parents in college in 2013-14

[If B14EPARST = 1 and [currently attending any school]]

Not including yourself or your parents or guardians, how many of the people financially supported by your parents or guardians have attended a college, university, or trade school since July 1, 2013?

[else if B14EPARST = 1 and [not currently attending any school]]

Not including yourself or your parents or guardians, how many of the people financially supported by your parents or guardians attended a college, university, or trade school during the most recent term you attended school in the 2013-2014 school year?

[else if [currently attending any school]]

Not including yourself or your parent or guardian, how many of the people financially supported by your parent or guardian have attended a college, university, or trade school since July 1, 2013?

[else]

Not including yourself or your parent or guardian, how many of the people financially supported by your parent or guardian attended a college, university, or trade school during the most recent term you attended school in the 2013-2014 school year?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

*Item included in the BPS:12/14 Abbreviated Interview.

- 2 = 2
 3 = 3
 4 = 4
 5 = 5
 6 = 6
 12 = 12

Applies to: Respondents younger than 24 years old, who were not married, had no children, whose parents were not deceased, attended any school in 2013-14, whose parents financially supported at least one other person, and did not participate in the abbreviated interview. Where: TAGE < 24 and B14AMARR ne 2 and B14EDEP2 < 1 and B14BPARDED ne 1 and B14EPARST ne 5 and B14EPTDCD ne 1 and [attended any school in 2013-14] and B14EPRHSD > 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT250

Discount rate: \$250 today or \$250 in one year

Now [if COMPMODE = 1] I {else} we] have a series of quick “what-if” scenarios for you about money. Imagine you have a choice between receiving \$250 today or \$250 in one year. This gift is guaranteed whether you choose to take the \$250 today or \$250 in one year. Would you prefer...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between \$250 today and \$250 in one year. If the “today” time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250, B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = \$250 today
 2 = \$250 in one year

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT300

Discount rate: \$250 today or \$300 in one year

Thanks. What about...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between

\$250 today and \$250 in one year. If the “today” time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250, B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = \$250 today
 2 = \$300 in one year

Applies to: Respondents who answered “\$250 today” on B14EDSCT250 and did not participate in the abbreviated interview. Where: B14EDSCT250 = 1 and ABBREV ne 1.
 Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT350

Discount rate: \$250 today or \$350 in one year

OK. What about...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between \$250 today and \$250 in one year. If the “today” time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250, B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = \$250 today
 2 = \$350 in one year

Applies to: Respondents who answered “\$250 today” on B14EDSCT300 and did not participate in the abbreviated interview. Where: B14EDSCT300 = 1 and ABBREV ne 1.
 Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT400

Discount rate: \$250 today or \$400 in one year

OK. What about...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between \$250 today and \$250 in one year. If the “today” time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250,

*Item included in the BPS:12/14 Abbreviated Interview.

B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$250 today

2 = \$400 in one year

Applies to: Respondents who answered "\$250 today" on B14EDSCT350 and did not participate in the abbreviated interview. Where: B14EDSCT350 = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT450

Discount rate: \$250 today or \$450 in one year

OK. What about...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between \$250 today and \$250 in one year. If the "today" time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250, B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$250 today

2 = \$450 in one year

Applies to: Respondents who answered "\$250 today" on B14EDSCT400 and did not participate in the abbreviated interview. Where: B14EDSCT400 = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT500

Discount rate: \$250 today or \$500 in one year

Finally, how about...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between \$250 today and \$250 in one year. If the "today" time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250, B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$250 today

2 = \$500 in one year

Applies to: Respondents who answered "\$250 today" on B14EDSCT450 and did not participate in the abbreviated interview. Where: B14EDSCT450 = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FUSBORN

Born in the U.S. or a U.S. territory

Were you born in the United States (including Puerto Rico or another U.S. territory)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not born in the U.S. or a U.S. territory

1 = Yes, born in the U.S. or a U.S. territory

Applies to: Respondents who were not NPSAS study members and did not participate in the abbreviated interview. Where: [Non-NPSAS study member] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14FCITZN*

Citizenship status

Are you a U.S. citizen?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, U.S. citizen

2 = No, resident alien or other non-citizen

3 = No, student or visitor visa (F1/F2/J1/J2)

4 = No, other status

Applies to: Respondents who were not NPSAS study members. Where: [Non-NPSAS study member].

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14FMILITA

Military status: veteran

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty, in the reserves, or in the National Guard?

Veteran

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not a veteran

1 = Yes, a veteran

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14FMILITB

Military status: active duty

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty, in the reserves, or in the National Guard?

Active Duty

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not on active duty

1 = Yes, on active duty

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMILITC

Military status: reserves

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty, in the reserves, or in the National Guard?

Reserves

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not in the reserves

1 = Yes, in the reserves

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMILITD

Military status: National Guard

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty, in the reserves, or in the National Guard?

National Guard

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not in the National Guard

1 = Yes, in the National Guard

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMILITN

Military status: none of the above

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty, in the reserves, or in the National Guard?

None of the above

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

0 = Served in the U.S. Armed Forces

1 = Did not serve in the U.S. Armed Forces

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FHISP*

Respondent of Hispanic or Latino origin

Are you of either Hispanic or Latino origin?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not of Hispanic or Latino origin

1 = Yes, of Hispanic or Latino origin

Applies to: Respondents who were not NPSAS study members. Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

B14FRACEA*

Race: White

What is your race? Choose one or more.

White

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not White

1 = Yes, White

Applies to: Respondents who were not NPSAS study members. Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

B14FRACEB*

Race: Black or African American

What is your race? Choose one or more.

Black or African American

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not Black or African American

1 = Yes, Black or African American

Applies to: Respondents who were not NPSAS study members. Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

B14FRACEC*

Race: Asian

What is your race? Choose one or more.

Asian

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not Asian

1 = Yes, Asian

*Applies to: Respondents who were not NPSAS study members.
Where: [Non-NPSAS study member].
Source: BPS:12/14 Full-Scale Student Interview*

B14FRACED*

Race: American Indian or Alaska Native

What is your race? Choose one or more.

American Indian or Alaska Native

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not American Indian or Alaska Native

1 = Yes, American Indian or Alaska Native

*Applies to: Respondents who were not NPSAS study members.
Where: [Non-NPSAS study member].*

Source: BPS:12/14 Full-Scale Student Interview

B14FRACEE*

Race: Native Hawaiian or Other Pacific Islander

What is your race? Choose one or more.

Native Hawaiian or Other Pacific Islander

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not Native Hawaiian or Other Pacific Islander

1 = Yes, Native Hawaiian or Other Pacific Islander

*Applies to: Respondents who were not NPSAS study members.
Where: [Non-NPSAS study member].*

Source: BPS:12/14 Full-Scale Student Interview

B14FSPLV

Spouse's highest level of education completed

What is the highest level of education your spouse has completed?

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Did not complete high school

2 = High school diploma or equivalent

3 = Vocational/technical training

5 = Associate's degree

6 = Some college but no degree

7 = Bachelor's degree

8 = Master's degree or equivalent

9 = Professional degree

10 = Doctoral degree

11 = Don't know

Applies to: Married respondents who did not participate in the abbreviated interview. Where: B14-AMARR = 2 and ABBREV = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMOMED*

Mother's highest level of education completed

When you first began college, what was the highest level of education your mother had completed?

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Did not complete high school

2 = High school diploma or equivalent

3 = Vocational/technical training

5 = Associate's degree

6 = Some college but no degree

7 = Bachelor's degree

8 = Master's degree or equivalent

9 = Professional degree

10 = Doctoral degree

11 = Don't know

*Applies to: Respondents who were not NPSAS study members.
Where: [Non-NPSAS study member].*

Source: BPS:12/14 Full-Scale Student Interview

B14FDADED*

Father's highest level of education completed

When you first began college, what was the highest level of education your father had completed?

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Did not complete high school

2 = High school diploma or equivalent

3 = Vocational/technical training

5 = Associate's degree

6 = Some college but no degree

7 = Bachelor's degree

8 = Master's degree or equivalent

9 = Professional degree

10 = Doctoral degree

11 = Don't know

*Applies to: Respondents who were not NPSAS study members.
Where: [Non-NPSAS study member].*

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14FACS16A*Deaf or serious difficulty hearing*

These last few questions will help us better understand the educational services available for people with disabilities. Are you deaf or do you have serious difficulty hearing?

NOTES: B14FACS16A is based on item 16A from the ACS (American Community Survey) 2008 questionnaire. This question refers to the owner or renter of the property being surveyed and asks, "Is this person deaf or does he/she have serious difficulty hearing?" The response options were "Yes" or "No." Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not deaf or serious difficulty hearing

1 = Yes, deaf or serious difficulty hearing

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FACS16B*Blind or serious difficulty seeing*

Are you blind or do you have serious difficulty seeing even when wearing glasses?

NOTES: B14FACS16B is based on item 16B from the ACS (American Community Survey) 2008 questionnaire. This question refers to the owner or renter of the property being surveyed and asks, "Is this person blind or does he/she have serious difficulty seeing even when wearing glasses?" The response options were "Yes" or "No." Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not blind or serious difficulty seeing

1 = Yes, blind or serious difficulty seeing

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FACS17A*Difficulty concentrating, remembering, making decisions*

Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions?

NOTES: B14FACS17A is based on item 17A from the ACS (American Community Survey) 2008 questionnaire. This question refers to the owner or renter of the property being surveyed and asks, "Because of a physical, mental, or emotional condition, does this person have serious difficulty concentrating, remembering, or making decisions?" The response options were "Yes" or "No." Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

0 = No difficulty concentrating

1 = Yes, difficulty concentrating

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FACS17B*Serious difficulty walking or climbing stairs*

Do you have serious difficulty walking or climbing stairs?

NOTES: B14FACS17B is based on item 17B from the ACS (American Community Survey) 2008 questionnaire. This question refers to the owner or renter of the property being surveyed and asks, "Does this person have serious difficulty walking or climbing stairs?" The response options were "Yes" or "No." Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No serious difficulty walking

1 = Yes, serious difficulty walking

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMAIN*Main type of condition or impairment*

What is the main type of condition or impairment that you have? (Please choose only one.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Hearing impairment

2 = Blindness or visual impairment

3 = Speech or language impairment

4 = Orthopedic or mobility impairment

5 = Specific learning disability or dyslexia

6 = Attention deficit disorder (ADD)

7 = Health impairment or problem

8 = Mental, emotional or psychiatric condition

9 = Depression

10 = Developmental disability

11 = Brain injury

12 = Other condition or impairment

Applies to: Respondents who had a hearing impairment or visual impairment or difficulty concentrating or difficulty walking and did not participate in the abbreviated interview. Where: (B14FACS16A = 1 or B14FACS16B = 1 or B14FACS17A = 1 or B14FACS17B = 1) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FPHYSH*Self-rating of physical health*

In general, how is your physical health?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Excellent
- 2 = Very good
- 3 = Good
- 4 = Fair
- 5 = Poor

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMENTH*Self-rating of mental health*

In general, how is your mental health?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Excellent
- 2 = Very good
- 3 = Good
- 4 = Fair
- 5 = Poor

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMISSH*Amount of missed school/work in past 30 days due to physical/mental health concern*

In the past 30 days, how often did a physical or mental health concern cause you to miss a day of school or work?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Never
- 2 = A few times
- 3 = About once a week
- 4 = Almost every day
- 5 = Every day

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

Y_NPSCHL**Preload from NPSAS interview: NPSAS school name*

NOTES: Y_NPSCHL is the school name for the respondent's NPSAS school. This information comes from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). See

<http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.*Applies to: All respondents.*

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

Y_NPIPDS**Preload from NPSAS interview: NPSAS IPEDS ID*NOTES: Y_NPIPDS is the IPEDS ID for the respondent's NPSAS school. This information comes from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.*Applies to: All respondents.*

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

Y_NPCITY**Preload from NPSAS interview: NPSAS city*NOTES: Y_NPCITY is the city name for the respondent's NPSAS school. This information comes from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.*Applies to: All respondents.*

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

Y_NPSTAT**Preload from NPSAS interview: NPSAS state*NOTES: Y_NPSTAT is the state code for the respondent's NPSAS school. This information comes from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Alabama
- 2 = Alaska
- 3 = Arizona
- 4 = Arkansas
- 5 = California
- 6 = Colorado
- 7 = Connecticut
- 8 = Delaware

*Item included in the BPS:12/14 Abbreviated Interview.

- 9 = District of Columbia
- 10 = Florida
- 11 = Georgia
- 12 = Hawaii
- 13 = Idaho
- 14 = Illinois
- 15 = Indiana
- 16 = Iowa
- 17 = Kansas
- 18 = Kentucky
- 19 = Louisiana
- 20 = Maine
- 21 = Maryland
- 22 = Massachusetts
- 23 = Michigan
- 24 = Minnesota
- 25 = Mississippi
- 26 = Missouri
- 27 = Montana
- 28 = Nebraska
- 29 = Nevada
- 30 = New Hampshire
- 31 = New Jersey
- 32 = New Mexico
- 33 = New York
- 34 = North Carolina
- 35 = North Dakota
- 36 = Ohio
- 37 = Oklahoma
- 38 = Oregon
- 39 = Pennsylvania
- 40 = Rhode Island
- 41 = South Carolina
- 42 = South Dakota
- 43 = Tennessee
- 44 = Texas
- 45 = Utah
- 46 = Vermont
- 47 = Virginia
- 48 = Washington
- 49 = West Virginia
- 50 = Wisconsin
- 51 = Wyoming

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

Y_NPCTRL*

Preload from NPSAS interview: NPSAS control

NOTES: Y_NPCTRL is the control the for the respondent's NPSAS school. The institution control is a classification of whether an institution is operated by publicly elected/appointed officials or by privately elected/appointed officials and derives its major source of funds from private sources. This information comes from the U.S. Department of Education's Integrated

Postsecondary Education Data System (IPEDS). See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS.

Public institution - An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

Private nonprofit institution - A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Private for-profit institution - A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Public

2 = Private nonprofit

3 = Private for-profit

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

Y_NPLEVL*

Preload from NPSAS interview: NPSAS level

NOTES: Y_NPLEVL is the level for the respondent's NPSAS school. The level indicates the length of time it takes to complete the highest level of program offered by the institution. This information comes from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = 4-year

2 = 2-year

3 = Less-than-2-year

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

B14FDISTNC*

Permanent address zip code in 2013-14

[If [currently enrolled at primary school]]

What is the 5-digit ZIP code of your permanent address? Your permanent address is usually your legal residence, such as where you maintain your driver's license or are registered to vote.

[else]

What was the 5-digit ZIP code of your permanent address when you last attended [T_PRMSCH]? Your

*Item included in the BPS:12/14 Abbreviated Interview.

permanent address is usually your legal residence, such as where you maintain your driver's license or are registered to vote.

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14G1FZ*

Local address foreign zip code in 2013-14

What is your address?

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14G1ZP*

Local address zip code in 2013-14

What is your address?

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14GP1FZ*

Parent 1 foreign zip code in 2013-14

Please provide contact information for your parents or guardians who live together at the same address. (You will have the opportunity to provide contact information for other parents or guardians who live at a different residence next.)

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14GP1ZP*

Parent 1 zip code in 2013-14

Please provide contact information for your parents or guardians who live together at the same address. (You will have the opportunity to provide contact information for other parents or guardians who live at a different residence next.)

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14GP2FZ*

Parent 2 foreign zip code in 2013-14

Please update contact information for your other parent(s) or guardian(s).

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14GP2ZP*

Parent 2 zip code in 2013-14

Please update contact information for your other parent(s) or guardian(s).

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

N12LOCFZ*

Local address foreign zip code in 2011-12

What is your local address?

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12LOCZP*

Local address zip code in 2011-12

What is your local address?

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12P1FZ*

Parent 1 foreign zip code in 2011-12

Please provide contact information for your parent(s) or guardian(s) who live together at the same address.

You will have the opportunity to provide contact

*Item included in the BPS:12/14 Abbreviated Interview.

information for other parents or guardians who live at a different address next.

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12P1ZP*

Parent 1 zip code in 2011-12

Please provide contact information for your parent(s) or guardian(s) who live together at the same address. You will have the opportunity to provide contact information for other parents or guardians who live at a different address next.

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12P2F^{Z*}

Parent 2 foreign zip code in 2011-12

Please provide contact information for your other parent(s) or guardian(s).

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12P2ZP*

Parent 2 zip code in 2011-12

Please provide contact information for your other parent(s) or guardian(s).

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12PRMFZ*

Permanent foreign zip code in 2011-12

Please provide your permanent or primary address.

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12PRMZP*

Permanent zip code in 2011-12

Please provide your permanent or primary address.

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12DISTNC*

Permanent address zip code in 2011-12

[If [currently enrolled at NPSAS]]

What is the 5-digit ZIP code of your permanent address? Your permanent address is usually your legal residence, such as where you maintain your driver's license or are registered to vote.

[else]

What was the 5-digit ZIP code of your permanent address when you last attended [NPSAS] in the 2011-2012 school year? Your permanent address is usually your legal residence, such as where you maintain your driver's license or are registered to vote.

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

Appendix D: Interviewer Training

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Training Materials Agenda



Online training modules to be completed via iLearning prior to training:

Study overview: sample size, sample characteristics, content, topics covered, key data collection dates, incentive structure, sample interview, FAQs, NPSAS/BPS comparison

Training Agenda

Introductions & Training Objectives

Review of Pre-Training Activities

How to Approach Cases on BPS:12/14

Demonstration Interviews and Interview Basics: Part I

BPS Survey Tips (Conversational/Professional Interviewing)

Break

Frequently Asked Questions/Pronunciation Guide

Demonstration Interviews and Interview Basics: Part II

Review of Training Objectives and Morning Training Evaluation

Lunch

Locating Clinic

Round-Robin Mock Interview

Break

Round-Robin Mock Interview

Frequently Asked Questions/Pronunciation Guide

Certification Interviews (Paired)

Review of Training Objectives and Afternoon Training Evaluation



Training Materials Cover Page and Contents

2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14)

Data Collection Interviewer Manual

May 2014

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Brochure

2012/14 BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY



BPS HELP DESK
1-800-334-2321
bps@rti.org

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

If you have questions or concerns, please contact:

Jennifer Wine, Ph.D.
 BPS Project Director (RTI)
jennifer@rti.org
 1-877-225-8470

Sarah Crissey, Ph.D.
 BPS Project Officer (NCES)
sarah.crissey@ed.gov
 1-202-502-7395



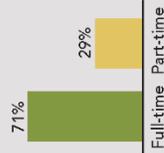
National Center for Education Statistics
 Institute of Education Sciences
 U.S. Department of Education

What happens to the results?

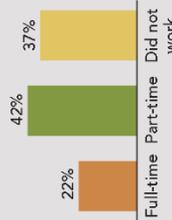
Results from the current study are scheduled to be released in spring 2015 and will be posted on the BPS website as soon as they are available. Results will be presented in summary form only; no individual results will be published. Publications from previous studies are available free of charge on the BPS website at <http://nces.ed.gov/surveys/bps/>.

In a previous BPS, about 15,000 students who began their postsecondary education in the 2003-04 academic year were contacted again for interviews in 2006 and 2009. Below is a snapshot of what we've learned from their experiences. NOTE: Numbers have been rounded and may not sum to 100%.

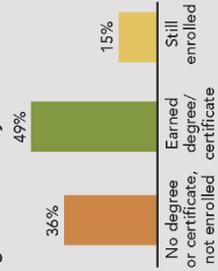
Enrollment status: 2003-04 academic year



Employment status when first enrolled: 2003-04 academic year



Highest degree attained by 2009



To see more results, go to <http://nces.ed.gov/pubs2011/2011152.pdf>



NCES 2014-030



What is BPS?

The Beginning Postsecondary Students Longitudinal Study (BPS) follows first time beginning students to find out about their experiences after enrolling in postsecondary education. BPS will survey about 37,000 students in 2014, and again in 2017, to collect information about their education progress and plans, experience in the workforce, earnings and expenses, family status, and personal and professional goals. In addition to survey responses, we collect financial aid, student data, and related information from institutions and other sources such as student loan databases and admissions testing agencies.

Why am I being asked to participate?

You are being asked to participate in BPS because you enrolled in college or another postsecondary institution for the first time during the 2011-12 academic year. Most study participants were first surveyed in 2012 as part of the National Postsecondary Student Aid Study.

Why is my participation important?

Policymakers and researchers use BPS data to better understand beginning students' paths in postsecondary education. Your responses, combined with institutional records, help answer questions such as the following:

- Why do students leave school?
- How likely are students to finish college?
- How much debt do college students have?
- Do people who earn certificates and associate's degrees get jobs in their area of study?

Although participation in this study is voluntary, there is no substitute for your responses.

Who is conducting BPS?

BPS is sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. The study is being conducted under contract by RTI International, a nonprofit research organization based in North Carolina. The 2012/14 Beginning Postsecondary Students Longitudinal Study is conducted under the authority of the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. § 9543), which authorizes NCES to collect and disseminate information about education in the United States.

Are there benefits or risks to my participation?

While there are no specific benefits to you for participating in BPS, your participation will help ensure the success of the study and help educators, researchers, and policymakers better understand the costs and benefits of postsecondary education. The risk of participation in this study relates to data security. The strict security procedures in place minimize the risks of participation.

How will my information be protected?

Federal law requires that we respect your privacy. NCES is required to follow strict procedures to protect the confidentiality of persons in the collection, which includes the reporting and publication of data. All individually identifiable information supplied by individuals or institutions to NCES 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 (ESRA 2002, 20 U.S.C. § 9573).

RTI International is a trade name of Research Triangle Institute.

Data security procedures are reviewed by RTI's Institutional Review Board in the Office of Research Protection and have been reviewed and approved by NCES data security staff. Your answers are secured behind firewalls and are encrypted during internet transmission using Secure Sockets Layer protocol. All data entry modules are password protected and require the user to log in before accessing confidential data. Project staff are subject to large fines or imprisonment if individual responses are disclosed.

How do I participate?

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

1. Online.

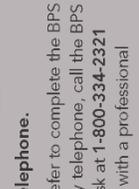
Go to the study website at <https://surveys.nces.ed.gov/bps/>. Simply enter your Study ID and password and select LOGIN.



2. By telephone.

If you prefer to complete the BPS survey by telephone, call the BPS Help Desk at 1-800-334-2321 to speak with a professional interviewer.

If you need assistance, call the BPS Help Desk at 1-800-334-2321, or contact us via email at bps@rti.org.



Your participation is very important to the success of BPS.

Thank You/Reminder Postcard

National Center for Education Statistics
U.S. Department of Education (ATTN: Data Capture)
5265 Capital Boulevard
Raleigh, NC 27616-2925
RTI Project #0212353.200.002.336

ADDRESS SERVICE REQUESTED

**What have you been
doing since starting
college?**

**An important study
wants to know.**

**Jane Smith
123 Maple Street
Apt A
Anytown, US 12345**

ies.ed.gov

www.ed.gov



2012/14 Beginning Postsecondary Students Longitudinal Study (BPS)

Fname,

Recently we sent you information about completing the U.S. Department of Education's **BPS survey**. This study helps policymakers learn about the issues that impact the lives of students who are starting postsecondary education.

<If you haven't yet participated, we'd like to remind you that we're offering **\$<30>** as a token of our appreciation for completing the **<20>**-minute survey.>

To complete your survey online, log into the study website at

<https://surveys.nces.ed.gov/bps>
Study ID: <<12345678>>
Password: <<P@s\$w0rd>>n

Or call **1-800-334-2321** to complete your survey by phone.

Thank you for your participation!

The Beginning Postsecondary Students Longitudinal Study (BPS) Field Test is a survey of individuals who began postsecondary education during the 2011-12 academic year. RTI International is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences.



Initial Contact Letter—Student

<<date>>

<<name>>

<<addr1>>

<<addr2>>

<<city>>, <<st>> <<zip>>

Dear <<fname>>,

I am pleased to inform you that you have been selected to participate in the Beginning Postsecondary Students Longitudinal Study (BPS), an important study that follows up with students who first enrolled in postsecondary education during the 2011-12 school year.<< You may recall participating in the National Postsecondary Student Aid Study, a related study, in 2012.>> Your participation in BPS is important to the success of the study.

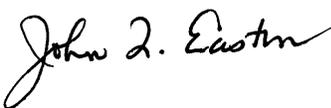
When BPS data collection begins, we will contact you again with specific information about how to participate. In the meantime, we need to update our contact information for you. **Please help us now by providing your mailing address, telephone number(s), and e-mail address(es) online at <https://surveys.nces.ed.gov/bps/>.** You will also find out more about BPS at this website.

To update your contact information online:
Go to <https://surveys.nces.ed.gov/bps/>
Enter Study ID number <<caseid>>

The enclosed brochure provides more information about BPS. If you have additional questions or concerns about the study after reviewing this material, please call the RTI study director, Jennifer Wine at 1-877-225-8470.

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

Sincerely,



John Q. Easton

Director, Institute of Education Sciences
Acting Commissioner, National Center for Education Statistics

Enclosure

The Beginning Postsecondary Students Longitudinal Study (BPS:12/14) is conducted by NCES under the authorization of the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. Data collected are used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). 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 for this voluntary information collection is 1850-0631. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, 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 this survey, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have any comments or concerns regarding the status of your individual submission of this survey, write directly to: The 2012-14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14), National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Initial Contact Letter—Parent

<<date>>

<<name>>

<<addr1>>

<<addr2>>

<<city>>, <<st>> <<zip>>

Dear «Parentfname» «Parentlname»:

The U.S. Department of Education’s National Center for Education Statistics (NCES) is conducting the Beginning Postsecondary Students Longitudinal Study (BPS). BPS follows up with students who first enrolled in postsecondary education during the 2011-12 school year. <<casename>> <<participated in the National Postsecondary Student Aid Study and>> has been selected to participate in BPS.

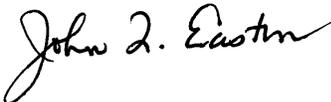
We will be contacting «fname» and other study participants to complete the survey in <<month>> 2014, but before data collection can begin, we need your help to update our records. Please take a few minutes to update the contact information online, or complete the enclosed Contact Information Update Form and return it in the enclosed postage-paid envelope.

To update contact information for <<fname>> online:
Go to <https://surveys.nces.ed.gov/bps/>
Enter Study ID number «caseid»

If you would like more information about the BPS study, please review the enclosed brochure, visit <http://surveys.nces.ed.gov/bps/>, or call the RTI study director, Jennifer Wine at 1-877-225-8470.

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

Sincerely,



John Q. Easton
Director, Institute of Education Sciences
Acting Commissioner, National Center for Education Statistics

Enclosure

The Beginning Postsecondary Students Longitudinal Study (BPS:12/14) is conducted by NCES under the authorization of the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. Data collected are used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). 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 for this voluntary information collection is 1850-0631. The time required to complete this information collection is estimated to average 35 minutes per response, including the time to review instructions, 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 this survey, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have any comments or concerns regarding the status of your individual submission of this survey, write directly to: The 2012-14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14), National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Data Collection Announcement Letter

February 10th, 2014

Jane Doe
123 Main Street
Washington, DC 20006

Dear Jane Doe:

Recently, we contacted you about your selection for the Beginning Postsecondary Students Longitudinal Study (BPS), a survey of students who first enrolled in postsecondary education during the 2011-12 school year. Data collection for BPS is now underway, and we would like to invite you to complete the survey. **The survey will take approximately 35 minutes to complete.**

To complete the survey, log on to our secure website at <https://surveys.nces.ed.gov/bps/> using the Study ID and password below:

Study ID = Your Study ID

Password = Your password (password is case sensitive).

You represent many students like you who were not selected for BPS and your participation is important to the success of the study. If you have questions, problems completing your survey online, or prefer to complete the survey over the telephone, simply call the **BPS Help Desk** at **1-800-334-2321**.

If you have any other questions or concerns about the study, please contact the BPS Project Director, Dr. Jennifer Wine, at 877-225-8470, jennifer@rti.org, or the NCES Project Officer, Dr. Sarah Crissey, at 202-502-7395, Sarah.Crissey@ed.gov.

Thank you in advance for making BPS a success.

Sincerely,



Jennifer Wine
BPS Project Director
Education Studies Division
RTI International



Sarah Crissey
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosure

The Beginning Postsecondary Students Longitudinal Study (BPS:12/14) is conducted by NCES under the authorization of the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. Data collected are used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). 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 for this voluntary information collection is 1850-0631. The time required to complete this information collection is estimated to average 35 minutes per response, including the time to review instructions, 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 this survey, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have any comments or concerns regarding the status of your individual submission of this survey, write directly to: The 2012-14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14), National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Incentive Letter

<<date>>

<<name>>

<<addr1>>

<<addr2>>

<<city>>, <<st>> <<zip>>

Dear «fname» «lname»:

On behalf of the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences and the staff of the Beginning Postsecondary Students Longitudinal Study, we would like to thank you. Your participation in BPS is very important in helping to ensure the success of the study.

Enclosed you will find a check for \$«IncAmt» as a token of our appreciation.

If you have any questions, please do not hesitate to contact us at 1-877-225-8470.

Sincerely,



Jennifer Wine
BPS Project Director
RTI International



Sarah Crissey
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

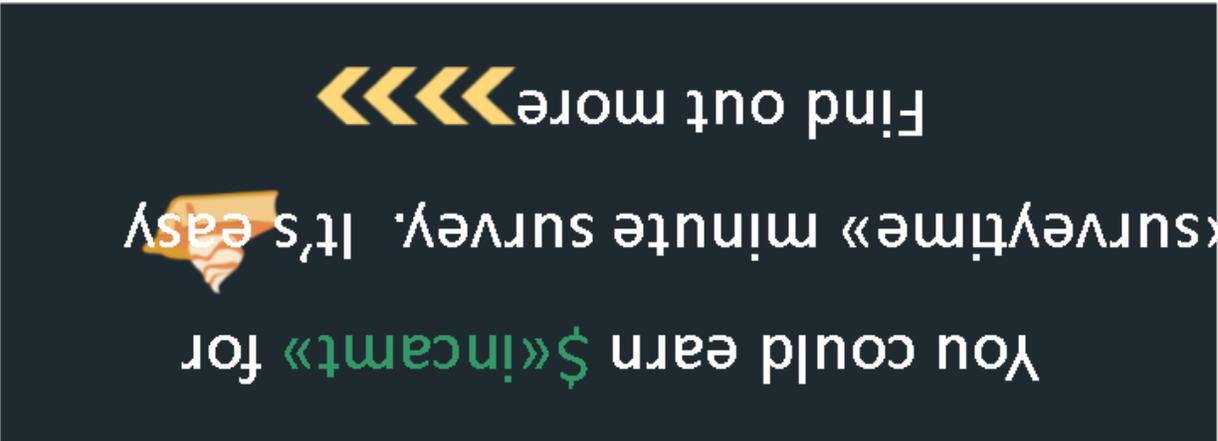
Enclosure

Final Postcard

National Center for Education Statistics
 U.S. Department of Education (ATTN: Data Capture)
 5265 Capital Boulevard
 Raleigh, NC 27616-2925
 RTI Project #0212353.200.002.336/panelinfo/controlid

ADDRESS SERVICE REQUESTED

«casename»
 «addr1»
 «addr2»
 «city», «state» «zip»



HOW TO COMPLETE BPS

in 3 easy steps

1



Receive your
mail or email

2



Complete the survey
online or over the phone

3



Get \$«incamt»!

«fname», don't miss out on BPS.

It only takes about «surveytime» minutes to contribute to this important study, and we'll give you \$«incamt» for your time!

«fill2»

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

Study ID Number: [12345678]

Password: [p@s\$w0rd]y

Or call 1-800-334-2321

The Beginning Postsecondary Students Longitudinal Study (BPS) is a survey of individuals who began postsecondary education during the 2011-12 academic year. RTI International is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences.

Data Collection Announcement E-mail

SUBJ: It's time to complete your BPS survey!

Dear <<fname>>,

Recently, we contacted you about your selection for the Beginning Postsecondary Students Longitudinal Study (BPS), a survey of students who, like you, first enrolled in postsecondary education during the 2011-12 school year. Data collection for BPS is now underway, and we would like to invite you to complete the survey by <<early_Web_date>>.

The survey will take about <<time>> minutes to complete. <<If you complete your BPS survey by [DATE], you will receive a \$[INCAMT] check as a token of our appreciation. / Please complete the survey by [DATE].>> To access the online survey, just [click here](#) to get started or log in on our secure website:

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

Study ID: <caseid>

Password: <password>e

The BPS survey will ask about your experiences since enrolling at <<NPSAS school>>. Your participation, while voluntary, is important to the success of the study. **If you would like to complete the survey over the telephone, please call the BPS Help Desk at 1-800-334-2321.**

If you have any questions about the study, please contact me at 1-877-225-8470 or jennifer@rti.org, or the NCES Project Officer, Dr. Sarah Crissey, at 202- 502-7395 or Sarah.Crissey@ed.gov.

Thank you for helping to make BPS a success.



Jennifer Wine
BPS Project Director

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Appendix F: Item Response Rates and Imputation Results

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Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014

| Variable | Description | Sample size | Item response rate | Item non-response rate |
|------------|--|-------------|--------------------|------------------------|
| ACDSATIS | Engagement: satisfaction with studies 2012 | 24,770 | 81.52 | 18.48 |
| ACDSATIS14 | Engagement: satisfaction with studies 2014 | 9,830 | 94.77 | 5.23 |
| ALTAVNGHT | Alternative courses: attend if night courses not available 2011-12 | 6,100 | 75.56 | 24.44 |
| ALTAVONLN | Alternative courses: attend if online not available 2011-12 | 4,630 | 72.05 | 27.95 |
| ALTAVWKND | Alternative courses: attend if weekend courses not available 2011-12 | 1,440 | 76.14 | 23.86 |
| ALTNIGHT14 | Alternative courses: all taken completely at night 2013-14 | 9,830 | 94.41 | 5.59 |
| ALTONLN14 | Alternative courses: all taken completely online 2013-14 | 9,830 | 94.31 | 5.69 |
| ALTWKND14 | Alternative courses: all taken completely on weekend 2013-14 | 9,830 | 94.43 | 5.57 |
| ATTNPTRN | Base year attendance intensity (all schools) | 24,770 | 99.08 | 0.92 |
| BELONG | Engagement: felt like a part of institution 2012 | 24,770 | 81.40 | 18.60 |
| BELONG14 | Engagement: felt like a part of institution 2014 | 9,830 | 94.68 | 5.32 |
| CARAMT14 | Monthly car loan payment 2014 | 24,770 | 85.34 | 14.66 |
| CARLN14 | Have a car loan 2014 | 24,770 | 85.56 | 14.44 |
| CITIZEN2 | Citizenship 2012 | 24,770 | 99.91 | 0.09 |
| CRDBAL14 | Credit cards: balance due 2014 | 7,260 | 49.01 | 50.99 |
| CRDNUM14 | Credit cards: number in own name 2014 | 24,770 | 85.93 | 14.07 |
| CRDPAY14 | Credit cards: pay off balance 2014 | 12,470 | 72.49 | 27.51 |
| CURCONF | Academic confidence: 2011-12 | 24,770 | 81.47 | 18.53 |
| CURCONF14 | Academic confidence: 2013-14 | 9,830 | 94.80 | 5.20 |
| DECMJ14 | Field of study: formally declared when last enrolled 2014 | 24,710 | 99.98 | 0.02 |
| DEGEVR | Likelihood of ever completing expected degree 2012 | 24,550 | 82.26 | 17.74 |
| DEGEXP | Likelihood of completing degree by expected date 2012 | 23,440 | 85.84 | 14.16 |
| DEGEXPDT | Date expected to complete degree requirements | 24,550 | 77.24 | 22.76 |
| DEPANY | Dependents: Has any dependents | 24,770 | 99.91 | 0.09 |
| DEPANY14 | Has dependents: any 2014 | 24,770 | 95.72 | 4.28 |
| DEPCOL14 | Independent students: number of dependents in college 2013-14 | 4,220 | 98.97 | 1.03 |
| DEPINC14 | Dependent students: parents' income 2013-14 | 11,710 | 65.66 | 34.34 |
| DEPNUM14 | Has dependents: number of children 2014 | 24,770 | 95.92 | 4.08 |
| DEPOTH14 | Has dependents: number other than children 2014 | 24,770 | 92.32 | 7.68 |
| DEPTOT14 | Has dependents: number 2014 | 24,770 | 91.49 | 8.51 |
| DGEVR14 | Highest degree ever expected 2014 | 24,770 | 99.25 | 0.75 |
| DIS16A14 | Disability 2014: deaf or serious difficulty hearing | 24,770 | 86.03 | 13.97 |
| DIS16B14 | Disability 2014: blind or serious difficulty seeing | 24,770 | 86.10 | 13.90 |
| DIS17A14 | Disability 2014: serious difficulty concentrating/remembers/deciding | 24,770 | 85.97 | 14.03 |
| DIS17B14 | Disability 2014: serious difficulty walking or climbing stairs | 24,770 | 86.06 | 13.94 |
| DSCTRATE | Discount rate 2012 | 24,770 | 79.71 | 20.29 |
| DSTUINC14 | Dependent students: income 2013-14 | 11,710 | 65.81 | 34.19 |

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

| Variable | Description | Sample size | Item response rate | Item non-response rate |
|-----------|---|-------------|--------------------|------------------------|
| EMPENRL01 | Employment string for JOB 1 | 20,840 | 87.14 | 12.86 |
| EMPENRL02 | Employment string for JOB 2 | 10,570 | 74.73 | 25.27 |
| EMPENRL03 | Employment string for JOB 3 | 5,270 | 49.16 | 50.84 |
| EMPENRL04 | Employment string for JOB 4 | 3,520 | 22.91 | 77.09 |
| EMPENRL05 | Employment string for JOB 5 | 2,950 | 7.56 | 92.44 |
| EMPENRL06 | Employment string for JOB 6 | 2,780 | 2.26 | 97.74 |
| EMPENRL07 | Employment string for JOB 7 | 2,750 | 0.82 | 99.18 |
| EMPENRL08 | Employment string for JOB 8 | 2,720 | 0.08 | 99.92 |
| EMPLYAM14 | Employer aid (student & parents): amount received 2013-14 | 15,930 | 86.86 | 13.14 |
| ENLEN | Total number of months enrolled in year 1 | 24,770 | 99.08 | 0.92 |
| EVDECFAIA | Ever declared a major (associate's) at first inst through June 2014 | 24,770 | 98.82 | 1.18 |
| EVDECFIBA | Ever declared a major (bachelor's) at first inst through June 2014 | 24,770 | 99.21 | 0.79 |
| EVERDECAA | Ever declared a major (associate's) through June 2014 | 24,770 | 99.99 | 0.01 |
| EVERDECBA | Ever declared a major (bachelor's) through June 2014 | 24,770 | 98.92 | 1.08 |
| EXOCC6 | Expected job: type of occupation 2012 (specific) | 24,770 | 79.88 | 20.12 |
| EXPBA | Bachelor's program intentions within 5 years 2012 | 10,190 | 70.65 | 29.35 |
| EXPBA14 | Bachelor's program intentions within 2 years 2014 | 7,940 | 89.43 | 10.57 |
| EXPFLD | Job non-monetary benefits: importance of being an expert 2012 | 24,770 | 80.80 | 19.20 |
| EXPWAGE | Expected job: annual salary expected 2012 | 24,770 | 87.87 | 12.13 |
| FACULTY | Engagement: interactions with faculty 2012 | 24,770 | 81.45 | 18.55 |
| FACULTY14 | Engagement: interactions with faculty 2014 | 9,830 | 94.69 | 5.31 |
| FAMAMT14 | Help from family and friends: total amount received 2013-14 | 15,930 | 88.11 | 11.89 |
| FAMTIM | Job non-monetary benefits: importance of balancing work/family 2012 | 24,770 | 80.87 | 19.13 |
| FEDBEN14 | Received federal benefit: any 2014 | 24,770 | 91.29 | 8.71 |
| FEDBEN14A | Received federal benefit: Food Stamps 2014 | 24,770 | 77.37 | 22.63 |
| FEDBEN14B | Received federal benefit: Free or Reduced Price Lunch 2014 | 24,770 | 77.37 | 22.63 |
| FEDBEN14C | Received federal benefit: Supplemental Security Income 2014 | 24,770 | 77.37 | 22.63 |
| FEDBEN14D | Received federal benefit: TANF 2014 | 24,770 | 77.37 | 22.63 |
| FEDBEN14E | Received federal benefit: WIC 2014 | 24,770 | 77.37 | 22.63 |
| FHSUPP | Supportive of PSE: friends from home 2011-12 | 24,770 | 81.73 | 18.27 |
| FHSUPP14 | Supportive of PSE: friends from home 2013-14 | 24,770 | 87.00 | 13.00 |
| FSSUPP | Supportive of PSE: friends from school 2011-12 | 24,770 | 81.80 | 18.20 |
| FSSUPP14 | Supportive of PSE: friends from school 2013-14 | 24,770 | 87.02 | 12.98 |
| GPA | Grade point average 2011-12 | 24,770 | 93.65 | 6.35 |
| GPAEST14 | Grade point average estimate 2014 | 20,860 | 88.79 | 11.21 |
| HCYSMATH | Years completed/planned math | 22,310 | 99.68 | 0.32 |
| HIEXPWGE | Expected job: highest annual salary expected 2012 | 24,770 | 76.93 | 23.07 |

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

| Variable | Description | Sample size | Item response rate | Item non-response rate |
|-------------|--|-------------|--------------------|------------------------|
| HLPOTH | Job non-monetary benefits: importance of helping others 2012 | 24,770 | 80.97 | 19.03 |
| HRSWKJ1Y1 | Jobs while enrolled: hours worked for job 1 at year 1 | 5,530 | 88.87 | 11.13 |
| HRSWKJ1Y2 | Jobs while enrolled: hours worked for job 1 at year 2 | 7,450 | 90.93 | 9.07 |
| HRSWKJ1Y3 | Jobs while enrolled: hours worked for job 1 at year 3 | 9,500 | 91.90 | 8.10 |
| HRSWKJ2Y1 | Jobs while enrolled: hours worked for job 2 at year 1 | 3,100 | 75.78 | 24.22 |
| HRSWKJ2Y2 | Jobs while enrolled: hours worked for job 2 at year 2 | 3,580 | 78.23 | 21.77 |
| HRSWKJ2Y3 | Jobs while enrolled: hours worked for job 2 at year 3 | 2,610 | 80.18 | 19.82 |
| HRSWKJ3Y1 | Jobs while enrolled: hours worked for job 3 at year 1 | 950 | 70.23 | 29.77 |
| HRSWKJ3Y2 | Jobs while enrolled: hours worked for job 3 at year 2 | 1,040 | 78.85 | 21.15 |
| HRSWKJ3Y3 | Jobs while enrolled: hours worked for job 3 at year 3 | 610 | 79.46 | 20.54 |
| HRSWKJ4Y1 | Jobs while enrolled: hours worked for job 4 at year 1 | 340 | 74.01 | 25.99 |
| HRSWKJ4Y2 | Jobs while enrolled: hours worked for job 4 at year 2 | 280 | 78.69 | 21.31 |
| HRSWKJ4Y3 | Jobs while enrolled: hours worked for job 4 at year 3 | 170 | 83.15 | 16.85 |
| HRSWKJ5Y1 | Jobs while enrolled: hours worked for job 5 at year 1 | 100 | 70.45 | 29.55 |
| HRSWKJ5Y2 | Jobs while enrolled: hours worked for job 5 at year 2 | 60 | 75.85 | 24.15 |
| HRSWKJ5Y3 | Jobs while enrolled: hours worked for job 5 at year 3 | 40 | 89.72 | 10.28 |
| HRSWKJ6Y1 | Jobs while enrolled: hours worked for job 6 at year 1 | 30 | 72.37 | 27.63 |
| HRSWKJ6Y2 | Jobs while enrolled: hours worked for job 6 at year 2 | 20 | 76.88 | 23.12 |
| HRSWKJ6Y3 | Jobs while enrolled: hours worked for job 6 at year 3 | 20 | 57.83 | 42.17 |
| HRSWKJ7Y1 | Jobs while enrolled: hours worked for job 7 at year 1 | 10 | 98.85 | 1.15 |
| HRSWKJ7Y2 | Jobs while enrolled: hours worked for job 7 at year 2 | 10 | 75.30 | 24.70 |
| HRSWKJ7Y3 | Jobs while enrolled: hours worked for job 7 at year 3 | 0 | 100.00 | 0.00 |
| HRSWKJ8Y1 | Jobs while enrolled: hours worked for job 8 at year 1 | 0 | 99.50 | 0.50 |
| HSGRADYM | Month and year of high school completion | 24,570 | 99.90 | 0.10 |
| IMPACAD | PSE service importance: academic advising in 2011-12 | 15,590 | 72.16 | 27.84 |
| IMPACAD14 | PSE service importance: academic advising in 2013-14 | 8,490 | 91.06 | 8.94 |
| IMPACSP | PSE service importance: academic support services in 2011-12 | 10,450 | 57.99 | 42.01 |
| IMPACSP14 | PSE service importance: academic support services in 2013-14 | 4,270 | 82.13 | 17.87 |
| IMPCPP | PSE service importance: career planning services in 2011-12 | 8,310 | 41.06 | 58.94 |
| IMPCPP14 | PSE service importance: career planning services in 2013-14 | 3,690 | 78.61 | 21.39 |
| IMPFINAID | PSE service importance: financial aid services in 2011-12 | 17,770 | 71.14 | 28.86 |
| IMPFINAID14 | PSE service importance: financial aid services in 2013-14 | 5,160 | 83.94 | 16.06 |
| IMPHLTH | PSE service importance: student health services in 2011-12 | 7,510 | 45.82 | 54.18 |
| IMPHLTH14 | PSE service importance: student health services in 2013-14 | 3,800 | 81.10 | 18.90 |
| INCSPS14 | Independent students: spouse's income 2013-14 | 2,850 | 22.35 | 77.65 |
| ISTUINC14 | Independent students: income 2013-14 | 4,220 | 76.65 | 23.35 |
| JBEN14A | Job 2014: eligible for life insurance | 5,600 | 68.44 | 31.56 |

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

| Variable | Description | Sample size | Item response rate | Item non-response rate |
|------------|---|-------------|--------------------|------------------------|
| JBEN14B | Job 2014: eligible for health insurance | 5,600 | 70.11 | 29.89 |
| JBEN14C | Job 2014: eligible for retirement benefits | 5,600 | 69.20 | 30.80 |
| JOBLIC14 | Job 2014: has industry certification or license | 5,600 | 74.82 | 25.18 |
| JOBLIC14 | Job 2014: has industry certification or license | 5,600 | 74.82 | 25.18 |
| JOBOCC14 | Job 2014: occupation | 5,600 | 74.70 | 25.30 |
| JOBRCLG14 | Job 2014: related to college studies | 4,980 | 73.83 | 26.17 |
| JOBRCL14 | Job 2014: job required industry certification or license | 5,600 | 74.65 | 25.35 |
| JOBRFLT14 | Job 2014: related to intended future work | 5,600 | 74.67 | 25.33 |
| JOBSELF14 | Job 2014: self employed | 5,600 | 76.24 | 23.76 |
| JOBTIM14 | Job 2014: years worked in same or similar job | 5,600 | 73.03 | 26.97 |
| KNOWCLAS | Knew requirements needed to complete degree at NPSAS 2012 | 23,650 | 74.81 | 25.19 |
| KNOWCLAS14 | Knew requirements needed to complete degree when last enrolled 2014 | 11,020 | 80.64 | 19.36 |
| LEISTIME | Job non-monetary benefits: importance of balancing work/leisure 2012 | 24,770 | 80.73 | 19.27 |
| LKOCCATHD | Expected job: Likelihood of holding job after highest attainment 2012 | 24,770 | 80.30 | 19.70 |
| LOCALR14 | Housing when last enrolled 2014 | 11,180 | 93.37 | 6.63 |
| LOCJOB12 | Jobs while enrolled: on or off campus 2011-12 | 8,960 | 72.02 | 27.98 |
| LOCJOB13 | Jobs while enrolled: on or off campus 2012-13 | 10,240 | 75.94 | 24.06 |
| LOCJOB14 | Jobs while enrolled: on or off campus 2013-14 | 10,310 | 79.49 | 20.51 |
| LOEXPWGE | Expected job: lowest annual salary expected 2012 | 24,770 | 77.16 | 22.84 |
| MAJ14 | Field of study: last enrolled any degree 2014 (23 categories) | 24,710 | 99.98 | 0.02 |
| MAJAA14 | Field of study: last enrolled in associate's 2014 (23 categories) | 11,550 | 99.97 | 0.03 |
| MAJBA14 | Field of study: last enrolled in bachelor's 2014 (23 categories) | 12,050 | 99.97 | 0.03 |
| MAJCHGAA14 | Major changes (associate's): number anywhere through June 2014 | 11,000 | 99.96 | 0.04 |
| MAJCHGBA14 | Major changes (bachelor's): number anywhere through June 2014 | 11,730 | 99.97 | 0.03 |
| MAJCT14 | Field of study: last enrolled in certificate 2014 (23 categories) | 5,880 | 99.99 | 0.01 |
| MENTH | Health: mental 2012 | 24,770 | 80.04 | 19.96 |
| MENTH14 | Health: mental 2014 | 24,770 | 86.02 | 13.98 |
| MILTYP14 | Military type 2014 | 24,770 | 89.83 | 10.17 |
| MISSH | Health: amount missed school/work in past 30 days 2012 | 24,770 | 80.37 | 19.63 |
| MISSH14 | Health: amount missed school/work in past 30 days 2014 | 24,770 | 85.91 | 14.09 |
| MJCHFIAA14 | Major changes (associate's): number at first inst through June 2014 | 10,120 | 100.00 | 0.00 |
| MJCHFIBA14 | Major changes (bachelor's): number at first inst through June 2014 | 10,650 | 99.96 | 0.04 |
| MJNSF14 | Major field of study with a focus on NSF STEM fields | 24,710 | 99.98 | 0.02 |
| MTGAMT14 | Monthly mortgage or rent amount: 2014 | 22,250 | 82.39 | 17.61 |
| NUMJOB14 | Number of jobs through June 2014 | 24,770 | 88.49 | 11.51 |
| OPCJOBANY | Opportunity cost: work if had not attended college | 24,770 | 79.15 | 20.85 |
| OPCJOBearn | Opportunity cost: annual earnings if had not attended college | 22,760 | 68.84 | 31.16 |

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

| Variable | Description | Sample size | Item response rate | Item non-response rate |
|-----------|--|-------------|--------------------|------------------------|
| OPCJOBHR | Opportunity cost: hours worked per week if had not attended college | 22,760 | 76.64 | 23.36 |
| OPCNUMJOB | Opportunity cost: number of jobs if had not attended college | 22,760 | 77.55 | 22.45 |
| ORGMJ14 | Original declared field of study at NPSAS (23 categories) | 24,550 | 85.74 | 14.26 |
| PARAMT14 | Help from parents: total amount received 2013-14 | 15,930 | 89.78 | 10.22 |
| PARSUPP | Supportive of PSE: parents 2011-12 | 20,250 | 81.93 | 18.07 |
| PARSUPP14 | Supportive of PSE: parents 2013-14 | 20,250 | 87.82 | 12.18 |
| PDADED | Father's highest education level | 24,770 | 99.98 | 0.02 |
| PEERINT | Engagement: interactions with other students 2012 | 24,770 | 81.50 | 18.50 |
| PEERINT14 | Engagement: interactions with other students 2014 | 9,830 | 94.59 | 5.41 |
| PFAMNM14 | Dependent students: family size 2013-14 | 11,710 | 99.89 | 0.11 |
| PHYSH | Health: physical 2012 | 24,770 | 80.43 | 19.57 |
| PHYSH14 | Health: physical 2014 | 24,770 | 86.09 | 13.91 |
| PINCOL14 | Dependent students: number family members in college 2013-14 | 11,710 | 98.89 | 1.11 |
| PLNST14 | Loan repayment status: private student loan 2014 | 24,770 | 96.72 | 3.28 |
| PMARIT14 | Parents' marital status 2014 | 11,710 | 96.62 | 3.38 |
| PMOMED | Mother's highest education level | 24,770 | 99.98 | 0.02 |
| POCCMN | PSE Delayers: number of years employed at job held prior to 2011-12 | 6,170 | 65.26 | 34.74 |
| PRECONF | Academic confidence: prior to attending school 2011-12 | 24,770 | 81.10 | 18.90 |
| PRIVAD14 | Private source grants: amount received 2013-14 | 15,930 | 87.14 | 12.86 |
| PRIVLN13 | Private (alternative) loans: amount borrowed 2012-13 | 19,780 | 96.28 | 3.72 |
| PRIVLN14 | Private (alternative) loans: amount borrowed 2013-14 | 15,930 | 97.80 | 2.20 |
| PRJBAMT | PSE Delayers: estimated annual earnings at job held prior to 2011-12 | 6,170 | 57.11 | 42.89 |
| PRRPY14 | Loan repayment (private): monthly payment amount 2014 | 2,320 | 36.63 | 63.37 |
| PRVHRSWK | PSE Delayers: hours worked per week at job held prior to 2011-12 | 6,170 | 66.39 | 33.61 |
| PRVJOB | PSE Delayers: jobs for pay prior to 2011-12 | 7,760 | 74.85 | 25.15 |
| PRVMTHWK | PSE Delayers: months worked in year prior to 2011-12 | 6,170 | 63.38 | 36.62 |
| PRVOCC | PSE Delayers: occupation held prior to 2011-12 | 6,170 | 67.40 | 32.60 |
| RACE | Race/ethnicity (with multiple) | 24,770 | 99.97 | 0.03 |
| REMEV3Y | Remedial courses: ever taken through 2013-14 | 24,770 | 99.27 | 0.73 |
| S1ENRY1A | School 1 enrollment string Jul 11 thru Dec 11 | 24,770 | 99.97 | 0.03 |
| S1ENRY1B | School 1 enrollment string Jan 12 thru Jun 12 | 24,770 | 99.98 | 0.02 |
| S1ENRY2A | School 1 enrollment string Jul 12 thru Dec 12 | 24,770 | 98.44 | 1.56 |
| S1ENRY2B | School 1 enrollment string Jan 13 thru Jun 13 | 24,770 | 98.43 | 1.57 |
| S1ENRY3A | School 1 enrollment string Jul 13 thru Dec 13 | 24,770 | 99.15 | 0.85 |
| S1ENRY3B | School 1 enrollment string Jan 14 thru Jun 14 | 24,770 | 99.15 | 0.85 |
| S2ENRY1A | School 2 enrollment string Jul 11 thru Dec 11 | 24,770 | 99.61 | 0.39 |
| S2ENRY1B | School 2 enrollment string Jan 12 thru Jun 12 | 24,770 | 99.59 | 0.41 |

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

| Variable | Description | Sample size | Item response rate | Item non-response rate |
|--------------|--|-------------|--------------------|------------------------|
| S2ENRY2A | School 2 enrollment string Jul 12 thru Dec 12 | 24,770 | 99.11 | 0.89 |
| S2ENRY2B | School 2 enrollment string Jan 13 thru Jun 13 | 24,770 | 99.07 | 0.93 |
| S2ENRY3A | School 2 enrollment string Jul 13 thru Dec 13 | 24,770 | 99.08 | 0.92 |
| S2ENRY3B | School 2 enrollment string Jan 14 thru Jun 14 | 24,770 | 99.12 | 0.88 |
| S3ENRY1A | School 3 enrollment string Jul 11 thru Dec 11 | 24,770 | 99.98 | 0.02 |
| S3ENRY1B | School 3 enrollment string Jan 12 thru Jun 12 | 24,770 | 99.98 | 0.02 |
| S3ENRY2A | School 3 enrollment string Jul 12 thru Dec 12 | 24,770 | 99.95 | 0.05 |
| S3ENRY2B | School 3 enrollment string Jan 13 thru Jun 13 | 24,770 | 99.95 | 0.05 |
| S3ENRY3A | School 3 enrollment string Jul 13 thru Dec 13 | 24,770 | 99.86 | 0.14 |
| S3ENRY3B | School 3 enrollment string Jan 14 thru Jun 14 | 24,770 | 99.87 | 0.13 |
| S4ENRY1A | School 4 enrollment string Jul 11 thru Dec 11 | 24,770 | 100.00 | 0.00 |
| S4ENRY1B | School 4 enrollment string Jan 12 thru Jun 12 | 24,770 | 100.00 | 0.00 |
| S4ENRY2A | School 4 enrollment string Jul 12 thru Dec 12 | 24,770 | 100.00 | 0.00 |
| S4ENRY2B | School 4 enrollment string Jan 13 thru Jun 13 | 24,770 | 100.00 | 0.00 |
| S4ENRY3A | School 4 enrollment string Jul 13 thru Dec 13 | 24,770 | 99.99 | 0.01 |
| S4ENRY3B | School 4 enrollment string Jan 14 thru Jun 14 | 24,770 | 99.98 | 0.02 |
| SALOLD14 | Job 2014: salary comparable to BPS:04/06 | 5,600 | 89.65 | 10.35 |
| SAMEJOB | PSE Delayers: same or similar job while enrolled 2011-12 | 2,470 | 63.46 | 36.54 |
| SELFEMP14 | All jobs: ever self-employed through June 2014 | 24,770 | 89.31 | 10.69 |
| SEROLE14 | Jobs while enrolled: primarily student or employee through June 2014 | 10,310 | 93.18 | 6.82 |
| SINCOL14 | Independent students: Number of family members in college | 4,220 | 86.42 | 13.58 |
| SMAR14 | Student's marital status 2014 | 24,770 | 91.62 | 8.38 |
| SOCSATIS | Engagement: satisfaction with social experience at NPSAS 2012 | 24,770 | 81.30 | 18.70 |
| SOCSATIS14 | Engagement: satisfaction with social experience at NPSAS 2014 | 9,830 | 94.72 | 5.28 |
| SPNM13 | Not married to spouse in 2013 | 4,520 | 49.16 | 50.84 |
| SPPSUPP | Supportive of PSE: spouse 2011-12 | 1,900 | 73.02 | 26.98 |
| SPPSUPP14 | Supportive of PSE: spouse 2013-14 | 4,520 | 50.13 | 49.87 |
| SPSED14 | Spouse's education level 2014 | 4,520 | 48.29 | 51.71 |
| STDYABR | Ever studied abroad through June 2014 | 13,410 | 94.38 | 5.62 |
| TRLNPAVT14 | Traveling from residence to last school enrolled: minutes per day 2014 | 7,320 | 89.63 | 10.37 |
| TRLNPDAY14 | Traveling from residence to last school enrolled: days per week 2014 | 7,870 | 90.89 | 9.11 |
| UGLVL14 | Class level at most recent institution 2014 | 20,860 | 77.36 | 22.64 |
| UNEMPSTRY1_2 | Unemployment: looking for work July 2011 through June 2012 | 8,220 | 75.02 | 24.98 |
| UNEMPSTRY2_2 | Unemployment: looking for work July 2012 through June 2013 | 8,220 | 78.47 | 21.53 |
| UNEMPSTRY3_2 | Unemployment: looking for work July 2013 through June 2014 | 8,220 | 73.47 | 26.53 |
| USBORN | Born in the U.S. (student) | 24,770 | 99.24 | 0.76 |
| USEACAD | PSE services used: academic advising in 2011-12 | 24,770 | 81.17 | 18.83 |

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

| Variable | Description | Sample size | Item response rate | Item non-response rate |
|-------------|--|-------------|--------------------|------------------------|
| USEACAD14 | PSE services used: academic advising in 2013-14 | 11,180 | 93.38 | 6.62 |
| USEACSP | PSE services used: academic support services in 2011-12 | 24,770 | 81.17 | 18.83 |
| USEACSP14 | PSE services used: academic support services in 2013-14 | 11,180 | 93.38 | 6.62 |
| USECPP | PSE services used: career services in 2011-12 | 24,770 | 81.17 | 18.83 |
| USECPP14 | PSE services used: career services in 2013-14 | 11,180 | 93.38 | 6.62 |
| USEFINAID | PSE services used: financial aid services in 2011-12 | 24,770 | 81.17 | 18.83 |
| USEFINAID14 | PSE services used: financial aid services in 2013-14 | 11,180 | 93.38 | 6.62 |
| USEHLTH | PSE services used: student health services in 2011-12 | 24,770 | 81.17 | 18.83 |
| USEHLTH14 | PSE services used: student health services in 2013-14 | 11,180 | 93.38 | 6.62 |
| USENONE | PSE services used: None in 2011-12 | 24,770 | 81.17 | 18.83 |
| USENONE14 | PSE services used: None in 2013-14 | 11,180 | 93.38 | 6.62 |
| VETBEN14 | Veteran's education benefits: amount received 2013-14 | 15,930 | 94.09 | 5.91 |
| WRKTSKS | Job non-monetary benefits: importance of making decisions 2012 | 24,770 | 80.58 | 19.42 |

NOTE: Detail may not sum to totals because of rounding. The sample size column contains the number of cases who may have been eligible to respond to the item, including BPS:12/14 interview respondents who were study respondents. For items that are within a gate question, the sample size includes cases who did not respond to the gate question. The item response rates and nonresponse rates were computed using the BPS:12/14 study weight. The response rate is computed as the number of cases who responded to the item and did not have a legitimate skip for the item divided by the number of cases who did not have a legitimate skip for the item.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table F-2. Mean values of continuous variables before and after imputation, BPS:12/14: 2014

| Variable | Description | Mean before imputation | Mean after imputation | Difference | Percent relative difference |
|------------|---|------------------------|-----------------------|------------|-----------------------------|
| CARAMT14 | Monthly car loan payment 2014 | 64.72 | 67.20 | -2.48* | -3.69 |
| CRDBAL14 | Credit cards: balance due 2014 | 1,821.18 | 1,855.06 | -33.88 | -1.83 |
| DEPINC14 | Dependent students: parents' income 2013-14 | 78,853.20 | 88,755.93 | -9,902.73 | -11.16 |
| DSTUINC14 | Dependent students: income 2013-14 | 4,068.26 | 4,903.28 | -835.01* | -17.03 |
| EMPLYAM14 | Employer aid (student & parents): amount received 2013-14 | 578.06 | 592.29 | -14.24 | -2.40 |
| EXPWAGE | Expected job: annual salary expected 2012 | 70,255.36 | 69,552.10 | 703.26* | 1.01 |
| GPA | Grade point average 2011-12 | 2.95 | 2.95 | 0.00 | 0.00 |
| HIEXPWGE | Expected job: highest annual salary expected 2012 | 118,257.99 | 120,441.50 | -2,183.51 | -1.81 |
| HRSWKJ1Y1 | Jobs while enrolled: hours worked for job 1 at year 1 | 27.03 | 27.10 | -0.07 | -0.26 |
| HRSWKJ1Y2 | Jobs while enrolled: hours worked for job 1 at year 2 | 24.38 | 24.36 | 0.02 | 0.08 |
| HRSWKJ1Y3 | Jobs while enrolled: hours worked for job 1 at year 3 | 23.05 | 22.98 | 0.08 | 0.35 |
| HRSWKJ2Y1 | Jobs while enrolled: hours worked for job 2 at year 1 | 24.41 | 23.96 | 0.45* | 1.88 |
| HRSWKJ2Y2 | Jobs while enrolled: hours worked for job 2 at year 2 | 22.33 | 21.78 | 0.54* | 2.48 |
| HRSWKJ2Y3 | Jobs while enrolled: hours worked for job 2 at year 3 | 19.62 | 19.59 | 0.03 | 0.15 |
| HRSWKJ3Y1 | Jobs while enrolled: hours worked for job 3 at year 1 | 23.66 | 23.99 | -0.34 | -1.42 |
| HRSWKJ3Y2 | Jobs while enrolled: hours worked for job 3 at year 2 | 22.12 | 22.57 | -0.44 | -1.95 |
| HRSWKJ3Y3 | Jobs while enrolled: hours worked for job 3 at year 3 | 17.96 | 17.41 | 0.55 | 3.16 |
| HRSWKJ4Y1 | Jobs while enrolled: hours worked for job 4 at year 1 | 24.39 | 24.28 | 0.11 | 0.45 |
| HRSWKJ4Y2 | Jobs while enrolled: hours worked for job 4 at year 2 | 21.39 | 21.42 | -0.03 | -0.14 |
| HRSWKJ4Y3 | Jobs while enrolled: hours worked for job 4 at year 3 | 17.03 | 17.56 | -0.53 | -3.02 |
| HRSWKJ5Y1 | Jobs while enrolled: hours worked for job 5 at year 1 | 23.21 | 22.88 | 0.33 | 1.44 |
| HRSWKJ5Y2 | Jobs while enrolled: hours worked for job 5 at year 2 | 21.15 | 22.92 | -1.78 | -7.76 |
| HRSWKJ5Y3 | Jobs while enrolled: hours worked for job 5 at year 3 | 15.76 | 16.69 | -0.94 | -5.63 |
| HRSWKJ6Y1 | Jobs while enrolled: hours worked for job 6 at year 1 | 27.79 | 22.55 | 5.24* | 23.24 |
| HRSWKJ6Y2 | Jobs while enrolled: hours worked for job 6 at year 2 | 22.35 | 19.49 | 2.85 | 14.62 |
| HRSWKJ6Y3 | Jobs while enrolled: hours worked for job 6 at year 3 | 9.55 | 10.04 | -0.48 | -4.78 |
| HRSWKJ7Y1 | Jobs while enrolled: hours worked for job 7 at year 1 | 16.93 | 16.97 | -0.04 | -0.24 |
| HRSWKJ7Y2 | Jobs while enrolled: hours worked for job 7 at year 2 | 13.62 | 12.73 | 0.90 | 7.07 |
| INCSPS14 | Independent students: spouse's income 2013-14 | 20,166.94 | 20,978.00 | -811.05 | -3.87 |
| ISTUINC14 | Independent students: income 2013-14 | 15,569.67 | 16,393.45 | -823.78 | -5.03 |
| JOBHRS14 | Job 2014: hours worked weekly | 36.89 | 36.88 | 0.02 | 0.05 |
| JOBTIM14 | Job 2014: years worked in same or similar job | 1.23 | 1.09 | 0.14* | 12.82 |
| LOEXPWGE | Expected job: lowest annual salary expected 2012 | 48,171.58 | 47,572.38 | 599.20* | 1.26 |
| MTGAMT14 | Monthly mortgage or rent amount: 2014 | 307.38 | 310.61 | -3.23 | -1.04 |
| OPCJOBearn | Opportunity cost: annual earnings if had not attended college | 27,615.77 | 24,969.69 | 2,646.07 | 0.10 |
| OPCJOBHR | Opportunity cost: hours worked per week if had not attended college | 38.73 | 38.73 | 0.00 | 0.00 |

See notes at end of table.

Table F-2. Mean values of continuous variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Mean before imputation | Mean after imputation | Difference | Percent relative difference |
|------------|--|---------------------------|--------------------------|------------|-----------------------------------|
| PRIVAID14 | Private source grants: amount received 2013-14 | 404.88 | 417.74 | -12.86 | -3.08 |
| PRIVLN13 | Private (alternative) loans: amount borrowed 2012-13 | 969.80 | 1,185.47 | -215.67* | -18.19 |
| PRIVLN14 | Private (alternative) loans: amount borrowed 2013-14 | 695.10 | 762.20 | -67.10* | -8.80 |
| PRJBAMT | PSE Delayers: estimated annual earnings at job held prior to 2011-12 | 16,741.47 | 15,862.22 | 879.26* | 0.05 |
| PRRPY14 | Loan repayment (private): monthly payment amount 2014 | 187.76 | 175.04 | 12.72* | 7.27 |
| PRVHRSWK | PSE Delayers: hours worked per week at job held prior to 2011-12 | 37.56 | 37.70 | -0.14 | 0.00 |
| SALOLD14 | Job 2014: salary comparable to BPS:04/06 | 23,238.48 | 23,225.29 | 13.19 | 0.06 |
| TRLNPAVT14 | Traveling from residence to last school enrolled: minutes per day 2014 | 21.96 | 22.02 | -0.06 | -0.27 |
| VETBEN14 | Veteran's education benefits: amount received 2013-14 | 272.91 | 311.24 | -38.33* | -12.32 |

* $p < .05$.

NOTE: Means were computed using the BPS:12/14 study weight. Cases with legitimate skips for the item are not included in the estimated means. The difference is computed as the mean before imputation minus the mean after imputation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|------------|--|------------------------------|--|---------------------------------------|------------|-----------------------------|
| ACDSATIS | Engagement: satisfaction with studies 2012 | (Strongly disagree) | 3.17 | 3.17 | 0.00 | 0.00 |
| | | (Somewhat disagree) | 5.72 | 5.76 | -0.03 | -0.52 |
| | | (Neither disagree nor agree) | 10.50 | 10.74 | -0.24 | -2.23 |
| | | (Somewhat agree) | 34.33 | 34.33 | 0.01 | 0.03 |
| | | (Strongly agree) | 46.27 | 46.00 | 0.27 | 0.59 |
| ACDSATIS14 | Engagement: satisfaction with studies 2014 | (Strongly disagree) | 1.98 | 1.98 | 0.00 | 0.00 |
| | | (Somewhat disagree) | 4.98 | 5.00 | -0.02 | -0.40 |
| | | (Neither disagree nor agree) | 8.94 | 8.72 | 0.22* | 2.52 |
| | | (Somewhat agree) | 38.31 | 38.52 | -0.21 | -0.55 |
| | | (Strongly agree) | 45.79 | 45.77 | 0.01 | 0.02 |
| ALTAVNGHT | Alternative courses: attend if night courses not available 2011-12 | No | 19.91 | 19.12 | 0.79 | 4.13 |
| | | Yes | 80.09 | 80.88 | -0.79 | -0.98 |
| ALTAVONLN | Alternative courses: attend if online not available 2011-12 | No | 23.16 | 22.92 | 0.24 | 1.05 |
| | | Yes | 76.84 | 77.08 | -0.24 | -0.31 |
| ALTAVWKND | Alternative courses: attend if weekend courses not available 2011-12 | No | 12.33 | 11.76 | 0.58 | 4.93 |
| | | Yes | 87.67 | 88.24 | -0.58 | -0.66 |
| ALTNIGHT14 | Alternative courses: all taken completely at night 2013-14 | No | 90.94 | 90.99 | -0.05 | -0.05 |
| | | Yes | 9.06 | 9.01 | 0.05 | 0.55 |
| ALTONLN14 | Alternative courses: all taken completely online 2013-14 | No | 92.80 | 93.02 | -0.22* | -0.24 |
| | | Yes | 7.20 | 6.98 | 0.22* | 3.15 |
| ALTWKND14 | Alternative courses: all taken completely on weekend 2013-14 | No | 99.05 | 99.05 | 0.00 | 0.00 |
| | | Yes | 0.95 | 0.95 | 0.00 | 0.00 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|----------|--|----------------------------------|--|---------------------------------------|------------|-----------------------------|
| ATTNPTRN | Base year attendance intensity (all schools) | Exclusively full-time | 66.69 | 66.49 | 0.20* | 0.30 |
| | | Exclusively part-time | 19.91 | 20.04 | -0.13 | -0.65 |
| | | Mixed full-time and part-time | 13.39 | 13.47 | -0.08 | -0.59 |
| BELONG | Engagement: felt like a part of institution 2012 | (Strongly disagree) | 4.19 | 4.18 | 0.01 | 0.24 |
| | | (Somewhat disagree) | 5.33 | 5.24 | 0.09 | 1.72 |
| | | (Neither disagree nor agree) | 16.29 | 16.15 | 0.14 | 0.87 |
| | | (Somewhat agree) | 28.07 | 28.44 | -0.36 | -1.27 |
| | | (Strongly agree) | 46.12 | 46.00 | 0.12 | 0.26 |
| BELONG14 | Engagement: felt like a part of institution 2014 | (Strongly disagree) | 4.32 | 4.29 | 0.03 | 0.70 |
| | | (Somewhat disagree) | 6.93 | 6.90 | 0.03 | 0.43 |
| | | (Neither disagree nor agree) | 16.61 | 16.54 | 0.07 | 0.42 |
| | | (Somewhat agree) | 27.43 | 27.36 | 0.07 | 0.26 |
| | | (Strongly agree) | 44.70 | 44.91 | -0.21 | -0.47 |
| CARLN14 | Have a car loan 2014 | No | 80.53 | 79.77 | 0.76* | 0.95 |
| | | Yes | 19.47 | 20.23 | -0.76* | -3.76 |
| CITIZEN2 | Citizenship 2012 | US citizen | 93.88 | 93.84 | 0.04 | 0.04 |
| | | Resident alien | 4.57 | 4.59 | -0.02 | -0.44 |
| | | Foreign or international student | 1.55 | 1.57 | -0.02 | -1.27 |
| CRDNUM14 | Credit cards: number in own name 2014 | None | 56.43 | 56.22 | 0.22 | 0.39 |
| | | One | 28.28 | 28.69 | -0.40 | -1.39 |
| | | More than one | 15.28 | 15.10 | 0.18 | 1.19 |
| CRDPAY14 | Credit cards: pay off balance 2014 | No | 38.52 | 38.48 | 0.05 | 0.13 |
| | | Yes | 61.48 | 61.52 | -0.05 | -0.08 |
| CURCONF | Academic confidence: 2011-12 | (Strongly disagree) | 2.23 | 2.23 | 0.00 | 0.00 |
| | | (Somewhat disagree) | 3.49 | 3.71 | -0.22 | -5.93 |
| | | (Neither disagree nor agree) | 6.34 | 6.35 | -0.01 | -0.16 |
| | | (Somewhat agree) | 27.22 | 27.29 | -0.07 | -0.26 |
| | | (Strongly agree) | 60.72 | 60.41 | 0.30 | 0.50 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|----------------|---|-----------------------------------|--|---------------------------------------|------------|-----------------------------|
| CURCONF14 | Academic confidence: 2013-14 | (Strongly disagree) | 1.34 | 1.29 | 0.04* | 3.09 |
| | | (Somewhat disagree) | 1.85 | 1.86 | -0.01 | -0.54 |
| | | (Neither disagree nor agree) | 4.53 | 4.44 | 0.09 | 2.03 |
| | | (Somewhat agree) | 22.10 | 22.39 | -0.29 | -1.29 |
| | | (Strongly agree) | 70.18 | 70.01 | 0.17 | 0.24 |
| DECMJ14 | Field of study: formally declared when last enrolled 2014 | Formally declared | 91.43 | 91.43 | 0.00 | 0.00 |
| | | Decided but not formally declared | 4.12 | 4.12 | 0.00 | 0.00 |
| | | Undecided | 4.45 | 4.45 | 0.00 | 0.00 |
| DEGEVR | Likelihood of ever completing expected degree 2012 | No chance at all | 2.19 | 2.30 | -0.11 | -4.78 |
| | | Likert value 1 | 0.07 | 0.14 | -0.06* | -44.27 |
| | | Likert value 2 | 0.24 | 0.23 | 0.01 | 4.38 |
| | | Likert value 3 | 0.15 | 0.17 | -0.02 | -11.47 |
| | | Likert value 4 | 0.17 | 0.19 | -0.02 | -10.27 |
| | | Likert value 5 | 1.50 | 1.76 | -0.26* | -14.81 |
| | | Likert value 6 | 1.02 | 1.15 | -0.12 | -10.47 |
| | | Likert value 7 | 2.20 | 2.31 | -0.11 | -4.75 |
| | | Likert value 8 | 4.34 | 4.38 | -0.04 | -0.91 |
| | | Likert value 9 | 10.72 | 10.74 | -0.02 | -0.19 |
| DEGEXP | Likelihood of completing degree by expected date 2012 | Absolutely certain | 77.40 | 76.64 | 0.77* | 1.00 |
| | | No chance at all | 2.47 | 2.47 | 0.00 | 0.00 |
| | | Likert value 1 | 0.25 | 0.23 | 0.01 | 4.33 |
| | | Likert value 2 | 0.51 | 0.47 | 0.04 | 8.48 |
| | | Likert value 3 | 0.72 | 0.68 | 0.04 | 5.88 |
| | | Likert value 4 | 0.93 | 0.97 | -0.04 | -4.11 |
| | | Likert value 5 | 4.16 | 4.37 | -0.21 | -4.80 |
| | | Likert value 6 | 3.41 | 3.33 | 0.08 | 2.40 |
| | | Likert value 7 | 8.20 | 8.20 | 0.01 | 0.12 |
| | | Likert value 8 | 16.61 | 16.58 | 0.03 | 0.18 |
| Likert value 9 | 24.10 | 23.94 | 0.16 | 0.67 | | |
| | | Absolutely certain | 38.64 | 38.75 | -0.11 | -0.28 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|----------|---|--------------------------------------|--|---------------------------------------|------------|-----------------------------|
| DEGEXPDT | Date expected to complete degree requirements | Don't know or will not finish degree | 24.93 | 25.57 | -0.63* | -2.46 |
| | | 2011-12 academic year | 4.29 | 4.15 | 0.14 | 3.37 |
| | | 2012-13 academic year | 14.38 | 15.95 | -1.57* | -9.85 |
| | | 2013-14 academic year | 13.82 | 14.31 | -0.49 | -3.42 |
| | | 2014-15 academic year | 36.27 | 33.90 | 2.37* | 6.99 |
| | | 2015-16 academic year | 5.30 | 5.07 | 0.23 | 4.53 |
| | | 2016-17 academic year | 0.92 | 0.96 | -0.05 | -5.20 |
| | | 2017-18 academic year or later | 0.09 | 0.09 | 0.01 | 11.61 |
| DEPANY | Dependents: Has any dependents | No dependents | 86.46 | 86.44 | 0.03 | 0.03 |
| | | Has dependents | 13.54 | 13.56 | -0.03 | -0.22 |
| DEPANY14 | Has dependents: any 2014 | No | 78.62 | 78.80 | -0.18 | -0.23 |
| | | Yes | 21.38 | 21.20 | 0.18 | 0.85 |
| DEPCOL14 | Independent students: number of dependents in college 2013-14 | Zero | 94.90 | 94.80 | 0.11 | 0.12 |
| | | One | 4.12 | 4.19 | -0.07 | -1.67 |
| | | Two | 0.48 | 0.53 | -0.04 | -7.57 |
| | | Three | 0.42 | 0.42 | 0.00 | 0.00 |
| | | Four | 0.07 | 0.07 | 0.00 | 0.00 |
| DEPNUM14 | Has dependents: number of children 2014 | Zero | 85.03 | 81.86 | 3.17* | 3.87 |
| | | One | 8.04 | 9.69 | -1.65* | -17.02 |
| | | Two | 4.31 | 5.25 | -0.93* | -17.73 |
| | | Three | 1.55 | 1.86 | -0.31* | -16.68 |
| | | Four | 0.83 | 1.05 | -0.22* | -21.01 |
| | | Five | 0.16 | 0.21 | -0.05* | -23.89 |
| | | Six | 0.05 | 0.05 | 0.00 | 0.00 |
| | | Seven | 0.00 | 0.00 | 0.00 | 0.00 |
| | | Eight | 0.02 | 0.02 | 0.00 | 0.00 |
| | | Nine | 0.01 | 0.01 | 0.00 | 0.00 |
| Ten | 0.00 | 0.00 | 0.00 | 0.00 | | |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|--|---|---|--|---------------------------------------|------------|-----------------------------|
| DEPOTH14 | Has dependents: number other than children 2014 | Zero | 95.49 | 94.06 | 1.43* | 1.52 |
| | | One | 3.04 | 4.17 | -1.13* | -27.10 |
| | | Two | 0.97 | 1.19 | -0.22* | -18.49 |
| | | Three | 0.26 | 0.29 | -0.03 | -10.39 |
| | | Four | 0.13 | 0.15 | -0.03 | -19.60 |
| | | Five | 0.05 | 0.06 | -0.01 | -16.23 |
| | | Six | 0.01 | 0.01 | 0.00 | 0.00 |
| | | Seven | 0.01 | 0.01 | 0.00 | 0.00 |
| | | Eight | 0.00 | 0.00 | 0.00 | 0.00 |
| | | Ten | 0.05 | 0.05 | 0.00 | 0.00 |
| DEPTOT14 | Has dependents: number 2014 | Zero | 82.25 | 78.80 | 3.45* | 4.38 |
| | | One | 8.79 | 10.31 | -1.52* | -14.74 |
| | | Two | 5.23 | 6.05 | -0.81* | -13.39 |
| | | Three | 2.05 | 2.61 | -0.56* | -21.48 |
| | | Four | 1.11 | 1.45 | -0.33* | -22.78 |
| | | Five | 0.38 | 0.55 | -0.17* | -30.96 |
| | | Six | 0.07 | 0.08 | -0.01 | -12.76 |
| | | Seven | 0.03 | 0.06 | -0.03* | -48.25 |
| | | Eight | 0.02 | 0.02 | 0.00 | 0.00 |
| | | Ten | 0.06 | 0.06 | 0.00 | 0.00 |
| DGEVR14 | Highest degree ever expected 2014 | No degree | 4.51 | 4.65 | -0.14* | -3.01 |
| | | No degree or certificate expected | 7.03 | 7.11 | -0.07* | -0.99 |
| | | Undergraduate certificate or diploma | 13.59 | 13.87 | -0.28* | -2.02 |
| | | Associate's degree | 35.19 | 34.98 | 0.22* | 0.63 |
| | | Bachelor's degree | 0.67 | 0.66 | 0.01* | 1.51 |
| | | Post-BA or post-master certificate | 25.68 | 25.51 | 0.17* | 0.67 |
| | | Master's degree | 0.39 | 0.39 | 0.00* | 0.00 |
| | | Doctor's degree - professional practice | 6.17 | 6.13 | 0.05* | 0.82 |
| Doctor's degree - research/scholarship and other | 6.76 | 6.71 | 0.05* | 0.74 | | |
| DIS16A14 | Disability 2014: deaf or serious difficulty hearing | No | 99.10 | 99.08 | 0.02 | 0.02 |
| | | Yes | 0.90 | 0.92 | -0.02 | -2.18 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|----------|---|-------------------------------|---|--|------------|-----------------------------------|
| DIS16B14 | Disability 2014: blind or serious difficulty seeing | No | 98.69 | 98.73 | -0.04 | -0.04 |
| | | Yes | 1.31 | 1.27 | 0.04 | 3.16 |
| DIS17A14 | Disability 2014: serious difficulty concentrating/remembering/deciding | No | 90.41 | 90.35 | 0.05 | 0.06 |
| | | Yes | 9.59 | 9.65 | -0.05 | -0.52 |
| DIS17B14 | Disability 2014: serious difficulty walking or climbing stairs | No | 98.35 | 98.33 | 0.02 | 0.02 |
| | | Yes | 1.65 | 1.67 | -0.02 | -1.20 |
| DSCTRATE | Discount rate 2012 | Zero percent | 16.08 | 15.68 | 0.40* | 2.55 |
| | | Twenty percent | 29.49 | 29.44 | 0.05 | 0.17 |
| | | Forty percent | 11.08 | 11.17 | -0.09 | -0.81 |
| | | Sixty percent | 11.74 | 11.80 | -0.05 | -0.42 |
| | | Eighty percent | 3.23 | 3.19 | 0.04 | 1.25 |
| | | One hundred percent | 10.87 | 10.97 | -0.10 | -0.91 |
| | | More than one hundred percent | 17.51 | 17.75 | -0.24 | -1.35 |
| ENLEN | Total number of months enrolled in year 1 | One month | 0.68 | 0.67 | 0.01* | 1.49 |
| | | Two months | 1.17 | 1.16 | 0.01* | 0.86 |
| | | Three months | 2.29 | 2.28 | 0.01 | 0.44 |
| | | Four months | 3.84 | 3.81 | 0.03* | 0.79 |
| | | Five months | 12.43 | 12.38 | 0.05 | 0.40 |
| | | Six months | 6.59 | 6.55 | 0.04* | 0.61 |
| | | Seven months | 1.94 | 1.96 | -0.02 | -1.02 |
| | | Eight months | 3.13 | 3.17 | -0.04 | -1.26 |
| | | Nine months | 11.69 | 11.72 | -0.02 | -0.17 |
| | | Ten months | 39.83 | 39.81 | 0.02 | 0.05 |
| | | Eleven months | 12.98 | 13.08 | -0.10 | -0.76 |
| | | Twelve months | 3.43 | 3.41 | 0.02* | 0.59 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|-----------|---|---|--|---------------------------------------|------------|-----------------------------|
| EVDECFIAA | Ever declared a major (associate's) at first inst through June 2014 | Never enrolled in associate's degree program at first sch | 56.09 | 55.42 | 0.66* | 1.19 |
| | | Declared a major in associate's degree program at first sch | 41.92 | 42.30 | -0.38* | -0.90 |
| | | Never declared a major in associate's degree program at first sch | 2.00 | 2.28 | -0.28* | -12.29 |
| EVDECFIBA | Ever declared a major (bachelor's) at first inst through June 2014 | Never enrolled in bachelor's degree program at first sch | 53.14 | 52.72 | 0.42* | 0.80 |
| | | Declared a major in bachelor's degree program at first sch | 45.26 | 45.66 | -0.40* | -0.88 |
| | | Never declared a major in bachelor's degree program at first sch | 1.60 | 1.63 | -0.02 | -1.23 |
| EVERDECAA | Ever declared a major (associate's) through June 2014 | Never enrolled in associate's degree program | 52.25 | 52.24 | 0.00 | 0.00 |
| | | Declared a major in associate's degree program | 45.12 | 45.11 | 0.00 | 0.00 |
| | | Never declared a major in associate's degree program | 2.64 | 2.64 | -0.01 | -0.38 |
| EVERDECBA | Ever declared a major (bachelor's) through June 2014 | Never enrolled in bachelor's degree program | 48.07 | 47.55 | 0.52* | 1.09 |
| | | Declared a major in bachelor's degree program | 50.51 | 51.00 | -0.50* | -0.98 |
| | | Never declared a major in bachelor's degree program | 1.43 | 1.45 | -0.02 | -1.38 |
| EXPBA | Bachelor's program intentions within 5 years 2012 | No | 23.80 | 22.70 | 1.10* | 4.85 |
| | | Yes | 76.20 | 77.30 | -1.10* | -1.42 |
| EXPBA14 | Bachelor's program intentions within 2 years 2014 | No | 19.51 | 19.59 | -0.08 | -0.41 |
| | | Yes | 80.49 | 80.41 | 0.08 | 0.10 |
| EXPFLD | Job non-monetary benefits: importance of being an expert 2012 | Less important than salary | 10.59 | 10.30 | 0.30 | 2.91 |
| | | As important as salary | 41.17 | 41.36 | -0.18 | -0.44 |
| | | More important than salary | 48.23 | 48.34 | -0.11 | -0.23 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|--------------------|--|------------------------------|---|--|------------|-----------------------------------|
| FACULTY | Engagement: interactions with faculty 2012 | (Strongly disagree) | 1.73 | 1.78 | -0.05 | -2.80 |
| | | (Somewhat disagree) | 2.86 | 2.97 | -0.11 | -3.70 |
| | | (Neither disagree nor agree) | 10.16 | 10.20 | -0.04 | -0.39 |
| | | (Somewhat agree) | 30.82 | 30.77 | 0.06 | 0.20 |
| | | (Strongly agree) | 54.43 | 54.28 | 0.15 | 0.28 |
| FACULTY14 | Engagement: interactions with faculty 2014 | (Strongly disagree) | 1.32 | 1.35 | -0.03 | -2.23 |
| | | (Somewhat disagree) | 2.60 | 2.61 | -0.01 | -0.38 |
| | | (Neither disagree nor agree) | 8.57 | 8.43 | 0.14 | 1.66 |
| | | (Somewhat agree) | 33.10 | 33.18 | -0.07 | -0.21 |
| | | (Strongly agree) | 54.42 | 54.44 | -0.02 | -0.04 |
| FAMAMT14 | Help from family and friends: total amount received 2013-14 | {zero} | 85.96 | 85.75 | 0.21 | 0.24 |
| | | Less than \$250 | 1.64 | 1.70 | -0.06 | -3.53 |
| | | \$250 - \$500 | 2.51 | 2.42 | 0.08 | 3.30 |
| | | \$501 - \$1,000 | 1.83 | 1.97 | -0.15 | -7.60 |
| | | \$1,001 - \$1,500 | 1.12 | 1.09 | 0.03 | 2.75 |
| | | \$1,501 - \$2,000 | 1.63 | 1.62 | 0.01 | 0.62 |
| | | \$2,001 - \$5,000 | 1.66 | 1.73 | -0.06 | -3.47 |
| | | \$5,001 - \$10,000 | 1.51 | 1.53 | -0.01 | -0.65 |
| | | \$10,001 - \$15,000 | 0.67 | 0.70 | -0.03 | -4.31 |
| | | \$15,001 - \$20,000 | 0.50 | 0.55 | -0.05 | -9.11 |
| | | \$20,001 - \$25,000 | 0.35 | 0.34 | 0.01 | 2.96 |
| More than \$25,000 | 0.62 | 0.61 | 0.02 | 3.30 | | |
| FAMTIM | Job non-monetary benefits: importance of balancing work/family 2012 | Less important than salary | 3.76 | 3.59 | 0.18* | 5.02 |
| | | As important as salary | 29.04 | 29.08 | -0.04 | -0.14 |
| | | More important than salary | 67.20 | 67.33 | -0.14 | -0.21 |
| FEDBEN14 | Received federal benefit: any 2014 | No | 79.24 | 78.85 | 0.39* | 0.49 |
| | | Yes | 20.76 | 21.15 | -0.39* | -1.84 |
| FEDBEN14A | Received federal benefit: Food Stamps 2014 | No | 96.46 | 89.09 | 7.37* | 8.27 |
| | | Yes | 3.54 | 10.91 | -7.37* | -67.53 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|-----------|---|------------------------------|---|--|------------|-----------------------------------|
| FEDBEN14B | Received federal benefit: Free or Reduced Price Lunch 2014 | No | 96.91 | 89.54 | 7.37* | 8.23 |
| | | Yes | 3.09 | 10.46 | -7.37* | -70.47 |
| FEDBEN14C | Received federal benefit: Supplemental Security Income 2014 | No | 99.41 | 98.01 | 1.41* | 1.44 |
| | | Yes | 0.59 | 1.99 | -1.41* | -70.81 |
| FEDBEN14D | Received federal benefit: TANF 2014 | No | 99.57 | 98.43 | 1.14* | 1.16 |
| | | Yes | 0.43 | 1.57 | -1.14* | -72.73 |
| FEDBEN14E | Received federal benefit: WIC 2014 | No | 98.93 | 96.71 | 2.21* | 2.29 |
| | | Yes | 1.07 | 3.29 | -2.21* | -67.27 |
| FHSUPP | Supportive of PSE: friends from home 2011-12 | (Strongly disagree) | 2.64 | 2.61 | 0.03 | 1.15 |
| | | (Somewhat disagree) | 2.02 | 2.06 | -0.04 | -1.94 |
| | | (Neither disagree nor agree) | 13.13 | 13.20 | -0.07 | -0.53 |
| | | (Somewhat agree) | 19.13 | 19.34 | -0.22 | -1.14 |
| | | (Strongly agree) | 63.08 | 62.79 | 0.29 | 0.46 |
| FHSUPP14 | Supportive of PSE: friends from home 2013-14 | (Strongly disagree) | 4.20 | 4.33 | -0.13 | -3.00 |
| | | (Somewhat disagree) | 3.53 | 3.61 | -0.08 | -2.22 |
| | | (Neither disagree nor agree) | 21.35 | 21.22 | 0.12 | 0.57 |
| | | (Somewhat agree) | 23.18 | 23.31 | -0.13 | -0.56 |
| | | (Strongly agree) | 47.75 | 47.53 | 0.22 | 0.46 |
| FSSUPP | Supportive of PSE: friends from school 2011-12 | (Strongly disagree) | 4.44 | 4.46 | -0.02 | -0.45 |
| | | (Somewhat disagree) | 2.00 | 2.07 | -0.07 | -3.38 |
| | | (Neither disagree nor agree) | 17.40 | 17.60 | -0.21 | -1.19 |
| | | (Somewhat agree) | 18.84 | 19.14 | -0.30 | -1.57 |
| | | (Strongly agree) | 57.32 | 56.73 | 0.59* | 1.04 |
| FSSUPP14 | Supportive of PSE: friends from school 2013-14 | (Strongly disagree) | 3.98 | 3.99 | -0.01 | -0.25 |
| | | (Somewhat disagree) | 2.75 | 2.85 | -0.10 | -3.51 |
| | | (Neither disagree nor agree) | 18.05 | 17.99 | 0.07 | 0.39 |
| | | (Somewhat agree) | 19.01 | 18.81 | 0.20 | 1.06 |
| | | (Strongly agree) | 56.21 | 56.36 | -0.14 | -0.25 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|-----------|--|---------------------------------------|---|--|------------|-----------------------------------|
| GPAEST14 | Grade point average estimate 2014 | Mostly A's (3.75 and above) | 17.39 | 17.03 | 0.37* | 2.17 |
| | | A's and B's (3.25-3.74) | 33.86 | 33.50 | 0.36 | 1.07 |
| | | Mostly B's (2.75-3.24) | 21.06 | 21.50 | -0.44* | -2.05 |
| | | B's and C's (2.25-2.74) | 17.19 | 17.16 | 0.02 | 0.12 |
| | | Mostly C's (1.75-2.24) | 4.55 | 4.74 | -0.19 | -4.01 |
| | | C's and D's (1.25-1.74) | 1.63 | 1.68 | -0.05 | -2.97 |
| | | Mostly D's or below (1.24 or below) | 0.63 | 0.67 | -0.04 | -5.97 |
| | | Don't know grades | 1.51 | 1.59 | -0.08 | -5.04 |
| | | School does not award grades | 2.17 | 2.13 | 0.04 | 1.88 |
| HCYSMATH | Years completed/planned math | Did not take or took half-year | 12.03 | 11.99 | 0.04* | 0.33 |
| | | One year to one and a half years | 15.87 | 15.87 | 0.00 | 0.00 |
| | | Two years to two and a half years | 1.87 | 1.86 | 0.01 | 0.54 |
| | | Three years to three and a half years | 14.82 | 14.84 | -0.02 | -0.13 |
| | | Four or more years | 55.41 | 55.43 | -0.03 | -0.05 |
| HLPOTH | Job non-monetary benefits: importance of helping others 2012 | Less important than salary | 9.83 | 9.86 | -0.04 | -0.41 |
| | | As important as salary | 43.31 | 43.15 | 0.16 | 0.37 |
| | | More important than salary | 46.86 | 46.99 | -0.12 | -0.26 |
| IMPACAD | PSE service importance: academic advising in 2011-12 | Not at all important | 9.90 | 9.72 | 0.18* | 1.85 |
| | | Somewhat important | 16.36 | 16.15 | 0.21 | 1.30 |
| | | Important | 30.19 | 30.13 | 0.06 | 0.20 |
| | | Very important | 43.55 | 44.01 | -0.45 | -1.02 |
| IMPACAD14 | PSE service importance: academic advising in 2013-14 | Not at all important | 11.32 | 11.32 | 0.00 | 0.00 |
| | | Somewhat important | 18.20 | 18.28 | -0.08 | -0.44 |
| | | Important | 29.10 | 29.00 | 0.09 | 0.31 |
| | | Very important | 41.38 | 41.39 | -0.01 | -0.02 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|-------------|--|----------------------|--|---------------------------------------|------------|-----------------------------|
| IMPACSP | PSE service importance: academic support services in 2011-12 | Not at all important | 8.69 | 8.72 | -0.03 | -0.34 |
| | | Somewhat important | 16.71 | 17.10 | -0.38 | -2.22 |
| | | Important | 31.73 | 31.00 | 0.73 | 2.35 |
| | | Very important | 42.87 | 43.18 | -0.31 | -0.72 |
| IMPACSP14 | PSE service importance: academic support services in 2013-14 | Not at all important | 8.70 | 8.99 | -0.29 | -3.23 |
| | | Somewhat important | 17.95 | 17.94 | 0.02 | 0.11 |
| | | Important | 31.61 | 31.49 | 0.12 | 0.38 |
| | | Very important | 41.73 | 41.58 | 0.15 | 0.36 |
| IMPCPP | PSE service importance: career planning services in 2011-12 | Not at all important | 7.66 | 7.53 | 0.13 | 1.73 |
| | | Somewhat important | 16.81 | 16.22 | 0.58 | 3.57 |
| | | Important | 29.65 | 31.25 | -1.60 | -5.12 |
| | | Very important | 45.88 | 45.00 | 0.88 | 1.96 |
| IMPCPP14 | PSE service importance: career planning services in 2013-14 | Not at all important | 9.58 | 9.65 | -0.06* | -0.62 |
| | | Somewhat important | 18.41 | 18.61 | -0.20* | -1.07 |
| | | Important | 30.42 | 30.55 | -0.13 | -0.43 |
| | | Very important | 41.59 | 41.19 | 0.39 | 0.95 |
| IMPFINAID | PSE service importance: financial aid services in 2011-12 | Not at all important | 4.29 | 4.39 | -0.10 | -2.28 |
| | | Somewhat important | 9.71 | 9.79 | -0.08 | -0.82 |
| | | Important | 23.73 | 23.84 | -0.11 | -0.46 |
| | | Very important | 62.28 | 61.98 | 0.30 | 0.48 |
| IMPFINAID14 | PSE service importance: financial aid services in 2013-14 | Not at all important | 5.61 | 5.40 | 0.22* | 4.08 |
| | | Somewhat important | 13.92 | 14.18 | -0.25 | -1.76 |
| | | Important | 29.35 | 29.23 | 0.12 | 0.41 |
| | | Very important | 51.11 | 51.19 | -0.08 | -0.16 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|-----------|--|----------------------|---|--|------------|-----------------------------------|
| IMPHLTH | PSE service importance: student health services in 2011-12 | Not at all important | 22.44 | 22.30 | 0.14 | 0.63 |
| | | Somewhat important | 24.49 | 24.35 | 0.13 | 0.53 |
| | | Important | 27.06 | 27.26 | -0.20 | -0.73 |
| | | Very important | 26.01 | 26.08 | -0.07 | -0.27 |
| IMPHLTH14 | PSE service importance: student health services in 2013-14 | Not at all important | 22.84 | 23.18 | -0.34 | -1.47 |
| | | Somewhat important | 24.29 | 24.21 | 0.07 | 0.29 |
| | | Important | 24.82 | 24.99 | -0.17 | -0.68 |
| | | Very important | 28.05 | 27.61 | 0.44 | 1.59 |
| JBEN14A | Job 2014: eligible for life insurance | No | 60.47 | 61.53 | -1.06 | -1.72 |
| | | Yes | 39.53 | 38.47 | 1.06 | 2.76 |
| JBEN14B | Job 2014: eligible for health insurance | No | 47.45 | 49.01 | -1.56 | -3.18 |
| | | Yes | 52.55 | 50.99 | 1.56 | 3.06 |
| JBEN14C | Job 2014: eligible for retirement benefits | No | 56.39 | 51.09 | 5.30* | 10.37 |
| | | Yes | 43.61 | 48.91 | -5.30* | -10.84 |
| JOBLIC14 | Job 2014: has industry certification or license | No | 73.53 | 74.05 | -0.52 | -0.70 |
| | | Yes | 26.47 | 25.95 | 0.52 | 2.00 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|------------------------------------|--|--|--|---------------------------------------|------------|-----------------------------|
| JOB OCC14 | Job 2014: occupation | Management | 3.49 | 3.12 | 0.37 | 11.84 |
| | | Business/Financial Operation | 2.31 | 2.21 | 0.10 | 4.52 |
| | | Computer and Mathematical | 1.25 | 1.52 | -0.28 | -18.38 |
| | | Architecture and Engineering | 0.65 | 0.68 | -0.03 | -4.41 |
| | | Life/Physical/Social Science Technicians | 0.38 | 0.37 | 0.01 | 2.70 |
| | | Community and Social Services | 0.58 | 0.46 | 0.12* | 25.94 |
| | | Legal | 0.13 | 0.10 | 0.03 | 30.74 |
| | | Education, Training, and Library | 1.43 | 1.50 | -0.07 | -4.68 |
| | | Art/Design/Entertainment/Sports/Media | 2.04 | 2.24 | -0.20 | -8.92 |
| | | Healthcare Practitioners and Technical | 2.86 | 3.45 | -0.59 | -17.13 |
| | | Healthcare Support | 7.84 | 7.49 | 0.35 | 4.68 |
| | | Protective Service | 2.41 | 2.29 | 0.12 | 5.24 |
| | | Food Preparation and Serving Related | 12.69 | 12.25 | 0.44 | 3.59 |
| | | Building/Grounds Cleaning, Maintenance | 2.95 | 3.05 | -0.10 | -3.28 |
| | | Personal Care and Service | 7.00 | 7.20 | -0.20 | -2.78 |
| | | Sales and Related | 13.10 | 13.19 | -0.09 | -0.68 |
| | | Office and Administrative Support | 13.47 | 13.33 | 0.14 | 1.05 |
| | | Farming, Fishing, and Forestry | 0.73 | 0.72 | 0.01 | 1.38 |
| | | Construction and Extraction | 3.29 | 3.07 | 0.22 | 7.17 |
| | | Installation, Maintenance, and Repair | 6.46 | 6.52 | -0.07 | -1.07 |
| Production | 8.01 | 8.15 | -0.14 | -1.72 | | |
| Transportation and Material Moving | 5.94 | 5.91 | 0.03 | 0.51 | | |
| Military Specific | 0.99 | 1.17 | -0.18 | -15.39 | | |
| JOB RCLG14 | Job 2014: related to college studies | No | 65.96 | 66.42 | -0.46 | -0.69 |
| | | Yes | 34.04 | 33.58 | 0.46 | 1.37 |
| JOB RLC14 | Job 2014: job required industry certification or license | No | 82.99 | 84.95 | -1.96* | -2.31 |
| | | Yes | 17.01 | 15.05 | 1.96* | 13.02 |
| JOB RLFT14 | Job 2014: related to intended future work | No | 54.04 | 53.10 | 0.94 | 1.77 |
| | | Yes | 45.96 | 46.90 | -0.94 | -2.00 |
| JOB SELF14 | Job 2014: self employed | No | 94.92 | 94.55 | 0.37 | 0.39 |
| | | Yes | 5.08 | 5.45 | -0.37 | -6.79 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|------------|---|---|--|---------------------------------------|------------|-----------------------------|
| KNOWCLAS | Knew requirements needed to complete degree at NPSAS 2012 | (Strongly disagree) | 2.09 | 2.35 | -0.26 | -11.06 |
| | | (Somewhat disagree) | 3.41 | 3.40 | 0.01 | 0.29 |
| | | (Neither disagree nor agree) | 6.78 | 6.66 | 0.12 | 1.80 |
| | | (Somewhat agree) | 28.66 | 28.89 | -0.23 | -0.80 |
| | | (Strongly agree) | 59.06 | 58.70 | 0.36 | 0.61 |
| KNOWCLAS14 | Knew requirements needed to complete degree when last enrolled 2014 | (Strongly disagree) | 3.98 | 4.04 | -0.06 | -1.49 |
| | | (Somewhat disagree) | 1.55 | 1.57 | -0.02 | -1.28 |
| | | (Neither disagree nor agree) | 1.70 | 1.72 | -0.03 | -1.74 |
| | | (Somewhat agree) | 18.20 | 18.27 | -0.08 | -0.44 |
| | | (Strongly agree) | 74.58 | 74.40 | 0.18 | 0.24 |
| LEISTIME | Job non-monetary benefits: importance of balancing work/leisure 2012 | Less important than salary | 10.86 | 10.93 | -0.07 | -0.64 |
| | | As important as salary | 51.83 | 51.87 | -0.04 | -0.08 |
| | | More important than salary | 37.31 | 37.20 | 0.10 | 0.27 |
| LKOCCATHD | Expected job: Likelihood of holding job after highest attainment 2012 | No chance at all | 0.31 | 0.27 | 0.04* | 14.59 |
| | | Likert value 1 | 0.22 | 0.20 | 0.02 | 10.13 |
| | | Likert value 2 | 0.33 | 0.29 | 0.04* | 13.77 |
| | | Likert value 3 | 0.47 | 0.45 | 0.02 | 4.40 |
| | | Likert value 4 | 1.10 | 1.08 | 0.02 | 1.85 |
| | | Likert value 5 | 4.88 | 5.06 | -0.18 | -3.56 |
| | | Likert value 6 | 4.93 | 4.88 | 0.05 | 1.02 |
| | | Likert value 7 | 11.20 | 11.65 | -0.46* | -3.95 |
| | | Likert value 8 | 18.23 | 18.11 | 0.12 | 0.66 |
| | | Likert value 9 | 15.26 | 15.16 | 0.10 | 0.66 |
| | | Absolutely certain | 23.72 | 23.80 | -0.08 | -0.34 |
| Don't know | 19.36 | 19.04 | 0.32 | 1.68 | | |
| LOCALR14 | Housing when last enrolled 2014 | On-campus/other school-provided housing | 23.37 | 22.92 | 0.45* | 1.96 |
| | | With parent(s)/guardian(s) | 30.48 | 30.61 | -0.13 | -0.42 |
| | | Some place else (off campus) | 46.15 | 46.47 | -0.32 | -0.69 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|----------------------------------|---|---|--|---------------------------------------|------------|-----------------------------|
| LOCJOB12 | Jobs while enrolled: on or off campus 2011-12 | On campus | 14.59 | 14.39 | 0.20 | 1.39 |
| | | Off campus | 83.89 | 84.00 | -0.11 | -0.13 |
| | | Both on or off campus | 1.52 | 1.61 | -0.08 | -4.98 |
| LOCJOB13 | Jobs while enrolled: on or off campus 2012-13 | On campus | 18.90 | 19.28 | -0.38 | -1.97 |
| | | Off campus | 76.91 | 76.22 | 0.68 | 0.89 |
| | | Both on or off campus | 4.20 | 4.50 | -0.30 | -6.67 |
| LOCJOB14 | Jobs while enrolled: on or off campus 2013-14 | On campus | 20.49 | 20.74 | -0.25 | -1.21 |
| | | Off campus | 73.96 | 73.29 | 0.68 | 0.93 |
| | | Both on or off campus | 5.55 | 5.98 | -0.43* | -7.19 |
| MAJ14 | Field of study: last enrolled any degree 2014 (23 categories) | Undecided | 8.57 | 8.57 | 0.00 | 0.00 |
| | | Computer and information sciences | 3.52 | 3.52 | 0.00 | 0.00 |
| | | Engineering and engineering technology | 5.89 | 5.89 | 0.00 | 0.00 |
| | | Biological and physical science, science technologies | 5.61 | 5.62 | 0.00 | 0.00 |
| | | Mathematics | 0.79 | 0.79 | 0.00 | 0.00 |
| | | Agriculture and natural resources | 1.36 | 1.36 | 0.00 | 0.00 |
| | | General studies and other | 4.95 | 4.95 | 0.00 | 0.00 |
| | | Social sciences | 4.11 | 4.11 | 0.00 | 0.00 |
| | | Psychology | 4.56 | 4.56 | 0.00 | 0.00 |
| | | Humanities | 5.88 | 5.88 | 0.00 | 0.00 |
| | | History | 0.77 | 0.77 | 0.00 | 0.00 |
| | | Personal and consumer services | 4.67 | 4.67 | 0.00 | 0.00 |
| | | Manufacturing, construction, repair, transportation | 3.14 | 3.14 | 0.00 | 0.00 |
| | | Military technology and protective services | 4.16 | 4.16 | 0.00 | 0.00 |
| | | Health care fields | 16.07 | 16.07 | 0.00 | 0.00 |
| | | Business | 13.35 | 13.34 | 0.00 | 0.00 |
| | | Education | 5.08 | 5.08 | 0.00 | 0.00 |
| | | Architecture | 0.33 | 0.33 | 0.00 | 0.00 |
| | | Communications | 2.99 | 2.99 | 0.00 | 0.00 |
| | | Public administration and human services | 1.83 | 1.85 | -0.01 | -0.54 |
| Design and applied arts | 1.47 | 1.47 | 0.00 | 0.00 | | |
| Law and legal studies | 0.77 | 0.77 | 0.00 | 0.00 | | |
| Library sciences | 0.01 | 0.01 | 0.00 | 0.00 | | |
| Theology and religious vocations | 0.14 | 0.14 | 0.00 | 0.00 | | |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|----------|---|---|---|--|------------|-----------------------------------|
| MAJAA14 | Field of study: last enrolled in associate's 2014 (23 categories) | Undecided | 22.31 | 22.31 | 0.01 | 0.04 |
| | | Computer and information sciences | 4.33 | 4.33 | 0.00 | 0.00 |
| | | Engineering and engineering technology | 4.90 | 4.89 | 0.00 | 0.00 |
| | | Biological and physical science, science technologies | 2.75 | 2.76 | -0.01 | -0.36 |
| | | Mathematics | 0.40 | 0.40 | 0.00 | 0.00 |
| | | Agriculture and natural resources | 1.04 | 1.04 | 0.00 | 0.00 |
| | | General studies and other | 7.56 | 7.58 | -0.01 | -0.13 |
| | | Social sciences | 1.49 | 1.49 | 0.00 | 0.00 |
| | | Psychology | 3.34 | 3.34 | 0.00 | 0.00 |
| | | Humanities | 3.62 | 3.62 | 0.00 | 0.00 |
| | | History | 0.28 | 0.28 | 0.00 | 0.00 |
| | | Personal and consumer services | 2.56 | 2.55 | 0.00 | 0.00 |
| | | Manufacturing, construction, repair, transportation | 2.53 | 2.53 | 0.00 | 0.00 |
| | | Military technology and protective services | 5.13 | 5.13 | 0.00 | 0.00 |
| | | Health care fields | 14.53 | 14.52 | 0.00 | 0.00 |
| | | Business | 12.96 | 12.96 | 0.00 | 0.00 |
| | | Education | 4.26 | 4.25 | 0.00 | 0.00 |
| | | Architecture | 0.20 | 0.20 | 0.00 | 0.00 |
| | | Communications | 1.55 | 1.55 | 0.00 | 0.00 |
| | | Public administration and human services | 1.96 | 1.96 | 0.00 | 0.00 |
| | | Design and applied arts | 1.30 | 1.29 | 0.00 | 0.00 |
| | | Law and legal studies | 1.01 | 1.01 | 0.00 | 0.00 |
| | | Theology and religious vocations | 0.01 | 0.01 | 0.00 | 0.00 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|--------------------|--|---|--|---------------------------------------|------------|-----------------------------|
| MAJBA14 | Field of study: last enrolled in bachelor's 2014 (23 categories) | Undecided | 7.50 | 7.53 | -0.03 | -0.40 |
| | | Computer and information sciences | 3.48 | 3.48 | 0.00 | 0.00 |
| | | Engineering and engineering technology | 6.66 | 6.66 | 0.00 | 0.00 |
| | | Biological and physical science, science technologies | 9.03 | 9.02 | 0.00 | 0.00 |
| | | Mathematics | 1.11 | 1.11 | 0.00 | 0.00 |
| | | Agriculture and natural resources | 1.99 | 1.99 | 0.00 | 0.00 |
| | | General studies and other | 1.01 | 1.01 | 0.00 | 0.00 |
| | | Social sciences | 6.82 | 6.82 | 0.00 | 0.00 |
| | | Psychology | 6.70 | 6.70 | 0.00 | 0.00 |
| | | Humanities | 8.02 | 8.02 | 0.00 | 0.00 |
| | | History | 1.30 | 1.30 | 0.00 | 0.00 |
| | | Personal and consumer services | 2.60 | 2.60 | 0.00 | 0.00 |
| | | Manufacturing, construction, repair, transportation | 0.30 | 0.30 | 0.00 | 0.00 |
| | | Military technology and protective services | 2.86 | 2.86 | 0.00 | 0.00 |
| | | Health care fields | 9.64 | 9.64 | 0.00 | 0.00 |
| | | Business | 15.03 | 15.03 | 0.00 | 0.00 |
| | | Education | 6.43 | 6.43 | 0.00 | 0.00 |
| | | Architecture | 0.48 | 0.48 | 0.00 | 0.00 |
| | | Communications | 4.65 | 4.65 | 0.00 | 0.00 |
| | | MAJCHGAA14 | Major changes (associate's): number anywhere through June 2014 | Never | 71.90 | 71.91 |
| One time | 18.48 | | | 18.48 | 0.00 | 0.00 |
| More than one time | 9.61 | | | 9.61 | 0.00 | 0.00 |
| Never | 67.05 | | | 67.05 | 0.00 | 0.00 |
| MAJCHGBA14 | Major changes (bachelor's): number anywhere through June 2014 | One time | 23.89 | 23.89 | 0.00 | 0.00 |
| | | More than one time | 9.06 | 9.06 | 0.00 | 0.00 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|----------------------------------|---|---|--|---------------------------------------|------------|-----------------------------|
| MAJCT14 | Field of study: last enrolled in certificate 2014 (23 categories) | Undecided | 22.38 | 22.38 | 0.00 | 0.00 |
| | | Computer and information sciences | 1.85 | 1.85 | 0.00 | 0.00 |
| | | Engineering and engineering technology | 5.31 | 5.31 | 0.00 | 0.00 |
| | | Biological and physical science, science technologies | 1.80 | 1.80 | 0.00 | 0.00 |
| | | Mathematics | 0.34 | 0.34 | 0.00 | 0.00 |
| | | Agriculture and natural resources | 0.91 | 0.91 | 0.00 | 0.00 |
| | | General studies and other | 1.05 | 1.05 | 0.00 | 0.00 |
| | | Social sciences | 0.55 | 0.55 | 0.00 | 0.00 |
| | | Psychology | 1.24 | 1.24 | 0.00 | 0.00 |
| | | Humanities | 2.43 | 2.43 | 0.00 | 0.00 |
| | | History | 0.07 | 0.07 | 0.00 | 0.00 |
| | | Personal and consumer services | 5.67 | 5.67 | 0.00 | 0.00 |
| | | Manufacturing, construction, repair, transportation | 10.31 | 10.32 | 0.00 | 0.00 |
| | | Military technology and protective services | 2.83 | 2.83 | 0.00 | 0.00 |
| | | Health care fields | 28.82 | 28.82 | 0.00 | 0.00 |
| | | Business | 7.04 | 7.04 | 0.00 | 0.00 |
| | | Education | 4.27 | 4.27 | 0.00 | 0.00 |
| | | Architecture | 0.04 | 0.04 | 0.00 | 0.00 |
| | | Communications | 0.72 | 0.72 | 0.00 | 0.00 |
| | | Public administration and human services | 1.06 | 1.06 | 0.00 | 0.00 |
| Design and applied arts | 0.94 | 0.94 | 0.00 | 0.00 | | |
| Law and legal studies | 0.33 | 0.33 | 0.00 | 0.00 | | |
| Theology and religious vocations | 0.02 | 0.02 | 0.00 | 0.00 | | |
| MENTH | Health: mental 2012 | Excellent | 42.91 | 43.17 | -0.27 | -0.63 |
| | | Very good | 32.17 | 32.01 | 0.16 | 0.50 |
| | | Good | 18.10 | 17.92 | 0.17 | 0.95 |
| | | Fair | 5.90 | 5.98 | -0.08 | -1.34 |
| | | Poor | 0.93 | 0.92 | 0.01 | 1.09 |
| MENTH14 | Health: mental 2014 | Excellent | 37.00 | 36.93 | 0.07 | 0.19 |
| | | Very good | 33.01 | 33.09 | -0.08 | -0.24 |
| | | Good | 21.30 | 21.32 | -0.02 | -0.09 |
| | | Fair | 7.24 | 7.22 | 0.02 | 0.28 |
| | | Poor | 1.44 | 1.43 | 0.01 | 0.70 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|------------|---|---------------------|--|---------------------------------------|------------|-----------------------------|
| MILTYP14 | Military type 2014 | No military service | 96.58 | 96.33 | 0.25* | 0.26 |
| | | Active duty | 0.79 | 0.87 | -0.07 | -8.07 |
| | | Reserves | 0.49 | 0.51 | -0.02 | -3.92 |
| | | Veteran | 1.83 | 2.00 | -0.17* | -8.49 |
| | | National Guard | 0.32 | 0.29 | 0.03* | 10.29 |
| MISSH | Health: amount missed school/work in past 30 days 2012 | Never | 79.10 | 79.09 | 0.01 | 0.01 |
| | | A few times | 18.58 | 18.65 | -0.07 | -0.38 |
| | | About once a week | 1.58 | 1.59 | 0.00 | 0.00 |
| | | Almost every day | 0.52 | 0.46 | 0.06* | 12.95 |
| | | Every day | 0.22 | 0.22 | 0.00 | 0.00 |
| MISSH14 | Health: amount missed school/work in past 30 days 2014 | Never | 78.05 | 78.04 | 0.01 | 0.01 |
| | | A few times | 18.99 | 19.06 | -0.07 | -0.37 |
| | | About once a week | 1.88 | 1.83 | 0.05 | 2.73 |
| | | Almost every day | 0.65 | 0.67 | -0.01 | -1.50 |
| | | Every day | 0.42 | 0.40 | 0.02 | 4.96 |
| MJCHFIAA14 | Major changes (associate's): number at first inst through June 2014 | Never | 70.88 | 70.88 | 0.00 | 0.00 |
| | | One time | 19.07 | 19.06 | 0.00 | 0.00 |
| | | More than one time | 10.06 | 10.06 | 0.00 | 0.00 |
| MJCHFIBA14 | Major changes (bachelor's): number at first inst through June 2014 | Never | 66.48 | 66.49 | -0.01 | -0.02 |
| | | One time | 24.06 | 24.06 | 0.00 | 0.00 |
| | | More than one time | 9.46 | 9.46 | 0.00 | 0.00 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|-----------|--|---|---|--|------------|-----------------------------------|
| MJNSF14 | Major field of study with a focus on NSF STEM fields | Undecided | 8.57 | 8.57 | 0.00 | 0.00 |
| | | Science, engineering, and math | 20.62 | 20.62 | 0.00 | 0.00 |
| | | Psychology and other social science | 8.59 | 8.59 | 0.00 | 0.00 |
| | | Health and medicine | 9.47 | 9.47 | 0.00 | 0.00 |
| | | Other field of study not supported by NSF | 52.75 | 52.75 | -0.01 | -0.02 |
| NUMJOB14 | Number of jobs through June 2014 | Zero | 16.72 | 14.82 | 1.90* | 12.82 |
| | | One | 46.29 | 46.91 | -0.62* | -1.32 |
| | | Two | 24.93 | 25.27 | -0.35* | -1.38 |
| | | Three | 8.32 | 9.08 | -0.76* | -8.37 |
| | | Four | 2.72 | 2.86 | -0.14 | -4.90 |
| | | Five | 0.73 | 0.76 | -0.03 | -3.95 |
| | | Six | 0.18 | 0.20 | -0.02 | -9.84 |
| | | Seven | 0.10 | 0.09 | 0.01 | 11.32 |
| OPCJOBANY | Opportunity cost: work if had not attended college | Work for pay | 86.73 | 86.71 | 0.01 | 0.00 |
| | | Work, but not be paid | 0.75 | 0.78 | -0.03 | -0.04 |
| | | Not work (for any reason) | 7.44 | 7.41 | 0.02 | 0.00 |
| | | Enter the military | 5.09 | 5.10 | -0.01 | 0.00 |
| OPCNUMJOB | Opportunity cost: number of jobs if had not attended college | One | 65.09 | 64.83 | 0.26 | 0.00 |
| | | Two | 34.91 | 35.17 | -0.26 | -0.01 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|----------------------------------|---|---|--|---------------------------------------|------------|-----------------------------|
| ORGMJ14 | Original declared field of study at NPSAS (23 categories) | Undecided | 0.24 | 0.28 | -0.04 | -14.10 |
| | | Computer and information sciences | 3.87 | 3.59 | 0.28* | 7.79 |
| | | Engineering and engineering technology | 7.33 | 6.80 | 0.52* | 7.64 |
| | | Biological and physical science, science technologies | 7.54 | 6.91 | 0.63* | 9.12 |
| | | Mathematics | 0.79 | 0.73 | 0.06* | 8.20 |
| | | Agriculture and natural resources | 1.28 | 1.38 | -0.09 | -6.54 |
| | | General studies and other | 9.73 | 10.23 | -0.50* | -4.89 |
| | | Social sciences | 3.22 | 3.26 | -0.04 | -1.23 |
| | | Psychology | 4.57 | 4.45 | 0.12 | 2.70 |
| | | Humanities | 6.17 | 6.30 | -0.13 | -2.06 |
| | | History | 0.73 | 0.69 | 0.04 | 5.81 |
| | | Personal and consumer services | 3.29 | 3.64 | -0.34* | -9.35 |
| | | Manufacturing, construction, repair, transportation | 3.08 | 4.46 | -1.38* | -30.91 |
| | | Military technology and protective services | 4.71 | 4.63 | 0.08 | 1.73 |
| | | Health care fields | 16.92 | 17.65 | -0.73 | -4.14 |
| | | Business | 13.25 | 12.51 | 0.74* | 5.91 |
| | | Education | 5.59 | 5.47 | 0.12 | 2.19 |
| | | Architecture | 0.49 | 0.49 | 0.01 | 2.06 |
| | | Communications | 2.79 | 2.52 | 0.27* | 10.71 |
| | | Public administration and human services | 1.63 | 1.50 | 0.14* | 9.35 |
| | | Design and applied arts | 1.75 | 1.59 | 0.16* | 10.04 |
| Law and legal studies | 0.83 | 0.75 | 0.07* | 9.28 | | |
| Library sciences | 0.01 | 0.01 | 0.00 | 0.00 | | |
| Theology and religious vocations | 0.17 | 0.15 | 0.02* | 13.17 | | |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|-----------|--|---|---|--|------------|-----------------------------------|
| PARAMT14 | Help from parents: total amount received 2013-14 | {zero} | 32.04 | 32.05 | -0.02 | -0.06 |
| | | Less than \$250 | 2.80 | 2.78 | 0.02 | 0.72 |
| | | \$250 - \$500 | 5.65 | 5.67 | -0.02 | -0.35 |
| | | \$501 - \$1,000 | 6.15 | 6.18 | -0.03 | -0.49 |
| | | \$1,001 - \$1,500 | 3.84 | 3.86 | -0.02 | -0.52 |
| | | \$1,501 - \$2,000 | 5.32 | 5.49 | -0.17 | -3.09 |
| | | \$2,001 - \$5,000 | 12.32 | 12.30 | 0.03 | 0.24 |
| | | \$5,001 - \$10,000 | 10.79 | 10.68 | 0.11 | 1.03 |
| | | \$10,001 - \$15,000 | 5.41 | 5.42 | -0.01 | -0.18 |
| | | \$15,001 - \$20,000 | 3.63 | 3.73 | -0.10 | -2.68 |
| | | \$20,001 - \$25,000 | 2.96 | 2.97 | 0.00 | 0.00 |
| | More than \$25,000 | 9.08 | 8.87 | 0.21* | 2.37 | |
| PARSUPP | Supportive of PSE: parents 2011-12 | (Strongly disagree) | 2.71 | 2.60 | 0.11 | 4.24 |
| | | (Somewhat disagree) | 1.10 | 1.08 | 0.02 | 1.85 |
| | | (Neither disagree nor agree) | 3.91 | 3.77 | 0.14 | 3.72 |
| | | (Somewhat agree) | 7.61 | 7.77 | -0.16 | -2.06 |
| | | (Strongly agree) | 84.66 | 84.79 | -0.12 | -0.14 |
| PARSUPP14 | Supportive of PSE: parents 2013-14 | (Strongly disagree) | 2.52 | 2.65 | -0.14 | -5.27 |
| | | (Somewhat disagree) | 1.44 | 1.42 | 0.02 | 1.41 |
| | | (Neither disagree nor agree) | 6.13 | 6.07 | 0.06 | 0.99 |
| | | (Somewhat agree) | 9.13 | 9.01 | 0.12 | 1.33 |
| | | (Strongly agree) | 80.78 | 80.85 | -0.07 | -0.09 |
| PDADED | Father's highest education level | Do not know father's education level | 10.48 | 10.48 | -0.01 | -0.10 |
| | | Did not complete high school | 12.37 | 12.37 | 0.00 | 0.00 |
| | | High school diploma or equivalent | 28.12 | 28.12 | 0.00 | 0.00 |
| | | Vocational/technical training | 4.76 | 4.76 | 0.00 | 0.00 |
| | | Associate's degree | 5.73 | 5.73 | 0.00 | 0.00 |
| | | Some college but no degree | 10.26 | 10.25 | 0.00 | 0.00 |
| | | Bachelor's degree | 15.53 | 15.53 | 0.00 | 0.00 |
| | | Master's degree or equivalent | 8.30 | 8.30 | 0.00 | 0.00 |
| | | Doctoral degree - research/scholarship | 2.22 | 2.22 | 0.00 | 0.00 |
| | | Doctoral degree - professional practice | 2.23 | 2.23 | 0.00 | 0.00 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|-----------|---|------------------------------|--|---------------------------------------|------------|-----------------------------|
| PEERINT | Engagement: interactions with other students 2012 | (Strongly disagree) | 1.68 | 1.67 | 0.02 | 1.20 |
| | | (Somewhat disagree) | 2.21 | 2.24 | -0.03 | -1.34 |
| | | (Neither disagree nor agree) | 11.49 | 11.25 | 0.24 | 2.13 |
| | | (Somewhat agree) | 29.31 | 29.53 | -0.22 | -0.74 |
| | | (Strongly agree) | 55.30 | 55.31 | -0.01 | -0.02 |
| PEERINT14 | Engagement: interactions with other students 2014 | (Strongly disagree) | 1.26 | 1.26 | 0.00 | 0.00 |
| | | (Somewhat disagree) | 2.32 | 2.27 | 0.04 | 1.76 |
| | | (Neither disagree nor agree) | 10.48 | 10.77 | -0.30 | -2.78 |
| | | (Somewhat agree) | 30.07 | 29.79 | 0.28 | 0.94 |
| | | (Strongly agree) | 55.88 | 55.90 | -0.02 | -0.04 |
| PFAMNM14 | Dependent students: family size 2013-14 | Two | 9.39 | 9.38 | 0.01* | 0.11 |
| | | Three | 25.80 | 25.80 | -0.01 | -0.04 |
| | | Four | 33.97 | 33.96 | 0.00 | 0.00 |
| | | Five | 18.18 | 18.20 | -0.02 | -0.11 |
| | | Six | 8.14 | 8.13 | 0.01* | 0.12 |
| | | Seven | 2.91 | 2.91 | 0.00* | 0.00 |
| | | Eight | 0.92 | 0.92 | 0.00* | 0.00 |
| | | Nine | 0.32 | 0.32 | 0.00* | 0.00 |
| | | Ten | 0.15 | 0.15 | 0.00 | 0.00 |
| | | Eleven | 0.07 | 0.07 | 0.00 | 0.00 |
| | | Twelve | 0.09 | 0.09 | 0.00 | 0.00 |
| | | Thirteen | 0.02 | 0.02 | 0.00 | 0.00 |
| Fourteen | 0.03 | 0.03 | 0.00 | 0.00 | | |
| PHYSH | Health: physical 2012 | Excellent | 30.60 | 30.68 | -0.07 | -0.23 |
| | | Very good | 37.59 | 37.42 | 0.17 | 0.45 |
| | | Good | 24.52 | 24.57 | -0.05 | -0.20 |
| | | Fair | 6.70 | 6.77 | -0.06 | -0.89 |
| | | Poor | 0.58 | 0.56 | 0.02 | 3.56 |
| PHYSH14 | Health: physical 2014 | Excellent | 25.86 | 25.92 | -0.06 | -0.23 |
| | | Very good | 36.99 | 36.87 | 0.12 | 0.33 |
| | | Good | 27.79 | 27.78 | 0.01 | 0.04 |
| | | Fair | 8.44 | 8.48 | -0.04 | -0.47 |
| | | Poor | 0.92 | 0.95 | -0.03 | -3.16 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|----------|--|---|---|--|------------|-----------------------------------|
| PINCOL14 | Dependent students: number family members in college 2013-14 | One | 60.51 | 60.50 | 0.01 | 0.02 |
| | | Two | 33.14 | 33.20 | -0.06 | -0.18 |
| | | Three | 5.37 | 5.33 | 0.04* | 0.75 |
| | | Four | 0.73 | 0.72 | 0.01* | 1.38 |
| | | Five | 0.21 | 0.21 | 0.00* | 0.00 |
| | | Six | 0.03 | 0.03 | 0.00 | 0.00 |
| | | Seven | 0.02 | 0.02 | 0.00 | 0.00 |
| PLNST14 | Loan repayment status: private student loan 2014 | No private loans | 89.77 | 87.29 | 2.49* | 2.85 |
| | | In repayment | 3.01 | 3.59 | -0.58* | -16.15 |
| | | Not currently paying | 2.21 | 3.69 | -1.48* | -40.10 |
| | | Paid in full | 0.59 | 0.85 | -0.26* | -30.68 |
| | | Deferment | 4.41 | 4.58 | -0.17 | -3.71 |
| PMARIT14 | Parents' marital status 2014 | Married or remarried | 70.22 | 70.02 | 0.19 | 0.27 |
| | | Single | 8.12 | 8.09 | 0.03 | 0.37 |
| | | Divorced or separated | 19.04 | 19.18 | -0.14 | -0.73 |
| | | Widowed | 2.62 | 2.71 | -0.09 | -3.33 |
| PMOMED | Mother's highest education level | Do not know mother's education level | 5.69 | 5.69 | 0.00 | 0.00 |
| | | Did not complete high school | 11.28 | 11.28 | 0.00 | 0.00 |
| | | High school diploma or equivalent | 28.91 | 28.92 | -0.01 | -0.03 |
| | | Vocational/technical training | 4.29 | 4.29 | 0.00 | 0.00 |
| | | Associate's degree | 8.87 | 8.87 | 0.00 | 0.00 |
| | | Some college but no degree | 12.66 | 12.66 | 0.00 | 0.00 |
| | | Bachelor's degree | 18.17 | 18.17 | 0.00 | 0.00 |
| | | Master's degree or equivalent | 7.73 | 7.73 | 0.00 | 0.00 |
| | | Doctoral degree - research/scholarship | 1.55 | 1.55 | 0.00 | 0.00 |
| | | Doctoral degree - professional practice | 0.85 | 0.85 | 0.00 | 0.00 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|----------|---|------------------------------|---|--|------------|-----------------------------------|
| POCCMN | PSE Delayers: number of years employed at job held prior to 2011-12 | Zero | 30.96 | 31.96 | -1.00 | -0.03 |
| | | One | 15.77 | 14.66 | 1.11* | 0.07 |
| | | Two | 15.08 | 15.22 | -0.15 | -0.01 |
| | | Three | 10.22 | 9.64 | 0.58 | 0.06 |
| | | Four | 7.90 | 8.31 | -0.41 | -0.05 |
| | | Five | 4.94 | 6.07 | -1.13* | -0.23 |
| | | Six | 4.15 | 4.35 | -0.19 | -0.05 |
| | | Seven | 1.93 | 1.83 | 0.10 | 0.05 |
| | | Eight | 1.68 | 1.71 | -0.03 | -0.02 |
| | | Nine | 0.94 | 0.76 | 0.18 | 0.19 |
| | | Ten | 2.08 | 1.90 | 0.18 | 0.09 |
| | | Eleven | 0.87 | 0.84 | 0.04 | 0.04 |
| | | Twelve | 0.85 | 0.78 | 0.08 | 0.09 |
| | | Thirteen | 0.25 | 0.21 | 0.04 | 0.17 |
| | | Fourteen | 0.32 | 0.25 | 0.07 | 0.22 |
| | | Fifteen | 0.84 | 0.60 | 0.24* | 0.29 |
| | | Sixteen | 0.24 | 0.17 | 0.07* | 0.29 |
| | | Seventeen | 0.38 | 0.28 | 0.11* | 0.28 |
| | | Eighteen | 0.04 | 0.06 | -0.02 | -0.44 |
| | | Nineteen | 0.15 | 0.11 | 0.04 | 0.29 |
| Twenty | 0.40 | 0.30 | 0.10* | 0.24 | | |
| PRECONF | Academic confidence: prior to attending school 2011-12 | (Strongly disagree) | 1.92 | 1.97 | -0.05 | -2.54 |
| | | (Somewhat disagree) | 3.50 | 3.53 | -0.03 | -0.85 |
| | | (Neither disagree nor agree) | 8.26 | 8.09 | 0.18 | 2.23 |
| | | (Somewhat agree) | 29.88 | 30.06 | -0.19 | -0.63 |
| | | (Strongly agree) | 56.44 | 56.35 | 0.09 | 0.16 |
| PRVJOB | PSE Delayers: jobs for pay prior to 2011-12 | None | 23.64 | 23.97 | -0.33 | -0.01 |
| | | One | 66.30 | 66.23 | 0.07 | 0.00 |
| | | More than one | 10.06 | 9.80 | 0.26 | 0.03 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|------------------------------------|--|--|--|---------------------------------------|------------|-----------------------------|
| PRVMTHWK | PSE Delayers: months worked in year prior to 2011-12 | One month | 1.02 | 0.97 | 0.05 | 0.05 |
| | | Two months | 2.54 | 2.83 | -0.30 | -0.12 |
| | | Three months | 3.27 | 3.12 | 0.14 | 0.04 |
| | | Four months | 2.58 | 2.16 | 0.42* | 0.16 |
| | | Five months | 2.29 | 2.70 | -0.41 | -0.18 |
| | | Six months | 6.01 | 6.46 | -0.45 | -0.07 |
| | | Seven months | 2.50 | 2.56 | -0.06 | -0.02 |
| | | Eight months | 4.53 | 5.25 | -0.72 | -0.16 |
| | | Nine months | 4.84 | 4.97 | -0.13 | -0.03 |
| | | Ten months | 4.87 | 4.61 | 0.26 | 0.05 |
| | | Eleven months | 8.44 | 8.39 | 0.05 | 0.01 |
| | | Twelve months | 57.12 | 55.97 | 1.15 | 0.02 |
| PRVOCC | PSE Delayers: occupation held prior to 2011-12 | Management | 5.27 | 5.00 | 0.27 | 0.05 |
| | | Business/Financial Operation | 2.64 | 2.48 | 0.16 | 0.06 |
| | | Computer and Mathematical | 1.70 | 1.45 | 0.24 | 0.14 |
| | | Architecture and Engineering | 0.53 | 0.44 | 0.10 | 0.18 |
| | | Life/Physical/Social Science Technicians | 0.20 | 0.22 | -0.01 | -0.07 |
| | | Community and Social Services | 0.88 | 0.75 | 0.12 | 0.14 |
| | | Legal | 0.28 | 0.26 | 0.02 | 0.09 |
| | | Education, Training, and Library | 1.44 | 1.55 | -0.11 | -0.08 |
| | | Art/Design/Entertainment/Sports/Media | 1.07 | 1.02 | 0.05 | 0.05 |
| | | Healthcare Practitioners and Technical | 0.87 | 0.83 | 0.04 | 0.04 |
| | | Healthcare Support | 3.93 | 3.68 | 0.25 | 0.06 |
| | | Protective Service | 2.21 | 1.98 | 0.23 | 0.10 |
| | | Food Preparation and Serving Related | 13.35 | 14.35 | -1.00 | -0.07 |
| | | Building/Grounds Cleaning, Maintenance | 3.31 | 3.19 | 0.12 | 0.04 |
| | | Personal Care and Service | 5.04 | 5.06 | -0.01 | 0.00 |
| | | Sales and Related | 15.89 | 16.33 | -0.44 | -0.03 |
| | | Office and Administrative Support | 15.29 | 15.25 | 0.04 | 0.00 |
| | | Farming, Fishing, and Forestry | 0.39 | 0.77 | -0.38* | -0.97 |
| | | Construction and Extraction | 3.26 | 3.33 | -0.06 | -0.02 |
| | | Installation, Maintenance, and Repair | 4.03 | 3.80 | 0.24 | 0.06 |
| Production | 7.25 | 7.36 | -0.11 | -0.02 | | |
| Transportation and Material Moving | 6.30 | 5.80 | 0.50 | 0.08 | | |
| Military Specific | 4.85 | 5.11 | -0.26 | -0.05 | | |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|-----------|--|--|--|---------------------------------------|------------|-----------------------------|
| RACE | Race/ethnicity (with multiple) | White | 55.74 | 55.75 | 0.00 | 0.00 |
| | | Black or African American | 13.97 | 13.96 | 0.00 | 0.00 |
| | | Hispanic or Latino | 19.70 | 19.71 | 0.00 | 0.00 |
| | | Asian | 5.52 | 5.52 | 0.00 | 0.00 |
| | | American Indian or Alaska Native | 1.04 | 1.04 | 0.00 | 0.00 |
| | | Native Hawaiian/other Pacific Islander | 0.39 | 0.39 | 0.00 | 0.00 |
| | | More than one race | 3.64 | 3.64 | 0.00 | 0.00 |
| REMEV3Y | Remedial courses: ever taken through 2013-14 | No | 65.13 | 65.07 | 0.06 | 0.09 |
| | | Yes | 34.87 | 34.93 | -0.06 | -0.17 |
| SAMEJOB | PSE Delayers: same or similar job while enrolled 2011-12 | No | 14.86 | 15.55 | -0.69 | -0.05 |
| | | Yes | 85.14 | 84.45 | 0.69 | 0.01 |
| SELFEMP14 | All jobs: ever self-employed through June 2014 | No | 94.75 | 94.71 | 0.04 | 0.04 |
| | | Yes | 5.25 | 5.29 | -0.04 | -0.76 |
| SEROLE14 | Jobs while enrolled: primarily student or employee through June 2014 | A student who works | 89.03 | 89.14 | -0.11 | -0.12 |
| | | Employee who decided to enroll in school | 10.97 | 10.86 | 0.11 | 1.01 |
| SINCOL14 | Independent students: Number of family members in college | One | 90.75 | 91.04 | -0.29 | -0.32 |
| | | Two | 8.34 | 7.96 | 0.38 | 4.77 |
| | | Three | 0.29 | 0.35 | -0.06 | -17.00 |
| | | Four | 0.59 | 0.57 | 0.02 | 3.52 |
| | | Five | 0.03 | 0.07 | -0.05 | -68.58 |
| SMAR14 | Student's marital status 2014 | Single, never married | 82.03 | 81.08 | 0.95* | 1.17 |
| | | Married | 9.73 | 10.40 | -0.67* | -6.44 |
| | | Separated | 0.92 | 1.02 | -0.10* | -9.80 |
| | | Divorced | 2.43 | 2.48 | -0.05 | -2.01 |
| | | Widowed | 0.11 | 0.13 | -0.01 | -7.88 |
| | | Living with partner | 4.78 | 4.89 | -0.11 | -2.25 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|-----------------|---|--|---|--|------------|-----------------------------------|
| SOCSATIS | Engagement: satisfaction with social experience at NPSAS 2012 | (Strongly disagree) | 4.68 | 4.56 | 0.12 | 2.63 |
| | | (Somewhat disagree) | 6.83 | 6.79 | 0.04 | 0.59 |
| | | (Neither disagree nor agree) | 15.26 | 15.48 | -0.23 | -1.49 |
| | | (Somewhat agree) | 30.07 | 30.34 | -0.28 | -0.92 |
| | | (Strongly agree) | 43.16 | 42.83 | 0.34 | 0.79 |
| SOCSATIS14 | Engagement: satisfaction with social experience at NPSAS 2014 | (Strongly disagree) | 3.14 | 3.14 | 0.00 | 0.00 |
| | | (Somewhat disagree) | 6.12 | 6.08 | 0.04 | 0.66 |
| | | (Neither disagree nor agree) | 14.64 | 14.47 | 0.17 | 1.17 |
| | | (Somewhat agree) | 29.92 | 29.96 | -0.04 | -0.13 |
| | | (Strongly agree) | 46.17 | 46.34 | -0.17 | -0.37 |
| SPNM13 | Not married to spouse in 2013 | Married to spouse in 2013 | 97.75 | 97.66 | 0.09 | 0.09 |
| | | Not married to spouse in 2013 | 2.25 | 2.34 | -0.09 | -3.85 |
| SPPSUPP | Supportive of PSE: spouse 2011-12 | (Strongly disagree) | 3.20 | 2.60 | 0.60* | 23.06 |
| | | (Somewhat disagree) | 0.73 | 0.73 | -0.01 | -1.36 |
| | | (Neither disagree nor agree) | 10.53 | 9.62 | 0.91 | 9.46 |
| | | (Somewhat agree) | 15.75 | 16.17 | -0.42 | -2.60 |
| | | (Strongly agree) | 69.80 | 70.87 | -1.07 | -1.51 |
| SPPSUPP14 | Supportive of PSE: spouse 2013-14 | (Strongly disagree) | 4.31 | 4.79 | -0.49 | -10.22 |
| | | (Somewhat disagree) | 1.76 | 1.76 | 0.00 | 0.00 |
| | | (Neither disagree nor agree) | 11.32 | 10.96 | 0.36 | 3.28 |
| | | (Somewhat agree) | 12.71 | 12.57 | 0.14 | 1.11 |
| | | (Strongly agree) | 69.91 | 69.92 | 0.00 | 0.00 |
| SPSED14 | Spouse's education level 2014 | Did not complete high school | 6.72 | 7.21 | -0.49 | -6.80 |
| | | High school diploma or equivalent | 34.17 | 34.48 | -0.31 | -0.90 |
| | | Vocational or technical training | 7.06 | 6.98 | 0.08 | 1.15 |
| | | Associate's degree | 11.45 | 11.21 | 0.23 | 2.05 |
| | | 2 or more years of college but no degree | 25.22 | 24.31 | 0.91 | 3.74 |
| | | Bachelor's degree | 11.63 | 11.13 | 0.50 | 4.49 |
| | | Master's degree or equivalent | 3.23 | 4.24 | -1.01 | -23.82 |
| | | Professional degree | 0.31 | 0.25 | 0.06* | 24.01 |
| Doctoral degree | 0.21 | 0.19 | 0.02 | 10.57 | | |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|------------------|--|-----------------------------|--|---------------------------------------|------------|-----------------------------|
| STDYABR | Ever studied abroad through June 2014 | No | 90.46 | 90.41 | 0.05 | 0.06 |
| | | Yes | 9.54 | 9.59 | -0.05 | -0.52 |
| TRLNPDAY14 | Traveling from residence to last school enrolled: days per week 2014 | Zero | 7.37 | 8.03 | -0.65* | -8.10 |
| | | One | 2.48 | 2.54 | -0.07 | -2.75 |
| | | Two | 10.18 | 9.99 | 0.19 | 1.90 |
| | | Three | 11.07 | 11.19 | -0.12 | -1.07 |
| | | Four | 20.26 | 19.74 | 0.52* | 2.63 |
| | | Five | 33.23 | 33.07 | 0.16 | 0.48 |
| | | Six | 7.69 | 7.54 | 0.15 | 1.99 |
| UGLVL14 | Class level at most recent institution 2014 | Seven | 7.72 | 7.89 | -0.18 | -2.28 |
| | | 1st year undergraduate | 27.53 | 28.34 | -0.81* | -2.86 |
| | | 2nd year undergraduate | 34.90 | 34.43 | 0.47 | 1.37 |
| | | 3rd year undergraduate | 31.89 | 31.60 | 0.29 | 0.92 |
| | | 4th year undergraduate | 3.33 | 3.34 | -0.01 | -0.30 |
| | | 5th year undergraduate | 0.13 | 0.12 | 0.01 | 8.49 |
| | | Unclassified undergraduates | 2.06 | 2.03 | 0.04 | 1.97 |
| Graduate student | 0.15 | 0.14 | 0.01 | 6.97 | | |
| USBORN | Born in the U.S. (student) | No | 10.08 | 10.19 | -0.11 | -1.08 |
| | | Yes | 89.92 | 89.81 | 0.11 | 0.12 |
| USEACAD | PSE services used: academic advising in 2011-12 | No | 38.68 | 38.43 | 0.25 | 0.65 |
| | | Yes | 61.32 | 61.57 | -0.25 | -0.41 |
| USEACAD14 | PSE services used: academic advising in 2013-14 | No | 24.53 | 24.77 | -0.24 | -0.97 |
| | | Yes | 75.47 | 75.23 | 0.24 | 0.32 |
| USEACSP | PSE services used: academic support services in 2011-12 | No | 67.63 | 67.23 | 0.40 | 0.59 |
| | | Yes | 32.37 | 32.77 | -0.40 | -1.22 |
| USEACSP14 | PSE services used: academic support services in 2013-14 | No | 66.46 | 66.41 | 0.05 | 0.08 |
| | | Yes | 33.54 | 33.59 | -0.05 | -0.15 |

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

| Variable | Description | Label | Percent distribution before imputation | Percent distribution after imputation | Difference | Percent relative difference |
|-------------|--|----------------------------|--|---------------------------------------|------------|-----------------------------|
| USECPP | PSE services used: career services in 2011-12 | No | 83.71 | 83.11 | 0.60* | 0.72 |
| | | Yes | 16.29 | 16.89 | -0.60* | -3.55 |
| USECPP14 | PSE services used: career services in 2013-14 | No | 73.62 | 73.85 | -0.23 | -0.31 |
| | | Yes | 26.38 | 26.15 | 0.23 | 0.88 |
| USEFINAID | PSE services used: financial aid services in 2011-12 | No | 42.18 | 41.58 | 0.60* | 1.44 |
| | | Yes | 57.82 | 58.42 | -0.60* | -1.03 |
| USEFINAID14 | PSE services used: financial aid services in 2013-14 | No | 62.19 | 61.90 | 0.29 | 0.47 |
| | | Yes | 37.81 | 38.10 | -0.29 | -0.76 |
| | | Yes | 37.81 | 38.10 | -0.29 | -0.76 |
| USEHLTH | PSE services used: student health services in 2011-12 | No | 80.08 | 80.06 | 0.03 | 0.04 |
| | | Yes | 19.92 | 19.94 | -0.03 | -0.15 |
| USEHLTH14 | PSE services used: student health services in 2013-14 | No | 68.88 | 68.98 | -0.10 | -0.14 |
| | | Yes | 31.12 | 31.02 | 0.10 | 0.32 |
| USENONE | PSE services used: None in 2011-12 | No | 86.08 | 86.50 | -0.42* | -0.49 |
| | | Yes | 13.92 | 13.50 | 0.42* | 3.11 |
| USENONE14 | PSE services used: None in 2013-14 | No | 87.20 | 87.15 | 0.05 | 0.06 |
| | | Yes | 12.80 | 12.85 | -0.05 | -0.39 |
| WRKTSKS | Job non-monetary benefits: importance of making decisions 2012 | Less important than salary | 9.69 | 9.65 | 0.04 | 0.41 |
| | | As important as salary | 47.80 | 47.90 | -0.10 | -0.21 |
| | | More important than salary | 42.51 | 42.45 | 0.06 | 0.14 |

* $p < .05$.

NOTE: Distributions were computed using the BPS:12/14 study weight. Cases with legitimate skips for the item are not included in the distributions. The difference is computed as the percentage before imputation minus the percentage after imputation. The variables EXOCC6 (Expected job: type of occupation 2012 [specific]) and HSGRADYM (Month and year of high school completion) were excluded from this table due to the large number of categories associated with each.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

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Appendix G: Analysis Variables

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Table G-1. Analysis variables: 2014

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|----------------------------|---|
| ACDSATIS | Engagement: satisfaction with studies 2012 | Education: Experiences | NPSAS:12 Interview |
| ACDSATIS14 | Engagement: satisfaction with studies 2014 | Education: Experiences | BPS:12/14 Interview |
| AGE | Age as of 12/31/2011 | Student's characteristics | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview |
| AGEGROUP | Age as of 12/31/2011 (categorical) | Student's characteristics | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview |
| AIDAPP | Applied for any aid 2011-12 | Financial aid: Application | FAFSA:12, NPSAS:12 Interview |
| AIDCST | Ratio of total aid to student budget 2011-12 | Financial aid: Ratios | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview, IPEDS, FAFSA:12 |
| AIDCST3 | Ratio of aid (excluding private loans and Direct PLUS loans to parents) to student budget | Financial aid: Ratios | NPSAS:12 Student Records, NSLDS, NPSAS:12 Interview, IPEDS, FAFSA:12 |
| AIDSNEED | Aid amount exceeding federal need 2011-12 | Financial aid: Need | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview, IPEDS, FAFSA:12 |
| AIDSRC | Aid package by source of aid 2011-12 | Financial aid: Package | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| AIDTYPE | Aid package by type of aid 2011-12 | Financial aid: Package | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| ALTANY | Alternative courses: took online, night, or weekend classes at first inst 2011-12 | Education: Courses | NPSAS:12 Interview |
| ALTAVNGHT | Alternative courses: attend if night courses not available 2011-12 | Education: Courses | NPSAS:12 Interview |
| ALTAVONLN | Alternative courses: attend if online not available 2011-12 | Education: Courses | NPSAS:12 Interview |
| ALTAVWKND | Alternative courses: attend if weekend courses not available 2011-12 | Education: Courses | NPSAS:12 Interview |
| ALTNIGHT | Alternative courses: proportion taken completely at night 2011-12 | Education: Courses | NPSAS:12 Interview |
| ALTNIGHT14 | Alternative courses: all courses taken completely at night 2013-14 | Education: Courses | BPS:12/14 Interview |
| ALTONLN | Alternative courses: proportion taken completely online 2011-12 | Education: Courses | NPSAS:12 Interview |
| ALTONLN14 | Alternative courses: all courses taken completely online 2013-14 | Education: Courses | BPS:12/14 Interview |
| ALTONLND | Alternative courses: first institution program was entirely online 2011-12 | Education: Courses | NPSAS:12 Interview |
| ALTWKND | Alternative courses: proportion taken completely on weekend 2011-12 | Education: Courses | NPSAS:12 Interview |
| ALTWKND14 | Alternative courses: all courses taken completely on weekend 2013-14 | Education: Courses | BPS:12/14 Interview |
| AT1DT3Y | First degree date attained through 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| AT1TY3Y | First degree type attained through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATAADT3Y | First associate's degree date attained through 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATAANU3Y | Number of associate's degrees attained through 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATBADT3Y | First bachelor's degree date attained through 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATBANU3Y | Number of bachelor's degrees attained through 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATCTDT3Y | First certificate date attained through 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATCTNU3Y | Number of certificates attained through 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|-----------------------------|---|
| ATDEG1 | Degree attained during 2011-12 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATDEG2 | Degree attained during 2012-13 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATDEG3 | Degree attained during 2013-14 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATDEG3Y | First year attained degree through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATHDT3Y | Date attained highest degree anywhere through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATHDTF3Y | Date attained highest degree at first institution through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATHTY3Y | Highest degree attained anywhere through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATHTYF3Y | Highest degree attained at first institution through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATLDT3Y | Date attained last degree through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATLTY3Y | Last degree type attained through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATNUM3Y | Degrees: number attained through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| ATTEND | Attendance intensity in fall 2011 | Attendance: Intensity | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12 |
| ATTEND2 | Attendance intensity (half-time) in fall 2011 | Attendance: Intensity | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12 |
| ATTENDMR | Purpose (first): main reason for taking just classes 2011-12 | Education: Program | NPSAS:12 Interview |
| ATTNPT | Attendance intensity (half-time) 2011-12 | Attendance: Intensity | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12 |
| ATTNPTRN | Attendance intensity (all schools) 2011-12 | Attendance: Intensity | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12 |
| ATTNSTAT | Attendance pattern 2011-12 | Attendance: Intensity | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12 |
| BANK1 | Bank accounts: had checking or savings account 2012 | Finances | NPSAS:12 Interview |
| BANK2 | Bank accounts: individual or shared 2012 | Finances | NPSAS:12 Interview |
| BELONG | Engagement: felt like a part of institution 2012 | Education: Experiences | NPSAS:12 Interview |
| BELONG14 | Engagement: felt like a part of institution 2014 | Education: Experiences | BPS:12/14 Interview |
| BUDGETAJ | Student budget (attendance adjusted) 2011-12 | Institution expenses | NPSAS:12 Student Records, IPEDS:11, NSLDS:12 |
| BUDGETBK | Budgeted cost of books and supplies | Institution expenses | NPSAS:12 Student Records, IPEDS |
| BUDNONAJ | Non-tuition expense budget (attendance adjusted) 2011-12 | Institution expenses | NSLDS:12, NPSAS:12 Student Records |
| CAGI | Adjusted Gross Income (AGI) 2011-12 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| CALSYS | Institution calendar system 2011-12 | Institution characteristics | IPEDS:09, IPEDS:10 |
| CAMPAMT | Federal campus based aid (Perkins, SEOG, FWSP) 2011-12 | Financial aid: Federal | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| CARAMT14 | Monthly car loan payment 2014 | Finances | BPS:12/14 Interview |
| CARLN14 | Have a car loan 2014 | Finances | BPS:12/14 Interview |
| CC2000 | Carnegie Classification (2000) for first institution 2011-12 | Institution type | IPEDS:09, IPEDS:10, IPEDS:11 |
| CC2010B | Carnegie Classification 2010: Basic classification 2011-12 | Institution type | IPEDS:09, IPEDS:10, IPEDS:11 |
| CC2010C | Carnegie Classification 2010: Basic classification (collapsed) 2011-12 | Institution type | IPEDS:09, IPEDS:10, IPEDS:11 |
| CC2010E | Carnegie Classification 2010: Enrollment profile 2011-12 | Institution type | IPEDS:09, IPEDS:10, IPEDS:11 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|-----------------------------------|---|
| CC2010G | Carnegie Classification 2010: Graduate instructional program 2011-12 | Institution type | IPEDS:09, IPEDS:10, IPEDS:11 |
| CC2010P | Carnegie Classification 2010: Undergraduate instructional program 2011-12 | Institution type | IPEDS:09, IPEDS:10, IPEDS:11 |
| CC2010S | Carnegie Classification 2010: Size and setting 2011-12 | Institution type | IPEDS:09, IPEDS:10, IPEDS:11 |
| CC2010U | Carnegie Classification 2010: Undergraduate profile 2011-12 | Institution type | IPEDS:09, IPEDS:10, IPEDS:11 |
| CINCOME | Total income (continuous) 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| CINCOME14 | Total income (continuous): 2014 | Finances: Income | FAFSA:14, BPS:12/14 Interview |
| CITIZEN2 | Citizenship 2012 | Student's characteristics | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview |
| CITZN14 | Citizenship 2014 | Student's characteristics | BPS:12/14 Interview, FAFSA:14, FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records |
| CLOCK | Clock hour or credit hour institution | Institution characteristics | NPSAS:12 Student Records |
| CLSEVR3Y | Ever just taking classes through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| CNFDIF | Academic confidence: change from before PSE to 2011-12 | Education: Experiences | NPSAS:12 Interview |
| CNTLAFFI | Institutional control of affiliation 2011-12 | Institution type | IPEDS:09, IPEDS:10 |
| COMPTO87 | Comparable to 1987 NPSAS | Survey sample | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, IPEDS:09-10 |
| CONTROL | Control of first institution 2011-12 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| CRBALCR | Credit cards: balance carried over each month 2012 | Finances | NPSAS:12 Interview |
| CRBALDUE | Credit cards: balance due on all credit cards 2012 | Finances | NPSAS:12 Interview |
| CRDBAL14 | Credit cards: balance due 2014 | Finances | BPS:12/14 Interview |
| CRDNUM14 | Credit cards: number in own name 2014 | Finances | BPS:12/14 Interview |
| CRDPAY14 | Credit cards: pay off balance 2014 | Finances | BPS:12/14 Interview |
| CRNUMCRD | Credit cards: number of credit cards in own name 2012 | Finances | NPSAS:12 Interview |
| CRTUIT | Credit cards: used credit cards to pay tuition and fees in 2011-12 | Finances | NPSAS:12 Interview |
| CRTUIT2 | Credit cards: only source available to pay tuition and fees in 2011-12 | Finances | NPSAS:12 Interview |
| CUMULN14 | Cumulative student loans: total amount borrowed through 2014 | Financial aid: Total | BPS:12/14 Interview, NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| CURCNFDIF | Academic confidence: change from 2011-12 to 2013-14 | Education: Experiences | BPS:12/14 Interview |
| CURCONF | Academic confidence: 2011-12 | Education: Experiences | NPSAS:12 Interview |
| CURCONF14 | Academic confidence: 2013-14 | Education: Experiences | BPS:12/14 Interview |
| DECMAJ | Formally declared major field of study | Education: Majors | NPSAS:12 Interview, NPSAS:12 Student Records, NSC |
| DECMAJ14 | Field of study: formally declared when last enrolled 2014 | Education: Majors | BPS:12/14 Interview, NPSAS:12 Interview, NPSAS:12 Student Records, NSC |
| DEFER14 | Title IV loans (excl Parent PLUS): ever had a deferment through 2014 | Financial aid: Debt and repayment | NSLDS:14 |
| DEGEVR | Likelihood of ever completing expected degree 2012 | Education: Future | NPSAS:12 Interview |
| DEGEXP | Likelihood of completing degree by expected date 2012 | Education: Future | NPSAS:12 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|---------------------------|---|
| DEGEXPDT | Date expected to complete degree requirements | Education: Future | NPSAS:12 Interview |
| DEGNUM3Y | Degrees: number pursued through June 2014 | Education: Program | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| DELAYENR | Delayed enrollment into PSE: number of years 2011-12 | High School | NPSAS:12 Interview, NPSAS:12 Student Records |
| DEPANY | Dependents: has any dependents 2011-12 | Student's family | FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview |
| DEPANY14 | Has dependents: any 2014 | Student's family | BPS:12/14 Interview, FAFSA:14 |
| DEPCARE | Dependents: child in paid childcare 2011-12 | Finances | NPSAS:12 Interview |
| DEPCHILD | Dependents: has dependent children 2011-12 | Student's family | FAFSA:12, NPSAS:12 Interview |
| DEPCOL | Independent students: number of dependents in college 2011-12 | Student's family | NPSAS:12 Interview, FAFSA:12 |
| DEPCOL14 | Independent students: number of dependents in college 2013-14 | Student's family | BPS:12/14 Interview |
| DEPCOLCS | Amount contributed to college costs for dependents in 2011-12 | Finances | NPSAS:12 Interview |
| DEPCOST | Dependents: children in paid childcare - monthly costs 2011-12 | Finances | NPSAS:12 Interview |
| DEPEND | Dependency status 2011-12 | Student's characteristics | FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview |
| DEPEND14 | Dependency status 2013-14 | Student's family | BPS:12/14 Interview, FAFSA:14, NPSAS:12 Interview |
| DEPEND5A | Dependency and marital status (separated is married) 2011-12 | Student's characteristics | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records |
| DEPEND5B | Dependency and marital status (separated is unmarried) 2011-12 | Student's characteristics | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview |
| DEPINC | Dependent students: parents' income 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| DEPINC14 | Dependent students: parents' income 2014 | Finances: Income | FAFSA:14, BPS:12/14 Interview |
| DEPNUM | Dependents: has any dependents (number) 2012 | Student's family | FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview |
| DEPNUM14 | Has dependents: number of children 2014 | Student's family | BPS:12/14 Interview, FAFSA:14 |
| DEPNUMCH | Dependents: has dependent children (number) 2012 | Student's family | NPSAS:12 Interview, FAFSA:12, FAFSA:14, BPS:12/14 Interview |
| DEPNUMOT | Dependents: Has dependent(s) other than children (number) 2012 | Student's family | NPSAS:12 Interview, FAFSA:12, FAFSA:14, BPS:12/14 Interview |
| DEPOTCST | Dependents: monthly cost of supporting dependents other than children 2012 | Finances | NPSAS:12 Interview, BPS:12/14 Interview |
| DEPOTH14 | Has dependents: number other than children 2014 | Student's family | BPS:12/14 Interview, FAFSA:14 |
| DEPOTHER | Dependents: has dependent(s) other than children 2012 | Student's family | FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview |
| DEPTOT14 | Has dependents: number 2014 | Student's family | BPS:12/14 Interview, FAFSA:14 |
| DEPTYPE | Dependents: types of dependents 2012 | Student's family | FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview |
| DEPYNG | Dependents: age of youngest child 2012 | Student's family | NPSAS:12 Interview, BPS:12/14 Interview |
| DERMJRNM | Final derived major: numeric 2011-12 | Education: Majors | NPSAS:12 Interview, NPSAS:12 Institutional Records |
| DGEVR14 | Highest level of education ever expected 2014 | Education: Future | BPS:12/14 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|---------------------------------------|--|
| DIS16A | Disability: deaf or serious difficulty hearing 2012 | Characteristics: Disability/Health | NPSAS:12 Interview |
| DIS16A14 | Disability: deaf or serious difficulty hearing 2014 | Characteristics: Disability/Health | BPS:12/14 Interview |
| DIS16B | Disability: blind or serious difficulty seeing 2012 | Characteristics: Disability/Health | NPSAS:12 Interview |
| DIS16B14 | Disability: blind or serious difficulty seeing 2014 | Characteristics: Disability/Health | BPS:12/14 Interview |
| DIS17A | Disability: serious difficulty concentrating/remembering/deciding 2012 | Characteristics: Disability/Health | NPSAS:12 Interview |
| DIS17A14 | Disability: serious difficulty concentrating/remembering/deciding 2014 | Characteristics: Disability/Health | BPS:12/14 Interview |
| DIS17B | Disability: serious difficulty walking or climbing stairs 2012 | Characteristics: Disability/Health | NPSAS:12 Interview |
| DIS17B14 | Disability: serious difficulty walking or climbing stairs 2014 | Characteristics: Disability/Health | BPS:12/14 Interview |
| DISABL14 | Disability: has some type of disability 2014 | Characteristics: Disability/Health | BPS:12/14 Interview |
| DISABLE | Disability: has some type of disability 2012 | Characteristics: Disability/Health | NPSAS:12 Interview |
| DISTANCE | Distance from student's home (in miles) to first institution 2011-12 | Residence | NPSAS:12 Interview, NPSAS:12 Student Records, IPEDS:12 |
| DISTYPES | Disability: main type of condition or impairment 2012 | Characteristics: Disability/Health | NPSAS:12 Interview |
| DLQAVG14 | Title IV loans (excl Parent PLUS): average delinquencies through 2014 | Financial aid: Debt and repayment | NSLDS:14 |
| DLQEVER14 | Title IV loans (excl Parent PLUS): ever had a delinquency through 2014 | Financial aid: Debt and repayment | NSLDS:14 |
| DSCTRATE | Discount rate 2012 | Student's characteristics | NPSAS:12 Interview |
| DSTUINC | Dependent students: income 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| DSTUINC14 | Dependent students: income 2013-14 | Finances: Income | FAFSA:14, BPS:12/14 Interview |
| E01 | Monthly enrollment status (half-time) 2011/07 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| E02 | Monthly enrollment status (half-time) 2011/08 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| E03 | Monthly enrollment status (half-time) 2011/09 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| E04 | Monthly enrollment status (half-time) 2011/10 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| E05 | Monthly enrollment status (half-time) 2011/11 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|----------------------------|--|
| E06 | Monthly enrollment status (half-time) 2011/12 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| E07 | Monthly enrollment status (half-time) 2012/01 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| E08 | Monthly enrollment status (half-time) 2012/02 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| E09 | Monthly enrollment status (half-time) 2012/03 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| E10 | Monthly enrollment status (half-time) 2012/04 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| E11 | Monthly enrollment status (half-time) 2012/05 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| E12 | Monthly enrollment status (half-time) 2012/06 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| EFC | Expected Family Contribution 2011-12 | Financial aid: Need | NSLDS:12, FAFSA:12 |
| EFC AID | Aid amount subject to federal EFC limitation 2011-12 | Financial aid: Need | NSLDS:12, NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12 |
| EFC CPS | Expected Family Contribution (from CPS) 2011-12 | Financial aid: Need | FAFSA:12 |
| EFFORT20 | Net price after grants and loans as percent of income 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12, NSLDS:12, IPEDS |
| EFFORT3 | Net price after grants as percent of income 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12, NSLDS:12, IPEDS |
| EFFORT9 | Net tuition after all grants as percent of income 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12, NSLDS:12, IPEDS |
| ELAPSE | Number of months between HS completion and PSE entry | High School | NPSAS:12 Interview |
| EMPENRL | Employment and enrollment status | Employment | BPS:12/14 Interview |
| EMPLWAIV | Institutional tuition waivers for staff 2011-12 | Financial aid: Institution | NPSAS:12 Student Records |
| EMPLYAM14 | Employer aid (student & parents): amount received 2013-14 | Financial aid: Grants | BPS:12/14 Interview, NSC |
| EMPLYAM3 | Employer aid (student & parents) 2011-12 | Financial aid: Grants | NPSAS:12 Student Records, NPSAS:12 Interview |
| EMPLYAMT | Employer aid (includes college staff) 2011-12 | Financial aid: Grants | NPSAS:12 Interview, NPSAS:12 Student Records |
| EMPMNT3Y | All jobs: number of months worked through June 2014 | Employment: History | BPS:12/14 Interview |
| EMPMTEN3Y | All jobs: number of months worked since last enrolled thru June 2014 | Employment: History | BPS:12/14 Interview |
| EMPNUM3Y | All jobs: number of jobs through June 2014 | Employment: History | BPS:12/14 Interview |
| ENCOEN3Y | Ever co-enrolled through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENDTFI3Y | First institution date last enrolled as of 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENDTFS | Date of first enrollment | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENDTLA3Y | Date of last enrollment through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|------------------------|--|
| ENINFM | First institution: attendance intensity first month enrolled 2011-12 | Attendance: Intensity | BPS:12/14 Interview, NSC |
| ENINPT1 | Attendance intensity pattern in 2011-12 | Attendance: Intensity | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, NSLDS:14, BPS:12/14 Interview |
| ENINPT2 | Attendance intensity pattern in 2012-13 | Attendance: Intensity | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENINPT3 | Attendance intensity pattern in 2013-14 | Attendance: Intensity | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENINPT3Y | Attendance intensity through June 2014 | Attendance: Intensity | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENINUM1 | Number of institutions attended in 2011-12 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENINUM2 | Number of institutions attended in 2012-13 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENINUM3 | Number of institutions attended in 2013-14 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENINUM3Y | Number of institutions attended through 2013-14 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENLEN | First institution: months enrolled total 2011-12 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENLT4M3Y | Number of institutions attended for less than 4 months | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENLYAT3Y | Last year enrolled with no attainment anywhere through June 2014 | Education: Persistence | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENLYF3Y | Last year enrolled with no attainment at first inst through June 2014 | Education: Persistence | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENMNFT1 | Months enrolled full time in 2011-12 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENMNFT2 | Months enrolled full time in 2012-13 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENMNFT3 | Months enrolled full time in 2013-14 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENMNFT3Y | Months enrolled full time (total) through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENMNPT1 | Months enrolled part time in 2011-12 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENMNPT2 | Months enrolled part time in 2012-13 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENMNPT3 | Months enrolled part time in 2013-14 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENMNPT3Y | Months enrolled part time (total) through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|-----------------------|--|
| ENMNT1 | Months enrolled during 2011-12 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENMNT14 | Number of months since last enrolled through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENMNT2 | Months enrolled during 2012-13 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENMNT3 | Months enrolled during 2013-14 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENMNT3Y | Months enrolled (total) through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENMNTAA3Y | Associate's degree: months enrolled before attainment through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC, NPSAS:12 Student Records, NSLDS:14 |
| ENMNTBA3Y | Bachelor's degree: months enrolled before attainment through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC, NPSAS:12 Student Records, NSLDS:14 |
| ENMNTCT3Y | Certificate: months enrolled before attainment through June 2014 | Education: Attainment | BPS:12/14 Interview, NPSAS:12 Interview, NSC, NPSAS:12 Student Records, NSLDS:14 |
| ENR01 | Monthly enrollment status 2011/07 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENR02 | Monthly enrollment status 2011/08 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENR03 | Monthly enrollment status 2011/09 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENR04 | Monthly enrollment status 2011/10 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENR05 | Monthly enrollment status 2011/11 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENR06 | Monthly enrollment status 2011/12 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENR07 | Monthly enrollment status 2012/01 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENR08 | Monthly enrollment status 2012/02 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENR09 | Monthly enrollment status 2012/03 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENR10 | Monthly enrollment status 2012/04 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENR11 | Monthly enrollment status 2012/05 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENR12 | Monthly enrollment status 2012/06 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENRFALL | First institution: enrolled from July through Dec in 2011 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|-----------------------------|--|
| ENRFSIZE | First institution: fall enrollment 2011-12 | Institution characteristics | IPEDS:10 |
| ENRPLNFT | Enrollment plans: first term after 2013-14 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| ENRSPR | First institution: enrolled from Jan through June in 2012 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| ENRSTAT | First institution: enrollment pattern 2011-12 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| EVDECFIAA | Ever declared a major (associate's) at first inst as of June 2014 | Education: Majors | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| EVDECFIBA | Ever declared a major (bachelor's) at first inst as of June 2014 | Education: Majors | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| EVERDECAA | Ever declared a major (associate's) as of June 2014 | Education: Majors | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| EVERDECBA | Ever declared a major (bachelor's) as of June 2014 | Education: Majors | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| EXOCC2 | Expected job: type of occupation 2012 (general) | Employment: Future | NPSAS:12 Interview |
| EXOCC3 | Expected job: type of occupation 2012 (detailed) | Employment: Future | NPSAS:12 Interview |
| EXOCC6 | Expected job: type of occupation 2012 (specific) | Employment: Future | NPSAS:12 Interview |
| EXPBA | Bachelor's program intentions within 5 years 2012 | Education: Program | NPSAS:12 Interview |
| EXPBA14 | Bachelor's program intentions within 2 years 2014 | Education: Program | BPS:12/14 Interview |
| EXPFLD | Job non-monetary benefits: importance of being an expert 2012 | Employment: Values | NPSAS:12 Interview |
| EXPWAGE | Expected job: annual salary expected 2012 | Employment: Future | NPSAS:12 Interview |
| FACULTY | Engagement: interactions with faculty 2012 | Education: Experiences | NPSAS:12 Interview |
| FACULTY14 | Engagement: interactions with faculty 2014 | Education: Experiences | BPS:12/14 Interview |
| FAMAMT14 | Help from family and friends: total amount received 2013-14 | Finances: Support | BPS:12/14 Interview |
| FAMHELP | Other financial support received 2011-12 | Finances: Support | NPSAS:12 Interview |
| FAMHPAM | Help from family and friends: total amount 2011-12 | Finances: Support | NPSAS:12 Interview |
| FAMTIM | Job non-monetary benefits: importance of balancing work/family 2012 | Employment: Values | NPSAS:12 Interview |
| FCONTROL | Control of first institution 2011-12 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| FEDAPP | Applied for federal aid 2011-12 | Financial aid: Application | FAFSA:12, NPSAS:12 Interview |
| FEDBEN | Received federal benefit: any 2011-12 | Finances: Support | FAFSA:12, NPSAS:12 Interview |
| FEDBEN14 | Received federal benefit: any 2014 | Finances: Support | FAFSA:14, BPS:12/14 Interview |
| FEDBEN14A | Received federal benefit: Food Stamps 2014 | Finances: Support | FAFSA:14, BPS:12/14 Interview |
| FEDBEN14B | Received federal benefit: Free or Reduced Price Lunch 2014 | Finances: Support | FAFSA:14, BPS:12/14 Interview |
| FEDBEN14C | Received federal benefit: Supplemental Security Income 2014 | Finances: Support | FAFSA:14, BPS:12/14 Interview |
| FEDBEN14D | Received federal benefit: TANF 2014 | Finances: Support | FAFSA:14, BPS:12/14 Interview |
| FEDBEN14E | Received federal benefit: WIC 2014 | Finances: Support | FAFSA:14, BPS:12/14 Interview |
| FEDBENA | Received federal benefit: Food Stamp 2011-12 | Finances: Support | FAFSA:12, NPSAS:12 Interview |
| FEDBENB | Received federal benefit: Free or Reduced Price School Lunch 2011-12 | Finances: Support | FAFSA:12, NPSAS:12 Interview |
| FEDBENC | Received federal benefit: Supplemental Security Income 2011-12 | Finances: Support | FAFSA:12, NPSAS:12 Interview |
| FEDBEND | Received federal benefit: TANF 2011-12 | Finances: Support | FAFSA:12, NPSAS:12 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|-----------------------------------|---|
| FEDBENE | Received federal benefit: WIC 2011-12 | Finances: Support | FAFSA:12, NPSAS:12 Interview |
| FEDGRPCT | Ratio of federal grants to total aid 2011-12 | Financial aid: Ratios | NSLDS:12, NPSAS:12 Student Records, NPSAS:12 Interview |
| FEDLNPAK | Federal loan package by type of loan 2011-12 | Financial aid: Package | NPSAS:12 Student Records, NSLDS:12 |
| FEDNEED | Federal need-based aid 2011-12 | Financial aid: Federal | NSLDS:12, NPSAS:12 Student Records |
| FEDPACK | Federal aid package by type of aid 2011-12 | Financial aid: Package | NPSAS:12 Student Records, NSLDS:12 |
| FEDPCT | Ratio of federal aid to total aid 2011-12 | Financial aid: Ratios | NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records |
| FEDRPY14 | Loan repayment (federal): monthly payment amount 2014 | Financial aid: Debt and repayment | NSLDS:14 |
| FGRTLN | Total federal loans and grants 2011-12 | Financial aid: Federal | NSLDS:12, NPSAS:12 Student Records |
| FHSUPP | Supportive of PSE: friends from home 2011-12 | Socioemotional support | NPSAS:12 Interview |
| FHSUPP14 | Supportive of PSE: friends from outside of college 2013-14 | Socioemotional support | BPS:12/14 Interview |
| FLACMAX | Federal loans: accepted maximum amount offered in 2011-12 | Financial aid: Federal loans | NPSAS:12 Interview |
| FLAVDL1 | Way to avoid additional federal loans: attend less costly school 2011-12 | Financial aid: Federal loans | NPSAS:12 Interview |
| FLAVDL2 | Way to avoid additional federal loans: fewer classes 2011-12 | Financial aid: Federal loans | NPSAS:12 Interview |
| FLAVDL3 | Way to avoid additional federal loans: work more 2011-12 | Financial aid: Federal loans | NPSAS:12 Interview |
| FLDENY | Federal loans: turned down any in 2011-12 | Financial aid: Federal loans | NPSAS:12 Interview |
| FLDENYRS | Federal loans: main reason for not accepting additional loans 2011-12 | Financial aid: Federal loans | NPSAS:12 Interview |
| FLEVEL | Level of first institution 2011-12 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| FLNPCT6 | Ratio of fed loans to fed aid (excl Direct PLUS to parents, Veterans/DOD) 2011-12 | Financial aid: Ratios | NSLDS:12, NPSAS:12 Student Records |
| FLNST14 | Loan repayment status: federal loan 2014 | Financial aid: Debt and repayment | NSLDS:14 |
| FORBAR14 | Title IV loans (excl Parent PLUS): ever had a forbearance through 2014 | Financial aid: Debt and repayment | NSLDS:14 |
| FRSTCOL | First immediate family member to go to college | Parents and family | NPSAS:12 Interview, FAFSA:12, BPS:12/14 Interview |
| FSECDOC | Doctorate-granting status of first institution 2011-12 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| FSECTOR | Control and level of first institution (IPEDS sector) 2011-12 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| FSSUPP | Supportive of PSE: friends from school 2011-12 | Socioemotional support | NPSAS:12 Interview |
| FSSUPP14 | Supportive of PSE: friends from school 2013-14 | Socioemotional support | BPS:12/14 Interview |
| GENDER | Gender | Student's characteristics | NPSAS:12 Interview, FAFSA:12, NPSAS:12 Student Records, BPS:12/14 Interview |
| GPA | Grade point average 2011-12 | Education: Courses | NPSAS:12 Student Records, NPSAS:12 Interview |
| GPAEST14 | Grade point average estimate 2014 | Education: Courses | BPS:12/14 Interview |
| GPALAST14 | Grade point average estimate when last enrolled through June 2014 | Education: Courses | BPS:12/14 Interview, NPSAS:12 Interview |
| GRNTSRC | Grant package by source of grant 2011-12 | Financial aid: Package | NSLDS:12, NPSAS:12 Student Records |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|-----------------------------|---|
| GRTCST | Ratio of grant aid to student budget 2011-12 | Financial aid: Ratios | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12, IPEDS |
| GRTLOAN | Ratio of grants to total loans 2011-12 | Financial aid: Ratios | NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records |
| G RTPCT | Ratio of grants to total aid 2011-12 | Financial aid: Ratios | NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records |
| G RTPCTTN | Ratio of grant aid to tuition 2011-12 | Financial aid: Ratios | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12, IPEDS |
| GRTRATIO | Ratio of grants to grants and loans 2011-12 | Financial aid: Ratios | NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records |
| GRTSNEED | Grant amount exceeding federal need 2011-12 | Financial aid: Need | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview, FAFSA:12, IPEDS |
| HBCU | Historical black college indicator at first institution 2011-12 | Institution characteristics | IPEDS:11 |
| HCHONORS | Number of high school honors subjects | High school | ACT, College Board |
| HCMATHHI | Highest level of high school mathematics | High school | ACT, College Board, NPSAS:12 Interview, BPS:12/14 Interview |
| HCSCINUM | Number of high school science courses taken | High school | ACT, College Board, NPSAS:12 Interview |
| HCTKBIOL | Took or planned to take biology | High school | ACT, College Board |
| HCTKCHEM | Took or planned to take chemistry | High school | ACT, College Board |
| HCTKPHYS | Took or planned to take physics | High school | ACT, College Board |
| HCYSENGL | Years completed or planned English | High school | ACT, College Board |
| HCYSLANG | Years completed or planned foreign languages | High school | ACT, College Board |
| HCYSMATH | Years completed or planned math | High school | ACT, College Board |
| HCYSSCIE | Years completed or planned science | High school | ACT, College Board |
| HCYSSOCI | Years completed or planned social studies | High school | ACT, College Board |
| HIEXPWGE | Expected job: highest annual salary expected 2012 | Employment: Future | NPSAS:12 Interview |
| HIGHLVEX | Highest level of education ever expected 2012 | Education: Future | NPSAS:12 Interview, NPSAS:12 Student Records |
| HISPANIC | Race: Hispanic or Latino origin | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview |
| HISPTYPE | Hispanic type | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records |
| HLOFFER | Highest level of offering at first institution 2011-12 | Institution characteristics | IPEDS:11 |
| HLPOTH | Job non-monetary benefits: importance of helping others 2012 | Employment: Values | NPSAS:12 Interview |
| HOMELESS | Homeless or at risk of homelessness | Student's characteristics | FAFSA:12, FAFSA:14 |
| HOMESTUD | Student owns home or pays mortgage 2012 | Finances | NPSAS:12 Interview |
| HRSWK12 | Jobs while enrolled: hours worked 2011-12 | Employment: While enrolled | BPS:12/14 Interview |
| HRSWK13 | Jobs while enrolled: hours worked 2012-13 | Employment: While enrolled | BPS:12/14 Interview |
| HRSWK14 | Jobs while enrolled: hours worked 2013-14 | Employment: While enrolled | BPS:12/14 Interview |
| HRSWK3Y | Jobs while enrolled: hours worked when last enrolled through June 2014 | Employment: While enrolled | BPS:12/14 Interview |
| HSCRDCOL | Took college-level courses while in high school | High school | NPSAS:12 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|----------------------------|---|
| HSDEG | High school degree type | High school | NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12, BPS:12/14 Interview |
| HSGPA | Grade point average in high school | High school | NPSAS:12 Interview, ACT, College Board |
| HSGRADYM | High school completion date | High school | NPSAS:12 Interview, BPS:12/14 Interview |
| HSGRADYY | High school graduation year | High school | NPSAS:12 Interview, NPSAS:12 Student Records |
| HSIZE | Family size (dependent & independent) 2012 | Student's family | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records |
| HSIZE14 | Family size 2013-14 | Student's family | BPS:12/14 Interview |
| HSTKANY | Took any college credits in high school | High school | NPSAS:12 Interview |
| HSTKAP | Took AP courses while in high school | High school | NPSAS:12 Interview |
| HSTKIB | Took IB courses while in high school | High school | NPSAS:12 Interview |
| HSTYPE | Type of high school attended | High school | NPSAS:12 Interview |
| IMMIAGE | Age when arrived in the United States | Student's characteristics | NPSAS:12 Interview |
| IMMIGEN | Immigrant generation status | Student's characteristics | NPSAS:12 Interview, FAFSA:12, NPSAS:12 Student Records |
| IMMIGRA | Immigrant status 2011-12 | Student's characteristics | NPSAS:12 Interview, FAFSA:12, NPSAS:12 Student Records |
| IMPACAD | PSE service importance: academic advising in 2011-12 | Education: Services | NPSAS:12 Interview |
| IMPACAD14 | PSE service importance: academic advising in 2013-14 | Education: Services | BPS:12/14 Interview |
| IMPACSP | PSE service importance: academic support services in 2011-12 | Education: Services | NPSAS:12 Interview |
| IMPACSP14 | PSE service importance: academic support services in 2013-14 | Education: Services | BPS:12/14 Interview |
| IMPCPP | PSE service importance: career planning services in 2011-12 | Education: Services | NPSAS:12 Interview |
| IMPCPP14 | PSE service importance: career planning services in 2013-14 | Education: Services | BPS:12/14 Interview |
| IMPFINAID | PSE service importance: financial aid services in 2011-12 | Education: Services | NPSAS:12 Interview |
| IMPFINAID14 | PSE service importance: financial aid services in 2013-14 | Education: Services | BPS:12/14 Interview |
| IMPHLTH | PSE service importance: student health services in 2011-12 | Education: Services | NPSAS:12 Interview |
| IMPHLTH14 | PSE service importance: student health services in 2013-14 | Education: Services | BPS:12/14 Interview |
| INATHAMT | Athletic scholarships 2011-12 | Financial aid: Institution | NPSAS:12 Student Records |
| INCGRP | Income group 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| INCOME | Total income by dependency (categorical) 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| INCSPS14 | Independent students: spouse's income 2013-14 | Finances: Income | FAFSA:14, BPS:12/14 Interview |
| INDEPINC | Independent students: student and spouse's income 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| INDINC14 | Independent students: student and spouse's income 2013-14 | Finances: Income | FAFSA:14, BPS:12/14 Interview |
| INGRTAMT | Institutional grants total 2011-12 | Financial aid: Institution | NPSAS:12 Student Records |
| INJURIS | Tuition jurisdiction 2011-12 | Institution expenses | NPSAS:12 Interview, NPSAS:12 Student Records |
| INLNAMT | Institutional loans 2011-12 | Financial aid: Institution | NPSAS:12 Student Records |
| INSMERIT | Institutional merit-only grants 2011-12 | Financial aid: Institution | NPSAS:12 Student Records |
| INSTAMT | Institutional aid total 2011-12 | Financial aid: Institution | NPSAS:12 Student Records, NPSAS:12 Interview |
| INSTCAT | Institutional category 2011-12 | Institution type | IPEDS:09, IPEDS:10, IPEDS:11 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|-----------------------------|--|
| INSTCAT2 | Institutional category and control 2011-12 | Institution type | IPEDS:09, IPEDS:10, IPEDS:11 |
| INSTGPC2 | Ratio of institutional grants to total aid 2011-12 | Financial aid: Ratios | NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records |
| INSTNEED | Institutional need-based grants 2011-12 | Financial aid: Institution | NPSAS:12 Student Records |
| INSTNOND | Institutional non-need & merit grants 2011-12 | Financial aid: Institution | NPSAS:12 Student Records |
| INSTPACK | Aid package with institutional aids 2011-12 | Financial aid: Package | NPSAS:12 Student Records, NSLDS:12 |
| INSTPCT | Ratio of institution aid to total aid 2011-12 | Financial aid: Ratios | NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records |
| INSTSTAT | Location of first institution: state 2011-12 | Institution characteristics | IPEDS:09, IPEDS:10 |
| INSTWRK | Institutional work-study 2011-12 | Financial aid: Institution | NPSAS:12 Student Records, NPSAS:12 Interview |
| INSWAIV | Institutional tuition & fee waivers 2011-12 | Financial aid: Institution | NPSAS:12 Student Records |
| ISTUINC | Independent students: income (continuous) 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| ISTUINC14 | Independent students: income 2013-14 | Finances: Income | FAFSA:14, BPS:12/14 Interview |
| IT2YFP3Y | Ever attended 2-year for-profit institution 2014 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| IT2YPU3Y | Ever attended 2-year public institution 2014 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| IT4Y3Y | Ever attended 4-year institution 2014 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| IT4YFP3Y | Ever attended 4-year for-profit institution 2014 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| IT4YPN3Y | Ever attended 4-year private nfp institution 2014 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| IT4YPU3Y | Ever attended 4-year public institution 2014 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| ITFP3Y | Ever attended for-profit institution 2014 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| ITL2FP3Y | Ever attended less than 2-year for-profit institution 2014 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| ITTYLA3Y | Institution type last attended through June 2014 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| JBEN14 | Job 2014: eligible for life, health, and retirement | Employment: Benefits | BPS:12/14 Interview |
| JBEN14A | Job 2014: eligible for life insurance | Employment: Benefits | BPS:12/14 Interview |
| JBEN14B | Job 2014: eligible for health insurance | Employment: Benefits | BPS:12/14 Interview |
| JBEN14C | Job 2014: eligible for retirement benefits | Employment: Benefits | BPS:12/14 Interview |
| JOBEARN2 | Earnings from all work while enrolled as of 2012 | Employment | NPSAS:12 Interview |
| JOBFT12 | Jobs while enrolled: work intensity 2011-12 | Employment: While enrolled | BPS:12/14 Interview |
| JOBFT13 | Jobs while enrolled: work intensity 2012-13 | Employment: While enrolled | BPS:12/14 Interview |
| JOBFT14 | Jobs while enrolled: work intensity 2013-14 | Employment: While enrolled | BPS:12/14 Interview |
| JOBHRS14 | Job 2014: hours worked weekly | Employment: Year 3 Job | BPS:12/14 Interview |
| JOBLFP14 | Labor force participation status in June 2014 | Employment: Not working | BPS:12/14 Interview |
| JOBLIC14 | Job 2014: has industry certification or license | Employment: Year 3 Job | BPS:12/14 Interview |
| JOBMNT3Y | Job 2014: number of months worked since beginning PSE | Employment: Year 3 Job | BPS:12/14 Interview |
| JOBOCC14 | Job 2014: occupation | Employment: Year 3 Job | BPS:12/14 Interview |
| JOBRCLG14 | Job 2014: related to college studies | Employment: Year 3 Job | BPS:12/14 Interview |
| JOBRLC14 | Job 2014: job required industry certification or license | Employment: Year 3 Job | BPS:12/14 Interview |
| JOBRLFT14 | Job 2014: related to intended future work | Employment: Year 3 Job | BPS:12/14 Interview |
| JOBRLE2 | Jobs while enrolled: primary role as student or employee 2012 | Employment: While enrolled | NPSAS:12 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|-----------------------------------|--|
| JOBSELF14 | Job 2014: self employed | Employment: Year 3 Job | BPS:12/14 Interview |
| JOBST14 | Job 2014: employment status | Employment: Year 3 Job | BPS:12/14 Interview |
| JOBTIM14 | Job 2014: years worked in same or similar job | Employment: Year 3 Job | BPS:12/14 Interview |
| KNOWCLAS | Knew requirements needed to complete degree at first inst 2012 | Education: Courses | NPSAS:12 Interview |
| KNOWCLAS14 | Knew requirements needed to complete degree when last enrolled 2014 | Education: Courses | BPS:12/14 Interview |
| LEISTIME | Job non-monetary benefits: importance of balancing work/leisure 2012 | Employment: Values | NPSAS:12 Interview |
| LEVEL | Level of first institution 2011-12 | Institution type | IPEDS:09, IPEDS:10, IPEDS:11 |
| LKOCATHD | Expected job: likelihood of holding job after highest attainment 2012 | Employment: Future | NPSAS:12 Interview |
| LNREPAY | Expect help with repaying student loans 2011-12 | Financial aid: Debt and repayment | NPSAS:12 Interview |
| LOANCST | Ratio of loans to student budget (excludes Direct PLUS to parents) 2011-12 | Financial aid: Ratios | NPSAS: 12 Student Records, NSLDS:12, NPSAS:12 Interview, IPEDS |
| LOANCST2 | Ratio of loans to student budget (includes Direct PLUS to parents) 2011-12 | Financial aid: Ratios | NPSAS: 12 Student Records, NSLDS:12, NPSAS:12 Interview, IPEDS |
| LOANPCT | Ratio of loans to total aid (excluding Direct PLUS Loans to parents) 2011-12 | Financial aid: Ratios | NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records |
| LOANPCT2 | Ratio of loans to total aid (including Direct PLUS Loans to parents) 2011-12 | Financial aid: Ratios | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| LOANSRC | Loan package by source of loan 2011-12 | Financial aid: Package | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| LOCALE | Degree of urbanization 2011-12 | Institution characteristics | IPEDS:09, IPEDS:10 |
| LOCALEST | Degree of urbanization of student's permanent address 2011-12 | Residence | NPSAS:12 Interview, NPSAS:12 Student Records |
| LOCALR14 | Housing when last enrolled 2014 | Residence | BPS:12/14 Interview, NSC |
| LOCALRES | Residence while enrolled 2011-12 | Residence | NPSAS:12 Student Records, NPSAS:12 Interview, IPEDS:12 |
| LOCJOB12 | Jobs while enrolled: on or off campus 2011-12 | Employment: While enrolled | BPS:12/14 Interview |
| LOCJOB13 | Jobs while enrolled: on or off campus 2012-13 | Employment: While enrolled | BPS:12/14 Interview |
| LOCJOB14 | Jobs while enrolled: on or off campus 2013-14 | Employment: While enrolled | BPS:12/14 Interview |
| LOCJOB3Y | Jobs while enrolled: ever on campus through June 2014 | Employment: While enrolled | BPS:12/14 Interview |
| LOEXPWGE | Expected job: lowest annual salary expected 2012 | Employment: Future | NPSAS:12 Interview |
| MAJ14 | Field of study: last enrolled any degree 2014 (23 categories) | Education: Majors | BPS:12/14 Interview, NSC |
| MAJ2Y14 | Field of study: last enrolled any degree 2014 (11 categories) | Education: Majors | BPS:12/14 Interview, NSC |
| MAJ2YAA14 | Field of study: last enrolled in associate's 2014 (11 categories) | Education: Majors | BPS:12/14 Interview, NSC |
| MAJ2YCT14 | Field of study: last enrolled in certificate 2014 (11 categories) | Education: Majors | BPS:12/14 Interview, NSC |
| MAJ4Y14 | Field of study: last enrolled any degree 2014 (10 categories) | Education: Majors | BPS:12/14 Interview, NSC |
| MAJ4YBA14 | Field of study: last enrolled in bachelor's 2014 (10 categories) | Education: Majors | BPS:12/14 Interview, NSC |
| MAJAA14 | Field of study: last enrolled in associate's 2014 (23 categories) | Education: Majors | BPS:12/14 Interview, NSC |
| MAJBA14 | Field of study: last enrolled in bachelor's 2014 (23 categories) | Education: Majors | BPS:12/14 Interview, NSC |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|---------------------------------------|--|
| MAJCHG14 | Major changes: number anywhere through June 2014 | Education: Majors | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| MAJCHGAA14 | Major changes (associate's): number anywhere through June 2014 | Education: Majors | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| MAJCHGBA14 | Major changes (bachelor's): number anywhere through June 2014 | Education: Majors | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| MAJCHGFQ | Majors: frequency of formally changed 2011-12 | Education: Majors | NPSAS:12 Interview |
| MAJCT14 | Field of study: last enrolled in certificate 2014 (23 categories) | Education: Majors | BPS:12/14 Interview, NSC |
| MAJORCTE | Major field of study in career and technical education (CTE) field | Education: Majors | NPSAS:12 Interview, NPSAS:12 Student Records, NSC |
| MAJORNFS | Major field of study with a focus on NSF STEM fields 2011-12 | Education: Majors | NPSAS:12 Interview, NPSAS:12 Student Records, NSC |
| MAJORS | Field of study or major (detailed) | Education: Majors | NPSAS:12 Interview, NPSAS:12 Student Records, NSC |
| MAJORS23 | Field of study: undergraduate (23 categories) 2011-12 | Education: Majors | NPSAS:12 Interview, NPSAS:12 Student Records, NSC |
| MAJORS2Y | Field of study: undergraduate (11 categories) 2011-12 | Education: Majors | NPSAS:12 Interview, NPSAS:12 Student Records, NSC |
| MAJORS4Y | Field of study: undergraduate (10 categories) 2011-12 | Education: Majors | NPSAS:12 Interview, NPSAS:12 Student Records, NSC |
| MENTH | Health: mental 2012 | Characteristics: Disability/Health | NPSAS:12 Interview |
| MENTH14 | Health: mental 2014 | Characteristics: Disability/Health | BPS:12/14 Interview |
| MENTHDIF | Health: mental from 2012 to 2014 | Characteristics: Disability/Health | BPS:12/14 Interview, NPSAS:12 Interview |
| MERITAIID | Total merit-only grants 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NPSAS:12 Interview |
| MFT | First institution: months enrolled full time 2011-12 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| MHT | First institution: months enrolled half time 2011-12 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| MILTYP14 | Military type 2014 | Student's characteristics | BPS:12/14 Interview, FAFSA:14 |
| MILTYPE | Military type 2012 | Student's characteristics | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:14, BPS:12/14 Interview |
| MISSH | Health: amount missed school/work in past 30 days 2012 | Characteristics: Disability/Health | NPSAS:12 Interview |
| MISSH14 | Health: amount missed school/work in past 30 days 2014 | Characteristics: Disability/Health | BPS:12/14 Interview |
| MJCHFI14 | Major changes: number at first inst through June 2014 | Education: Majors | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| MJCHFIAA14 | Major changes (associate's): number at first inst through June 2014 | Education: Majors | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| MJCHFIBA14 | Major changes (bachelor's): number at first inst through June 2014 | Education: Majors | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| MJNSF14 | Major field of study with a focus on NSF STEM fields | Education: Majors | BPS:12/14 Interview, NSC |
| MLT | First institution: months enrolled less than half time 2011-12 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| MLTJBNE12 | Jobs while not enrolled: number of simultaneous jobs 2011-12 | Employment: History | BPS:12/14 Interview |
| MLTJBNE13 | Jobs while not enrolled: number of simultaneous jobs 2012-13 | Employment: History | BPS:12/14 Interview |
| MLTJBNE14 | Jobs while not enrolled: number of simultaneous jobs 2013-14 | Employment: History | BPS:12/14 Interview |
| MNTJBNE12 | Jobs while not enrolled: number of months worked 2011-12 | Employment: History | BPS:12/14 Interview |
| MNTJBNE13 | Jobs while not enrolled: number of months worked 2012-13 | Employment: History | BPS:12/14 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|----------------------------|--|
| MNTJBNE14 | Jobs while not enrolled: number of months worked 2013-14 | Employment: History | BPS:12/14 Interview |
| MNTJOB12 | Jobs while enrolled: number of months worked 2011-12 | Employment: While enrolled | BPS:12/14 Interview |
| MNTJOB13 | Jobs while enrolled: number of months worked 2012-13 | Employment: While enrolled | BPS:12/14 Interview |
| MNTJOB14 | Jobs while enrolled: number of months worked 2013-14 | Employment: While enrolled | BPS:12/14 Interview |
| MNTRENT | Monthly mortgage or rent amount 2012 | Finances | NPSAS:12 Interview |
| MPT | First institution: months enrolled part time 2011-12 | Education: Attendance | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| MTGAMT14 | Monthly mortgage or rent amount: 2014 | Finances | BPS:12/14 Interview |
| MULTJOB12 | Jobs while enrolled: number of simultaneous jobs 2011-12 | Employment: While enrolled | BPS:12/14 Interview |
| MULTJOB13 | Jobs while enrolled: number of simultaneous jobs 2012-13 | Employment: While enrolled | BPS:12/14 Interview |
| MULTJOB14 | Jobs while enrolled: number of simultaneous jobs 2013-14 | Employment: While enrolled | BPS:12/14 Interview |
| NEEDAID | Total need-based grant aid 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| NETCST1 | Student budget minus all aid 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview, FAFSA:12 |
| NETCST10 | Tuition and fees minus federal grants 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview |
| NETCST12 | Tuition and fees minus state grants 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview |
| NETCST13 | Tuition and fees minus institutional grants 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview |
| NETCST14 | Tuition and fees minus all non-federal grants 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview |
| NETCST15 | Tuition and fees minus state and institutional grants 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview |
| NETCST16 | Student budget minus federal and state grants 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview |
| NETCST17 | Student budget minus all grants and loans 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview |
| NETCST18 | Student budget minus all aid except work-study 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12, NSLDS:12, IPEDS |
| NETCST2 | Student budget minus federal grants 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview |
| NETCST20 | Student budget minus all grants & loans (incl Direct PLUS to parents) 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NPSAS:12 Interview, NSLDS:12 |
| NETCST3 | Student budget minus all grants 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NPSAS:12 Interview, NSLDS:12 |
| NETCST4 | Student budget minus grants and half of loans 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview |
| NETCST41 | Student budget minus all aid except private loans 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NPSAS:12 Interview, NSLDS:12 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|-------------------------------|---|
| NETCST9 | Tuition and fees minus all grants 2011-12 | Financial aid: Net price | NPSAS:12 Student Records, IPEDS, NPSAS:12 Interview, NSLDS:12 |
| NUMAA3Y | Associate's degree: number pursued through June 2014 | Education: Program | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| NUMAAFI3Y | Associate's degree: number pursued at first institution through June 2014 | Education: Program | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| NUMBA3Y | Bachelor's degree: number pursued through June 2014 | Education: Program | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| NUMBAFI3Y | Bachelor's degree: number pursued at first institution through June 2014 | Education: Program | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| NUMCT3Y | Certificate: number pursued through June 2014 | Education: Program | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| NUMCTFI3Y | Certificate: number pursued at first institution through June 2014 | Education: Program | BPS:12/14 Interview, NPSAS:12 Interview, NSC |
| NUMJBNE12 | Jobs while not enrolled: number of jobs 2011-12 | Employment: History | BPS:12/14 Interview |
| NUMJBNE13 | Jobs while not enrolled: number of jobs 2012-13 | Employment: History | BPS:12/14 Interview |
| NUMJBNE14 | Jobs while not enrolled: number of jobs 2013-14 | Employment: History | BPS:12/14 Interview |
| NUMJOB12 | Jobs while enrolled: number of jobs 2011-12 | Employment: While enrolled | BPS:12/14 Interview |
| NUMJOB13 | Jobs while enrolled: number of jobs 2012-13 | Employment: While enrolled | BPS:12/14 Interview |
| NUMJOB14 | Jobs while enrolled: number of jobs 2013-14 | Employment: While enrolled | BPS:12/14 Interview |
| OBEREG | Region of first institution 2011-12 | Institution characteristics | IPEDS:11 |
| OPCJOBANY | Opportunity cost: work if had not attended college | Employment: Foregone wages | NPSAS:12 Interview |
| OPCJOBearn | Opportunity cost: annual earnings if had not attended college | Employment: Foregone wages | NPSAS:12 Interview |
| OPCJOBHR | Opportunity cost: hours worked per week if had not attended college | Employment: Foregone wages | NPSAS:12 Interview |
| OPCNUMJOB | Opportunity cost: number of jobs if had not attended college | Employment: Foregone wages | NPSAS:12 Interview |
| ORGMAJ14 | Original declared field of study at first degree program (23 categories) | Education: Majors | NPSAS:12 Interview, BPS:12/14 Interview, NSC |
| ORGMAJ2Y | Original declared field of study at first degree program (11 categories) | Education: Majors | NPSAS:12 Interview, BPS:12/14 Interview, NSC |
| ORGMAJ4Y | Original declared field of study at first degree program (10 categories) | Education: Majors | NPSAS:12 Interview, BPS:12/14 Interview, NSC |
| ORPHAN | Orphan, ward of court, emancipated minor, or in legal guardianship | Student's characteristics | FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview |
| ORPHHOME | Orphan or homeless | Student's characteristics | FAFSA:12, NPSAS:12 Interview |
| OTHFDGRT | Other federal grants (not Title IV) 2011-12 | Financial aid: Federal grants | NPSAS:12 Student Records |
| OTHGTAMT | Outside grants (private & employer) 2011-12 | Financial aid: Grants | NPSAS:12 Student Records, NPSAS:12 Interview |
| OTHGTAMT14 | Outside grants (private & employer): amount received 2013-14 | Financial aid: Grants | BPS:12/14 Interview, NSC, IPEDS:09, IPEDS:10, IPEDS:11 |
| OTHRSCR | Outside sources total 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|-------------------------------|--|
| OTHTYPE | Total other type of aid (Direct PLUS, job training, VA) 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12, FAFSA:12 |
| PAGI | Dependent students: parents adjusted gross income 2011-12 | Finances: Income | FAFSA:12 |
| PARAMT14 | Help from parents: total amount received 2013-14 | Finances: Support | BPS:12/14 Interview |
| PARBORN | Parent born in US, PR, or US Territory | Student's characteristics | NPSAS:12 Interview |
| PAREduc | Parents' highest education level | Parents and family | NPSAS:12 Interview, FAFSA:12, BPS:12/14 Interview |
| PARHELP | Help from parents: housing, tuition, and other expenses 2011-12 | Finances: Support | NPSAS:12 Interview |
| PARHPAMT | Help from parents: amount parents helped pay for expenses in 2011-12 | Finances: Support | NPSAS:12 Interview |
| PARSUPP | Supportive of PSE: parents 2011-12 | Socioemotional support | NPSAS:12 Interview |
| PARSUPP14 | Supportive of PSE: parents 2013-14 | Socioemotional support | BPS:12/14 Interview |
| PCTALL | Income percentile rank for all students 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| PCTDEP | Income percentile dependent students 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| PCTENR2M | Percent enrolled: two or more races 2012 | Institution characteristics | IPEDS:10 |
| PCTENRAN | Percent enrolled: American Indian/Alaskan Native 2011-12 | Institution characteristics | IPEDS:10 |
| PCTENRAP | Percent enrolled: Asian/Pacific Islander 2011-12 | Institution characteristics | IPEDS:10 |
| PCTENRAS | Percent enrolled: Asian 2011-12 | Institution characteristics | IPEDS:10 |
| PCTENRBK | Percent enrolled: black, non-Hispanic 2011-12 | Institution characteristics | IPEDS:10 |
| PCTENRHS | Percent enrolled: Hispanic 2011-12 | Institution characteristics | IPEDS:10 |
| PCTENRHH | Percent enrolled: Native Hawaiian or Other Pacific Islander 2011-12 | Institution characteristics | IPEDS:10 |
| PCTENRNR | Percent enrolled: Nonresident alien 2011-12 | Institution characteristics | IPEDS:10 |
| PCTENRUN | Percent enrolled: Race/ethnicity unknown 2011-12 | Institution characteristics | IPEDS:10 |
| PCTENRWH | Percent enrolled: white 2011-12 | Institution characteristics | IPEDS:10 |
| PCTINDEP | Income percentile independent students 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| PCTPOV | Income percent of poverty level 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records |
| PDADDED | Father's highest education level | Parents and family | NPSAS:12 Interview, FAFSA:12, BPS:12/14 Interview, FAFSA:14 |
| PEERINT | Engagement: interactions with other students 2012 | Education: Experiences | NPSAS:12 Interview |
| PEERINT14 | Engagement: interactions with other students 2014 | Education: Experiences | BPS:12/14 Interview |
| PELFRSTY | Federal Pell Grant: first academic year received through 2014 | Financial aid: Federal grants | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| PELL12 | Federal Pell Grant: amount received 2011-12 | Financial aid: Federal grants | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| PELL13 | Federal Pell Grant: amount received 2012-13 | Financial aid: Federal grants | NSLDS:14 |
| PELL14 | Federal Pell Grant: amount received 2013-14 | Financial aid: Federal grants | NSLDS:14 |
| PELLCST | Ratio of Pell grant to student budget 2011-12 | Financial aid: Ratios | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview, IPEDS |
| PELLCU14 | Federal Pell Grant: cumulative amount received through 2014 | Financial aid: Federal grants | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| PELLDEP | Pell grant and dependency 2011-12 | Financial aid: Federal grants | NSLDS:14, NSLDS:12, NPSAS:12 Student Records, FAFSA:12, NPSAS:12 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|----------------------|--|---------------------------------------|--|
| PELLPACK | Aid package with Pell grants 2011-12 | Financial aid: Package | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| PELLRAT1 | Ratio of Pell grant to total aid 2011-12 | Financial aid: Ratios | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| PELLRAT2 | Ratio of Pell grant to total grants 2011-12 | Financial aid: Ratios | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| PELLST14 | Federal Pell Grant: last academic year received through 2014 | Financial aid: Federal grants | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| PELYRS14 | Federal Pell Grant: number of years received through 2014 | Financial aid: Federal grants | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| PERCUM14 | Federal Perkins loan: cumulative amount borrowed through 2014 | Financial aid: Perkins | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| PERKAMT | Perkins loan 2011-12 | Financial aid: Perkins | NPSAS:12 Student Records, NSLDS:12 |
| PFAMNM14 | Dependent students: family size 2013-14 | Parents and family | FAFSA:14, BPS:12/14 Interview, NPSAS:12 Interview |
| PFAMNUM | Dependent students: family size 2012 | Parents and family | FAFSA:12, NPSAS:12 Interview |
| PHYSH | Health: physical 2012 | Characteristics: Disability/Health | BPS:12/14 Interview, NPSAS:12 Interview |
| PHYSH14 | Health: physical 2014 | Characteristics: Disability/Health | NPSAS:12 Interview |
| PHYSHDIF | Health: physical from 2012 to 2014 | Characteristics: Disability/Health | BPS:12/14 Interview |
| PINCOL | Dependent students: number of family members in college 2011-12 | Parents and family | FAFSA:12, NPSAS:12 Interview |
| PINCOL14 | Dependent students: number family members in college 2013-14 | Parents and family | FAFSA:14, BPS:12/14 Interview, NPSAS:12 Interview |
| PLFIRSTL | Direct PLUS Loans to parents: first class level borrowed | Financial aid: PLUS | NSLDS:14 |
| PLFIRSTY | Direct PLUS Loans to parents: first academic year borrowed | Financial aid: PLUS | NSLDS:14 |
| PLFYRS14 | Direct PLUS Loans to parents: number of years borrowed through 2014 | Financial aid: PLUS | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| PLLSTL14 | Direct PLUS Loans to parents: last class level borrowed through 2014 | Financial aid: PLUS | NSLDS:14, FAFSA:14, BPS:12/14 Interview, and NSC |
| PLLSTY14 | Direct PLUS Loans to parents: last academic year borrowed through 2014 | Financial aid: PLUS | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| PLNST14 | Loan repayment status: private student loan 2014 | Financial aid: Debt and repayment | BPS:12/14 Interview, NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:14, NSLDS:12 |
| PLUCUM14 | Direct PLUS Loans to parents: amount borrowed through 2014 | Financial aid: PLUS | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| PLUS12 | Direct PLUS Loans to parents: amount borrowed 2011-12 | Financial aid: PLUS | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| PLUS13 | Direct PLUS Loans to parents: amount borrowed 2012-13 | Financial aid: PLUS | NSLDS:14 |
| PLUS14 | Direct PLUS Loans to parents: amount borrowed 2013-14 | Financial aid: PLUS | NSLDS:14 |
| PLUSPCT | Ratio of Direct PLUS Loans to parents to total aid 2011-12 | Financial aid: Ratios | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| PMARIT14 | Parents' marital status 2014 | Parents and family | BPS:12/14 Interview, FAFSA:14 |
| PMARITAL | Dependent students: parents' marital status 2012 | Parents and family | NPSAS:12 Interview, FAFSA:12 |
| PMOMED | Mother's highest education level | Parents and family | NPSAS:12 Interview, FAFSA:12, BPS:12/14 Interview, FAFSA:14 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|-------------------------------|--|
| POCCMN | PSE Delayers: number of years employed at job held prior to 2011-12 | Employment: Pre-Postsecondary | NPSAS:12 Interview |
| PRAT3Y | Persistence anywhere through June 2014 | Education: Persistence | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| PRATY1 | Attainment and enrollment during 2011-12 | Education: Attainment | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| PRATY2 | Attainment and enrollment during 2012-13 | Education: Attainment | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| PRATY3 | Attainment and enrollment during 2013-14 | Education: Attainment | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| PRECONF | Academic confidence: prior to attending school 2011-12 | Education: Experiences | NPSAS:12 Interview |
| PRICUM14 | Private (alternative) loans: cumulative amount borrowed through 2014 | Financial aid: Private loans | BPS:12/14 Interview, NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:14, NSLDS:12 |
| PRIMLANG | English primary language spoken 2012 | Student's characteristics | NPSAS:12 Interview |
| PRIMLGFQ | Frequency of speaking non-English language with primary caregiver 2012 | Student's characteristics | NPSAS:12 Interview |
| PRIVAIID | Private source grants: amount received in 2011-12 | Financial aid: Grants | NPSAS:12 Student Records, NPSAS:12 Interview |
| PRIVAIID14 | Private source grants: amount received in 2013-14 | Financial aid: Grants | BPS:12/14 Interview, NSC, IPEDS:09, IPEDS:10, IPEDS:11 |
| PRIVAMT | Total private sources grants and loans 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NPSAS:12 Interview, |
| PRIVLN12 | Private (alternative) loans: amount borrowed 2011-12 | Financial aid: Private loans | NPSAS:12 Student Records, NPSAS:12 Interview, IPEDS:09, IPEDS:10, IPEDS:11 |
| PRIVLOAN | Private (alternative) loans 2011-12 | Financial aid: Private loans | NPSAS:12 Student Records, NPSAS:12 Interview |
| PRIVLRAT | Ratio of private loans to total loans 2011-12 | Financial aid: Ratios | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| PRIVPCT | Ratio of private loans to total aid 2011-12 | Financial aid: Ratios | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| PRJBAMT | PSE Delayers: estimated annual earnings at job held prior to 2011-12 | Employment: Pre-Postsecondary | NPSAS:12 Interview |
| PRLVL3Y | Attainment or level of last institution enrolled through June 2014 | Education: Attainment | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| PROUT1 | Cumulative persistence and attainment anywhere through 2011-12 | Education: Persistence | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| PROUT2 | Cumulative persistence and attainment anywhere through 2012-13 | Education: Persistence | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| PROUT3 | Cumulative persistence and attainment anywhere through 2013-14 | Education: Persistence | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| PROUTF1 | Cumulative retention and attainment at first institution through 2011-12 | Education: Persistence | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| PROUTF2 | Cumulative retention and attainment at first institution through 2012-13 | Education: Persistence | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|-----------------------------------|--|
| PROUTF3 | Cumulative retention and attainment at first institution through 2013-14 | Education: Persistence | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| PROUTF3Y | Retention at the first institution through June 2014 | Education: Persistence | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| PRRPY14 | Loan repayment (private): monthly payment amount 2014 | Financial aid: Debt and repayment | BPS:12/14 Interview, NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:14, NSLDS:12 |
| PRVHRSWK | PSE Delayers: hours worked per week at job held prior to 2011-12 | Employment: Pre-Postsecondary | NPSAS:12 Interview |
| PRVJOB | PSE Delayers: jobs for pay prior to 2011-12 | Employment: Pre-Postsecondary | NPSAS:12 Interview |
| PRVMTHWK | PSE Delayers: months worked in year prior to 2011-12 | Employment: Pre-Postsecondary | NPSAS:12 Interview |
| PRVOCC | PSE Delayers: occupation held prior to 2011-12 | Employment: Pre-Postsecondary | NPSAS:12 Interview |
| RAASIAN | Race: Asian | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records |
| RABLACK | Race: Black or African American | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records |
| RACE | Race/ethnicity (with multiple) | Student's characteristics | NPSAS:12 Interview, FAFSA:12, NPSAS:12 Student Records, BPS:12/14 Interview |
| RACE2 | Race/ethnicity (with separate multiple and foreign student categories) | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12 |
| RACECEN | Race/ethnicity census categories | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview |
| RACESEX | Race/ethnicity (with multiple) and gender | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12, BPS:12/14 Interview |
| RAINDIAN | Race: American Indian or Alaska Native | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview |
| RAINDTRB | Race: American Indian or Alaska Native recognized tribe | Student's characteristics | NPSAS:12 Interview |
| RAISLAND | Race: Native Hawaiian or other Pacific Islander | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview |
| RAWHITE | Race: White | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview |
| RCNTGRAD | Recent (2011) high school graduate | High school | NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview |
| REANOAPA | Reason for not applying for aid: did not want to take on debt 2011-12 | Financial aid: Application | NPSAS:12 Interview |
| REANOAPB | Reason for not applying for aid: forms were too much work 2011-12 | Financial aid: Application | NPSAS:12 Interview |
| REANOAPC | Reason for not applying for aid: no info about how to apply 2011-12 | Financial aid: Application | NPSAS:12 Interview |
| REANOAPD | Reason for not applying for aid: no need 2011-12 | Financial aid: Application | NPSAS:12 Interview |
| REANOAPE | Reason for not applying for aid: thought ineligible 2011-12 | Financial aid: Application | NPSAS:12 Interview |
| REANOAPF | Reason for not applying for aid: other 2011-12 | Financial aid: Application | NPSAS:12 Interview |
| REMENGL | Remedial courses: number taken in English in 2011-12 | Education: Courses | NPSAS:12 Interview |
| REMETOOK | Remedial courses: took in 2011-12 | Education: Courses | NPSAS:12 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|-----------------------------------|--|
| REMEV3Y | Remedial courses: ever taken through 2013-14 | Education: Courses | NPSAS:12 Interview, BPS:12/14 Interview |
| REMMATH | Remedial courses: number taken in math in 2011-12 | Education: Courses | NPSAS:12 Interview |
| REMREAD | Remedial courses: number taken in reading in 2011-12 | Education: Courses | NPSAS:12 Interview |
| REMSTAT | Remedial courses: year taken and subjects taken in 2011-12 | Education: Courses | NPSAS:12 Interview |
| REMWRITE | Remedial courses: number taken in writing in 2011-12 | Education: Courses | NPSAS:12 Interview |
| REPLN14 | Loan repayment (federal): plan type 2014 | Financial aid: Debt and repayment | NSLDS:14 |
| RISKIND2 | Index of risk and nontraditional students, modified 2012 | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12, NSLDS |
| RISKINDX | Index of risk and nontraditional students 2012 | Student's characteristics | NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12, NSLDS |
| RPYAMT14 | Loan repayment (federal and private): monthly payment amount 2014 | Financial aid: Debt and repayment | BPS:12/14 Interview, NSLDS:14 |
| RPYSL14 | Loan repayment status: federal and private student loan 2014 | Financial aid: Debt and repayment | BPS:12/14 Interview, NSLDS:14 |
| SAGI | Independent students: adjusted gross income 2012 | Finances: Income | FAFSA:12 |
| SALARY14 | Job 2014: annual salary 2014 | Employment: Year 3 Job | BPS:12/14 Interview |
| SALOLD14 | Job 2014: salary comparable to BPS:04/06 | Employment: Year 3 Job | BPS:12/14 Interview |
| SAMEJOB | PSE Delayers: same or similar job while enrolled 2011-12 | Employment: Pre-Postsecondary | NPSAS:12 Interview |
| SAMESTAT | Attend institution in state of legal residence 2011-12 | Residence | FAFSA:12, NPSAS:12 Student Records, NPSAS:12 Interview, IPEDS:09-10 |
| SECTOR10 | Sector of first institution - 10 categories 2011-12 | Institution type | IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview |
| SEEND3Y | Enrollment spell (first): date ended through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| SEINT3Y | Enrollment spell (first): intensity through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| SELECT3Y | Selectivity of last institution enrolled through June 2014 | Institution characteristics | IPEDS:11, IPEDS:12, IPEDS:13 |
| SELECTV2 | Selectivity of first institution (4-year institutions) 2011-12 | Institution characteristics | IPEDS:09, IPEDS:10, IPEDS:11 |
| SELFEMP14 | All jobs: ever self-employed through June 2014 | Employment: History | BPS:12/14 Interview |
| SEMEN3Y | Enrollment spell (first): months enrolled through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| SENUM3Y | Enrollment spells: number through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| SEOGAMT | Federal Supplemental Educational Opportunity Grant (SEOG) 2011-12 | Financial aid: Federal grants | NPSAS:12 Student Records |
| SEROLE14 | Jobs while enrolled: primarily student or employee 2014 | Employment: While enrolled | BPS:12/14 Interview |
| SFAMNM14 | Independent students: family size 2013-14 | Student's family | FAFSA:14, BPS:12/14 Interview |
| SFAMNUM | Independent students: family size 2012 | Student's family | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records |
| SIBCOLFT | Sibling attended college first 2011-12 | Parents and family | NPSAS:12 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|-----------------------------|---|
| SIBINCOL | Dependent students: have siblings in college 2011-12 | Parents and family | NPSAS:12 Interview, FAFSA:12 |
| SIEND3Y | Institution spell (first): date ended through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| SIINT3Y | Institution spell (first): intensity through June 2014 | Education: Attendance | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| SINCOL | Independent students: number of family members in college 2011-12 | Student's family | FAFSA:12, NPSAS:12 Interview |
| SINCOL14 | Independent students: number of family members in college 2013-14 | Student's family | BPS:12/14 Interview |
| SINGLPAR | Single parent independent students 2012 | Student's family | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records |
| SMAR14 | Student's marital status 2014 | Student's characteristics | BPS:12/14 Interview, FAFSA:14, NPSAS:12 Interview |
| SMARITAL | Marital status 2012 | Student's characteristics | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:14, BPS:12/14 Interview |
| SNEED1 | Student budget minus EFC 2011-12 | Financial aid: Need | NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview |
| SNEED2 | Student budget minus EFC minus total aid 2011-12 | Financial aid: Need | NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview |
| SNEED3 | Student budget minus EFC minus federal grants 2011-12 | Financial aid: Need | NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview |
| SNEED4 | Student budget minus EFC minus grants and federal need aid 2011-12 | Financial aid: Need | NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview |
| SNEED5 | Student budget minus EFC minus all grants 2011-12 | Financial aid: Need | NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview |
| SNEED7 | Student budget minus EFC, federal and state grants 2011-12 | Financial aid: Need | NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview |
| SNEED8 | Student budget minus EFC & federal, state, and other grants 2011-12 | Financial aid: Need | NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview |
| SNEED9 | Student budget minus EFC & all aid except private loans 2011-12 | Financial aid: Need | NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview |
| SOCSATIS | Engagement: satisfaction with social experience at first inst 2012 | Education: Experiences | NPSAS:12 Interview |
| SOCSATIS14 | Engagement: satisfaction with social experience at first inst 2014 | Education: Experiences | BPS:12/14 Interview |
| SPINCOL | Independent students: spouse attending college 2011-12 | Student's family | NPSAS:12 Interview, FAFSA:12 |
| SPNM13 | Not married to spouse in 2013 | Student's characteristics | BPS:12/14 Interview |
| SPPSUPP | Supportive of PSE: spouse 2011-12 | Socioemotional support | NPSAS:12 Interview |
| SPPSUPP14 | Supportive of PSE: spouse 2013-14 | Socioemotional support | BPS:12/14 Interview |
| SPSED14 | Spouse's highest education level 2014 | Student's family | BPS:12/14 Interview |
| SPSINC | Independent students: spouse's income 2012 | Finances: Income | FAFSA:12, NPSAS:12 Interview |
| STAFCT1 | Direct Subsidized Loan maximum 2011-12 | Financial aid: Direct Loans | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| STAFCT2 | Direct Subsidized and Unsubsidized Loan total maximum 2011-12 | Financial aid: Direct Loans | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview, FAFSA:12 |
| STAFTYPE | Direct Subsidized and Unsubsidized Loan types received 2011-12 | Financial aid: Direct Loans | NSLDS:12 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|-----------------------------|---|
| STAPCT | Ratio of state aid to total aid | Financial aid: Ratios | NPSAS:12 Student Records, NSLDS:12 |
| STATEAMT | State aid total 2011-12 | Financial aid: State | NPSAS:12 Student Records, NPSAS:12 Interview |
| STATNEED | State need-based grants 2011-12 | Financial aid: State | NPSAS:12 Student Records |
| STATNOND | State non-need & merit grants 2011-12 | Financial aid: State | NPSAS:12 Student Records |
| STDT3Y | Stopout (first): date began anywhere through June 2014 | Education: Stopout | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| STDTFI3Y | Stopout (first): date began at first institution through June 2014 | Education: Stopout | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| STDYABR | Ever studied abroad while attending first inst through June 2014 | Education: Attendance | BPS:12/14 Interview |
| STEMMAJ | Major field of study with a focus on STEM fields 2011-12 | Education: Majors | NPSAS:12 Interview, NPSAS:12 Student Records, NSC |
| STFCUM14 | Direct Sub. and Unsub. Loans: cumulative amt borrowed through 2014 | Financial aid: Direct Loans | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| STFIRSTL | Direct Subsidized and Unsubsidized Loans: first class level borrowed | Financial aid: Direct Loans | NSLDS:14, FAFSA:14, BPS:12/14 Interview, and NSC |
| STFIRSTY | Direct Subsidized and Unsubsidized Loans: first academic year borrowed | Financial aid: Direct Loans | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| STFY12 | Direct Subsidized and Unsubsidized Loans: total borrowed 2011-12 | Financial aid: Direct Loans | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| STFY13 | Direct Subsidized and Unsubsidized Loans: total borrowed 2012-13 | Financial aid: Direct Loans | NSLDS:14 |
| STFY14 | Direct Subsidized and Unsubsidized Loans: total borrowed 2013-14 | Financial aid: Direct Loans | NSLDS:14 |
| STFYRS14 | Direct Sub. or Unsub. Loans: number years received through 2014 | Financial aid: Direct Loans | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| STGRPCT | Ratio of state grants to total aid 2011-12 | Financial aid: Ratios | NSLDS:12, NPSAS:12 Student Records, NPSAS:12 Interview |
| STGTAMT | State grants total 2011-12 | Financial aid: State | NPSAS:12 Student Records |
| STLNAMT | State loans 2011-12 | Financial aid: State | NPSAS:12 Student Records |
| STLSTL14 | Direct Sub. or Unsub. Loans: last class level borrowed 2014 | Financial aid: Direct Loans | NSLDS:14, FAFSA:14, NSC, NSLDS:12, NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12 |
| STLSTY14 | Direct Sub. or Unsub. Loans: last academic yr borrowed 2014 | Financial aid: Direct Loans | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| STMERIT | State merit-only grants 2011-12 | Financial aid: State | NPSAS:12 Student Records |
| STMN3Y | Stopout (first): number of months 2014 | Education: Stopout | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| STNOND1 | State non-need grants 2011-12 | Financial aid: State | NPSAS:12 Student Records |
| STNUFI3Y | Stopouts: number at first institution through June 2014 | Education: Stopout | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| STNUM3Y | Stopouts: number anywhere through June 2014 | Education: Stopout | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| STSCUM14 | Direct Subsidized Loans: cumulative amount borrowed through 2014 | Financial aid: Direct Loans | NSLDS:12, NPSAS:12 Student Records |
| STSTA1 | Stopouts: status: anywhere during 2011-12 | Education: Stopout | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| STSTA2 | Stopouts: status anywhere during 2012-13 | Education: Stopout | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|------------------------------------|--|
| STSTA3 | Stopouts: status anywhere during 2013-14 | Education: Stopout | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| STSUB12 | Direct Subsidized Loans: total borrowed 2011-12 | Financial aid: Direct Loans | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| STSUB13 | Direct Subsidized Loans: total borrowed 2012-13 | Financial aid: Direct Loans | NSLDS:14 |
| STSUB14 | Direct Subsidized Loans: total borrowed 2013-14 | Financial aid: Direct Loans | NSLDS:14 |
| STUCUM14 | Direct Unsubsidized Loans: cumulative amount borrowed through 2014 | Financial aid: Direct Loans | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| STUDMULT | Number of institutions attended 2011-12 | Education: Attendance | NPSAS:12 Interview, NSLDS:12, NSC |
| STUNS12 | Direct Unsubsidized Loans: amount borrowed 2011-12 | Financial aid: Direct Loans | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| STUNS13 | Direct Unsubsidized Loans: amount borrowed 2012-13 | Financial aid: Direct Loans | NSLDS:14 |
| STUNS14 | Direct Unsubsidized Loans: amount borrowed 2013-14 | Financial aid: Direct Loans | NSLDS:14 |
| STUSTATE | State of legal residence 2011-12 | Residence | FAFSA:12, NPSAS:12 Student Records, NPSAS:12 Interview |
| STWKAMT | State work-study 2011-12 | Financial aid: State | NPSAS:12 Student Records |
| STYB3Y | Stopout (first): academic year began anywhere through June 2014 | Education: Stopout | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| STYBF13Y | Stopout (first): academic year began at first inst through June 2014 | Education: Stopout | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| SUBCUM14 | Direct Sub. and Perkins Loans: cumulative amount borrowed thru 2014 | Financial aid: Borrowed cumulative | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| SUBLOAN | Federal subsidized loans (Direct Subsidized & Perkins) 2011-12 | Financial aid: Federal loans | NPSAS:12 Student Records, NSLDS:12 |
| T4LNAMT1 | Title IV loans (excludes Direct PLUS Loans to parents) 2011-12 | Financial aid: Federal loans | NSLDS:12, NPSAS:12 Student Records |
| T4LNAMT2 | Title IV loans (includes Direct PLUS Loans to parents) 2011-12 | Financial aid: Federal loans | NSLDS:12, NPSAS:12 Student Records |
| T4TCUM14 | Title IV loans (inc. Parent PLUS loans): cumulative borrowed thru 2014 | Financial aid: Borrowed cumulative | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| T4TDUE14 | Title IV loans (inc Parent PLUS): cumulative total amount owed in 2014 | Financial aid: Borrowed cumulative | NSLDS:14 |
| T4TLN12 | Title IV loans (includes Parent PLUS): amount borrowed 2011-12 | Financial aid: Federal loans | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| T4TLN13 | Title IV loans (includes Parent PLUS): amount borrowed 2012-13 | Financial aid: Federal loans | NSLDS:14 |
| T4TLN14 | Title IV loans (includes Parent PLUS): amount borrowed 2013-14 | Financial aid: Federal loans | NSLDS:14 |
| T4XCUM14 | Title IV loans (excl Parent PLUS): cumulative amount borrowed thru 2014 | Financial aid: Federal loans | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| T4XDUE14 | Title IV loans (excl Parent PLUS): amount owed in interest and principal as of 2014 | Financial aid: Federal loans | NSLDS:14 |
| T4XINT14 | Title IV loans (excl Parent PLUS): amount owed in interest as of 2014 | Financial aid: Federal loans | NSLDS:14 |
| T4XLN12 | Title IV loans (excludes Parent PLUS): amount borrowed 2011-12 | Financial aid: Federal loans | NSLDS:14, NSLDS:12, NPSAS:12 Student Records |
| T4XLN13 | Title IV loans (excludes Parent PLUS): amount borrowed 2012-13 | Financial aid: Federal loans | NSLDS:14 |
| T4XLN14 | Title IV loans (excludes Parent PLUS): amount borrowed 2013-14 | Financial aid: Federal loans | NSLDS:14 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|-------------------------------|--|
| T4XOWE14 | Title IV loans (excl Parent PLUS): amount owed in principal as of 2014 | Financial aid: Federal loans | NSLDS:14 |
| TEACTDER | ACT derived composite score | High school | College Board, ACT, NPSAS:12 Interview |
| TESATDER | SAT derived composite score | High school | ACT, College Board, NPSAS:12 Interview |
| TESATMDE | SAT derived math score | High school | College Board, ACT, NPSAS:12 Interview |
| TESATVDE | SAT derived verbal score | High school | College Board, ACT, NPSAS:12 Interview |
| TETOOK | Took SAT or ACT exams | High school | ACT, College Board, NPSAS:12 Interview |
| TFATT3Y | Transfer after attainment through 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFDEG3Y | Transfer (first): degree program 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFDTDI3Y | Transfer (first): date began at destination institution 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFDTOI3Y | Transfer (first): date left origin institution 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFEDAID | Total federal aid (excludes Veterans'/DOD) 2011-12 | Financial aid: Federal | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| TFEDAID2 | Total federal aid (includes Veterans'/DOD) 2011-12 | Financial aid: Federal | NSLDS:12, NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12 |
| TFEDAID6 | Total federal aid (excludes Direct PLUS to parents and Veterans'/DOD) 2011-12 | Financial aid: Federal | NPSAS:12 Student Records, NSLDS:12 |
| TFEDGRT | Total federal grants 2011-12 | Financial aid: Federal grants | NPSAS:12 Student Records, NSLDS:12 |
| TFEDGRT2 | Total federal grants and Veterans'/DOD 2011-12 | Financial aid: Federal | NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records |
| TFEDLN | Total federal loans (excludes Direct PLUS Loans to parents) 2011-12 | Financial aid: Federal loans | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| TFEDLN2 | Total federal loans (includes Direct PLUS Loans to parents) 2011-12 | Financial aid: Federal loans | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| TFEDWRK | Federal work-study 2011-12 | Financial aid: Federal | NPSAS:12 Student Records, NPSAS:12 Interview |
| TFIFTY3Y | Transfer (first): destination institution type 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14, & IPEDS:11 |
| TFILTY3Y | Transfer (last): destination institution type 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14, & IPEDS:11 |
| TFINCT3Y | Transfer direction (first): institution control 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14, & IPEDS:11 |
| TFINLV3Y | Transfer direction (first): institution level 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14, & IPEDS:11 |
| TFINOI3Y | Transfer (first): intensity pattern before transfer 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFMN2I3Y | Transfer (first): months between institutions 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|------------------------|---|
| TFMNDI3Y | Transfer (first): months elapsed before destination institution 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFMNFT3Y | Transfer (first): full-time months before destination as of 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFMNOI3Y | Transfer (first): months elapsed at origin institution 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFMNPT3Y | Transfer (first): part-time months before destination as of 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFMNT3Y | Transfer (first): months enrolled before destination as of 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFNPATT | Ever attempt to transfer credits from first inst through June 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFNUM3Y | Transfer status through June 2014 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFTYPE1 | Transfer status during 2011-12 | Education: Transfer | NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview |
| TFTYPE2 | Transfer status during 2012-13 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFTYPE3 | Transfer status during 2013-14 | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFTYPE3Y | Transfer direction (first): type | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14, &IPEDS:11 |
| TFYRDI3Y | Transfer (first): year began at destination institution | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TFYROI3Y | Transfer (first): year left origin institution | Education: Transfer | BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14 |
| TGRTLN | Total loans and grants 2011-12 | Financial aid: Total | NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records |
| TITIVAMT | Total federal Title IV aid 2011-12 | Financial aid: Federal | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| TNFEDAID | Total non-federal aid 2011-12 | Financial aid: Total | NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records |
| TNFEDGRT | Total non-federal grants 2011-12 | Financial aid: Total | NPSAS:12 Interview, NPSAS:12 Student Records |
| TNFEDLN | Total non-federal loans 2011-12 | Financial aid: Total | NPSAS:12 Interview, NPSAS:12 Student Records |
| TOTAID | Total aid amount 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| TOTAID2 | Total federal (Title IV), state, & institutional aid 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| TOTAID4 | Total aid excluding Direct PLUS Loans to parents 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| TOTAID5 | Total aid excluding work-study 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|---|---------------------------|--|
| TOTAID6 | Total aid (excludes Direct PLUS Loans to parents and Veterans'/DOD) 2011-12 | Financial aid: Total | NPSAS:12 Student Records |
| TOTAID7 | Total aid (excludes Veterans'/DOD) 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| TOTAID8 | Total aid without private loans 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| TOTGRT | Total grants 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| TOTGRT2 | Total grants and Veterans'/DOD 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| TOTGRT4 | Total state and institutional grants 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NPSAS:12 Interview |
| TOTLOAN | Total loans (excluding Direct PLUS Loans to parents) 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| TOTLOAN2 | Total loans (including Direct PLUS Loans to parents) 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12 |
| TOTLOAN3 | Total loans excluding private loans 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| TOTNOND3 | Institutional no-need and state no-need grants 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NPSAS:12 Interview |
| TOTWKST | Total work-study 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NPSAS:12 Interview |
| TRIO | TRIO program eligibility criteria 2011-12 | Student's characteristics | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records |
| TRLNPAVT | Traveling from residence to first institution: minutes per day 2011-12 | Residence | NPSAS:12 Interview |
| TRLNPAVT14 | Traveling from residence to last school enrolled: minutes per day 2014 | Residence | BPS:12/14 Interview |
| TRLNPDAY | Traveling between residence and first institution: days per week 2011-12 | Residence | NPSAS:12 Interview |
| TRLNPDAY14 | Traveling from residence to last school enrolled: days per week 2014 | Residence | BPS:12/14 Interview |
| TRLWKAVT | Traveling from residence to work: average minutes per day 2011-12 | Employment | NPSAS:12 Interview |
| TRLWKDAY | Traveling between residence and work: days per week 2011-12 | Employment | NPSAS:12 Interview |
| TUITION2 | Tuition and fees paid 2011-12 | Institution expenses | NPSAS:12 Student Records, IPEDS:11 |
| UGDEG | Undergraduate degree program 2011-12 | Education: Program | NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12 |
| UGDEG14 | Degree program when last enrolled 2014 | Education: Program | BPS:12/14 Interview |
| UGDEGAA | Associate's degree type 2011-12 | Education: Program | NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12 |
| UGLVL14 | Class level at most recent institution 2014 | Education: Program | FAFSA:14, NSLDS:14, and NSC |
| UMNEED1 | Would have borrowed more money in 2011-12 | Financial aid: Need | NPSAS:12 Interview |
| UMNEED2 | Additional amount would have borrowed in 2011-12 | Financial aid: Need | NPSAS:12 Interview |
| UNEMPL14 | Unemployment: currently looking for a job 2014 | Employment: Not working | BPS:12/14 Interview |
| UNEMPLN14 | Unemployment: number of spells through June 2014 | Employment: Not working | BPS:12/14 Interview |
| UNEMPM14 | Unemployment: number of months through June 2014 | Employment: Not working | BPS:12/14 Interview |

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

| Variable name | Variable label | Subject | Source(s) |
|---------------|--|---------------------------|---|
| UNEMPST14 | Not working in 2014 | Employment: Not working | BPS:12/14 Interview |
| UNEMPSTR | Unemployment: looking for work through June 2014 | Employment: Not working | BPS:12/14 Interview |
| UNEMPT14 | Unemployment: longest period in months through June 2014 | Employment: Not working | BPS:12/14 Interview |
| UNSBLOAN | Total unsubsidized loans (all sources) 2011-12 | Financial aid: Total | NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview |
| USBORN | Born in the U.S. (student) | Student's characteristics | NPSAS:12 Interview, BPS:12/14 Interview |
| USEACAD | PSE services used: academic advising in 2011-12 | Education: Services | NPSAS:12 Interview |
| USEACAD14 | PSE services used: academic advising in 2013-14 | Education: Services | BPS:12/14 Interview |
| USEACSP | PSE services used: academic support services in 2011-12 | Education: Services | NPSAS:12 Interview |
| USEACSP14 | PSE services used: academic support services in 2013-14 | Education: Services | BPS:12/14 Interview |
| USECPP | PSE services used: career services in 2011-12 | Education: Services | NPSAS:12 Interview |
| USECPP14 | PSE services used: career services in 2013-14 | Education: Services | BPS:12/14 Interview |
| USEFINAID | PSE services used: financial aid services in 2011-12 | Education: Services | NPSAS:12 Interview |
| USEFINAID14 | PSE services used: financial aid services in 2013-14 | Education: Services | BPS:12/14 Interview |
| USEHLTH | PSE services used: student health services in 2011-12 | Education: Services | NPSAS:12 Interview |
| USEHLTH14 | PSE services used: student health services in 2013-14 | Education: Services | BPS:12/14 Interview |
| USENONE | PSE services used: none in 2011-12 | Education: Services | NPSAS:12 Interview |
| USENONE14 | PSE services used: none in 2013-14 | Education: Services | BPS:12/14 Interview |
| VADODAMT | Veterans' benefits and Department of Defense 2011-12 | Financial aid: Federal | FAFSA:12, NPSAS:12 Student Records, NPSAS:12 Interview |
| VETBEN | Veterans'/DOD benefits 2011-12 | Financial aid: Federal | NPSAS:12 Interview, NPSAS:12 Student Records |
| VETBEN14 | Veterans'/DOD education benefits: amount received 2013-14 | Financial aid: Federal | BPS:12/14 Interview, NSC |
| VETERAN | Veteran status 2011-12 | Student's characteristics | FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:14, BPS:12/14 Interview |
| VOHELP | Vocational rehabilitation and training 2011-12 | Financial aid: Total | NPSAS:12 Student Records |
| WORKPCT | Ratio of work-study to total aid 2011-12 | Financial aid: Ratios | NSLDS:12, NPSAS:12 Student Records |
| WRKTSKS | Job non-monetary benefits: importance of making decisions 2012 | Employment: Values | NPSAS:12 Interview |

NOTE: BPS = Beginning Postsecondary Students Longitudinal Study, CPS = Central Processing System, EFC = Expected Family Contribution, DOD = Department of Defense, FAFSA = Free Application for Federal Student Aid, FWSP = Federal Work-Study Program, IPEDS = Integrated Postsecondary Education Data System, NPSAS = National Postsecondary Student Aid Study, NSC = National Student Clearinghouse, NSF = National Science Foundation, NSLDS = National Student Loan Data System, PSE = Postsecondary enrollment, SEOG = Supplemental Educational Opportunity Grant, STEM = Science, technology, engineering, and mathematics, VA = Veterans Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

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Appendix H: Design Effects

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Table H-1. Design effects for selected variables for all first-time beginning students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 60.30 | 0.74 | 0.31 | 2.39 | 5.71 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 15.85 | 0.79 | 0.23 | 3.42 | 11.72 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 84.15 | 0.79 | 0.23 | 3.42 | 11.72 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 6.72 | 0.55 | 0.16 | 3.46 | 11.97 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 6.50 | 0.32 | 0.16 | 2.03 | 4.13 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.41 | 0.11 | 0.07 | 1.48 | 2.19 |
| Attended more than one institution in 2011-12 | STUDMULT > 1 | 4.85 | 0.33 | 0.14 | 2.42 | 5.86 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 17.86 | 0.66 | 0.24 | 2.73 | 7.46 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 17.15 | 0.44 | 0.24 | 1.82 | 3.31 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 15.99 | 0.62 | 0.23 | 2.67 | 7.15 |
| Used academic advising services in 2011-12 | USEACAD = 1 | 61.57 | 0.53 | 0.31 | 1.72 | 2.96 |
| Received any aid in 2011-12 | TOTAID > 0 | 81.24 | 0.56 | 0.25 | 2.24 | 5.02 |
| Received any loans in 2011-12 | TOTLOAN2 > 0 | 46.23 | 0.55 | 0.32 | 1.73 | 3.01 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 53.29 | 0.74 | 0.32 | 2.33 | 5.42 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 21.15 | 0.56 | 0.26 | 2.16 | 4.67 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 24.55 | 0.46 | 0.27 | 1.69 | 2.85 |
| Currently employed in 2014 | JOBST14 = 1 | 68.68 | 1.04 | 0.51 | 2.03 | 4.10 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 50.99 | 1.37 | 0.67 | 2.05 | 4.19 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 46.90 | 1.38 | 0.67 | 2.07 | 4.27 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 35.90 | 1.38 | 0.69 | 2.01 | 4.06 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 35.10 | 1.42 | 0.68 | 2.08 | 4.32 |
| Single parent in 2011-12 | SINGLPAR = 1 | 8.68 | 0.38 | 0.18 | 2.11 | 4.46 |
| Had two or more risk factors during 2011-12 | RISKIND2 > 1 | 30.24 | 0.82 | 0.29 | 2.80 | 7.86 |
| Single, not married as of 2014 | SMAR14 = 1 | 81.08 | 0.57 | 0.25 | 2.27 | 5.16 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 21.20 | 0.56 | 0.26 | 2.15 | 4.63 |
| Has a disability in 2014 | DISABL14 = 1 | 11.95 | 0.50 | 0.21 | 2.42 | 5.84 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 20.91 | 0.46 | 0.26 | 1.79 | 3.19 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 43.78 | 0.56 | 0.32 | 1.79 | 3.20 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 61.52 | 0.77 | 0.47 | 1.62 | 2.63 |

See notes at end of table.

Table H-1. Design effects for selected variables for all first-time beginning students: 2014
—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.24 | 5.28 |
| Minimum | † | † | † | † | 1.48 | 2.19 |
| 25th percentile | † | † | † | † | 1.82 | 3.31 |
| Median | † | † | † | † | 2.11 | 4.46 |
| 75th percentile | † | † | † | † | 2.42 | 5.84 |
| Maximum | † | † | † | † | 3.46 | 11.97 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-2. Design effects for selected variables for first-time beginning students whose base-year institution was Public, 4-year: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 79.44 | 0.84 | 0.62 | 1.35 | 1.83 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 5.76 | 0.49 | 0.36 | 1.35 | 1.83 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 94.24 | 0.49 | 0.36 | 1.35 | 1.83 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 0.33 | 0.15 | 0.09 | 1.74 | 3.02 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 1.81 | 0.26 | 0.21 | 1.28 | 1.63 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 2.29 | 0.30 | 0.23 | 1.31 | 1.72 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 7.67 | 0.58 | 0.41 | 1.42 | 2.02 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 17.62 | 0.92 | 0.59 | 1.57 | 2.47 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 12.70 | 0.85 | 0.51 | 1.65 | 2.73 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 12.21 | 0.74 | 0.51 | 1.46 | 2.15 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 78.78 | 0.96 | 0.63 | 1.52 | 2.31 |
| Received any aid in 2011–12 | TOTAID > 0 | 84.54 | 0.97 | 0.56 | 1.74 | 3.03 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 55.42 | 0.88 | 0.77 | 1.15 | 1.33 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 61.19 | 0.94 | 0.75 | 1.25 | 1.55 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 13.84 | 1.00 | 0.53 | 1.88 | 3.55 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 16.96 | 0.77 | 0.58 | 1.34 | 1.79 |
| Currently employed in 2014 | JOBST14 = 1 | 69.34 | 3.11 | 2.21 | 1.41 | 1.98 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 51.08 | 4.20 | 2.82 | 1.49 | 2.21 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 44.18 | 4.20 | 2.80 | 1.50 | 2.25 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 29.76 | 4.32 | 2.97 | 1.45 | 2.12 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 25.15 | 4.39 | 2.82 | 1.56 | 2.43 |
| Single parent in 2011–12 | SINGLPAR = 1 | 2.60 | 0.50 | 0.25 | 2.02 | 4.10 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 9.71 | 0.90 | 0.46 | 1.97 | 3.89 |
| Single, not married as of 2014 | SMAR14 = 1 | 90.39 | 0.96 | 0.46 | 2.10 | 4.42 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 7.36 | 0.89 | 0.40 | 2.21 | 4.88 |
| Has a disability in 2014 | DISABL14 = 1 | 9.55 | 0.65 | 0.45 | 1.42 | 2.03 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 21.42 | 0.83 | 0.63 | 1.31 | 1.70 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 45.93 | 0.86 | 0.77 | 1.12 | 1.26 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 67.15 | 1.31 | 1.07 | 1.22 | 1.49 |

See notes at end of table.

Table H-2. Design effects for selected variables for first-time beginning students whose base-year institution was Public, 4-year: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 1.52 | 2.40 |
| Minimum | † | † | † | † | 1.12 | 1.26 |
| 25th percentile | † | † | † | † | 1.34 | 1.79 |
| Median | † | † | † | † | 1.45 | 2.12 |
| 75th percentile | † | † | † | † | 1.65 | 2.73 |
| Maximum | † | † | † | † | 2.21 | 4.88 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-3. Design effects for selected variables for first-time beginning students whose base-year institution was Public, 2-year: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 50.47 | 1.37 | 0.58 | 2.35 | 5.50 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 15.34 | 0.86 | 0.42 | 2.05 | 4.21 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 84.66 | 0.86 | 0.42 | 2.05 | 4.21 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 3.20 | 0.40 | 0.20 | 1.96 | 3.82 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 10.59 | 0.73 | 0.36 | 2.04 | 4.17 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 0.05 | 0.02 | 0.03 | 0.93 | 0.87 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 3.11 | 0.33 | 0.20 | 1.63 | 2.66 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 20.30 | 1.19 | 0.47 | 2.54 | 6.45 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 22.86 | 0.78 | 0.49 | 1.59 | 2.53 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 16.09 | 0.83 | 0.43 | 1.95 | 3.79 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 50.66 | 0.95 | 0.58 | 1.63 | 2.64 |
| Received any aid in 2011–12 | TOTAID > 0 | 70.01 | 1.11 | 0.53 | 2.08 | 4.34 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 19.65 | 1.52 | 0.46 | 3.28 | 10.77 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 30.81 | 1.05 | 0.54 | 1.95 | 3.81 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 22.93 | 0.97 | 0.49 | 1.99 | 3.95 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 16.52 | 0.79 | 0.43 | 1.84 | 3.38 |
| Currently employed in 2014 | JOBST14 = 1 | 72.43 | 1.54 | 0.89 | 1.73 | 2.99 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 50.62 | 1.98 | 1.18 | 1.68 | 2.81 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 41.68 | 2.14 | 1.17 | 1.84 | 3.38 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 32.84 | 2.15 | 1.25 | 1.72 | 2.95 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 32.13 | 2.25 | 1.24 | 1.81 | 3.29 |
| Single parent in 2011–12 | SINGLPAR = 1 | 8.85 | 0.64 | 0.33 | 1.94 | 3.77 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 42.73 | 1.82 | 0.58 | 3.16 | 9.98 |
| Single, not married as of 2014 | SMAR14 = 1 | 77.13 | 1.40 | 0.49 | 2.87 | 8.24 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 25.77 | 1.34 | 0.51 | 2.63 | 6.91 |
| Has a disability in 2014 | DISABL14 = 1 | 13.21 | 0.87 | 0.39 | 2.21 | 4.90 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 19.58 | 0.75 | 0.46 | 1.63 | 2.67 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 43.47 | 1.10 | 0.58 | 1.91 | 3.64 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 57.08 | 1.35 | 0.89 | 1.52 | 2.32 |

See notes at end of table.

Table H-3. Design effects for selected variables for first-time beginning students whose base-year institution was Public, 2-year: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.02 | 4.31 |
| Minimum | † | † | † | † | 0.93 | 0.87 |
| 25th percentile | † | † | † | † | 1.72 | 2.95 |
| Median | † | † | † | † | 1.95 | 3.79 |
| 75th percentile | † | † | † | † | 2.08 | 4.34 |
| Maximum | † | † | † | † | 3.28 | 10.77 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-4. Design effects for selected variables for first-time beginning students whose base-year institution was Public, less-than-2-year or private not-for-profit, 2-year or less-than-2-year: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 26.71 | 6.55 | 2.26 | 2.90 | 8.42 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 57.76 | 8.08 | 2.52 | 3.20 | 10.26 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 42.24 | 8.08 | 2.52 | 3.20 | 10.26 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 47.99 | 8.55 | 2.55 | 3.35 | 11.24 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 8.93 | 3.27 | 1.45 | 2.24 | 5.04 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | # | # | # | † | † |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 2.25 | 1.16 | 0.76 | 1.53 | 2.35 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 20.27 | 6.98 | 2.05 | 3.40 | 11.57 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 17.79 | 4.31 | 1.95 | 2.21 | 4.87 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 25.47 | 5.37 | 2.22 | 2.42 | 5.84 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 25.48 | 3.43 | 2.22 | 1.54 | 2.38 |
| Received any aid in 2011–12 | TOTAID > 0 | 76.50 | 4.36 | 2.16 | 2.02 | 4.06 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 40.94 | 4.75 | 2.51 | 1.89 | 3.58 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 42.92 | 4.92 | 2.53 | 1.95 | 3.80 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 26.33 | 4.95 | 2.25 | 2.20 | 4.85 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 30.67 | 6.65 | 2.35 | 2.83 | 7.99 |
| Currently employed in 2014 | JOBST14 = 1 | 73.28 | 5.69 | 2.98 | 1.91 | 3.64 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 54.03 | 11.08 | 3.95 | 2.80 | 7.87 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 67.55 | 8.72 | 3.71 | 2.35 | 5.52 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 31.18 | 4.78 | 4.09 | 1.17 | 1.36 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 31.97 | 7.42 | 4.12 | 1.80 | 3.24 |
| Single parent in 2011–12 | SINGLPAR = 1 | 20.41 | 4.87 | 2.06 | 2.37 | 5.60 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 51.35 | 7.57 | 2.55 | 2.97 | 8.82 |
| Single, not married as of 2014 | SMAR14 = 1 | 68.54 | 4.36 | 2.37 | 1.84 | 3.39 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 41.26 | 6.69 | 2.51 | 2.66 | 7.08 |
| Has a disability in 2014 | DISABL14 = 1 | 7.70 | 2.64 | 1.36 | 1.94 | 3.76 |
| Missed school/work at least once in past 30 days 2012 | MISSE = 2,3,4,5 | 17.61 | 3.23 | 1.94 | 1.66 | 2.76 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 38.42 | 4.79 | 2.48 | 1.93 | 3.73 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 48.04 | 8.01 | 3.88 | 2.07 | 4.27 |

See notes at end of table.

Table H-4. Design effects for selected variables for first-time beginning students whose base-year institution was Public, less-than-2-year or private not-for-profit, 2-year or less-than-2-year: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.30 | 5.63 |
| Minimum | † | † | † | † | 1.17 | 1.36 |
| 25th percentile | † | † | † | † | 1.90 | 3.61 |
| Median | † | † | † | † | 2.20 | 4.86 |
| 75th percentile | † | † | † | † | 2.82 | 7.93 |
| Maximum | † | † | † | † | 3.40 | 11.57 |

† Not applicable.

Rounds to zero.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-5. Design effects for selected variables for first-time beginning students whose base-year institution was Private not-for-profit, 4-year: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 83.34 | 1.30 | 0.58 | 2.24 | 5.00 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 6.44 | 1.00 | 0.38 | 2.60 | 6.74 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 93.56 | 1.00 | 0.38 | 2.60 | 6.74 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 0.90 | 0.59 | 0.15 | 3.99 | 15.93 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 1.36 | 0.29 | 0.18 | 1.60 | 2.57 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 3.40 | 0.45 | 0.28 | 1.60 | 2.55 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 6.33 | 0.54 | 0.38 | 1.41 | 1.99 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 17.14 | 0.73 | 0.59 | 1.24 | 1.54 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 11.29 | 0.80 | 0.49 | 1.62 | 2.64 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 9.04 | 0.96 | 0.45 | 2.14 | 4.58 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 81.43 | 1.01 | 0.61 | 1.66 | 2.74 |
| Received any aid in 2011–12 | TOTAID > 0 | 90.51 | 0.87 | 0.46 | 1.91 | 3.63 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 64.70 | 1.34 | 0.75 | 1.79 | 3.20 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 68.18 | 1.50 | 0.73 | 2.06 | 4.26 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 12.06 | 1.23 | 0.51 | 2.42 | 5.84 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 17.76 | 1.79 | 0.60 | 2.99 | 8.96 |
| Currently employed in 2014 | JOBST14 = 1 | 72.77 | 4.66 | 2.37 | 1.97 | 3.87 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 54.08 | 8.60 | 3.16 | 2.72 | 7.41 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 36.81 | 5.38 | 3.06 | 1.76 | 3.10 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 36.82 | 6.44 | 3.28 | 1.96 | 3.85 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 25.45 | 4.00 | 2.96 | 1.35 | 1.82 |
| Single parent in 2011–12 | SINGLPAR = 1 | 1.96 | 1.03 | 0.22 | 4.77 | 22.76 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 5.66 | 2.13 | 0.36 | 5.89 | 34.73 |
| Single, not married as of 2014 | SMAR14 = 1 | 93.00 | 1.57 | 0.40 | 3.94 | 15.51 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 6.17 | 1.61 | 0.38 | 4.27 | 18.26 |
| Has a disability in 2014 | DISABL14 = 1 | 10.15 | 0.96 | 0.47 | 2.04 | 4.15 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 23.63 | 1.13 | 0.66 | 1.70 | 2.90 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 44.21 | 1.16 | 0.78 | 1.50 | 2.24 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 72.54 | 1.66 | 1.07 | 1.55 | 2.40 |

See notes at end of table.

Table H-5. Design effects for selected variables for first-time beginning students whose base-year institution was Private not-for-profit, 4-year: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.39 | 6.96 |
| Minimum | † | † | † | † | 1.24 | 1.54 |
| 25th percentile | † | † | † | † | 1.62 | 2.64 |
| Median | † | † | † | † | 1.97 | 3.87 |
| 75th percentile | † | † | † | † | 2.60 | 6.74 |
| Maximum | † | † | † | † | 5.89 | 34.73 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-6. Design effects for selected variables for first-time beginning students whose base-year institution was Private for-profit, 4-year or 2-year: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 28.18 | 1.21 | 0.51 | 2.38 | 5.65 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 35.52 | 3.00 | 0.54 | 5.56 | 30.92 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 64.48 | 3.00 | 0.54 | 5.56 | 30.92 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 18.33 | 2.23 | 0.44 | 5.12 | 26.20 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 14.78 | 1.34 | 0.40 | 3.34 | 11.13 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.63 | 0.28 | 0.14 | 1.98 | 3.93 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 2.28 | 0.38 | 0.17 | 2.27 | 5.15 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 12.71 | 1.04 | 0.38 | 2.77 | 7.68 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 18.52 | 1.25 | 0.44 | 2.86 | 8.20 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 24.75 | 2.16 | 0.49 | 4.44 | 19.71 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 38.74 | 1.57 | 0.55 | 2.85 | 8.13 |
| Received any aid in 2011–12 | TOTAID > 0 | 95.00 | 0.83 | 0.25 | 3.38 | 11.43 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 79.43 | 1.70 | 0.46 | 3.73 | 13.89 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 82.80 | 1.61 | 0.43 | 3.79 | 14.38 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 40.55 | 1.37 | 0.55 | 2.48 | 6.13 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 66.89 | 1.85 | 0.53 | 3.48 | 12.09 |
| Currently employed in 2014 | JOBST14 = 1 | 61.82 | 1.97 | 0.76 | 2.59 | 6.69 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 53.78 | 2.76 | 0.96 | 2.86 | 8.17 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 51.51 | 2.98 | 0.97 | 3.08 | 9.47 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 42.23 | 2.36 | 0.99 | 2.39 | 5.69 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 39.49 | 2.92 | 0.98 | 2.98 | 8.88 |
| Single parent in 2011–12 | SINGLPAR = 1 | 26.15 | 1.26 | 0.50 | 2.53 | 6.42 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 66.58 | 1.96 | 0.53 | 3.68 | 13.53 |
| Single, not married as of 2014 | SMAR14 = 1 | 59.64 | 2.34 | 0.55 | 4.23 | 17.91 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 51.36 | 2.32 | 0.56 | 4.11 | 16.90 |
| Has a disability in 2014 | DISABL14 = 1 | 17.25 | 1.34 | 0.43 | 3.15 | 9.92 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 19.91 | 1.17 | 0.45 | 2.59 | 6.70 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 40.86 | 1.45 | 0.55 | 2.61 | 6.83 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 46.38 | 2.82 | 0.87 | 3.26 | 10.60 |

See notes at end of table.

Table H-6. Design effects for selected variables for first-time beginning students whose base-year institution was Private for-profit, 4-year or 2-year: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 3.31 | 11.84 |
| Minimum | † | † | † | † | 1.98 | 3.93 |
| 25th percentile | † | † | † | † | 2.59 | 6.70 |
| Median | † | † | † | † | 3.08 | 9.47 |
| 75th percentile | † | † | † | † | 3.73 | 13.89 |
| Maximum | † | † | † | † | 5.56 | 30.92 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-7. Design effects for selected variables for first-time beginning students whose base-year institution was Private for-profit, less-than-2-year: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 13.29 | 1.47 | 1.16 | 1.26 | 1.60 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 71.42 | 5.44 | 1.54 | 3.52 | 12.42 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 28.58 | 5.44 | 1.54 | 3.52 | 12.42 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 70.81 | 5.46 | 1.55 | 3.51 | 12.35 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 0.05 | 0.07 | 0.07 | 0.89 | 0.80 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | # | # | # | † | † |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 1.93 | 0.79 | 0.47 | 1.68 | 2.82 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 10.99 | 1.57 | 1.07 | 1.47 | 2.15 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 14.21 | 1.43 | 1.19 | 1.19 | 1.43 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 46.20 | 9.09 | 1.70 | 5.34 | 28.48 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 29.56 | 3.35 | 1.56 | 2.15 | 4.61 |
| Received any aid in 2011–12 | TOTAID > 0 | 96.25 | 1.40 | 0.65 | 2.15 | 4.64 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 81.52 | 5.75 | 1.33 | 4.33 | 18.76 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 83.35 | 5.23 | 1.27 | 4.11 | 16.88 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 43.95 | 3.37 | 1.70 | 1.99 | 3.96 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 78.07 | 5.07 | 1.41 | 3.59 | 12.86 |
| Currently employed in 2014 | JOBST14 = 1 | 62.03 | 3.92 | 1.93 | 2.03 | 4.11 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 44.81 | 3.43 | 2.43 | 1.41 | 1.99 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 66.38 | 5.35 | 2.31 | 2.32 | 5.37 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 42.64 | 5.58 | 2.47 | 2.26 | 5.11 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 52.83 | 5.02 | 2.49 | 2.02 | 4.06 |
| Single parent in 2011–12 | SINGLPAR = 1 | 31.37 | 2.90 | 1.59 | 1.83 | 3.35 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 60.47 | 3.29 | 1.67 | 1.97 | 3.87 |
| Single, not married as of 2014 | SMAR14 = 1 | 61.04 | 3.61 | 1.67 | 2.17 | 4.70 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 57.23 | 5.79 | 1.69 | 3.42 | 11.73 |
| Has a disability in 2014 | DISABL14 = 1 | 12.65 | 2.39 | 1.14 | 2.11 | 4.44 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 23.19 | 3.81 | 1.44 | 2.64 | 6.97 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 38.01 | 3.47 | 1.66 | 2.09 | 4.38 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 55.74 | 5.28 | 2.71 | 1.95 | 3.79 |

See notes at end of table.

Table H-7. Design effects for selected variables for first-time beginning students whose base-year institution was Private for-profit, less-than-2-year: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.46 | 7.14 |
| Minimum | † | † | † | † | 0.89 | 0.80 |
| 25th percentile | † | † | † | † | 1.89 | 3.57 |
| Median | † | † | † | † | 2.13 | 4.53 |
| 75th percentile | † | † | † | † | 3.47 | 12.04 |
| Maximum | † | † | † | † | 5.34 | 28.48 |

† Not applicable.

Rounds to zero.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-8. Design effects for selected variables for first-time beginning Male students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 57.85 | 1.29 | 0.48 | 2.69 | 7.25 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 14.27 | 0.90 | 0.34 | 2.66 | 7.09 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 85.73 | 0.90 | 0.34 | 2.66 | 7.09 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 5.02 | 0.52 | 0.21 | 2.46 | 6.07 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 6.82 | 0.50 | 0.24 | 2.05 | 4.18 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.42 | 0.19 | 0.11 | 1.63 | 2.67 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 3.96 | 0.27 | 0.19 | 1.41 | 1.98 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 15.92 | 0.77 | 0.35 | 2.17 | 4.69 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 16.67 | 0.65 | 0.36 | 1.80 | 3.23 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 7.16 | 0.54 | 0.25 | 2.15 | 4.64 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 59.61 | 0.80 | 0.47 | 1.69 | 2.85 |
| Received any aid in 2011–12 | TOTAID > 0 | 78.55 | 0.79 | 0.40 | 1.98 | 3.92 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 42.05 | 0.91 | 0.48 | 1.91 | 3.65 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 48.01 | 0.97 | 0.48 | 2.00 | 3.99 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 15.00 | 0.59 | 0.35 | 1.72 | 2.96 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 22.44 | 0.80 | 0.40 | 1.99 | 3.96 |
| Currently employed in 2014 | JOBST14 = 1 | 72.10 | 1.45 | 0.73 | 1.98 | 3.91 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 54.68 | 2.07 | 0.96 | 2.16 | 4.68 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 46.70 | 2.43 | 0.96 | 2.53 | 6.40 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 35.44 | 2.03 | 1.06 | 1.91 | 3.66 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 34.19 | 1.98 | 1.05 | 1.89 | 3.56 |
| Single parent in 2011–12 | SINGLPAR = 1 | 5.03 | 0.49 | 0.21 | 2.31 | 5.33 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 30.47 | 1.29 | 0.45 | 2.91 | 8.45 |
| Single, not married as of 2014 | SMAR14 = 1 | 83.69 | 1.18 | 0.36 | 3.29 | 10.84 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 16.75 | 1.12 | 0.36 | 3.09 | 9.54 |
| Has a disability in 2014 | DISABL14 = 1 | 11.51 | 0.68 | 0.31 | 2.21 | 4.89 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 17.21 | 0.82 | 0.37 | 2.25 | 5.05 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 43.08 | 1.09 | 0.48 | 2.28 | 5.21 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 61.98 | 1.21 | 0.72 | 1.68 | 2.83 |

See notes at end of table.

**Table H-8. Design effects for selected variables for first-time beginning Male students: 2014
—Continued**

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.19 | 4.99 |
| Minimum | † | † | † | † | 1.41 | 1.98 |
| 25th percentile | † | † | † | † | 1.91 | 3.65 |
| Median | † | † | † | † | 2.15 | 4.64 |
| 75th percentile | † | † | † | † | 2.46 | 6.07 |
| Maximum | † | † | † | † | 3.29 | 10.84 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-9. Design effects for selected variables for first-time beginning Female students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 62.24 | 0.73 | 0.41 | 1.80 | 3.23 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 17.11 | 0.91 | 0.32 | 2.85 | 8.13 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 82.89 | 0.91 | 0.32 | 2.85 | 8.13 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 8.07 | 0.76 | 0.23 | 3.29 | 10.83 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 6.25 | 0.34 | 0.20 | 1.68 | 2.84 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.39 | 0.16 | 0.10 | 1.59 | 2.53 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 5.55 | 0.50 | 0.19 | 2.59 | 6.72 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 19.40 | 0.82 | 0.33 | 2.47 | 6.10 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 17.53 | 0.60 | 0.32 | 1.86 | 3.47 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 22.98 | 0.84 | 0.35 | 2.37 | 5.63 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 63.12 | 0.74 | 0.41 | 1.83 | 3.34 |
| Received any aid in 2011–12 | TOTAID > 0 | 83.37 | 0.68 | 0.31 | 2.17 | 4.69 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 49.54 | 0.69 | 0.42 | 1.64 | 2.70 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 57.48 | 0.96 | 0.42 | 2.31 | 5.32 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 26.02 | 0.78 | 0.37 | 2.11 | 4.47 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 26.23 | 0.77 | 0.37 | 2.08 | 4.34 |
| Currently employed in 2014 | JOBST14 = 1 | 65.41 | 1.44 | 0.71 | 2.02 | 4.09 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 47.11 | 2.16 | 0.93 | 2.33 | 5.42 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 47.10 | 2.31 | 0.93 | 2.49 | 6.21 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 36.28 | 2.02 | 0.90 | 2.24 | 5.01 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 35.85 | 1.89 | 0.90 | 2.10 | 4.40 |
| Single parent in 2011–12 | SINGLPAR = 1 | 11.57 | 0.60 | 0.27 | 2.21 | 4.90 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 30.05 | 0.79 | 0.39 | 2.05 | 4.20 |
| Single, not married as of 2014 | SMAR14 = 1 | 79.01 | 0.72 | 0.34 | 2.10 | 4.39 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 24.72 | 0.78 | 0.36 | 2.16 | 4.66 |
| Has a disability in 2014 | DISABL14 = 1 | 12.29 | 0.57 | 0.28 | 2.06 | 4.26 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 23.84 | 0.65 | 0.36 | 1.80 | 3.23 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 44.34 | 1.22 | 0.42 | 2.91 | 8.45 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 61.17 | 1.03 | 0.63 | 1.63 | 2.67 |

See notes at end of table.

**Table H-9. Design effects for selected variables for first-time beginning Female students: 2014
—Continued**

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.19 | 4.98 |
| Minimum | † | † | † | † | 1.59 | 2.53 |
| 25th percentile | † | † | † | † | 1.86 | 3.47 |
| Median | † | † | † | † | 2.11 | 4.47 |
| 75th percentile | † | † | † | † | 2.37 | 5.63 |
| Maximum | † | † | † | † | 3.29 | 10.83 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-10. Design effects for selected variables for first-time beginning White students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 63.17 | 0.92 | 0.42 | 2.18 | 4.77 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 15.23 | 0.68 | 0.31 | 2.16 | 4.66 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 84.77 | 0.68 | 0.31 | 2.16 | 4.66 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 5.46 | 0.46 | 0.20 | 2.33 | 5.41 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 7.09 | 0.42 | 0.22 | 1.86 | 3.47 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.52 | 0.17 | 0.11 | 1.64 | 2.70 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 4.84 | 0.30 | 0.19 | 1.60 | 2.55 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 17.93 | 0.70 | 0.33 | 2.09 | 4.37 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 15.51 | 0.56 | 0.32 | 1.79 | 3.21 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 14.61 | 0.56 | 0.31 | 1.83 | 3.34 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 64.86 | 0.82 | 0.42 | 1.97 | 3.87 |
| Received any aid in 2011–12 | TOTAID > 0 | 78.92 | 0.69 | 0.36 | 1.95 | 3.81 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 47.02 | 0.78 | 0.43 | 1.79 | 3.20 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 53.74 | 0.94 | 0.43 | 2.17 | 4.72 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 15.99 | 0.57 | 0.32 | 1.78 | 3.19 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 22.43 | 0.70 | 0.36 | 1.94 | 3.76 |
| Currently employed in 2014 | JOBST14 = 1 | 74.10 | 1.52 | 0.67 | 2.28 | 5.19 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 50.91 | 1.87 | 0.89 | 2.09 | 4.38 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 48.87 | 1.93 | 0.89 | 2.17 | 4.69 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 35.71 | 1.84 | 0.98 | 1.88 | 3.53 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 31.38 | 1.96 | 0.95 | 2.06 | 4.24 |
| Single parent in 2011–12 | SINGLPAR = 1 | 6.72 | 0.48 | 0.22 | 2.18 | 4.76 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 28.53 | 0.94 | 0.39 | 2.40 | 5.76 |
| Single, not married as of 2014 | SMAR14 = 1 | 79.59 | 0.70 | 0.35 | 1.99 | 3.95 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 17.63 | 0.68 | 0.33 | 2.04 | 4.16 |
| Has a disability in 2014 | DISABL14 = 1 | 12.25 | 0.56 | 0.29 | 1.95 | 3.81 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 21.66 | 0.70 | 0.36 | 1.96 | 3.83 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 43.68 | 0.78 | 0.43 | 1.80 | 3.24 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 63.48 | 1.10 | 0.64 | 1.72 | 2.96 |

See notes at end of table.

**Table H-10. Design effects for selected variables for first-time beginning White students: 2014
—Continued**

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 1.99 | 4.01 |
| Minimum | † | † | † | † | 1.60 | 2.55 |
| 25th percentile | † | † | † | † | 1.83 | 3.34 |
| Median | † | † | † | † | 1.97 | 3.87 |
| 75th percentile | † | † | † | † | 2.16 | 4.66 |
| Maximum | † | † | † | † | 2.40 | 5.76 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-11. Design effects for selected variables for first-time beginning Black or African American students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 51.31 | 1.69 | 0.79 | 2.13 | 4.54 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 14.40 | 1.21 | 0.56 | 2.18 | 4.74 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 85.60 | 1.21 | 0.56 | 2.18 | 4.74 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 6.34 | 0.85 | 0.39 | 2.19 | 4.79 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 5.27 | 0.68 | 0.35 | 1.93 | 3.71 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.20 | 0.26 | 0.17 | 1.48 | 2.18 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 5.42 | 1.45 | 0.36 | 4.03 | 16.27 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 21.50 | 1.46 | 0.65 | 2.25 | 5.05 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 23.06 | 1.23 | 0.67 | 1.84 | 3.38 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 18.63 | 1.09 | 0.62 | 1.76 | 3.11 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 56.98 | 1.41 | 0.79 | 1.80 | 3.24 |
| Received any aid in 2011–12 | TOTAID > 0 | 90.97 | 1.06 | 0.45 | 2.32 | 5.39 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 60.14 | 1.67 | 0.78 | 2.15 | 4.61 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 69.43 | 1.57 | 0.73 | 2.16 | 4.64 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 34.24 | 1.28 | 0.75 | 1.70 | 2.88 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 37.86 | 1.84 | 0.77 | 2.40 | 5.75 |
| Currently employed in 2014 | JOBST14 = 1 | 57.28 | 2.80 | 1.33 | 2.11 | 4.44 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 53.22 | 3.61 | 1.78 | 2.03 | 4.13 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 39.64 | 3.12 | 1.74 | 1.80 | 3.22 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 37.26 | 3.59 | 1.58 | 2.27 | 5.16 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 43.67 | 3.52 | 1.62 | 2.17 | 4.73 |
| Single parent in 2011–12 | SINGLPAR = 1 | 17.14 | 1.47 | 0.60 | 2.46 | 6.05 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 39.41 | 2.03 | 0.78 | 2.61 | 6.83 |
| Single, not married as of 2014 | SMAR14 = 1 | 83.53 | 1.12 | 0.59 | 1.90 | 3.61 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 34.76 | 1.73 | 0.76 | 2.29 | 5.24 |
| Has a disability in 2014 | DISABL14 = 1 | 12.00 | 1.28 | 0.52 | 2.49 | 6.19 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 20.79 | 1.61 | 0.64 | 2.50 | 6.25 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 37.43 | 1.45 | 0.77 | 1.89 | 3.55 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 59.02 | 2.28 | 1.32 | 1.72 | 2.96 |

See notes at end of table.

Table H-11. Design effects for selected variables for first-time beginning Black or African American students: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.16 | 4.88 |
| Minimum | † | † | † | † | 1.48 | 2.18 |
| 25th percentile | † | † | † | † | 1.89 | 3.55 |
| Median | † | † | † | † | 2.16 | 4.64 |
| 75th percentile | † | † | † | † | 2.29 | 5.24 |
| Maximum | † | † | † | † | 4.03 | 16.27 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-12. Design effects for selected variables for first-time beginning Hispanic or Latino students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 54.83 | 1.45 | 0.69 | 2.10 | 4.43 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 20.60 | 1.52 | 0.56 | 2.70 | 7.30 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 79.40 | 1.52 | 0.56 | 2.70 | 7.30 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 11.88 | 1.45 | 0.45 | 3.24 | 10.48 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 6.63 | 0.74 | 0.35 | 2.15 | 4.62 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 0.81 | 0.21 | 0.12 | 1.68 | 2.83 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 3.90 | 0.50 | 0.27 | 1.84 | 3.40 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 16.38 | 1.03 | 0.51 | 2.01 | 4.03 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 20.06 | 1.20 | 0.56 | 2.15 | 4.64 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 19.12 | 1.68 | 0.55 | 3.08 | 9.49 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 54.53 | 1.10 | 0.69 | 1.60 | 2.55 |
| Received any aid in 2011–12 | TOTAID > 0 | 82.57 | 1.34 | 0.53 | 2.55 | 6.52 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 38.22 | 1.48 | 0.67 | 2.20 | 4.82 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 45.16 | 1.70 | 0.69 | 2.46 | 6.04 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 27.46 | 1.61 | 0.62 | 2.60 | 6.77 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 25.14 | 1.34 | 0.60 | 2.22 | 4.92 |
| Currently employed in 2014 | JOBST14 = 1 | 62.51 | 2.26 | 1.11 | 2.03 | 4.12 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 55.06 | 2.94 | 1.41 | 2.08 | 4.35 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 47.94 | 3.99 | 1.42 | 2.82 | 7.94 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 36.91 | 3.10 | 1.40 | 2.21 | 4.88 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 37.06 | 3.37 | 1.40 | 2.40 | 5.76 |
| Single parent in 2011–12 | SINGLPAR = 1 | 8.99 | 0.96 | 0.40 | 2.43 | 5.90 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 32.74 | 1.53 | 0.65 | 2.34 | 5.49 |
| Single, not married as of 2014 | SMAR14 = 1 | 80.58 | 1.14 | 0.55 | 2.08 | 4.34 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 25.61 | 1.54 | 0.61 | 2.54 | 6.44 |
| Has a disability in 2014 | DISABL14 = 1 | 11.73 | 1.07 | 0.45 | 2.40 | 5.74 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 17.66 | 0.96 | 0.53 | 1.82 | 3.32 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 46.88 | 1.33 | 0.69 | 1.92 | 3.68 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 54.51 | 1.96 | 1.01 | 1.94 | 3.78 |

See notes at end of table.

Table H-12. Design effects for selected variables for first-time beginning Hispanic or Latino students: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.29 | 5.37 |
| Minimum | † | † | † | † | 1.60 | 2.55 |
| 25th percentile | † | † | † | † | 2.03 | 4.12 |
| Median | † | † | † | † | 2.21 | 4.88 |
| 75th percentile | † | † | † | † | 2.54 | 6.44 |
| Maximum | † | † | † | † | 3.24 | 10.48 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-13. Design effects for selected variables for first-time beginning Asian students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 75.99 | 3.02 | 1.30 | 2.33 | 5.42 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 8.72 | 1.11 | 0.86 | 1.29 | 1.68 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 91.28 | 1.11 | 0.86 | 1.29 | 1.68 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 1.32 | 0.35 | 0.35 | 1.00 | 0.99 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 3.35 | 0.67 | 0.55 | 1.22 | 1.49 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 3.03 | 0.74 | 0.52 | 1.43 | 2.04 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 6.18 | 0.81 | 0.73 | 1.10 | 1.21 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 15.77 | 2.15 | 1.11 | 1.94 | 3.76 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 11.19 | 1.62 | 0.96 | 1.69 | 2.86 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 10.89 | 1.25 | 0.95 | 1.33 | 1.76 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 68.63 | 2.20 | 1.41 | 1.56 | 2.44 |
| Received any aid in 2011–12 | TOTAID > 0 | 75.37 | 2.54 | 1.31 | 1.94 | 3.78 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 32.25 | 1.84 | 1.42 | 1.30 | 1.68 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 38.00 | 1.96 | 1.47 | 1.33 | 1.78 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 12.27 | 1.42 | 1.00 | 1.42 | 2.02 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 8.93 | 1.29 | 0.87 | 1.49 | 2.21 |
| Currently employed in 2014 | JOBST14 = 1 | 67.67 | 6.01 | 3.45 | 1.74 | 3.03 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 47.78 | 11.83 | 4.68 | 2.53 | 6.40 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 38.96 | 10.06 | 4.57 | 2.20 | 4.85 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 28.73 | 7.45 | 4.17 | 1.79 | 3.20 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 26.53 | 6.26 | 4.06 | 1.54 | 2.38 |
| Single parent in 2011–12 | SINGLPAR = 1 | 2.46 | 1.02 | 0.47 | 2.17 | 4.69 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 16.56 | 3.19 | 1.13 | 2.83 | 8.00 |
| Single, not married as of 2014 | SMAR14 = 1 | 92.34 | 2.34 | 0.81 | 2.89 | 8.38 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 5.72 | 1.97 | 0.70 | 2.80 | 7.85 |
| Has a disability in 2014 | DISABL14 = 1 | 7.71 | 1.60 | 0.81 | 1.98 | 3.93 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 22.41 | 1.89 | 1.27 | 1.49 | 2.22 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 53.82 | 2.07 | 1.51 | 1.37 | 1.87 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 75.76 | 2.74 | 1.77 | 1.55 | 2.40 |

See notes at end of table.

**Table H-13. Design effects for selected variables for first-time beginning Asian students: 2014
—Continued**

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 1.74 | 3.31 |
| Minimum | † | † | † | † | 1.00 | 0.99 |
| 25th percentile | † | † | † | † | 1.33 | 1.78 |
| Median | † | † | † | † | 1.55 | 2.40 |
| 75th percentile | † | † | † | † | 1.98 | 3.93 |
| Maximum | † | † | † | † | 2.89 | 8.38 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-14. Design effects for selected variables for first-time beginning students of other race/ethnicities including more than one race: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 57.68 | 2.42 | 1.36 | 1.78 | 3.18 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 16.09 | 2.58 | 1.01 | 2.55 | 6.50 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 83.91 | 2.58 | 1.01 | 2.55 | 6.50 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 7.50 | 2.19 | 0.72 | 3.02 | 9.13 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 6.43 | 1.08 | 0.67 | 1.60 | 2.56 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.25 | 0.43 | 0.31 | 1.40 | 1.96 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 5.61 | 0.81 | 0.63 | 1.28 | 1.64 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 15.13 | 1.56 | 0.99 | 1.58 | 2.50 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 14.06 | 1.43 | 0.96 | 1.49 | 2.23 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 17.21 | 2.40 | 1.04 | 2.31 | 5.35 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 57.64 | 2.53 | 1.36 | 1.86 | 3.46 |
| Received any aid in 2011–12 | TOTAID > 0 | 81.20 | 2.11 | 1.07 | 1.96 | 3.85 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 45.62 | 2.52 | 1.37 | 1.84 | 3.38 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 52.20 | 2.50 | 1.37 | 1.82 | 3.31 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 26.98 | 2.47 | 1.22 | 2.02 | 4.10 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 25.97 | 1.74 | 1.21 | 1.44 | 2.09 |
| Currently employed in 2014 | JOBST14 = 1 | 71.61 | 4.58 | 2.13 | 2.15 | 4.64 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 34.81 | 5.60 | 2.68 | 2.09 | 4.36 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 43.58 | 5.41 | 2.79 | 1.94 | 3.76 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 33.11 | 5.78 | 2.90 | 1.99 | 3.97 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 38.82 | 7.38 | 3.01 | 2.46 | 6.04 |
| Single parent in 2011–12 | SINGLPAR = 1 | 12.47 | 2.08 | 0.91 | 2.28 | 5.22 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 28.95 | 2.67 | 1.25 | 2.14 | 4.57 |
| Single, not married as of 2014 | SMAR14 = 1 | 80.36 | 2.36 | 1.09 | 2.16 | 4.66 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 22.73 | 2.85 | 1.15 | 2.47 | 6.11 |
| Has a disability in 2014 | DISABL14 = 1 | 13.92 | 1.76 | 0.95 | 1.85 | 3.43 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 24.05 | 2.07 | 1.18 | 1.76 | 3.10 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 39.43 | 2.56 | 1.34 | 1.90 | 3.62 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 55.42 | 3.50 | 2.18 | 1.61 | 2.59 |

See notes at end of table.

Table H-14. Design effects for selected variables for first-time beginning students of other race/ethnicities including more than one race: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 1.98 | 4.06 |
| Minimum | † | † | † | † | 1.28 | 1.64 |
| 25th percentile | † | † | † | † | 1.76 | 3.10 |
| Median | † | † | † | † | 1.94 | 3.76 |
| 75th percentile | † | † | † | † | 2.16 | 4.66 |
| Maximum | † | † | † | † | 3.02 | 9.13 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-15. Design effects for selected variables for first-time beginning Male, White students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 59.63 | 1.72 | 0.65 | 2.65 | 7.04 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 14.10 | 0.86 | 0.46 | 1.88 | 3.53 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 85.90 | 0.86 | 0.46 | 1.88 | 3.53 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 4.65 | 0.60 | 0.28 | 2.16 | 4.67 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 7.19 | 0.66 | 0.34 | 1.93 | 3.74 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.32 | 0.21 | 0.15 | 1.42 | 2.03 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 4.06 | 0.39 | 0.26 | 1.51 | 2.27 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 15.81 | 0.95 | 0.48 | 1.97 | 3.90 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 15.33 | 0.85 | 0.47 | 1.80 | 3.23 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 5.95 | 0.57 | 0.31 | 1.83 | 3.37 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 62.14 | 1.31 | 0.64 | 2.05 | 4.19 |
| Received any aid in 2011–12 | TOTAID > 0 | 76.13 | 1.12 | 0.56 | 2.00 | 3.99 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 43.37 | 1.15 | 0.65 | 1.76 | 3.10 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 48.82 | 1.48 | 0.66 | 2.24 | 5.02 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 11.00 | 0.63 | 0.41 | 1.53 | 2.34 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 20.91 | 0.90 | 0.54 | 1.69 | 2.85 |
| Currently employed in 2014 | JOBST14 = 1 | 76.01 | 2.02 | 0.94 | 2.15 | 4.60 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 55.18 | 2.58 | 1.26 | 2.05 | 4.20 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 49.38 | 2.62 | 1.27 | 2.07 | 4.29 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 36.00 | 3.05 | 1.49 | 2.05 | 4.18 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 30.70 | 2.73 | 1.43 | 1.91 | 3.65 |
| Single parent in 2011–12 | SINGLPAR = 1 | 3.38 | 0.55 | 0.24 | 2.32 | 5.40 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 28.64 | 1.54 | 0.60 | 2.58 | 6.68 |
| Single, not married as of 2014 | SMAR14 = 1 | 82.65 | 1.28 | 0.50 | 2.56 | 6.57 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 13.86 | 1.16 | 0.46 | 2.54 | 6.44 |
| Has a disability in 2014 | DISABL14 = 1 | 11.14 | 0.77 | 0.41 | 1.87 | 3.48 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 17.35 | 1.16 | 0.50 | 2.33 | 5.41 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 43.00 | 1.53 | 0.65 | 2.35 | 5.52 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 64.32 | 1.68 | 0.97 | 1.74 | 3.03 |

See notes at end of table.

Table H-15. Design effects for selected variables for first-time beginning Male, White students: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.03 | 4.22 |
| Minimum | † | † | † | † | 1.42 | 2.03 |
| 25th percentile | † | † | † | † | 1.83 | 3.37 |
| Median | † | † | † | † | 2.00 | 3.99 |
| 75th percentile | † | † | † | † | 2.24 | 5.02 |
| Maximum | † | † | † | † | 2.65 | 7.04 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-16. Design effects for selected variables for first-time beginning Male, Black or African American students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 48.17 | 2.38 | 1.21 | 1.97 | 3.86 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 13.15 | 1.73 | 0.82 | 2.12 | 4.49 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 86.85 | 1.73 | 0.82 | 2.12 | 4.49 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 5.31 | 1.01 | 0.54 | 1.85 | 3.44 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 5.43 | 0.86 | 0.55 | 1.57 | 2.45 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.27 | 0.44 | 0.27 | 1.64 | 2.69 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 2.66 | 0.49 | 0.39 | 1.25 | 1.57 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 17.42 | 1.75 | 0.92 | 1.90 | 3.62 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 21.57 | 1.96 | 1.00 | 1.97 | 3.88 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 9.24 | 1.33 | 0.70 | 1.89 | 3.59 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 55.22 | 2.25 | 1.20 | 1.87 | 3.48 |
| Received any aid in 2011–12 | TOTAID > 0 | 87.30 | 1.86 | 0.81 | 2.31 | 5.34 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 53.25 | 2.62 | 1.21 | 2.17 | 4.71 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 61.47 | 2.49 | 1.18 | 2.11 | 4.47 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 24.93 | 1.87 | 1.05 | 1.79 | 3.19 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 35.59 | 2.32 | 1.16 | 2.00 | 3.99 |
| Currently employed in 2014 | JOBST14 = 1 | 63.98 | 4.14 | 1.91 | 2.16 | 4.68 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 51.71 | 5.41 | 2.52 | 2.14 | 4.59 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 37.59 | 4.67 | 2.45 | 1.91 | 3.64 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 33.37 | 5.31 | 2.37 | 2.24 | 5.02 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 39.33 | 5.77 | 2.45 | 2.35 | 5.53 |
| Single parent in 2011–12 | SINGLPAR = 1 | 11.46 | 1.85 | 0.77 | 2.40 | 5.74 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 42.90 | 2.53 | 1.20 | 2.11 | 4.45 |
| Single, not married as of 2014 | SMAR14 = 1 | 83.06 | 2.03 | 0.91 | 2.24 | 5.01 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 28.77 | 3.01 | 1.10 | 2.74 | 7.53 |
| Has a disability in 2014 | DISABL14 = 1 | 13.06 | 2.31 | 0.82 | 2.83 | 8.00 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 17.60 | 2.02 | 0.92 | 2.19 | 4.80 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 37.12 | 2.29 | 1.17 | 1.96 | 3.83 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 60.97 | 3.46 | 1.95 | 1.77 | 3.13 |

See notes at end of table.

Table H-16. Design effects for selected variables for first-time beginning Male, Black or African American students: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.05 | 4.32 |
| Minimum | † | † | † | † | 1.25 | 1.57 |
| 25th percentile | † | † | † | † | 1.89 | 3.59 |
| Median | † | † | † | † | 2.11 | 4.45 |
| 75th percentile | † | † | † | † | 2.19 | 4.80 |
| Maximum | † | † | † | † | 2.83 | 8.00 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-17. Design effects for selected variables for first-time beginning Male, Hispanic or Latino students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 54.75 | 1.85 | 1.06 | 1.73 | 3.00 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 17.23 | 1.98 | 0.81 | 2.45 | 6.01 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 82.77 | 1.98 | 0.81 | 2.45 | 6.01 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 7.52 | 1.60 | 0.56 | 2.83 | 8.01 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 7.37 | 1.15 | 0.56 | 2.05 | 4.21 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.40 | 0.47 | 0.25 | 1.88 | 3.53 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 3.76 | 0.65 | 0.41 | 1.61 | 2.58 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 15.72 | 1.52 | 0.78 | 1.96 | 3.83 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 19.88 | 1.67 | 0.85 | 1.96 | 3.83 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 9.70 | 1.24 | 0.63 | 1.95 | 3.82 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 53.40 | 1.74 | 1.07 | 1.63 | 2.67 |
| Received any aid in 2011–12 | TOTAID > 0 | 81.16 | 1.96 | 0.84 | 2.34 | 5.48 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 33.96 | 1.90 | 1.01 | 1.88 | 3.53 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 39.91 | 1.92 | 1.05 | 1.83 | 3.36 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 19.74 | 1.63 | 0.85 | 1.92 | 3.68 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 21.74 | 2.19 | 0.88 | 2.48 | 6.14 |
| Currently employed in 2014 | JOBST14 = 1 | 67.78 | 3.30 | 1.67 | 1.97 | 3.90 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 59.63 | 4.08 | 2.09 | 1.95 | 3.82 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 47.17 | 7.12 | 2.12 | 3.35 | 11.24 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 37.44 | 4.50 | 2.30 | 1.96 | 3.83 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 40.67 | 4.99 | 2.33 | 2.14 | 4.57 |
| Single parent in 2011–12 | SINGLPAR = 1 | 5.96 | 1.10 | 0.51 | 2.17 | 4.73 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 31.17 | 2.53 | 0.99 | 2.55 | 6.51 |
| Single, not married as of 2014 | SMAR14 = 1 | 84.37 | 1.87 | 0.78 | 2.40 | 5.77 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 20.17 | 1.72 | 0.86 | 2.00 | 4.00 |
| Has a disability in 2014 | DISABL14 = 1 | 12.16 | 1.42 | 0.70 | 2.04 | 4.15 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 14.82 | 1.35 | 0.76 | 1.77 | 3.15 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 45.95 | 1.92 | 1.07 | 1.80 | 3.26 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 50.05 | 2.95 | 1.57 | 1.88 | 3.54 |

See notes at end of table.

Table H-17. Design effects for selected variables for first-time beginning Male, Hispanic or Latino students: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.10 | 4.56 |
| Minimum | † | † | † | † | 1.61 | 2.58 |
| 25th percentile | † | † | † | † | 1.88 | 3.53 |
| Median | † | † | † | † | 1.96 | 3.83 |
| 75th percentile | † | † | † | † | 2.34 | 5.48 |
| Maximum | † | † | † | † | 3.35 | 11.24 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-18. Design effects for selected variables for first-time beginning Male, Asian students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 71.88 | 4.06 | 2.05 | 1.99 | 3.95 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 9.05 | 1.94 | 1.31 | 1.49 | 2.21 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 90.95 | 1.94 | 1.31 | 1.49 | 2.21 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 0.73 | 0.46 | 0.39 | 1.18 | 1.38 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 3.50 | 1.08 | 0.84 | 1.29 | 1.65 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 2.86 | 1.17 | 0.76 | 1.55 | 2.39 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 6.60 | 1.42 | 1.13 | 1.25 | 1.57 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 15.54 | 2.72 | 1.65 | 1.65 | 2.72 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 12.07 | 1.93 | 1.48 | 1.30 | 1.70 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 5.21 | 1.38 | 1.01 | 1.36 | 1.86 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 65.96 | 3.46 | 2.16 | 1.61 | 2.58 |
| Received any aid in 2011–12 | TOTAID > 0 | 73.87 | 3.57 | 2.00 | 1.79 | 3.19 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 28.50 | 2.70 | 2.05 | 1.31 | 1.72 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 33.78 | 2.84 | 2.15 | 1.32 | 1.74 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 9.31 | 1.70 | 1.32 | 1.29 | 1.66 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 9.07 | 2.25 | 1.31 | 1.72 | 2.96 |
| Currently employed in 2014 | JOBST14 = 1 | 75.22 | 8.56 | 4.99 | 1.72 | 2.95 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 49.69 | 14.08 | 7.14 | 1.97 | 3.89 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 33.57 | 10.93 | 6.75 | 1.62 | 2.63 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 23.44 | 11.64 | 6.11 | 1.90 | 3.63 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 30.27 | 9.64 | 6.63 | 1.45 | 2.11 |
| Single parent in 2011–12 | SINGLPAR = 1 | 2.68 | 1.89 | 0.74 | 2.57 | 6.60 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 19.76 | 4.36 | 1.81 | 2.41 | 5.80 |
| Single, not married as of 2014 | SMAR14 = 1 | 95.13 | 2.30 | 0.98 | 2.35 | 5.50 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 3.79 | 1.80 | 0.87 | 2.07 | 4.29 |
| Has a disability in 2014 | DISABL14 = 1 | 6.33 | 1.94 | 1.11 | 1.75 | 3.05 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 20.27 | 2.64 | 1.83 | 1.44 | 2.08 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 53.61 | 3.21 | 2.27 | 1.41 | 2.00 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 77.92 | 3.97 | 2.58 | 1.54 | 2.36 |

See notes at end of table.

Table H-18. Design effects for selected variables for first-time beginning Male, Asian students: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 1.65 | 2.84 |
| Minimum | † | † | † | † | 1.18 | 1.38 |
| 25th percentile | † | † | † | † | 1.36 | 1.86 |
| Median | † | † | † | † | 1.55 | 2.39 |
| 75th percentile | † | † | † | † | 1.79 | 3.19 |
| Maximum | † | † | † | † | 2.57 | 6.60 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-19. Design effects for selected variables for first-time beginning Male students of other race/ethnicities including more than one race: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 58.99 | 3.87 | 2.09 | 1.85 | 3.43 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 14.63 | 2.52 | 1.50 | 1.68 | 2.81 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 85.37 | 2.52 | 1.50 | 1.68 | 2.81 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 4.24 | 1.16 | 0.86 | 1.35 | 1.82 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 8.78 | 1.99 | 1.20 | 1.65 | 2.73 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.18 | 0.57 | 0.46 | 1.24 | 1.53 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 3.99 | 0.99 | 0.83 | 1.19 | 1.42 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 14.12 | 2.38 | 1.48 | 1.61 | 2.60 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 11.56 | 2.49 | 1.36 | 1.83 | 3.36 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 7.81 | 2.51 | 1.14 | 2.21 | 4.87 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 58.83 | 3.60 | 2.09 | 1.73 | 2.98 |
| Received any aid in 2011–12 | TOTAID > 0 | 77.45 | 3.42 | 1.77 | 1.93 | 3.71 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 43.68 | 3.76 | 2.11 | 1.79 | 3.19 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 49.90 | 3.91 | 2.12 | 1.84 | 3.39 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 21.85 | 3.28 | 1.75 | 1.87 | 3.50 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 22.39 | 2.82 | 1.77 | 1.60 | 2.55 |
| Currently employed in 2014 | JOBST14 = 1 | 68.48 | 7.93 | 3.32 | 2.39 | 5.71 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 39.80 | 8.18 | 3.98 | 2.05 | 4.21 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 49.79 | 7.99 | 4.07 | 1.96 | 3.86 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 37.03 | 9.84 | 4.56 | 2.16 | 4.65 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 28.68 | 11.29 | 4.27 | 2.64 | 6.98 |
| Single parent in 2011–12 | SINGLPAR = 1 | 5.13 | 2.43 | 0.94 | 2.60 | 6.75 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 27.13 | 3.33 | 1.89 | 1.77 | 3.12 |
| Single, not married as of 2014 | SMAR14 = 1 | 80.25 | 3.92 | 1.69 | 2.32 | 5.39 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 19.26 | 3.62 | 1.67 | 2.16 | 4.67 |
| Has a disability in 2014 | DISABL14 = 1 | 15.49 | 2.51 | 1.54 | 1.64 | 2.67 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 19.83 | 2.85 | 1.69 | 1.69 | 2.84 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 36.36 | 3.58 | 2.04 | 1.75 | 3.08 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 61.46 | 6.39 | 3.28 | 1.95 | 3.80 |

See notes at end of table.

Table H-19. Design effects for selected variables for first-time beginning Male students of other race/ethnicities including more than one race: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 1.87 | 3.60 |
| Minimum | † | † | † | † | 1.19 | 1.42 |
| 25th percentile | † | † | † | † | 1.68 | 2.81 |
| Median | † | † | † | † | 1.83 | 3.36 |
| 75th percentile | † | † | † | † | 2.05 | 4.21 |
| Maximum | † | † | † | † | 2.64 | 6.98 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-20. Design effects for selected variables for first-time beginning Female, White students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 66.01 | 1.08 | 0.55 | 1.96 | 3.86 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 16.14 | 0.99 | 0.43 | 2.31 | 5.35 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 83.86 | 0.99 | 0.43 | 2.31 | 5.35 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 6.12 | 0.83 | 0.28 | 2.97 | 8.83 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 7.01 | 0.46 | 0.30 | 1.56 | 2.42 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.67 | 0.25 | 0.15 | 1.69 | 2.84 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 5.47 | 0.42 | 0.26 | 1.60 | 2.55 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 19.63 | 0.93 | 0.46 | 2.02 | 4.08 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 15.66 | 0.77 | 0.42 | 1.83 | 3.37 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 21.56 | 0.86 | 0.48 | 1.79 | 3.21 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 67.04 | 1.02 | 0.55 | 1.87 | 3.50 |
| Received any aid in 2011–12 | TOTAID > 0 | 81.15 | 0.87 | 0.45 | 1.91 | 3.64 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 49.96 | 1.05 | 0.58 | 1.81 | 3.28 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 57.69 | 1.03 | 0.57 | 1.80 | 3.25 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 20.00 | 0.98 | 0.46 | 2.12 | 4.49 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 23.65 | 1.07 | 0.49 | 2.17 | 4.73 |
| Currently employed in 2014 | JOBST14 = 1 | 72.16 | 2.33 | 0.95 | 2.46 | 6.07 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 46.36 | 2.61 | 1.26 | 2.08 | 4.32 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 48.31 | 3.09 | 1.26 | 2.45 | 6.01 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 35.46 | 2.93 | 1.30 | 2.24 | 5.04 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 32.00 | 2.76 | 1.27 | 2.17 | 4.71 |
| Single parent in 2011–12 | SINGLPAR = 1 | 9.41 | 0.82 | 0.34 | 2.41 | 5.81 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 28.43 | 0.99 | 0.52 | 1.90 | 3.60 |
| Single, not married as of 2014 | SMAR14 = 1 | 77.14 | 0.91 | 0.49 | 1.86 | 3.45 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 20.66 | 0.77 | 0.47 | 1.63 | 2.67 |
| Has a disability in 2014 | DISABL14 = 1 | 13.13 | 0.71 | 0.39 | 1.80 | 3.26 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 25.12 | 0.82 | 0.50 | 1.63 | 2.66 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 44.23 | 1.47 | 0.58 | 2.56 | 6.54 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 62.83 | 1.55 | 0.85 | 1.81 | 3.28 |

See notes at end of table.

Table H-20. Design effects for selected variables for first-time beginning Female, White students: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.03 | 4.21 |
| Minimum | † | † | † | † | 1.56 | 2.42 |
| 25th percentile | † | † | † | † | 1.80 | 3.26 |
| Median | † | † | † | † | 1.91 | 3.64 |
| 75th percentile | † | † | † | † | 2.24 | 5.04 |
| Maximum | † | † | † | † | 2.97 | 8.83 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-21. Design effects for selected variables for first-time beginning Female, Black or African American students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 53.78 | 1.96 | 1.05 | 1.87 | 3.51 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 15.38 | 1.49 | 0.76 | 1.97 | 3.86 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 84.62 | 1.49 | 0.76 | 1.97 | 3.86 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 7.14 | 1.17 | 0.54 | 2.16 | 4.67 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 5.15 | 0.81 | 0.46 | 1.74 | 3.04 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.16 | 0.30 | 0.22 | 1.34 | 1.80 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 7.58 | 2.43 | 0.56 | 4.37 | 19.08 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 24.70 | 1.99 | 0.90 | 2.20 | 4.85 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 24.24 | 1.57 | 0.90 | 1.74 | 3.03 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 26.00 | 1.57 | 0.92 | 1.70 | 2.90 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 58.36 | 1.81 | 1.03 | 1.75 | 3.07 |
| Received any aid in 2011–12 | TOTAID > 0 | 93.84 | 1.15 | 0.50 | 2.29 | 5.23 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 65.55 | 2.62 | 1.00 | 2.63 | 6.92 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 75.67 | 1.77 | 0.90 | 1.97 | 3.86 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 41.54 | 1.72 | 1.03 | 1.67 | 2.77 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 39.65 | 2.28 | 1.03 | 2.22 | 4.94 |
| Currently employed in 2014 | JOBST14 = 1 | 50.42 | 3.51 | 1.82 | 1.93 | 3.73 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 55.18 | 4.66 | 2.49 | 1.87 | 3.50 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 42.30 | 4.41 | 2.48 | 1.78 | 3.17 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 40.60 | 4.64 | 2.12 | 2.19 | 4.81 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 47.40 | 4.48 | 2.15 | 2.08 | 4.34 |
| Single parent in 2011–12 | SINGLPAR = 1 | 21.59 | 1.88 | 0.86 | 2.18 | 4.75 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 36.66 | 2.55 | 1.01 | 2.52 | 6.35 |
| Single, not married as of 2014 | SMAR14 = 1 | 83.90 | 2.08 | 0.77 | 2.70 | 7.28 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 39.47 | 1.95 | 1.03 | 1.90 | 3.61 |
| Has a disability in 2014 | DISABL14 = 1 | 11.17 | 1.17 | 0.66 | 1.77 | 3.12 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 23.29 | 2.35 | 0.89 | 2.65 | 7.00 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 37.68 | 2.37 | 1.02 | 2.33 | 5.44 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 57.52 | 3.68 | 1.80 | 2.04 | 4.18 |

See notes at end of table.

Table H-21. Design effects for selected variables for first-time beginning Female, Black or African American students: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.12 | 4.78 |
| Minimum | † | † | † | † | 1.34 | 1.80 |
| 25th percentile | † | † | † | † | 1.78 | 3.17 |
| Median | † | † | † | † | 1.97 | 3.86 |
| 75th percentile | † | † | † | † | 2.22 | 4.94 |
| Maximum | † | † | † | † | 4.37 | 19.08 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-22. Design effects for selected variables for first-time beginning Female, Hispanic or Latino students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 54.89 | 1.93 | 0.91 | 2.13 | 4.54 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 23.06 | 1.73 | 0.77 | 2.26 | 5.10 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 76.94 | 1.73 | 0.77 | 2.26 | 5.10 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 15.07 | 1.68 | 0.65 | 2.58 | 6.66 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 6.09 | 0.88 | 0.44 | 2.02 | 4.08 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 0.39 | 0.13 | 0.11 | 1.16 | 1.34 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 4.00 | 0.70 | 0.36 | 1.95 | 3.82 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 16.86 | 1.26 | 0.68 | 1.85 | 3.41 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 20.18 | 1.60 | 0.73 | 2.18 | 4.77 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 26.03 | 2.48 | 0.80 | 3.10 | 9.63 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 55.37 | 1.61 | 0.91 | 1.77 | 3.14 |
| Received any aid in 2011–12 | TOTAID > 0 | 83.60 | 1.82 | 0.68 | 2.70 | 7.29 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 41.35 | 2.02 | 0.90 | 2.25 | 5.08 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 49.01 | 2.53 | 0.91 | 2.77 | 7.69 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 33.13 | 2.35 | 0.86 | 2.74 | 7.49 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 27.63 | 1.86 | 0.82 | 2.28 | 5.18 |
| Currently employed in 2014 | JOBST14 = 1 | 58.16 | 3.21 | 1.48 | 2.17 | 4.73 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 50.68 | 4.28 | 1.90 | 2.25 | 5.06 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 48.68 | 4.04 | 1.90 | 2.12 | 4.51 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 36.54 | 3.94 | 1.77 | 2.22 | 4.94 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 34.51 | 3.85 | 1.75 | 2.20 | 4.84 |
| Single parent in 2011–12 | SINGLPAR = 1 | 11.22 | 1.18 | 0.58 | 2.05 | 4.22 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 33.89 | 1.85 | 0.86 | 2.14 | 4.59 |
| Single, not married as of 2014 | SMAR14 = 1 | 77.81 | 1.56 | 0.76 | 2.06 | 4.26 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 29.60 | 2.12 | 0.83 | 2.55 | 6.49 |
| Has a disability in 2014 | DISABL14 = 1 | 11.42 | 1.22 | 0.58 | 2.10 | 4.43 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 19.75 | 1.45 | 0.73 | 1.99 | 3.97 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 47.56 | 1.85 | 0.91 | 2.04 | 4.15 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 57.67 | 2.62 | 1.31 | 2.00 | 4.01 |

See notes at end of table.

Table H-22. Design effects for selected variables for first-time beginning Female, Hispanic or Latino students: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.20 | 4.98 |
| Minimum | † | † | † | † | 1.16 | 1.34 |
| 25th percentile | † | † | † | † | 2.04 | 4.15 |
| Median | † | † | † | † | 2.17 | 4.73 |
| 75th percentile | † | † | † | † | 2.26 | 5.10 |
| Maximum | † | † | † | † | 3.10 | 9.63 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-23. Design effects for selected variables for first-time beginning Female, Asian students: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 80.09 | 3.73 | 1.63 | 2.29 | 5.26 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 8.39 | 1.41 | 1.13 | 1.24 | 1.55 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 91.61 | 1.41 | 1.13 | 1.24 | 1.55 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 1.90 | 0.55 | 0.56 | 0.98 | 0.97 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 3.21 | 0.96 | 0.72 | 1.33 | 1.77 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 3.19 | 1.11 | 0.72 | 1.55 | 2.41 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 5.75 | 1.25 | 0.95 | 1.31 | 1.73 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 16.00 | 2.97 | 1.49 | 1.99 | 3.96 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 10.31 | 2.58 | 1.24 | 2.08 | 4.32 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 16.57 | 2.19 | 1.52 | 1.44 | 2.08 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 71.30 | 3.04 | 1.84 | 1.65 | 2.72 |
| Received any aid in 2011–12 | TOTAID > 0 | 76.86 | 3.30 | 1.72 | 1.92 | 3.68 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 35.99 | 2.88 | 1.96 | 1.47 | 2.17 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 42.22 | 3.12 | 2.01 | 1.55 | 2.41 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 15.23 | 2.10 | 1.46 | 1.44 | 2.06 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 8.79 | 1.42 | 1.15 | 1.23 | 1.51 |
| Currently employed in 2014 | JOBST14 = 1 | 56.81 | 11.03 | 4.74 | 2.33 | 5.41 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 44.15 | 15.60 | 6.16 | 2.53 | 6.41 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 49.23 | 18.18 | 6.20 | 2.93 | 8.59 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 35.68 | 10.76 | 5.73 | 1.88 | 3.53 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 21.62 | 8.63 | 4.92 | 1.75 | 3.07 |
| Single parent in 2011–12 | SINGLPAR = 1 | 2.24 | 0.73 | 0.60 | 1.21 | 1.46 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 13.36 | 3.53 | 1.39 | 2.55 | 6.49 |
| Single, not married as of 2014 | SMAR14 = 1 | 89.55 | 3.50 | 1.25 | 2.81 | 7.87 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 7.64 | 2.78 | 1.08 | 2.57 | 6.59 |
| Has a disability in 2014 | DISABL14 = 1 | 9.08 | 2.59 | 1.17 | 2.21 | 4.89 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 24.55 | 2.31 | 1.75 | 1.32 | 1.74 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 54.03 | 3.42 | 2.03 | 1.68 | 2.83 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 73.62 | 3.72 | 2.43 | 1.54 | 2.36 |

See notes at end of table.

Table H-23. Design effects for selected variables for first-time beginning Female, Asian students: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 1.79 | 3.50 |
| Minimum | † | † | † | † | 0.98 | 0.97 |
| 25th percentile | † | † | † | † | 1.33 | 1.77 |
| Median | † | † | † | † | 1.65 | 2.72 |
| 75th percentile | † | † | † | † | 2.21 | 4.89 |
| Maximum | † | † | † | † | 2.93 | 8.59 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-24. Design effects for selected variables for first-time beginning Female students of other race/ethnicities including more than one race: 2014

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|--|-----------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Still enrolled at any institution through June 2014 | PRAT3Y = 1, 3 | 56.72 | 3.76 | 1.79 | 2.10 | 4.42 |
| Attained degree at any institution through June 2014 | PRAT3Y = 1, 2 | 17.16 | 3.59 | 1.36 | 2.64 | 6.97 |
| No degree from any institution as of June 2014 | PRAT3Y = 3, 4 | 82.84 | 3.59 | 1.36 | 2.64 | 6.97 |
| Earned a certificate anywhere through June 2014 | PROUTF3Y = 3 | 9.89 | 3.46 | 1.08 | 3.21 | 10.33 |
| Earned an associate's degree anywhere through June 2014 | PROUTF3Y = 2 | 4.71 | 1.14 | 0.76 | 1.49 | 2.22 |
| Earned a bachelor's degree anywhere through June 2014 | PROUTF3Y = 1 | 1.30 | 0.55 | 0.41 | 1.35 | 1.82 |
| Attended more than one institution in 2011–12 | STUDMULT > 1 | 6.80 | 1.31 | 0.91 | 1.44 | 2.06 |
| Ever transferred through June 2014 | TFNUM3Y > 0 | 15.87 | 1.90 | 1.32 | 1.44 | 2.08 |
| Ever stopped out anywhere through June 2014 | STNUM3Y > 0 | 15.89 | 2.12 | 1.32 | 1.61 | 2.58 |
| Health care major when last enrolled through June 2014 | MAJ14 = 14 | 24.11 | 3.50 | 1.54 | 2.27 | 5.15 |
| Used academic advising services in 2011–12 | USEACAD = 1 | 56.77 | 3.61 | 1.79 | 2.02 | 4.07 |
| Received any aid in 2011–12 | TOTAID > 0 | 83.95 | 2.79 | 1.33 | 2.11 | 4.43 |
| Received any loans in 2011–12 | TOTLOAN2 > 0 | 47.04 | 3.25 | 1.80 | 1.81 | 3.26 |
| Received any loans (Stafford, Perkins, or PLUS) through June 2014 | T4TCUM14 > 0 | 53.89 | 3.18 | 1.80 | 1.77 | 3.12 |
| Received any untaxed benefits in 2014 | FEDBEN14 = 1 | 30.74 | 2.99 | 1.67 | 1.80 | 3.23 |
| Currently repaying education loans (for students with loans) in 2014 | RPYSL14 = 1 | 28.60 | 2.64 | 1.63 | 1.62 | 2.62 |
| Currently employed in 2014 | JOBST14 = 1 | 73.52 | 5.06 | 2.77 | 1.83 | 3.33 |
| Eligible for employer health insurance in 2014 | JBEN14B = 1 | 31.98 | 7.20 | 3.63 | 1.98 | 3.93 |
| Consider current job related to intended future work in 2014 | JOBRLFT14 = 1 | 40.05 | 7.40 | 3.81 | 1.94 | 3.76 |
| Currently looking for job, for unemployed in 2014 | UNEMPL14 = 1 | 30.81 | 6.20 | 3.76 | 1.65 | 2.73 |
| Ever unemployed for more than 3 months (students not currently enrolled) through June 2014 | UNEMPM14 > 3 | 44.75 | 11.03 | 4.05 | 2.73 | 7.43 |
| Single parent in 2011–12 | SINGLPAR = 1 | 17.86 | 3.19 | 1.38 | 2.31 | 5.33 |
| Had two or more risk factors during 2011–12 | RISKIND2 > 1 | 30.29 | 3.71 | 1.66 | 2.24 | 5.00 |
| Single, not married as of 2014 | SMAR14 = 1 | 80.45 | 2.58 | 1.43 | 1.80 | 3.25 |
| Has any dependent children as of 2014 | DEPANY14 = 1 | 25.28 | 4.39 | 1.57 | 2.80 | 7.84 |
| Has a disability in 2014 | DISABL14 = 1 | 12.77 | 2.29 | 1.21 | 1.90 | 3.60 |
| Missed school/work at least once in past 30 days 2012 | MISSH = 2,3,4,5 | 27.14 | 2.90 | 1.61 | 1.81 | 3.27 |
| Has any credit cards in 2014 | CRDNUM14 = 1, 2 | 41.69 | 3.27 | 1.78 | 1.84 | 3.37 |
| Pay off credit card balance each month in 2014 | CRDPAY14 = 1 | 51.56 | 5.03 | 2.88 | 1.75 | 3.06 |

See notes at end of table.

Table H-24. Design effects for selected variables for first-time beginning Female students of other race/ethnicities including more than one race: 2014—Continued

| Variable description | Definition | Percent estimate | Design standard error | Simple random sample standard error | DEFT ¹ | DEFF ² |
|----------------------|------------|------------------|-----------------------|-------------------------------------|-------------------|-------------------|
| Summary statistics | | | | | | |
| Mean | † | † | † | † | 2.00 | 4.18 |
| Minimum | † | † | † | † | 1.35 | 1.82 |
| 25th percentile | † | † | † | † | 1.75 | 3.06 |
| Median | † | † | † | † | 1.84 | 3.37 |
| 75th percentile | † | † | † | † | 2.24 | 5.00 |
| Maximum | † | † | † | † | 3.21 | 10.33 |

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Appendix I: Nonresponse Bias Analyses

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Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Institution strata | | | | | | | | | | | | | | |
| Public less-than-2-year | 120 | 60 | 0.19 | 0.14 | 0.28 | -0.04* | -31.40 | -0.04* | -31.40 | 0.19 | 0.19 | # | # | |
| Public 2-year | 7,300 | 3,520 | 37.41 | 34.14 | 44.06 | -3.28* | -9.60 | -3.28* | -9.60 | 37.31 | 37.31 | # | # | |
| Public 4-year non-doctorate-granting | 1,390 | 510 | 11.16 | 11.03 | 11.41 | -0.13 | -1.14 | -0.13 | -1.14 | 11.21 | 11.21 | # | # | |
| Public 4-year doctorate-granting | 2,910 | 700 | 22.54 | 25.67 | 16.18 | 3.13* | 12.21 | 3.13* | 12.21 | 22.72 | 22.72 | # | # | |
| Private nonprofit less-than-4-year | 280 | 140 | 0.37 | 0.32 | 0.49 | -0.06 | -18.32 | -0.06 | -18.32 | 0.37 | 0.37 | # | # | |
| Private nonprofit 4-year non-doctorate-granting | 1,800 | 520 | 8.30 | 9.27 | 6.34 | 0.97* | 10.44 | 0.97* | 10.44 | 8.37 | 8.37 | # | # | |
| Private nonprofit 4-year doctorate-granting | 2,340 | 460 | 8.82 | 10.63 | 5.17 | 1.80* | 16.98 | 1.80* | 16.98 | 8.90 | 8.90 | # | # | |
| Private for-profit less-than-2-year | 850 | 630 | 3.33 | 2.32 | 5.37 | -1.01* | -43.30 | -1.01* | -43.30 | 3.21 | 3.21 | # | # | |
| Private for-profit 2-year | 1,970 | 1,120 | 3.19 | 2.47 | 4.65 | -0.72* | -29.23 | -0.72* | -29.23 | 3.09 | 3.09 | # | # | |
| Private for-profit 4-year | 5,820 | 3,130 | 4.69 | 4.01 | 6.05 | -0.67* | -16.74 | -0.67* | -16.74 | 4.64 | 4.64 | # | # | |

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷ | | | | | | | | | | | | | |
| New England | 1,230 | 440 | 5.83 | 5.96 | 5.57 | 0.13 | 2.18 | 0.13 | 2.18 | 5.84 | 5.84 | # | # |
| Mid East | 3,960 | 1,540 | 15.25 | 15.36 | 15.03 | 0.11 | 0.70 | 0.11 | 0.70 | 15.25 | 15.25 | # | # |
| Great Lakes | 3,730 | 1,740 | 14.93 | 15.33 | 14.10 | 0.41 | 2.65 | 0.41 | 2.65 | 14.96 | 14.96 | # | # |
| Plains | 1,790 | 660 | 7.45 | 7.76 | 6.81 | 0.31 | 4.05 | 0.31 | 4.05 | 7.46 | 7.46 | # | # |
| Southeast | 5,670 | 2,510 | 23.76 | 24.11 | 23.05 | 0.35 | 1.46 | 0.35 | 1.46 | 23.78 | 23.78 | # | # |
| Southwest | 3,150 | 1,540 | 12.99 | 11.82 | 15.34 | -1.16* | -9.82 | -1.16* | -9.82 | 12.92 | 12.92 | # | # |
| Rocky Mountains | 1,090 | 520 | 3.94 | 3.98 | 3.86 | 0.04 | 0.95 | 0.04 | 0.95 | 3.94 | 3.94 | # | # |
| Far West | 4,150 | 1,820 | 15.86 | 15.67 | 16.23 | -0.19 | -1.19 | -0.19 | -1.19 | 15.84 | 15.84 | # | # |
| Age as of Dec. 31, 2011 | | | | | | | | | | | | | |
| 15–23 | 20,270 | 7,870 | 86.88 | 89.74 | 81.08 | 2.86* | 3.19 | 2.86* | 3.19 | 87.07 | 87.07 | # | # |
| 24–29 | 2,020 | 1,330 | 5.77 | 4.42 | 8.51 | -1.35* | -30.59 | -1.35* | -30.59 | 5.68 | 5.68 | # | # |
| 30 or more | 2,480 | 1,570 | 7.36 | 5.85 | 10.42 | -1.51* | -25.82 | -1.51* | -25.82 | 7.25 | 7.25 | # | # |
| CPS record available | | | | | | | | | | | | | |
| Yes | 21,640 | 8,800 | 79.73 | 82.33 | 74.47 | 2.60* | 3.15 | 2.60* | 3.15 | 79.76 | 80.02 | 0.25 | 0.32 |
| No | 3,120 | 1,970 | 20.27 | 17.67 | 25.53 | -2.60* | -14.69 | -2.60* | -14.69 | 20.24 | 19.98 | -0.25 | -1.26 |
| Federal aid status | | | | | | | | | | | | | |
| Received | 17,530 | 6,810 | 65.26 | 67.46 | 60.79 | 2.20* | 3.27 | 2.20* | 3.27 | 65.30 | 65.30 | # | # |
| Did not receive | 4,340 | 1,500 | 23.48 | 25.04 | 20.33 | 1.56* | 6.21 | 1.56* | 6.21 | 23.58 | 23.58 | # | # |
| Unknown | 2,890 | 2,470 | 11.26 | 7.50 | 18.88 | -3.76* | -50.17 | -3.76* | -50.17 | 11.12 | 11.12 | # | # |

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Pell Grant status | | | | | | | | | | | | | |
| Received | 14,570 | 6,530 | 48.45 | 47.46 | 50.46 | -0.99* | -2.08 | -0.99* | -2.08 | 48.35 | 48.35 | # | # |
| Did not receive | 10,200 | 4,250 | 51.55 | 52.54 | 49.54 | 0.99* | 1.88 | 0.99* | 1.88 | 51.65 | 51.65 | # | # |
| Total Pell amount received⁸ | | | | | | | | | | | | | |
| \$0 or unknown | 10,200 | 4,250 | 51.55 | 52.54 | 49.54 | 0.99* | 1.88 | 0.99* | 1.88 | 51.65 | 51.65 | # | # |
| \$1–\$2,774 | 3,890 | 2,210 | 13.80 | 12.59 | 16.24 | -1.20* | -9.55 | -1.20* | -9.55 | 13.73 | 13.73 | # | # |
| \$2,775–\$5,549 | 5,650 | 2,600 | 18.82 | 18.13 | 20.22 | -0.69* | -3.82 | -0.69* | -3.82 | 18.76 | 18.76 | # | # |
| \$5,550 or more | 5,040 | 1,720 | 15.83 | 16.74 | 14.00 | 0.91* | 5.42 | 0.91* | 5.42 | 15.86 | 15.86 | # | # |
| Stafford Loan status | | | | | | | | | | | | | |
| Received | 14,900 | 5,930 | 47.74 | 50.18 | 42.78 | 2.44* | 4.87 | 2.44* | 4.87 | 47.75 | 47.75 | # | # |
| Did not receive | 9,870 | 4,850 | 52.26 | 49.82 | 57.22 | -2.44* | -4.90 | -2.44* | -4.90 | 52.25 | 52.25 | # | # |
| Total Stafford amount received⁸ | | | | | | | | | | | | | |
| \$0 or unknown | 9,870 | 4,850 | 52.26 | 49.82 | 57.22 | -2.44* | -4.90 | -2.44* | -4.90 | 52.25 | 52.25 | # | # |
| \$1–\$4,699 | 3,520 | 1,910 | 13.62 | 13.17 | 14.54 | -0.45 | -3.45 | -0.45 | -3.45 | 13.59 | 13.59 | # | # |
| \$4,700–\$6,500 | 6,060 | 1,940 | 24.12 | 27.04 | 18.20 | 2.92* | 10.80 | 2.92* | 10.80 | 24.22 | 24.22 | # | # |
| \$6,501–\$9,500 | 4,890 | 1,900 | 9.32 | 9.34 | 9.28 | 0.02 | 0.20 | 0.02 | 0.20 | 9.27 | 9.27 | # | # |
| \$9,501 or more | 420 | 190 | 0.68 | 0.64 | 0.76 | -0.04 | -6.62 | -0.04 | -6.62 | 0.68 | 0.68 | # | # |
| Institutional aid status | | | | | | | | | | | | | |
| Received | 5,530 | 1,380 | 28.30 | 32.10 | 20.59 | 3.80* | 11.85 | 3.80* | 11.85 | 28.47 | 28.47 | # | # |
| Did not receive | 16,490 | 7,730 | 64.78 | 61.35 | 71.74 | -3.43* | -5.60 | -3.43* | -5.60 | 64.63 | 64.63 | # | # |
| Unknown | 2,750 | 1,660 | 6.93 | 6.55 | 7.68 | -0.37 | -5.67 | -0.37 | -5.67 | 6.90 | 6.90 | # | # |
| State aid status | | | | | | | | | | | | | |
| Received | 4,530 | 1,270 | 21.68 | 23.85 | 17.28 | 2.17* | 9.11 | 2.17* | 9.11 | 21.79 | 21.79 | # | # |
| Did not receive | 17,490 | 7,840 | 71.40 | 69.59 | 75.05 | -1.80* | -2.59 | -1.80* | -2.59 | 71.31 | 71.31 | # | # |
| Unknown | 2,750 | 1,660 | 6.93 | 6.55 | 7.68 | -0.37 | -5.67 | -0.37 | -5.67 | 6.90 | 6.90 | # | # |

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | | | After nonresponse weight adjustment | | | |
|--|--------------------------------------|----------------------------|-------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|-----------------------------|--|
| | Means, base weighted | | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | | Means | | Full sample vs. respondents | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| | | | | | | | | | | | | | | |
| Major (2-digit CIP) | | | | | | | | | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | 100 | 40 | 0.59 | 0.58 | 0.62 | -0.01 | -1.91 | -0.01 | -1.91 | 0.59 | 0.53 | -0.07 | -12.31 | |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Communication, Journalism, and Related Programs | 280 | 70 | 1.56 | 1.70 | 1.28 | 0.14 | 8.21 | 0.14 | 8.21 | 1.57 | 1.56 | -0.01 | -0.74 | |
| Communications Technologies/Technicians and Support Services | 140 | 60 | 0.32 | 0.32 | 0.32 | # | -0.01 | # | -0.01 | 0.32 | 0.31 | -0.01 | -4.13 | |
| Computer and Information Sciences and Support Services | 1,410 | 660 | 2.24 | 2.15 | 2.43 | -0.09 | -4.27 | -0.09 | -4.27 | 2.23 | 2.21 | -0.02 | -0.94 | |
| Personal and Culinary Services | 1,120 | 630 | 2.73 | 2.13 | 3.94 | -0.60* | -28.09 | -0.60* | -28.09 | 2.67 | 2.57 | -0.10 | -3.87 | |
| Education | 610 | 180 | 3.15 | 3.40 | 2.65 | 0.25* | 7.32 | 0.25* | 7.32 | 3.16 | 3.21 | 0.05 | 1.67 | |

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | |
| Engineering | 480 | 120 | 2.96 | 3.32 | 2.22 | 0.36* | 10.88 | 0.36* | 10.88 | 2.98 | 2.97 | -0.01 | -0.34 |
| Engineering Technologies/ Technicians | 800 | 560 | 1.59 | 1.51 | 1.74 | -0.08 | -5.09 | -0.08 | -5.09 | 1.58 | 1.57 | -0.01 | -0.80 |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Family and Consumer Sciences/ Human Sciences | 180 | 70 | 0.82 | 0.79 | 0.88 | -0.03 | -3.72 | -0.03 | -3.72 | 0.82 | 0.85 | 0.04 | 4.38 |
| Legal Professions and Studies | 130 | 70 | 0.41 | 0.45 | 0.35 | 0.03 | 7.00 | 0.03 | 7.00 | 0.41 | 0.45 | 0.04 | 8.09 |
| English Language and Literature/ Letters | 180 | 60 | 0.87 | 0.95 | 0.72 | 0.08 | 7.96 | 0.08 | 7.96 | 0.88 | 0.87 | # | -0.39 |
| Liberal Arts and Sciences, General Studies and Humanities | 2,780 | 1,080 | 18.08 | 17.59 | 19.05 | -0.48 | -2.74 | -0.48 | -2.74 | 18.09 | 18.58 | 0.49 | 2.61 |
| Library Science | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Biological and Biomedical Sciences | 590 | 110 | 3.37 | 3.92 | 2.24 | 0.55* | 14.15 | 0.55* | 14.15 | 3.39 | 3.49 | 0.10 | 2.87 |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Multi/Interdisciplinary Studies | 370 | 110 | 1.96 | 2.25 | 1.38 | 0.29* | 12.81 | 0.29* | 12.81 | 1.97 | 2.19 | 0.22 | 9.94 | |
| Parks, Recreation, Leisure, and Fitness Studies | 210 | 80 | 1.25 | 1.23 | 1.29 | -0.02 | -1.71 | -0.02 | -1.71 | 1.26 | 1.09 | -0.17* | -15.92 | |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Theology and Religious Vocations | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Physical Sciences | 150 | 30 | 0.85 | 1.01 | 0.50 | 0.17* | 16.62 | 0.17* | 16.62 | 0.85 | 0.94 | 0.09 | 9.58 | |
| Science Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Psychology | 420 | 120 | 2.31 | 2.54 | 1.85 | 0.23* | 8.97 | 0.23* | 8.97 | 2.33 | 2.40 | 0.07 | 2.91 | |
| Security and Protective Services | 1,040 | 540 | 3.36 | 3.12 | 3.85 | -0.24 | -7.75 | -0.24 | -7.75 | 3.35 | 3.27 | -0.08 | -2.48 | |
| Public Administration and Social Service Professions | 150 | 80 | 0.62 | 0.56 | 0.73 | -0.06 | -10.03 | -0.06 | -10.03 | 0.62 | 0.56 | -0.05 | -9.72 | |
| Social Sciences | 290 | 80 | 1.64 | 1.78 | 1.37 | 0.14 | 7.67 | 0.14 | 7.67 | 1.65 | 1.59 | -0.06 | -3.97 | |
| Construction Trades | 150 | 140 | 0.44 | 0.30 | 0.74 | -0.14* | -48.51 | -0.14* | -48.51 | 0.44 | 0.41 | -0.02 | -5.44 | |

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | |
| Mechanic and Repair Technologies/ Technicians | 710 | 520 | 2.24 | 1.52 | 3.70 | -0.72* | -47.33 | -0.72* | -47.33 | 2.20 | 1.73 | -0.47* | -27.37 |
| Precision Production | 220 | 170 | 0.69 | 0.52 | 1.03 | -0.17* | -32.33 | -0.17* | -32.33 | 0.68 | 0.63 | -0.05 | -7.24 |
| Transportation and Materials Moving | 70 | 50 | 0.20 | 0.13 | 0.36 | -0.07* | -57.52 | -0.07* | -57.52 | 0.20 | 0.14 | -0.06* | -45.62 |
| Visual and Performing Arts | 1,370 | 500 | 3.69 | 3.94 | 3.18 | 0.25* | 6.34 | 0.25* | 6.34 | 3.70 | 3.79 | 0.09 | 2.46 |
| Health Professions and Related Clinical Sciences | 4,270 | 2,010 | 10.32 | 9.75 | 11.46 | -0.56* | -5.79 | -0.56* | -5.79 | 10.23 | 10.41 | 0.17 | 1.68 |
| Business, Management, Marketing, and Related Support Services | 2,530 | 1,170 | 9.85 | 9.63 | 10.29 | -0.22 | -2.24 | -0.22 | -2.24 | 9.86 | 9.71 | -0.16 | -1.60 |
| History (new) | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | 3,650 | 1,340 | 19.53 | 20.48 | 17.61 | 0.95* | 4.63 | 0.95* | 4.63 | 19.59 | 19.74 | 0.15 | 0.75 |

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Institution total enrollment ⁸ | | | | | | | | | | | | | |
| 0–2,628 | 6,490 | 3,450 | 14.27 | 13.16 | 16.53 | -1.11* | -8.46 | -1.11* | -8.46 | 14.11 | 14.11 | # | # |
| 2,629–10,233 | 7,350 | 3,000 | 24.12 | 24.13 | 24.10 | 0.01 | 0.05 | 0.01 | 0.05 | 24.15 | 24.15 | # | # |
| 10,234–26,884 | 5,930 | 2,390 | 32.61 | 32.89 | 32.05 | 0.28 | 0.84 | 0.28 | 0.84 | 32.69 | 32.69 | # | # |
| 26,885 or more | 5,000 | 1,940 | 28.99 | 29.82 | 27.32 | 0.82 | 2.76 | 0.82 | 2.76 | 29.04 | 29.04 | # | # |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸ | | | | | | | | | | | | | |
| 64% or less | 6,650 | 2,540 | 34.50 | 35.41 | 32.66 | 0.91* | 2.57 | 0.91* | 2.57 | 34.55 | 35.85 | 1.29* | 3.60 |
| 65%–80% | 6,940 | 3,570 | 29.30 | 27.76 | 32.43 | -1.54* | -5.56 | -1.54* | -5.56 | 29.23 | 28.33 | -0.91* | -3.20 |
| 81%–92% | 6,710 | 3,140 | 20.66 | 20.01 | 21.99 | -0.66 | -3.28 | -0.66 | -3.28 | 20.62 | 20.27 | -0.35 | -1.74 |
| 93% or more | 4,430 | 1,510 | 15.27 | 16.58 | 12.62 | 1.31* | 7.90 | 1.31* | 7.90 | 15.33 | 15.29 | -0.05 | -0.31 |
| Unknown | 50 | 30 | 0.26 | 0.24 | 0.30 | -0.02 | -8.62 | -0.02 | -8.62 | 0.26 | 0.27 | 0.01 | 4.76 |

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| | | | | | | | | | | | | | |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸ | | | | | | | | | | | | | |
| 23.64% or less | 7,530 | 3,840 | 31.85 | 29.09 | 37.44 | -2.76* | -9.48 | -2.76* | -9.48 | 31.76 | 32.01 | 0.25 | 0.78 |
| 23.65%–41.64% | 5,840 | 2,770 | 21.51 | 20.50 | 23.57 | -1.01* | -4.94 | -1.01* | -4.94 | 21.54 | 20.80 | -0.74 | -3.55 |
| 41.65%–60.34% | 4,150 | 1,400 | 19.09 | 20.68 | 15.88 | 1.58* | 7.66 | 1.58* | 7.66 | 19.19 | 18.87 | -0.32 | -1.67 |
| 60.35% or more | 5,540 | 1,700 | 22.97 | 26.24 | 16.35 | 3.27* | 12.45 | 3.27* | 12.45 | 23.07 | 23.82 | 0.74* | 3.13 |
| Unknown | 1,710 | 1,070 | 4.57 | 3.49 | 6.76 | -1.08* | -31.04 | -1.08* | -31.04 | 4.45 | 4.50 | 0.06 | 1.29 |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷ | | | | | | | | | | | | | |
| New England | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mid East | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Great Lakes | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Plains | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Southeast | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Southwest | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Rocky Mountains | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Far West | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Age as of Dec 31, 2011 | | | | | | | | | | | | | |
| 15–23 | 80 | 40 | 63.91 | 63.04 | 64.82 | -0.87 | -1.39 | -0.87 | -1.39 | 63.86 | 62.53 | -1.33 | -2.13 |
| 24–29 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 30 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| CPS record available | | | | | | | | | | | | | |
| Yes | 100 | 50 | 73.88 | 82.10 | 65.33 | 8.22 | 10.01 | 8.22* | 10.01 | 73.97 | 77.78 | 3.81 | 4.90 |
| No | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Federal aid status | | | | | | | | | | | | | |
| Received | 90 | 40 | 63.83 | 71.31 | 56.06 | 7.48* | 10.49 | 7.48* | 10.49 | 63.85 | 66.63 | 2.78 | 4.17 |
| Did not receive | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Pell Grant status | | | | | | | | | | | | | | |
| Received | 70 | 30 | 55.42 | 62.18 | 48.40 | 6.76* | 10.87 | 6.76 | 10.87 | 55.45 | 58.53 | 3.08 | 5.26 | |
| Did not receive | 50 | 30 | 44.58 | 37.82 | 51.60 | -6.76* | -17.88 | -6.76 | -17.88 | 44.55 | 41.47 | -3.08 | -7.43 | |
| Total Pell amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 50 | 30 | 44.58 | 37.82 | 51.60 | -6.76* | -17.88 | -6.76 | -17.88 | 44.55 | 41.47 | -3.08 | -7.43 | |
| \$1–\$2,774 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| \$2,775–\$5,549 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| \$5,550 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Stafford Loan status | | | | | | | | | | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Did not receive | 70 | 40 | 58.44 | 55.62 | 61.38 | -2.82 | -5.08 | -2.82 | -5.08 | 58.42 | 58.10 | -0.31 | -0.54 | |
| Total Stafford amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 70 | 40 | 58.44 | 55.62 | 61.38 | -2.82 | -5.08 | -2.82 | -5.08 | 58.42 | 58.10 | -0.31 | -0.54 | |
| \$1–\$4,699 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| \$4,700–\$6,500 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| \$6,501–\$9,500 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Institutional aid status | | | | | | | | | | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Did not receive | 120 | 60 | 96.10 | 92.34 | 100.00 | -3.75 | -4.07 | -3.75 | -4.07 | 96.07 | 92.47 | -3.60 | -3.89 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| State aid status | | | | | | | | | | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Did not receive | 110 | 60 | 91.12 | 88.33 | 94.02 | -2.79 | -3.16 | -2.79 | -3.16 | 91.14 | 88.10 | -3.03 | -3.44 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) | | | | | | | | | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Natural Resources and Conservation | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Architecture and Related Services | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Area, Ethnic, Cultural, and Gender Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Communication, Journalism, and Related Programs | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Communications Technologies/Technicians and Support Services | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Personal and Culinary Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Education | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Engineering | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Engineering Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Foreign Languages, Literatures, and Linguistics | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Family and Consumer Sciences/ Human Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Legal Professions and Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| English Language and Literature/ Letters | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Liberal Arts and Sciences, General Studies and Humanities | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Library Science | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Biological and Biomedical Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Mathematics and Statistics | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|-----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Multi/Interdisciplinary Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Parks, Recreation, Leisure, and Fitness Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Philosophy and Religious Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Theology and Religious Vocations | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Physical Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Science Technologies/Technicians | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Psychology | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Public Administration and Social Service Professions | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Social Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-------------|-----------------------------|-----------------------------|--------------------------------|-----------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| | | | | | | | | | | | | | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Mechanic and Repair Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Precision Production Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Visual and Performing Arts | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Health Professions and Related Clinical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Business, Management, Marketing, and Related Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| History (new) | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Institution total enrollment ⁸ | | | | | | | | | | | | | | |
| 0–2,628 | 120 | 60 | 99.70 | 99.41 | 100.00 | -0.29 | -0.29 | -0.29 | -0.29 | 99.70 | 99.32 | -0.37 | -0.38 | |
| 2,629–10,233 | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| 10,234–26,884 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 26,885 or more | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸ | | | | | | | | | | | | | |
| 64% or less | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 65%–80% | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 81%–92% | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 93% or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.

³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).

⁴ Base weight adjusted for ineligibility.

⁵ Base weight, adjusted for unknown eligibility and nonresponse.

⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014

| Variable | Before nonresponse weight adjustment | | | | | | | | After non-response weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Bureau of Economic Analysis Code (Office of Business Economics (OBE)) Region ⁷ | | | | | | | | | | | | | |
| New England | 260 | 110 | 4.06 | 4.09 | 3.99 | 0.04 | 0.95 | 0.04 | 0.95 | 4.07 | 4.09 | 0.03 | 0.67 |
| Mid East | 870 | 440 | 13.32 | 13.03 | 13.77 | -0.29 | -2.23 | -0.29 | -2.23 | 13.30 | 12.91 | -0.39 | -2.99 |
| Great Lakes | 1,350 | 730 | 14.80 | 15.21 | 14.17 | 0.40 | 2.65 | 0.40 | 2.65 | 14.82 | 15.28 | 0.46 | 3.04 |
| Plains | 460 | 190 | 7.79 | 8.18 | 7.18 | 0.39 | 4.72 | 0.39 | 4.72 | 7.81 | 7.84 | 0.03 | 0.42 |
| Southeast | 1,780 | 780 | 19.75 | 19.83 | 19.63 | 0.08 | 0.40 | 0.08 | 0.40 | 19.78 | 20.09 | 0.31 | 1.54 |
| Southwest | 900 | 480 | 16.30 | 15.44 | 17.66 | -0.86 | -5.57 | -0.86 | -5.57 | 16.25 | 16.23 | -0.02 | -0.12 |
| Rocky Mountains | 280 | 130 | 2.71 | 2.70 | 2.73 | -0.01 | -0.41 | -0.01 | -0.41 | 2.71 | 2.57 | -0.14 | -5.40 |
| Far West | 1,400 | 660 | 21.26 | 21.52 | 20.86 | 0.26 | 1.19 | 0.26 | 1.19 | 21.26 | 20.98 | -0.29 | -1.38 |
| Age as of Dec 31, 2011 | | | | | | | | | | | | | |
| 15–23 | 5,960 | 2,690 | 81.55 | 83.64 | 78.27 | 2.09* | 2.50 | 2.09* | 2.50 | 81.66 | 81.43 | -0.23 | -0.28 |
| 24–29 | 570 | 350 | 8.45 | 7.57 | 9.84 | -0.88* | -11.66 | -0.88* | -11.66 | 8.40 | 8.63 | 0.23 | 2.64 |
| 30 or more | 760 | 470 | 10.00 | 8.79 | 11.89 | -1.21* | -13.73 | -1.21* | -13.73 | 9.94 | 9.94 | # | 0.03 |
| CPS record available | | | | | | | | | | | | | |
| Yes | 5,810 | 2,410 | 75.08 | 78.65 | 69.48 | 3.57* | 4.53 | 3.57* | 4.53 | 75.21 | 75.69 | 0.48 | 0.63 |
| No | 1,490 | 1,110 | 24.92 | 21.35 | 30.52 | -3.57* | -16.70 | -3.57* | -16.70 | 24.79 | 24.31 | -0.48 | -1.96 |
| Federal aid status | | | | | | | | | | | | | |
| Received | 4,570 | 1,860 | 59.42 | 61.95 | 55.44 | 2.53* | 4.09 | 2.53* | 4.09 | 59.55 | 59.53 | -0.01 | -0.02 |
| Did not receive | 1,970 | 720 | 25.63 | 28.81 | 20.63 | 3.18* | 11.05 | 3.18* | 11.05 | 25.73 | 26.41 | 0.68 | 2.56 |
| Unknown | 760 | 940 | 14.95 | 9.24 | 23.93 | -5.72* | -61.88 | -5.72* | -61.88 | 14.72 | 14.06 | -0.66 | -4.72 |

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Pell Grant status | | | | | | | | | | | | | | |
| Received | 4,280 | 1,820 | 54.80 | 56.76 | 51.71 | 1.97* | 3.47 | 1.97* | 3.47 | 54.89 | 55.29 | 0.39 | 0.71 | |
| Did not receive | 3,020 | 1,700 | 45.20 | 43.24 | 48.29 | -1.97* | -4.55 | -1.97* | -4.55 | 45.11 | 44.71 | -0.39 | -0.88 | |
| Total Pell amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 3,020 | 1,700 | 45.20 | 43.24 | 48.29 | -1.97* | -4.55 | -1.97* | -4.55 | 45.11 | 44.71 | -0.39 | -0.88 | |
| \$1–\$2,774 | 1,410 | 730 | 18.73 | 17.80 | 20.19 | -0.93 | -5.23 | -0.93 | -5.23 | 18.72 | 18.89 | 0.18 | 0.94 | |
| \$2,775–\$5,549 | 1,840 | 760 | 23.05 | 24.21 | 21.23 | 1.16* | 4.78 | 1.16* | 4.78 | 23.10 | 23.16 | 0.06 | 0.25 | |
| \$5,550 or more | 1,040 | 340 | 13.01 | 14.75 | 10.28 | 1.74* | 11.79 | 1.74* | 11.79 | 13.08 | 13.24 | 0.16 | 1.18 | |
| Stafford Loan status | | | | | | | | | | | | | | |
| Received | 1,820 | 800 | 24.54 | 25.32 | 23.31 | 0.78 | 3.09 | 0.78 | 3.09 | 24.58 | 24.33 | -0.26 | -1.05 | |
| Did not receive | 5,480 | 2,720 | 75.46 | 74.68 | 76.69 | -0.78 | -1.05 | -0.78 | -1.05 | 75.42 | 75.67 | 0.26 | 0.34 | |
| Total Stafford amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 5,480 | 2,720 | 75.46 | 74.68 | 76.69 | -0.78 | -1.05 | -0.78 | -1.05 | 75.42 | 75.67 | 0.26 | 0.34 | |
| \$1–\$4,699 | 990 | 480 | 13.63 | 13.27 | 14.20 | -0.36 | -2.73 | -0.36 | -2.73 | 13.64 | 13.03 | -0.62 | -4.74 | |
| \$4,700–\$6,500 | 560 | 210 | 6.93 | 7.39 | 6.20 | 0.46 | 6.27 | 0.46 | 6.27 | 6.95 | 6.93 | -0.02 | -0.28 | |
| \$6,501–\$9,500 | 270 | 100 | 3.97 | 4.64 | 2.91 | 0.68* | 14.54 | 0.68* | 14.54 | 3.99 | 4.36 | 0.38 | 8.64 | |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Institutional aid status | | | | | | | | | | | | | | |
| Received | 980 | 400 | 13.61 | 14.25 | 12.59 | 0.64 | 4.52 | 0.64 | 4.52 | 13.64 | 13.12 | -0.52 | -3.95 | |
| Did not receive | 5,630 | 2,700 | 78.15 | 77.67 | 78.90 | -0.48 | -0.61 | -0.48 | -0.61 | 78.12 | 78.15 | 0.03 | 0.04 | |
| Unknown | 690 | 430 | 8.24 | 8.08 | 8.51 | -0.17 | -2.07 | -0.17 | -2.07 | 8.24 | 8.72 | 0.49 | 5.57 | |
| State aid status | | | | | | | | | | | | | | |
| Received | 1,420 | 510 | 17.40 | 17.91 | 16.60 | 0.51 | 2.85 | 0.51 | 2.85 | 17.44 | 16.80 | -0.64 | -3.80 | |
| Did not receive | 5,190 | 2,580 | 74.36 | 74.01 | 74.89 | -0.34 | -0.46 | -0.34 | -0.46 | 74.32 | 74.48 | 0.15 | 0.21 | |
| Unknown | 690 | 430 | 8.24 | 8.08 | 8.51 | -0.17 | -2.07 | -0.17 | -2.07 | 8.24 | 8.72 | 0.49 | 5.57 | |

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) | | | | | | | | | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Communications Technologies/Technicians and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Computer and Information Sciences and Support Services | 190 | 110 | 2.10 | 1.96 | 2.31 | -0.14 | -6.92 | -0.14 | -6.92 | 2.09 | 1.91 | -0.18 | -9.53 | |
| Personal and Culinary Services | 220 | 110 | 1.82 | 1.77 | 1.89 | -0.04 | -2.45 | -0.04 | -2.45 | 1.82 | 1.73 | -0.09 | -5.05 | |
| Education | 160 | 80 | 2.06 | 1.98 | 2.20 | -0.09 | -4.41 | -0.09 | -4.41 | 2.07 | 1.93 | -0.14 | -7.07 | |

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|-----------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|
| | Means, base weighted | | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | | |
| Engineering | 50 | 30 | 1.00 | 0.91 | 1.15 | -0.09 | -10.15 | -0.09 | -10.15 | -0.09 | -10.15 | 1.01 | 0.85 | -0.16 | -18.46 |
| Engineering Technologies/ Technicians | 220 | 110 | 2.26 | 2.45 | 1.97 | 0.19 | 7.66 | 0.19 | 7.66 | 0.19 | 7.66 | 2.27 | 2.45 | 0.18 | 7.32 |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Family and Consumer Sciences/ Human Sciences | 120 | 50 | 1.31 | 1.21 | 1.46 | -0.10 | -8.00 | -0.10 | -8.00 | -0.10 | -8.00 | 1.30 | 1.37 | 0.07 | 4.97 |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| English Language and Literature/ Letters | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Liberal Arts and Sciences, General Studies and Humanities | 1,840 | 800 | 31.86 | 32.68 | 30.55 | 0.83 | 2.54 | 0.83 | 2.54 | 0.83 | 2.54 | 31.90 | 33.02 | 1.12 | 3.38 |
| Library Science | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Biological and Biomedical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-------------|-----------------------------|-----------------------------|--------------------------------|-----------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Multi/Interdisciplinary Studies | 100 | 30 | 1.41 | 1.52 | 1.23 | 0.11 | 7.47 | 0.11 | 7.47 | 1.41 | 1.47 | 0.07 | 4.59 | |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Theology and Religious Vocations | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Physical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Science Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Psychology | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Security and Protective Services | 320 | 150 | 4.65 | 4.56 | 4.79 | -0.09 | -1.92 | -0.09 | -1.92 | 4.64 | 4.53 | -0.11 | -2.49 | |
| Public Administration and Social Service Professions | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Construction Trades | 100 | 100 | 0.87 | 0.66 | 1.20 | -0.21* | -31.43 | -0.21* | -31.43 | 0.86 | 0.85 | -0.01 | -1.37 | |

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| | | | | | | | | | | | | | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Mechanic and Repair Technologies/ Technicians | 260 | 220 | 2.55 | 2.07 | 3.29 | -0.47* | -22.78 | -0.47* | -22.78 | 2.53 | 1.98 | -0.55* | -27.64 | |
| Precision Production Transportation and Materials Moving | 140 | 110 | 1.29 | 1.09 | 1.60 | -0.20 | -18.13 | -0.20 | -18.13 | 1.28 | 1.19 | -0.09 | -7.60 | |
| Visual and Performing Arts | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Health Professions and Related Clinical Sciences | 190 | 80 | 2.65 | 2.59 | 2.74 | -0.06 | -2.23 | -0.06 | -2.23 | 2.65 | 2.69 | 0.05 | 1.71 | |
| Business, Management, Marketing, and Related Support Services | 860 | 360 | 9.07 | 9.33 | 8.67 | 0.26 | 2.77 | 0.26 | 2.77 | 9.07 | 9.38 | 0.31 | 3.26 | |
| History (new) | 620 | 300 | 8.55 | 8.92 | 7.97 | 0.37 | 4.15 | 0.37 | 4.15 | 8.56 | 9.05 | 0.50 | 5.50 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| | 1,430 | 650 | 19.40 | 19.40 | 19.40 | # | 0.01 | # | 0.01 | 19.40 | 19.02 | -0.37 | -1.97 | |

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| | | | | | | | | | | | | | | |
| Institution total enrollment ^a | | | | | | | | | | | | | | |
| 0–2,628 | 200 | 100 | 2.68 | 2.74 | 2.58 | 0.06 | 2.18 | 0.06 | 2.18 | 2.67 | 2.86 | 0.18 | 6.44 | |
| 2,629–10,233 | 2,030 | 1,000 | 25.80 | 24.53 | 27.80 | -1.27* | -5.19 | -1.27* | -5.19 | 25.80 | 24.93 | -0.87 | -3.47 | |
| 10,234–26,884 | 3,200 | 1,530 | 43.36 | 44.15 | 42.11 | 0.79 | 1.80 | 0.79 | 1.80 | 43.41 | 44.33 | 0.92 | 2.07 | |
| 26,885 or more | 1,870 | 890 | 28.16 | 28.58 | 27.50 | 0.42 | 1.47 | 0.42 | 1.47 | 28.12 | 27.88 | -0.24 | -0.85 | |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ^a | | | | | | | | | | | | | | |
| 64% or less | 3,140 | 1,420 | 46.16 | 47.31 | 44.37 | 1.14 | 2.42 | 1.14 | 2.42 | 46.19 | 47.58 | 1.39 | 2.92 | |
| 65%–80% | 2,570 | 1,350 | 33.99 | 33.73 | 34.41 | -0.27 | -0.79 | -0.27 | -0.79 | 33.98 | 33.71 | -0.27 | -0.80 | |
| 81%–92% | 990 | 490 | 13.79 | 12.83 | 15.30 | -0.96* | -7.50 | -0.96* | -7.50 | 13.77 | 12.63 | -1.14* | -9.00 | |
| 93% or more | 590 | 240 | 5.72 | 5.87 | 5.48 | 0.15 | 2.63 | 0.15 | 2.63 | 5.73 | 5.81 | 0.08 | 1.45 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸ | | | | | | | | | | | | | | |
| 23.64% or less | 5,260 | 2,540 | 71.42 | 72.37 | 69.95 | 0.94 | 1.30 | 0.94 | 1.30 | 71.44 | 72.75 | 1.31 | 1.80 | |
| 23.65%–41.64% | 1,730 | 830 | 24.59 | 23.92 | 25.65 | -0.67 | -2.82 | -0.67 | -2.82 | 24.59 | 23.48 | -1.11 | -4.74 | |
| 41.65%–60.34% | 230 | 100 | 2.96 | 2.83 | 3.17 | -0.13 | -4.75 | -0.13 | -4.75 | 2.95 | 2.73 | -0.22 | -8.19 | |
| 60.35% or more | 80 | 40 | 0.68 | 0.62 | 0.79 | -0.06 | -10.41 | -0.06 | -10.41 | 0.68 | 0.77 | 0.09 | 11.72 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷ | | | | | | | | | | | | | | |
| New England | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Mid East | 270 | 70 | 16.96 | 17.55 | 15.81 | 0.59 | 3.35 | 0.59 | 3.35 | 16.98 | 17.82 | 0.84 | 4.69 | |
| Great Lakes | 170 | 60 | 15.03 | 14.95 | 15.20 | -0.08 | -0.56 | -0.08 | -0.56 | 15.01 | 15.05 | 0.04 | 0.29 | |
| Plains | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Southeast | 520 | 200 | 34.73 | 35.23 | 33.75 | 0.50 | 1.41 | 0.50 | 1.41 | 34.72 | 34.85 | 0.12 | 0.35 | |
| Southwest | 80 | 40 | 3.99 | 3.17 | 5.60 | -0.82 | -25.82 | -0.82 | -25.82 | 3.99 | 3.27 | -0.72 | -22.14 | |
| Rocky Mountains | 80 | 40 | 6.85 | 6.44 | 7.65 | -0.41 | -6.36 | -0.41 | -6.36 | 6.86 | 6.66 | -0.20 | -3.05 | |
| Far West | 160 | 60 | 15.09 | 14.56 | 16.12 | -0.53 | -3.61 | -0.53 | -3.61 | 15.09 | 14.96 | -0.13 | -0.85 | |
| Age as of Dec 31, 2011 | | | | | | | | | | | | | | |
| 15–23 | 1,300 | 450 | 92.47 | 94.47 | 88.54 | 2.01* | 2.12 | 2.01* | 2.12 | 92.53 | 93.10 | 0.57 | 0.61 | |
| 24–29 | 40 | 30 | 3.62 | 2.25 | 6.28 | -1.36* | -60.40 | -1.36* | -60.40 | 3.58 | 3.07 | -0.51 | -16.70 | |
| 30 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| CPS record available | | | | | | | | | | | | | | |
| Yes | 1,170 | 370 | 78.96 | 81.92 | 73.16 | 2.96* | 3.61 | 2.96* | 3.61 | 79.03 | 78.97 | -0.06 | -0.07 | |
| No | 210 | 130 | 21.04 | 18.08 | 26.84 | -2.96* | -16.37 | -2.96* | -16.37 | 20.97 | 21.03 | 0.06 | 0.28 | |
| Federal aid status | | | | | | | | | | | | | | |
| Received | 1,010 | 330 | 69.49 | 71.55 | 65.44 | 2.07* | 2.89 | 2.07* | 2.89 | 69.56 | 69.56 | # | # | |
| Did not receive | 340 | 110 | 22.77 | 24.28 | 19.82 | 1.51 | 6.20 | 1.51 | 6.20 | 22.82 | 20.59 | -2.23* | -10.81 | |
| Unknown | 50 | 70 | 7.74 | 4.16 | 14.74 | -3.57* | -85.77 | -3.57* | -85.77 | 7.63 | 9.85 | 2.23 | 22.58 | |

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|--|
| | Means, base weighted | | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Pell Grant status | | | | | | | | | | | | | | |
| Received | 660 | 250 | 47.15 | 46.50 | 48.43 | -0.65 | -1.40 | -0.65 | -1.40 | 47.15 | 47.86 | 0.71 | 1.48 | |
| Did not receive | 720 | 260 | 52.85 | 53.50 | 51.57 | 0.65 | 1.22 | 0.65 | 1.22 | 52.85 | 52.14 | -0.71 | -1.36 | |
| Total Pell amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 720 | 260 | 52.85 | 53.50 | 51.57 | 0.65 | 1.22 | 0.65 | 1.22 | 52.85 | 52.14 | -0.71 | -1.36 | |
| \$1–\$2,774 | 160 | 70 | 11.62 | 10.41 | 13.98 | -1.20 | -11.57 | -1.20 | -11.57 | 11.59 | 11.28 | -0.31 | -2.74 | |
| \$2,775–\$5,549 | 240 | 100 | 16.91 | 15.53 | 19.62 | -1.38 | -8.90 | -1.38 | -8.90 | 16.90 | 17.18 | 0.28 | 1.60 | |
| \$5,550 or more | 270 | 70 | 18.62 | 20.56 | 14.83 | 1.93* | 9.41 | 1.93* | 9.41 | 18.67 | 19.41 | 0.74 | 3.82 | |
| Stafford Loan status | | | | | | | | | | | | | | |
| Received | 710 | 210 | 47.63 | 51.22 | 40.61 | 3.58* | 7.00 | 3.58* | 7.00 | 47.69 | 49.00 | 1.31 | 2.67 | |
| Did not receive | 680 | 300 | 52.37 | 48.78 | 59.39 | -3.58* | -7.35 | -3.58* | -7.35 | 52.31 | 51.00 | -1.31 | -2.56 | |
| Total Stafford amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 680 | 300 | 52.37 | 48.78 | 59.39 | -3.58* | -7.35 | -3.58* | -7.35 | 52.31 | 51.00 | -1.31 | -2.56 | |
| \$1–\$4,699 | 210 | 60 | 12.88 | 13.37 | 11.92 | 0.49 | 3.67 | 0.49 | 3.67 | 12.89 | 13.42 | 0.54 | 4.02 | |
| \$4,700–\$6,500 | 410 | 110 | 27.26 | 30.40 | 21.12 | 3.14* | 10.32 | 3.14* | 10.32 | 27.33 | 28.24 | 0.90 | 3.19 | |
| \$6,501–\$9,500 | 90 | 30 | 7.28 | 7.24 | 7.34 | -0.03 | -0.48 | -0.03 | -0.48 | 7.26 | 7.18 | -0.08 | -1.12 | |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Institutional aid status | | | | | | | | | | | | | | |
| Received | 310 | 90 | 20.29 | 22.39 | 16.16 | 2.11* | 9.40 | 2.11* | 9.40 | 20.31 | 22.14 | 1.82* | 8.24 | |
| Did not receive | 1,050 | 400 | 77.58 | 75.21 | 82.22 | -2.37* | -3.15 | -2.37* | -3.15 | 77.54 | 75.53 | -2.01* | -2.66 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| State aid status | | | | | | | | | | | | | | |
| Received | 420 | 110 | 27.95 | 31.63 | 20.76 | 3.67* | 11.61 | 3.67* | 11.61 | 28.01 | 30.55 | 2.54* | 8.32 | |
| Did not receive | 940 | 390 | 69.91 | 65.98 | 77.62 | -3.93* | -5.96 | -3.93* | -5.96 | 69.85 | 67.12 | -2.73* | -4.06 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) | | | | | | | | | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Communications Technologies/Technicians and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Personal and Culinary Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Engineering | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Engineering Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Family and Consumer Sciences/ Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| English Language and Literature/ Letters | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Liberal Arts and Sciences, General Studies and Humanities | 320 | 140 | 25.74 | 24.19 | 28.79 | -1.56* | -6.44 | -1.56* | -6.44 | 25.69 | 26.25 | 0.55 | 2.10 | |
| Library Science | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Biological and Biomedical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Multi/Interdisciplinary Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Theology and Religious Vocations | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Physical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Science Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Psychology | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Public Administration and Social Service Professions | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|-----------------------------|--------------------------------|-----------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Construction | | | | | | | | | | | | | | |
| Trades | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Mechanic and Repair Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Precision Production | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Visual and Performing Arts | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Health Professions and Related Clinical Sciences | 120 | 40 | 7.88 | 7.97 | 7.72 | 0.08 | 1.07 | 0.08 | 1.07 | 7.88 | 7.54 | -0.34 | -4.56 | |
| Business, Management, Marketing, and Related Support Services | 110 | 40 | 7.62 | 7.61 | 7.64 | -0.01 | -0.15 | -0.01 | -0.15 | 7.62 | 7.45 | -0.17 | -2.23 | |
| History (new) | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Unknown | 240 | 100 | 16.53 | 16.08 | 17.43 | -0.46 | -2.84 | -0.46 | -2.84 | 16.53 | 15.66 | -0.87 | -5.57 | |

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Institution total enrollment ⁸ | | | | | | | | | | | | | | |
| 0–2,628 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 2,629–10,233 | 590 | 180 | 38.41 | 39.48 | 36.30 | 1.08 | 2.73 | 1.08 | 2.73 | 38.41 | 39.66 | 1.25 | 3.16 | |
| 10,234–26,884 | 460 | 190 | 36.97 | 36.43 | 38.04 | -0.54 | -1.49 | -0.54 | -1.49 | 36.99 | 35.53 | -1.45 | -4.09 | |
| 26,885 or more | 280 | 120 | 20.92 | 20.21 | 22.33 | -0.72 | -3.55 | -0.72 | -3.55 | 20.89 | 21.17 | 0.27 | 1.28 | |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸ | | | | | | | | | | | | | | |
| 64% or less | 440 | 120 | 30.66 | 32.32 | 27.40 | 1.66 | 5.14 | 1.66 | 5.14 | 30.69 | 32.70 | 2.01 | 6.16 | |
| 65%–80% | 530 | 220 | 39.16 | 36.90 | 43.60 | -2.27* | -6.14 | -2.27* | -6.14 | 39.11 | 36.99 | -2.13 | -5.75 | |
| 81%–92% | 310 | 110 | 23.77 | 24.40 | 22.54 | 0.63 | 2.57 | 0.63 | 2.57 | 23.79 | 24.31 | 0.52 | 2.14 | |
| 93% or more | 110 | 50 | 6.11 | 5.93 | 6.46 | -0.18 | -2.99 | -0.18 | -2.99 | 6.11 | 5.62 | -0.49 | -8.65 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|-----------------------------|--------------------------------|-----------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| | | | | | | | | | | | | | | |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸ | | | | | | | | | | | | | | |
| 23.64% or less | 160 | 70 | 17.89 | 15.94 | 21.72 | -1.95* | -12.25 | -1.95* | -12.25 | 17.84 | 16.68 | -1.16 | -6.94 | |
| 23.65%–41.64% | 650 | 290 | 43.95 | 42.27 | 47.24 | -1.68 | -3.98 | -1.68 | -3.98 | 43.94 | 44.42 | 0.48 | 1.09 | |
| 41.65%–60.34% | 390 | 110 | 28.31 | 30.12 | 24.76 | 1.81 | 6.01 | 1.81 | 6.01 | 28.35 | 28.15 | -0.19 | -0.68 | |
| 60.35% or more | 190 | 40 | 9.03 | 10.51 | 6.14 | 1.48* | 14.05 | 1.48* | 14.05 | 9.06 | 9.68 | 0.62 | 6.38 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| | | | | | | | | | | | | | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷ | | | | | | | | | | | | | |
| New England | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mid East | 350 | 90 | 9.56 | 9.56 | 9.55 | # | 0.02 | # | 0.02 | 9.56 | 9.81 | 0.25 | 2.56 |
| Great Lakes | 500 | 110 | 17.31 | 17.79 | 15.77 | 0.48 | 2.70 | 0.48 | 2.70 | 17.31 | 17.80 | 0.48 | 2.72 |
| Plains | 220 | 60 | 7.96 | 7.90 | 8.18 | -0.07 | -0.84 | -0.07 | -0.84 | 7.96 | 7.74 | -0.22 | -2.84 |
| Southeast | 860 | 190 | 29.73 | 30.05 | 28.72 | 0.32 | 1.05 | 0.32 | 1.05 | 29.74 | 29.52 | -0.21 | -0.73 |
| Southwest | 420 | 120 | 13.74 | 12.74 | 16.95 | -1.00 | -7.84 | -1.00 | -7.84 | 13.74 | 13.57 | -0.17 | -1.25 |
| Rocky Mountains | 120 | 30 | 4.06 | 4.10 | 3.94 | 0.04 | 0.92 | 0.04 | 0.92 | 4.06 | 3.88 | -0.18 | -4.67 |
| Far West | 330 | 70 | 13.64 | 13.97 | 12.56 | 0.34 | 2.40 | 0.34 | 2.40 | 13.64 | 13.94 | 0.30 | 2.18 |
| Age as of Dec 31, 2011 | | | | | | | | | | | | | |
| 15–23 | 2,880 | 690 | 98.76 | 99.18 | 97.40 | 0.42 | 0.43 | 0.42 | 0.43 | 98.77 | 99.06 | 0.30 | 0.30 |
| 24–29 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 30 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| CPS record available | | | | | | | | | | | | | |
| Yes | 2,420 | 530 | 80.15 | 82.65 | 72.12 | 2.50* | 3.02 | 2.50* | 3.02 | 80.17 | 80.25 | 0.08 | 0.10 |
| No | 490 | 170 | 19.85 | 17.35 | 27.88 | -2.50* | -14.39 | -2.50* | -14.39 | 19.83 | 19.75 | -0.08 | -0.39 |
| Federal aid status | | | | | | | | | | | | | |
| Received | 1,940 | 430 | 64.74 | 67.02 | 57.43 | 2.27* | 3.39 | 2.27* | 3.39 | 64.76 | 64.76 | # | # |
| Did not receive | 810 | 190 | 28.40 | 28.41 | 28.37 | 0.01 | 0.03 | 0.01 | 0.03 | 28.41 | 28.41 | # | # |
| Unknown | 160 | 80 | 6.85 | 4.57 | 14.19 | -2.28* | -49.95 | -2.28* | -49.95 | 6.83 | 6.83 | # | # |

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Pell Grant status | | | | | | | | | | | | | |
| Received | 1,050 | 240 | 34.22 | 35.08 | 31.45 | 0.86 | 2.46 | 0.86 | 2.46 | 34.22 | 34.10 | -0.13 | -0.37 |
| Did not receive | 1,860 | 460 | 65.78 | 64.92 | 68.55 | -0.86 | -1.33 | -0.86 | -1.33 | 65.78 | 65.90 | 0.13 | 0.19 |
| Total Pell amount received⁸ | | | | | | | | | | | | | |
| \$0 or unknown | 1,860 | 460 | 65.78 | 64.92 | 68.55 | -0.86 | -1.33 | -0.86 | -1.33 | 65.78 | 65.90 | 0.13 | 0.19 |
| \$1–\$2,774 | 230 | 60 | 7.80 | 8.10 | 6.83 | 0.30 | 3.71 | 0.30 | 3.71 | 7.80 | 7.88 | 0.08 | 1.02 |
| \$2,775–\$5,549 | 320 | 70 | 10.57 | 10.81 | 9.81 | 0.24 | 2.18 | 0.24 | 2.18 | 10.58 | 10.73 | 0.15 | 1.40 |
| \$5,550 or more | 500 | 110 | 15.85 | 16.17 | 14.80 | 0.33 | 2.01 | 0.33 | 2.01 | 15.85 | 15.49 | -0.36 | -2.30 |
| Stafford Loan status | | | | | | | | | | | | | |
| Received | 1,710 | 390 | 56.95 | 58.28 | 52.69 | 1.33* | 2.27 | 1.33* | 2.27 | 56.96 | 55.99 | -0.97 | -1.74 |
| Did not receive | 1,200 | 300 | 43.05 | 41.72 | 47.31 | -1.33* | -3.18 | -1.33* | -3.18 | 43.04 | 44.01 | 0.97 | 2.21 |
| Total Stafford amount received⁸ | | | | | | | | | | | | | |
| \$0 or unknown | 1,200 | 300 | 43.05 | 41.72 | 47.31 | -1.33* | -3.18 | -1.33* | -3.18 | 43.04 | 44.01 | 0.97 | 2.21 |
| \$1–\$4,699 | 410 | 100 | 13.86 | 14.35 | 12.28 | 0.49 | 3.42 | 0.49 | 3.42 | 13.86 | 14.21 | 0.34 | 2.41 |
| \$4,700–\$6,500 | 1,120 | 250 | 37.04 | 38.22 | 33.23 | 1.18 | 3.10 | 1.18 | 3.10 | 37.05 | 36.57 | -0.48 | -1.31 |
| \$6,501–\$9,500 | 170 | 50 | 5.83 | 5.48 | 6.96 | -0.35 | -6.41 | -0.35 | -6.41 | 5.83 | 5.03 | -0.80* | -15.86 |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Institutional aid status | | | | | | | | | | | | | |
| Received | 1,080 | 210 | 36.23 | 37.96 | 30.69 | 1.73* | 4.55 | 1.73* | 4.55 | 36.24 | 36.22 | -0.02 | -0.06 |
| Did not receive | 1,680 | 440 | 59.85 | 58.30 | 64.83 | -1.55* | -2.65 | -1.55* | -2.65 | 59.84 | 60.43 | 0.58 | 0.97 |
| Unknown | 150 | 40 | 3.91 | 3.74 | 4.48 | -0.18 | -4.75 | -0.18 | -4.75 | 3.91 | 3.35 | -0.56* | -16.75 |
| State aid status | | | | | | | | | | | | | |
| Received | 1,030 | 210 | 33.15 | 34.73 | 28.07 | 1.58* | 4.55 | 1.58* | 4.55 | 33.16 | 33.37 | 0.21 | 0.63 |
| Did not receive | 1,730 | 440 | 62.94 | 61.53 | 67.45 | -1.40* | -2.28 | -1.40* | -2.28 | 62.93 | 63.28 | 0.35 | 0.55 |
| Unknown | 150 | 40 | 3.91 | 3.74 | 4.48 | -0.18 | -4.75 | -0.18 | -4.75 | 3.91 | 3.35 | -0.56* | -16.75 |

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| | | | | | | | | | | | | | | |
| Major (2-digit CIP) | | | | | | | | | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Communications Technologies/Technicians and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Personal and Culinary Services | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|-----------------------------|--------------------------------|-----------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Engineering | 220 | 50 | 7.58 | 7.70 | 7.22 | 0.11 | 1.49 | 0.11 | 1.49 | 7.58 | 7.74 | 0.16 | 2.06 | |
| Engineering Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Family and Consumer Sciences/ Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| English Language and Literature/ Letters | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Liberal Arts and Sciences, General Studies and Humanities | 210 | 60 | 7.60 | 7.53 | 7.83 | -0.07 | -0.95 | -0.07 | -0.95 | 7.60 | 7.43 | -0.17 | -2.31 | |
| Library Science | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Biological and Biomedical Sciences | 220 | 40 | 7.23 | 7.34 | 6.89 | 0.10 | 1.43 | 0.10 | 1.43 | 7.23 | 7.42 | 0.19 | 2.54 | |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| | | | | | | | | | | | | | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Multi/Interdisciplinary Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Theology and Religious Vocations | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Physical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Science Technologies/Technicians | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Psychology | 130 | 40 | 4.28 | 4.10 | 4.84 | -0.17 | -4.26 | -0.17 | -4.26 | 4.28 | 4.30 | 0.02 | 0.47 | |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Public Administration and Social Service Professions | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Mechanic and Repair Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Precision Production Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Visual and Performing Arts | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Health Professions and Related Clinical Sciences | 227 | 46 | 7.23 | 7.53 | 6.28 | 0.30 | 3.93 | 0.30 | 3.93 | 7.23 | 7.25 | 0.02 | 0.29 | |
| Business, Management, Marketing, and Related Support Services | 283 | 91 | 11.28 | 9.98 | 15.43 | -1.29* | -12.93 | -1.29* | -12.93 | 11.27 | 10.25 | -1.02* | -9.93 | |
| History (new) | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Unknown | 583 | 142 | 20.21 | 20.64 | 18.83 | 0.43 | 2.08 | 0.43 | 2.08 | 20.22 | 20.48 | 0.26 | 1.26 | |

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| | | | | | | | | | | | | | | |
| Institution total enrollment ⁸ | | | | | | | | | | | | | | |
| 0-2,628 | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| 2,629–10,233 | 200 | 50 | 6.53 | 6.43 | 6.83 | -0.10 | -1.49 | -0.10 | -1.49 | 6.52 | 6.55 | 0.02 | 0.36 | |
| 10,234–26,884 | 1,160 | 300 | 37.89 | 37.36 | 39.61 | -0.53 | -1.43 | -0.53 | -1.43 | 37.90 | 37.40 | -0.50 | -1.33 | |
| 26,885 or more | 1,540 | 350 | 55.58 | 56.21 | 53.56 | 0.63 | 1.12 | 0.63 | 1.12 | 55.58 | 56.05 | 0.47 | 0.84 | |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸ | | | | | | | | | | | | | | |
| 64% or less | 1,190 | 250 | 42.97 | 44.26 | 38.81 | 1.29* | 2.92 | 1.29* | 2.92 | 42.97 | 45.00 | 2.02* | 4.50 | |
| 65%–80% | 760 | 200 | 28.71 | 27.33 | 33.16 | -1.38* | -5.06 | -1.38* | -5.06 | 28.71 | 26.58 | -2.13* | -8.00 | |
| 81%–92% | 770 | 200 | 21.47 | 21.37 | 21.80 | -0.10 | -0.48 | -0.10 | -0.48 | 21.47 | 21.08 | -0.40 | -1.87 | |
| 93% or more | 190 | 40 | 6.85 | 7.04 | 6.23 | 0.19 | 2.74 | 0.19 | 2.74 | 6.85 | 7.35 | 0.50 | 6.75 | |
| Unknown | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|-----------------|-------------|-------------|-----------------------------|-----------------------------|--------------------------------|-----------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted | | Full sample | Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| | Unweighted respondent | non-respondents | | | | | | | | | | | | |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸ | | | | | | | | | | | | | | |
| 23.64% or less | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 23.65%–41.64% | 580 | 180 | 18.59 | 17.27 | 22.81 | -1.31* | -7.60 | -1.31* | -7.60 | 18.58 | 16.97 | -1.61* | -9.49 | |
| 41.65%–60.34% | 1,000 | 240 | 35.86 | 35.79 | 36.08 | -0.07 | -0.19 | -0.07 | -0.19 | 35.87 | 35.93 | 0.06 | 0.16 | |
| 60.35% or more | 1,300 | 270 | 44.21 | 45.99 | 38.47 | 1.78* | 3.88 | 1.78* | 3.88 | 44.21 | 45.84 | 1.63* | 3.56 | |
| Unknown | † | † | † | † | † | † | † | † | † | † | † | † | † | |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷ | | | | | | | | | | | | | |
| New England | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mid East | 50 | 30 | 20.19 | 19.61 | 20.96 | -0.58 | -2.98 | -0.58 | -2.98 | 20.34 | 24.49 | 4.15 | 16.95 |
| Great Lakes | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Plains | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Southeast | 110 | 40 | 33.96 | 37.24 | 29.67 | 3.29 | 8.82 | 3.29 | 8.82 | 34.21 | 33.71 | -0.50 | -1.48 |
| Southwest | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Rocky Mountains | † | † | † | † | † | † | † | † | † | † | † | † | † |
| Far West | 50 | 40 | 20.16 | 13.64 | 28.66 | -6.52 | -47.79 | -6.52 | -47.79 | 19.60 | 14.20 | -5.40 | -37.99 |
| Age as of Dec 31, 2011 | | | | | | | | | | | | | |
| 15–23 | 200 | 90 | 69.95 | 74.42 | 64.12 | 4.47 | 6.01 | 4.47 | 6.01 | 70.28 | 70.52 | 0.23 | 0.33 |
| 24–29 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 30 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| CPS record available | | | | | | | | | | | | | |
| Yes | 250 | 110 | 85.76 | 88.12 | 82.67 | 2.36 | 2.68 | 2.36 | 2.68 | 85.79 | 85.37 | -0.42 | -0.49 |
| No | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Federal aid status | | | | | | | | | | | | | |
| Received | 240 | 100 | 79.49 | 81.74 | 76.56 | 2.25 | 2.75 | 2.25 | 2.75 | 79.55 | 79.55 | # | # |
| Did not receive | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Pell Grant status | | | | | | | | | | | | | | |
| Received | 200 | 100 | 70.01 | 67.77 | 72.92 | -2.23 | -3.30 | -2.23 | -3.30 | 69.84 | 66.15 | -3.69 | -5.58 | |
| Did not receive | 80 | 40 | 29.99 | 32.23 | 27.08 | 2.23 | 6.93 | 2.23 | 6.93 | 30.16 | 33.85 | 3.69 | 10.90 | |
| Total Pell amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 80 | 40 | 29.99 | 32.23 | 27.08 | 2.23 | 6.93 | 2.23 | 6.93 | 30.16 | 33.85 | 3.69 | 10.90 | |
| \$1–\$2,774 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| \$2,775–\$5,549 | 60 | 40 | 23.71 | 18.62 | 30.35 | -5.09 | -27.34 | -5.09 | -27.34 | 23.36 | 18.84 | -4.52 | -24.00 | |
| \$5,550 or more | 110 | 50 | 36.80 | 37.09 | 36.41 | 0.29 | 0.79 | 0.29 | 0.79 | 36.86 | 35.06 | -1.80 | -5.13 | |
| Stafford Loan status | | | | | | | | | | | | | | |
| Received | 220 | 90 | 71.03 | 75.18 | 65.62 | 4.15 | 5.52 | 4.15 | 5.52 | 71.07 | 73.10 | 2.03 | 2.77 | |
| Did not receive | 60 | 50 | 28.97 | 24.82 | 34.38 | -4.15 | -16.73 | -4.15 | -16.73 | 28.93 | 26.90 | -2.03 | -7.54 | |
| Total Stafford amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 60 | 50 | 28.97 | 24.82 | 34.38 | -4.15 | -16.73 | -4.15 | -16.73 | 28.93 | 26.90 | -2.03 | -7.54 | |
| \$1–\$4,699 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| \$4,700–\$6,500 | 110 | 30 | 28.84 | 36.29 | 19.12 | 7.45* | 20.53 | 7.45* | 20.53 | 29.09 | 33.15 | 4.05* | 12.23 | |
| \$6,501–\$9,500 | 80 | 30 | 27.10 | 28.00 | 25.94 | 0.89 | 3.18 | 0.89 | 3.18 | 27.15 | 28.91 | 1.75 | 6.07 | |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Institutional aid status | | | | | | | | | | | | | | |
| Received | 100 | 40 | 32.30 | 39.21 | 23.30 | 6.91* | 17.61 | 6.91 | 17.61 | 32.94 | 38.55 | 5.61* | 14.56 | |
| Did not receive | 170 | 90 | 61.41 | 56.03 | 68.43 | -5.38 | -9.61 | -5.38 | -9.61 | 60.81 | 57.46 | -3.35 | -5.83 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| State aid status | | | | | | | | | | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Did not receive | 190 | 110 | 75.27 | 70.02 | 82.12 | -5.25 | -7.50 | -5.25 | -7.50 | 74.86 | 77.24 | 2.38 | 3.08 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | | | After nonresponse weight adjustment | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|-----------------------------|--|
| | Means, base weighted | | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | | Means | | Full sample vs. respondents | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| | | | | | | | | | | | | | | |
| Major (2-digit CIP) | | | | | | | | | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Natural Resources and Conservation | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Architecture and Related Services | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Area, Ethnic, Cultural, and Gender Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Communication, Journalism, and Related Programs | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Communications Technologies/Technicians and Support Services | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Computer and Information Sciences and Support Services | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Personal and Culinary Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Education | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Engineering | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Engineering Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Foreign Languages, Literatures, and Linguistics | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Family and Consumer Sciences/ Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| English Language and Literature/ Letters | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Liberal Arts and Sciences, General Studies and Humanities | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Library Science | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Biological and Biomedical Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Mathematics and Statistics | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| | | | | | | | | | | | | | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Multi/Interdisciplinary Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Parks, Recreation, Leisure, and Fitness Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Philosophy and Religious Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Theology and Religious Vocations | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Physical Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Science Technologies/Technicians | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Psychology | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Public Administration and Social Service Professions | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Social Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Mechanic and Repair Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Precision Production Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Visual and Performing Arts | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Health Professions and Related Clinical Sciences | 60 | 30 | 60 | 22.95 | 29.71 | -2.94 | -12.79 | -2.94 | -12.79 | 25.53 | 24.30 | -1.23 | -5.08 | |
| Business, Management, Marketing, and Related Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| History (new) | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Unknown | 100 | 50 | 100 | 39.17 | 31.82 | 3.19 | 8.15 | 3.19 | 8.15 | 36.50 | 37.74 | 1.24 | 3.28 | |

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Institution total enrollment ⁸ | | | | | | | | | | | | | |
| 0–2,628 | 270 | 130 | 98.73 | 99.07 | 98.29 | 0.34 | 0.34 | 0.34 | 0.34 | 98.78 | 99.13 | 0.35 | 0.36 |
| 2,629–10,233 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 10,234–26,884 | † | † | † | † | † | † | † | † | † | † | † | † | † |
| 26,885 or more | † | † | † | † | † | † | † | † | † | † | † | † | † |
| Percentage of full-time, first-time degree /certificate-seeking undergraduate students who received any grant aid ⁸ | | | | | | | | | | | | | |
| 64% or less | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 65%–80% | 50 | 40 | 25.76 | 20.59 | 32.48 | -5.16 | -25.06 | -5.16 | -25.06 | 25.50 | 25.19 | -0.31 | -1.22 |
| 81%–92% | 160 | 60 | 46.80 | 54.05 | 37.34 | 7.25 | 13.42 | 7.25 | 13.42 | 47.19 | 49.51 | 2.32 | 4.69 |
| 93% or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | † | † | † | † | † | † | † | † | † | † | † | † | † |

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸ | | | | | | | | | | | | | | |
| 23.64% or less | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 23.65%–41.64% | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 41.65%–60.34% | 80 | 40 | 30.96 | 28.42 | 34.29 | -2.55 | -8.97 | -2.55 | -8.97 | 30.79 | 29.40 | -1.39 | -4.72 | |
| 60.35% or more | 60 | 30 | 24.66 | 28.42 | 19.75 | 3.77 | 13.25 | 3.77 | 13.25 | 25.00 | 32.32 | 7.32* | 22.64 | |
| Unknown | 50 | 40 | 19.78 | 12.96 | 28.66 | -6.81 | -52.57 | -6.81 | -52.57 | 19.20 | 13.54 | -5.66 | -41.82 | |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.

³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).

⁴ Base weight adjusted for ineligibility.

⁵ Base weight, adjusted for unknown eligibility and nonresponse.

⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷ | | | | | | | | | | | | | |
| New England | 190 | 50 | 13.61 | 12.74 | 16.19 | -0.87 | -6.83 | -0.87 | -6.83 | 13.60 | 13.93 | 0.33 | 2.35 |
| Mid East | 440 | 110 | 21.21 | 21.19 | 21.27 | -0.02 | -0.09 | -0.02 | -0.09 | 21.21 | 21.23 | 0.02 | 0.11 |
| Great Lakes | 420 | 200 | 20.24 | 18.86 | 24.36 | -1.39 | -7.36 | -1.39 | -7.36 | 20.24 | 18.26 | -1.98* | -10.84 |
| Plains | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Southeast | 350 | 80 | 21.34 | 21.84 | 19.87 | 0.50 | 2.27 | 0.50 | 2.27 | 21.34 | 21.33 | -0.02 | -0.07 |
| Southwest | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Rocky Mountains | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Far West | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Age as of Dec 31, 2011 | | | | | | | | | | | | | |
| 15–23 | 1,710 | 460 | 97.53 | 98.15 | 95.71 | 0.62* | 0.63 | 0.62 | 0.63 | 97.54 | 97.70 | 0.16 | 0.17 |
| 24–29 | 30 | 30 | 0.47 | 0.34 | 0.86 | -0.13 | -39.57 | -0.13 | -39.57 | 0.47 | 0.42 | -0.05 | -12.01 |
| 30 or more | 60 | 30 | 2.00 | 1.52 | 3.43 | -0.48 | -31.91 | -0.48 | -31.91 | 1.99 | 1.88 | -0.11 | -6.06 |
| CPS record available | | | | | | | | | | | | | |
| Yes | 1,610 | 430 | 85.88 | 88.16 | 79.13 | 2.28* | 2.58 | 2.28* | 2.58 | 85.89 | 86.12 | 0.23 | 0.27 |
| No | 190 | 90 | 14.12 | 11.84 | 20.87 | -2.28* | -19.25 | -2.28* | -19.25 | 14.11 | 13.88 | -0.23 | -1.64 |
| Federal aid status | | | | | | | | | | | | | |
| Received | 1,210 | 260 | 72.76 | 75.72 | 63.96 | 2.97* | 3.92 | 2.97* | 3.92 | 72.77 | 72.77 | # | # |
| Did not receive | 290 | 90 | 20.12 | 18.83 | 23.95 | -1.29 | -6.85 | -1.29 | -6.85 | 20.12 | 20.14 | 0.02 | 0.12 |
| Unknown | 300 | 170 | 7.12 | 5.44 | 12.09 | -1.68* | -30.84 | -1.68* | -30.84 | 7.11 | 7.09 | -0.02 | -0.33 |

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Pell Grant status | | | | | | | | | | | | | | |
| Received | 780 | 250 | 39.23 | 38.99 | 39.93 | -0.24 | -0.60 | -0.24 | -0.60 | 39.23 | 37.61 | -1.62 | -4.31 | |
| Did not receive | 1,020 | 270 | 60.77 | 61.01 | 60.07 | 0.24 | 0.39 | 0.24 | 0.39 | 60.77 | 62.39 | 1.62 | 2.60 | |
| Total Pell amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 1,020 | 270 | 60.77 | 61.01 | 60.07 | 0.24 | 0.39 | 0.24 | 0.39 | 60.77 | 62.39 | 1.62 | 2.60 | |
| \$1–\$2,774 | 200 | 80 | 8.34 | 8.55 | 7.73 | 0.21 | 2.43 | 0.21 | 2.43 | 8.34 | 8.44 | 0.10 | 1.13 | |
| \$2,775–\$5,549 | 280 | 100 | 14.85 | 14.57 | 15.66 | -0.27 | -1.88 | -0.27 | -1.88 | 14.85 | 14.52 | -0.33 | -2.29 | |
| \$5,550 or more | 300 | 70 | 16.04 | 15.87 | 16.54 | -0.17 | -1.07 | -0.17 | -1.07 | 16.04 | 14.66 | -1.38* | -9.43 | |
| Stafford Loan status | | | | | | | | | | | | | | |
| Received | 1,300 | 330 | 69.65 | 72.58 | 60.98 | 2.93* | 4.03 | 2.93* | 4.03 | 69.66 | 69.52 | -0.15 | -0.21 | |
| Did not receive | 500 | 190 | 30.35 | 27.42 | 39.02 | -2.93* | -10.67 | -2.93* | -10.67 | 30.34 | 30.48 | 0.15 | 0.49 | |
| Total Stafford amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 500 | 190 | 30.35 | 27.42 | 39.02 | -2.93* | -10.67 | -2.93* | -10.67 | 30.34 | 30.48 | 0.15 | 0.49 | |
| \$1–\$4,699 | 230 | 80 | 10.68 | 11.01 | 9.70 | 0.33 | 3.00 | 0.33 | 3.00 | 10.68 | 11.16 | 0.48 | 4.27 | |
| \$4,700–\$6,500 | 840 | 180 | 47.00 | 49.21 | 40.46 | 2.21* | 4.49 | 2.21* | 4.49 | 47.01 | 46.94 | -0.07 | -0.16 | |
| \$6,501–\$9,500 | 220 | 70 | 11.35 | 11.53 | 10.80 | 0.19 | 1.60 | 0.19 | 1.60 | 11.35 | 10.67 | -0.68 | -6.41 | |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Institutional aid status | | | | | | | | | | | | | | |
| Received | 1,230 | 270 | 76.61 | 79.00 | 69.52 | 2.39* | 3.03 | 2.39* | 3.03 | 76.62 | 76.64 | 0.02 | 0.03 | |
| Did not receive | 270 | 90 | 17.92 | 15.87 | 24.01 | -2.05* | -12.95 | -2.05* | -12.95 | 17.92 | 17.82 | -0.10 | -0.54 | |
| Unknown | 300 | 150 | 5.47 | 5.13 | 6.47 | -0.34 | -6.55 | -0.34 | -6.55 | 5.47 | 5.54 | 0.08 | 1.37 | |
| State aid status | | | | | | | | | | | | | | |
| Received | 440 | 100 | 27.89 | 28.62 | 25.72 | 0.73 | 2.56 | 0.73 | 2.56 | 27.89 | 26.93 | -0.96 | -3.57 | |
| Did not receive | 1,060 | 260 | 66.64 | 66.25 | 67.81 | -0.40 | -0.60 | -0.40 | -0.60 | 66.64 | 67.53 | 0.89 | 1.31 | |
| Unknown | 300 | 150 | 5.47 | 5.13 | 6.47 | -0.34 | -6.55 | -0.34 | -6.55 | 5.47 | 5.54 | 0.08 | 1.37 | |

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) | | | | | | | | | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Communications Technologies/Technicians and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Personal and Culinary Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|--|
| | Means, base weighted | | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Engineering | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Engineering Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Family and Consumer Sciences/ Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| English Language and Literature/ Letters | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Liberal Arts and Sciences, General Studies and Humanities | 200 | 40 | 8.34 | 8.50 | 7.86 | 0.16 | 1.88 | 0.16 | 1.88 | 8.33 | 8.39 | 0.06 | 0.70 | |
| Library Science | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Biological and Biomedical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Multi/Interdisciplinary Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Theology and Religious Vocations | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Physical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Science Technologies/Technicians | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Psychology | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Public Administration and Social Service Professions | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Construction Trades | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|--|
| | Means, base weighted | | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Mechanic and Repair Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Precision Production Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Visual and Performing Arts | 140 | 30 | 5.24 | 5.99 | 3.01 | 0.75* | 12.56 | 0.75* | 12.56 | 5.24 | 5.84 | 0.60* | 10.28 | |
| Health Professions and Related Clinical Sciences | 150 | 80 | 5.08 | 4.65 | 6.33 | -0.42 | -9.10 | -0.42 | -9.10 | 5.08 | 4.54 | -0.54 | -11.94 | |
| Business, Management, Marketing, and Related Support Services | 120 | 50 | 8.15 | 7.51 | 10.04 | -0.64 | -8.51 | -0.64 | -8.51 | 8.14 | 7.55 | -0.60 | -7.89 | |
| History (new) | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Unknown | 530 | 120 | 35.45 | 36.97 | 30.94 | 1.52 | 4.12 | 1.52 | 4.12 | 35.46 | 37.34 | 1.88* | 5.05 | |

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Institution total enrollment ⁸ | | | | | | | | | | | | | |
| 0–2,628 | 910 | 220 | 60.40 | 60.00 | 61.57 | -0.40 | -0.66 | -0.40 | -0.66 | 60.39 | 59.21 | -1.18 | -1.99 |
| 2,629–10,233 | 840 | 290 | 36.64 | 36.85 | 36.01 | 0.21 | 0.58 | 0.21 | 0.58 | 36.64 | 37.65 | 1.01 | 2.68 |
| 10,234–26,884 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 26,885 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸ | | | | | | | | | | | | | |
| 64% or less | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 65%–80% | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 81%–92% | 440 | 180 | 18.82 | 17.89 | 21.59 | -0.93 | -5.21 | -0.93 | -5.21 | 18.82 | 18.56 | -0.26 | -1.42 |
| 93% or more | 1,110 | 290 | 64.48 | 64.62 | 64.07 | 0.14 | 0.21 | 0.14 | 0.21 | 64.48 | 63.60 | -0.89 | -1.39 |
| Unknown | † | † | † | † | † | † | † | † | † | † | † | † | † |

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸ | | | | | | | | | | | | | | |
| 23.64% or less | 220 | 140 | 4.30 | 3.53 | 6.60 | -0.77 | -21.96 | -0.77 | -21.96 | 4.30 | 3.69 | -0.61 | -16.50 | |
| 23.65%–41.64% | 230 | 60 | 14.40 | 14.12 | 15.23 | -0.28 | -1.98 | -0.28 | -1.98 | 14.40 | 14.14 | -0.26 | -1.87 | |
| 41.65%–60.34% | 550 | 170 | 34.79 | 32.86 | 40.51 | -1.93* | -5.88 | -1.93* | -5.88 | 34.79 | 31.86 | -2.93* | -9.20 | |
| 60.35% or more | 800 | 150 | 46.51 | 49.49 | 37.66 | 2.99* | 6.03 | 2.99* | 6.03 | 46.51 | 50.32 | 3.81* | 7.56 | |
| Unknown | † | † | † | † | † | † | † | † | † | † | † | † | † | |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region⁷ | | | | | | | | | | | | | | |
| New England | 250 | 50 | 14.22 | 14.08 | 14.81 | -0.14 | -1.01 | -0.14 | -1.01 | 14.22 | 15.10 | 0.88 | 5.84 | |
| Mid East | 850 | 180 | 33.02 | 31.75 | 38.32 | -1.27 | -4.01 | -1.27 | -4.01 | 33.02 | 32.64 | -0.37 | -1.14 | |
| Great Lakes | 440 | 110 | 12.75 | 13.41 | 9.97 | 0.67 | 4.96 | 0.67 | 4.96 | 12.75 | 12.21 | -0.53 | -4.38 | |
| Plains | 240 | 30 | 5.61 | 5.95 | 4.20 | 0.34 | 5.67 | 0.34 | 5.67 | 5.61 | 5.45 | -0.16 | -2.97 | |
| Southeast | 270 | 40 | 17.03 | 17.27 | 16.03 | 0.24 | 1.39 | 0.24 | 1.39 | 17.03 | 16.99 | -0.04 | -0.24 | |
| Southwest | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Rocky Mountains | ‡ | ‡ | * | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Far West | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Age as of Dec 31, 2011 | | | | | | | | | | | | | | |
| 15–23 | 2,280 | 420 | 98.36 | 98.38 | 98.26 | 0.02 | 0.02 | 0.02 | 0.02 | 98.36 | 98.11 | -0.25 | -0.25 | |
| 24–29 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 30 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| CPS record available | | | | | | | | | | | | | | |
| Yes | 1,940 | 330 | 74.76 | 78.03 | 61.13 | 3.27* | 4.19 | 3.27* | 4.19 | 74.77 | 75.44 | 0.68 | 0.90 | |
| No | 390 | 130 | 25.24 | 21.97 | 38.87 | -3.27* | -14.88 | -3.27* | -14.88 | 25.23 | 24.56 | -0.68 | -2.76 | |
| Federal aid status | | | | | | | | | | | | | | |
| Received | 1,540 | 220 | 60.42 | 63.81 | 46.31 | 3.38* | 5.30 | 3.38* | 5.30 | 60.43 | 60.43 | # | # | |
| Did not receive | 570 | 120 | 27.79 | 26.93 | 31.39 | -0.86 | -3.21 | -0.86 | -3.21 | 27.79 | 27.79 | # | # | |
| Unknown | 230 | 110 | 11.79 | 9.27 | 22.30 | -2.52* | -27.22 | -2.52* | -27.22 | 11.78 | 11.78 | # | # | |

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Pell Grant status | | | | | | | | | | | | | | |
| Received | 720 | 130 | 28.62 | 30.09 | 22.45 | 1.48* | 4.91 | 1.48* | 4.91 | 28.62 | 29.12 | 0.50 | 1.73 | |
| Did not receive | 1,610 | 330 | 71.38 | 69.91 | 77.55 | -1.48* | -2.11 | -1.48* | -2.11 | 71.38 | 70.88 | -0.50 | -0.71 | |
| Total Pell amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 1,610 | 330 | 71.38 | 69.91 | 77.55 | -1.48* | -2.11 | -1.48* | -2.11 | 71.38 | 70.88 | -0.50 | -0.71 | |
| \$1–\$2,774 | 180 | 40 | 6.63 | 6.82 | 5.80 | 0.20 | 2.90 | 0.20 | 2.90 | 6.63 | 7.04 | 0.41 | 5.89 | |
| \$2,775–\$5,549 | 270 | 50 | 10.83 | 11.47 | 8.17 | 0.64 | 5.57 | 0.64 | 5.57 | 10.83 | 11.16 | 0.33 | 2.93 | |
| \$5,550 or more | 280 | 40 | 11.16 | 11.80 | 8.48 | 0.64 | 5.44 | 0.64 | 5.44 | 11.16 | 10.92 | -0.24 | -2.19 | |
| Stafford Loan status | | | | | | | | | | | | | | |
| Received | 1,470 | 220 | 57.66 | 61.30 | 42.48 | 3.64* | 5.94 | 3.64* | 5.94 | 57.66 | 58.45 | 0.79 | 1.35 | |
| Did not receive | 870 | 240 | 42.34 | 38.70 | 57.52 | -3.64* | -9.41 | -3.64* | -9.41 | 42.34 | 41.55 | -0.79 | -1.90 | |
| Total Stafford amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 870 | 240 | 42.34 | 38.70 | 57.52 | -3.64* | -9.41 | -3.64* | -9.41 | 42.34 | 41.55 | -0.79 | -1.90 | |
| \$1–\$4,699 | 220 | 50 | 7.88 | 7.78 | 8.29 | -0.10 | -1.26 | -0.10 | -1.26 | 7.88 | 7.91 | 0.03 | 0.39 | |
| \$4,700–\$6,500 | 1,060 | 150 | 42.53 | 45.13 | 31.72 | 2.59* | 5.75 | 2.59* | 5.75 | 42.53 | 43.24 | 0.71 | 1.64 | |
| \$6,501–\$9,500 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Institutional aid status | | | | | | | | | | | | | | |
| Received | 1,550 | 250 | 65.58 | 67.67 | 56.87 | 2.09* | 3.09 | 2.09* | 3.09 | 65.58 | 65.57 | -0.01 | -0.02 | |
| Did not receive | 570 | 130 | 24.80 | 23.51 | 30.18 | -1.29 | -5.49 | -1.29 | -5.49 | 24.80 | 24.78 | -0.02 | -0.08 | |
| Unknown | 220 | 80 | 9.62 | 8.82 | 12.95 | -0.80 | -9.04 | -0.80 | -9.04 | 9.62 | 9.65 | 0.03 | 0.33 | |
| State aid status | | | | | | | | | | | | | | |
| Received | 510 | 80 | 19.80 | 20.71 | 16.02 | 0.91 | 4.39 | 0.91 | 4.39 | 19.81 | 19.56 | -0.25 | -1.28 | |
| Did not receive | 1,600 | 300 | 70.57 | 70.46 | 71.04 | -0.11 | -0.16 | -0.11 | -0.16 | 70.57 | 70.79 | 0.22 | 0.31 | |
| Unknown | 220 | 80 | 9.62 | 8.82 | 12.95 | -0.80 | -9.04 | -0.80 | -9.04 | 9.62 | 9.65 | 0.03 | 0.33 | |

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|-----------------------------------|----------------------|-------------|---------------------|--------------------------------|-------------------------------|-----------------------------------|-------------------------------------|--|--|--------------------------------|-------------------------------|---|
| | Unweighted respondent | Unweighted non- respondents | Means, base weighted | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | | | Full sample | Respondents | Non- respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Major (2-digit CIP) | | | | | | | | | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communications Technologies/ Technicians and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Personal and Culinary Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Engineering | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Engineering Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Family and Consumer Sciences/ Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| English Language and Literature/ Letters | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Liberal Arts and Sciences, General Studies and Humanities | 190 | 40 | 9.05 | 8.86 | 9.80 | -0.18 | -2.04 | -0.18 | -2.04 | 9.05 | 9.13 | 0.08 | 0.91 | |
| Library Science | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Biological and Biomedical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Multi/Interdisciplinary Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Theology and Religious Vocations | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Physical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Science Technologies/Technicians | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Psychology | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Public Administration and Social Service Professions | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Construction Trades | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| | | | | | | | | | | | | | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Mechanic and Repair Technologies/ Technicians | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Precision Production Transportation and Materials Moving | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Visual and Performing Arts | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Health Professions and Related Clinical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Business, Management, Marketing, and Related Support Services | 270 | 70 | 11.78 | 11.19 | 14.23 | -0.59 | -5.25 | -0.59 | -5.25 | 11.78 | 11.04 | -0.74 | -6.69 | |
| History (new) | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Unknown | 570 | 120 | 25.46 | 25.81 | 24.01 | 0.35 | 1.35 | 0.35 | 1.35 | 25.46 | 25.97 | 0.51 | 1.96 | |

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Institution total enrollment ⁸ | | | | | | | | | | | | | | |
| 0–2,628 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 2,629–10,233 | 1,230 | 250 | 44.12 | 45.03 | 40.36 | 0.90 | 2.01 | 0.90 | 2.01 | 44.13 | 44.57 | 0.45 | 1.00 | |
| 10,234–26,884 | 660 | 130 | 34.09 | 33.59 | 36.19 | -0.50 | -1.50 | -0.50 | -1.50 | 34.09 | 33.72 | -0.36 | -1.08 | |
| 26,885 or more | 350 | 80 | 15.46 | 14.41 | 19.84 | -1.05 | -7.29 | -1.05 | -7.29 | 15.46 | 14.78 | -0.69 | -4.65 | |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸ | | | | | | | | | | | | | | |
| 64% or less | 500 | 80 | 22.31 | 21.93 | 23.90 | -0.38 | -1.73 | -0.38 | -1.73 | 22.31 | 23.05 | 0.74 | 3.21 | |
| 65%–80% | 290 | 70 | 16.10 | 16.16 | 15.85 | 0.06 | 0.37 | 0.06 | 0.37 | 16.10 | 16.88 | 0.78 | 4.61 | |
| 81%–92% | 460 | 100 | 15.77 | 15.38 | 17.42 | -0.39 | -2.56 | -0.39 | -2.56 | 15.77 | 14.95 | -0.82 | -5.47 | |
| 93% or more | 1,080 | 210 | 45.64 | 46.31 | 42.83 | 0.67 | 1.45 | 0.67 | 1.45 | 45.64 | 44.89 | -0.75 | -1.68 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸ | | | | | | | | | | | | | | |
| 23.64% or less | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 23.65%–41.64% | 150 | 60 | 5.74 | 5.96 | 4.79 | 0.23 | 3.81 | 0.23 | 3.81 | 5.74 | 5.85 | 0.11 | 1.92 | |
| 41.65%–60.34% | 600 | 120 | 26.76 | 27.34 | 24.32 | 0.58 | 2.14 | 0.58 | 2.14 | 26.76 | 26.74 | -0.01 | -0.05 | |
| 60.35% or more | 1,560 | 270 | 65.83 | 65.13 | 68.77 | -0.70 | -1.08 | -0.70 | -1.08 | 65.83 | 65.80 | -0.03 | -0.04 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.

³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).

⁴ Base weight adjusted for ineligibility.

⁵ Base weight, adjusted for unknown eligibility and nonresponse.

⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷ | | | | | | | | | | | | | |
| New England | 50 | 40 | 8.65 | 6.96 | 10.13 | -1.69 | -24.26 | -1.69 | -24.26 | 8.44 | 7.23 | -1.21 | -16.77 |
| Mid East | 130 | 100 | 11.80 | 9.93 | 13.44 | -1.87 | -18.85 | -1.87 | -18.85 | 11.61 | 10.54 | -1.07 | -10.19 |
| Great Lakes | 150 | 110 | 6.95 | 7.19 | 6.74 | 0.24 | 3.35 | 0.24 | 3.35 | 7.02 | 7.03 | 0.01 | 0.14 |
| Plains | 60 | 50 | 6.47 | 7.18 | 5.84 | 0.71 | 9.94 | 0.71 | 9.94 | 6.53 | 6.79 | 0.26 | 3.81 |
| Southeast | 140 | 130 | 20.62 | 17.80 | 23.09 | -2.82 | -15.84 | -2.82 | -15.84 | 20.42 | 19.22 | -1.21 | -6.28 |
| Southwest | 170 | 110 | 26.84 | 29.85 | 24.20 | 3.01 | 10.09 | 3.01 | 10.09 | 26.95 | 26.83 | -0.12 | -0.43 |
| Rocky Mountains | 70 | 40 | 7.20 | 8.72 | 5.87 | 1.52 | 17.39 | 1.52 | 17.39 | 7.32 | 9.54 | 2.22 | 23.26 |
| Far West | 80 | 60 | 11.48 | 12.38 | 10.70 | 0.90 | 7.24 | 0.90 | 7.24 | 11.72 | 12.84 | 1.12 | 8.73 |
| Age as of Dec 31, 2011 | | | | | | | | | | | | | |
| 15–23 | 590 | 390 | 63.36 | 69.27 | 58.17 | 5.91* | 8.54 | 5.91* | 8.54 | 64.04 | 64.99 | 0.95 | 1.46 |
| 24–29 | 130 | 110 | 15.39 | 14.29 | 16.35 | -1.10 | -7.70 | -1.10 | -7.70 | 15.20 | 16.25 | 1.06 | 6.50 |
| 30 or more | 130 | 130 | 21.26 | 16.44 | 25.48 | -4.81* | -29.28 | -4.81* | -29.28 | 20.76 | 18.75 | -2.01 | -10.69 |
| CPS record available | | | | | | | | | | | | | |
| Yes | 810 | 600 | 94.18 | 95.60 | 92.93 | 1.42* | 1.49 | 1.42* | 1.49 | 94.27 | 93.97 | -0.30 | -0.32 |
| No | 40 | 40 | 5.82 | 4.40 | 7.07 | -1.42* | -32.41 | -1.42* | -32.41 | 5.73 | 6.03 | 0.30 | 4.94 |
| Federal aid status | | | | | | | | | | | | | |
| Received | 750 | 550 | 71.93 | 70.67 | 73.03 | -1.26 | -1.78 | -1.26 | -1.78 | 71.97 | 71.97 | # | # |
| Did not receive | 30 | 30 | 5.93 | 4.34 | 7.33 | -1.59* | -36.56 | -1.59* | -36.56 | 5.82 | 5.43 | -0.39 | -7.17 |
| Unknown | 70 | 50 | 22.14 | 24.99 | 19.64 | 2.85 | 11.40 | 2.85 | 11.40 | 22.21 | 22.59 | 0.39 | 1.72 |

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Pell Grant status | | | | | | | | | | | | | | |
| Received | 730 | 540 | 84.27 | 84.14 | 84.39 | -0.13 | -0.16 | -0.13 | -0.16 | 84.33 | 83.83 | -0.50 | -0.59 | |
| Did not receive | 120 | 90 | 15.73 | 15.86 | 15.61 | 0.13 | 0.82 | 0.13 | 0.82 | 15.67 | 16.17 | 0.50 | 3.08 | |
| Total Pell amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 120 | 90 | 15.73 | 15.86 | 15.61 | 0.13 | 0.82 | 0.13 | 0.82 | 15.67 | 16.17 | 0.50 | 3.08 | |
| \$1–\$2,774 | 160 | 150 | 18.50 | 14.83 | 21.73 | -3.68* | -24.79 | -3.68* | -24.79 | 18.30 | 16.02 | -2.27 | -14.18 | |
| \$2,775–\$5,549 | 280 | 220 | 36.26 | 37.28 | 35.37 | 1.02 | 2.74 | 1.02 | 2.74 | 36.27 | 37.76 | 1.49 | 3.95 | |
| \$5,550 or more | 300 | 170 | 29.51 | 32.03 | 27.29 | 2.52 | 7.88 | 2.52 | 7.88 | 29.76 | 30.04 | 0.28 | 0.95 | |
| Stafford Loan status | | | | | | | | | | | | | | |
| Received | 780 | 530 | 83.51 | 88.60 | 79.05 | 5.09* | 5.74 | 5.09* | 5.74 | 83.86 | 86.60 | 2.74 | 3.16 | |
| Did not receive | 70 | 110 | 16.49 | 11.40 | 20.95 | -5.09* | -44.66 | -5.09* | -44.66 | 16.14 | 13.40 | -2.74 | -20.42 | |
| Total Stafford amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 70 | 110 | 16.49 | 11.40 | 20.95 | -5.09* | -44.66 | -5.09* | -44.66 | 16.14 | 13.40 | -2.74 | -20.42 | |
| \$1–\$4,699 | 160 | 130 | 17.96 | 18.35 | 17.61 | 0.40 | 2.15 | 0.40 | 2.15 | 17.85 | 19.59 | 1.75 | 8.92 | |
| \$4,700–\$6,500 | 190 | 120 | 22.67 | 24.33 | 21.21 | 1.66 | 6.83 | 1.66 | 6.83 | 22.87 | 23.37 | 0.50 | 2.15 | |
| \$6,501–\$9,500 | 410 | 260 | 40.31 | 43.26 | 37.71 | 2.96 | 6.84 | 2.96 | 6.84 | 40.46 | 41.31 | 0.84 | 2.04 | |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Institutional aid status | | | | | | | | | | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Did not receive | 770 | 580 | 77.19 | 73.24 | 80.66 | -3.95 | -5.40 | -3.95 | -5.40 | 77.00 | 76.52 | -0.48 | -0.63 | |
| Unknown | 60 | 30 | 20.38 | 24.39 | 16.86 | 4.01 | 16.43 | 4.01 | 16.43 | 20.53 | 20.56 | 0.03 | 0.14 | |
| State aid status | | | | | | | | | | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Did not receive | 760 | 580 | 77.68 | 73.69 | 81.18 | -3.99 | -5.42 | -3.99 | -5.42 | 77.50 | 77.42 | -0.08 | -0.11 | |
| Unknown | 60 | 30 | 20.38 | 24.39 | 16.86 | 4.01 | 16.43 | 4.01 | 16.43 | 20.53 | 20.56 | 0.03 | 0.14 | |

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| | | | | | | | | | | | | | | |
| Major (2-digit CIP) | | | | | | | | | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Natural Resources and Conservation | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Architecture and Related Services | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Area, Ethnic, Cultural, and Gender Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Communication, Journalism, and Related Programs | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Communications Technologies/Technicians and Support Services | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Personal and Culinary Services | 230 | 160 | 40.11 | 40.36 | 39.90 | 0.25 | 0.61 | 0.25 | 0.61 | 40.27 | 40.89 | 0.61 | 1.50 | |
| Education | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Engineering | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Engineering Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Foreign Languages, Literatures, and Linguistics | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Family and Consumer Sciences/ Human Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| English Language and Literature/ Letters | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Liberal Arts and Sciences, General Studies and Humanities | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Library Science | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Biological and Biomedical Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Mathematics and Statistics | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------|-----------------------------|----------------------------|--------------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|--|
| | Means, base weighted | | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Multi/Interdisciplinary Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Parks, Recreation, Leisure, and Fitness Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Philosophy and Religious Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Theology and Religious Vocations | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Physical Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Science Technologies/Technicians | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Psychology | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Security and Protective Services | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Public Administration and Social Service Professions | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Social Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Mechanic and Repair Technologies/ Technicians | 50 | 60 | 5.49 | 3.11 | 7.59 | -2.39* | -76.90 | -2.39* | -76.90 | 5.40 | 4.00 | -1.40* | -35.01 | |
| Precision Production Transportation and Materials Moving | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Visual and Performing Arts | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Health Professions and Related Clinical Sciences | 500 | 360 | 46.59 | 48.00 | 45.35 | 1.41 | 2.93 | 1.41 | 2.93 | 46.44 | 45.69 | -0.75 | -1.64 | |
| Business, Management, Marketing, and Related Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| History (new) | ‡ | † | † | † | † | † | † | † | † | † | † | † | † | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| | | | | | | | | | | | | | |
| Institution total enrollment ⁸ | | | | | | | | | | | | | |
| 0–2,628 | 830 | 620 | 98.24 | 97.83 | 98.60 | -0.41 | -0.42 | -0.41 | -0.42 | 98.19 | 97.86 | -0.33 | -0.34 |
| 2,629–10,233 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 10,234–26,884 | † | † | † | † | † | † | † | † | † | † | † | † | † |
| 26,885 or more | † | † | † | † | † | † | † | † | † | † | † | † | † |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸ | | | | | | | | | | | | | |
| 64% or less | 80 | 50 | 5.02 | 5.52 | 4.59 | 0.50 | 9.04 | 0.50 | 9.04 | 5.05 | 5.49 | 0.44 | 8.01 |
| 65%–80% | 360 | 280 | 51.72 | 51.43 | 51.97 | -0.29 | -0.56 | -0.29 | -0.56 | 51.59 | 49.21 | -2.38 | -4.84 |
| 81%–92% | 370 | 280 | 36.59 | 35.38 | 37.64 | -1.21 | -3.41 | -1.21 | -3.41 | 36.61 | 37.42 | 0.82 | 2.18 |
| 93% or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸ | | | | | | | | | | | | | |
| 23.64% or less | † | † | † | † | † | † | † | † | † | † | † | † | † |
| 23.65%–41.64% | † | † | † | † | † | † | † | † | † | † | † | † | † |
| 41.65%–60.34% | † | † | † | † | † | † | † | † | † | † | † | † | † |
| 60.35% or more | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | 850 | 630 | 99.89 | 99.90 | 99.88 | 0.01 | 0.01 | 0.01 | 0.01 | 99.89 | 99.89 | # | # |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷ | | | | | | | | | | | | | |
| New England | 40 | 40 | 3.18 | 2.26 | 4.17 | -0.92 | -40.70 | -0.92 | -40.70 | 3.16 | 2.17 | -0.99 | -45.42 |
| Mid East | 360 | 210 | 20.13 | 20.81 | 19.40 | 0.68 | 3.26 | 0.68 | 3.26 | 20.21 | 21.51 | 1.30 | 6.04 |
| Great Lakes | 180 | 130 | 12.24 | 11.68 | 12.84 | -0.56 | -4.79 | -0.56 | -4.79 | 12.28 | 11.14 | -1.13 | -10.16 |
| Plains | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Southeast | 260 | 170 | 20.42 | 20.45 | 20.39 | 0.03 | 0.14 | 0.03 | 0.14 | 20.29 | 20.69 | 0.40 | 1.95 |
| Southwest | 300 | 160 | 13.56 | 12.98 | 14.19 | -0.58 | -4.48 | -0.58 | -4.48 | 13.54 | 13.28 | -0.25 | -1.89 |
| Rocky Mountains | 130 | 80 | 6.03 | 6.20 | 5.85 | 0.17 | 2.74 | 0.17 | 2.74 | 6.05 | 5.77 | -0.27 | -4.75 |
| Far West | 680 | 330 | 22.66 | 23.44 | 21.83 | 0.78 | 3.31 | 0.78 | 3.31 | 22.68 | 23.23 | 0.55 | 2.35 |
| Age as of Dec 31, 2011 | | | | | | | | | | | | | |
| 15-23 | 1,440 | 770 | 69.33 | 69.41 | 69.24 | 0.08 | 0.12 | 0.08 | 0.12 | 69.49 | 66.27 | -3.22 | -4.86 |
| 24-29 | 260 | 160 | 13.59 | 14.51 | 12.59 | 0.92 | 6.37 | 0.92 | 6.37 | 13.55 | 15.98 | 2.43 | 15.23 |
| 30 or more | 280 | 200 | 17.08 | 16.07 | 18.17 | -1.01 | -6.28 | -1.01 | -6.28 | 16.97 | 17.75 | 0.78 | 4.42 |
| CPS record available | | | | | | | | | | | | | |
| Yes | 1,920 | 1,060 | 95.88 | 97.48 | 94.17 | 1.60* | 1.64 | 1.60* | 1.64 | 96.02 | 96.31 | 0.29 | 0.30 |
| No | 50 | 60 | 4.12 | 2.52 | 5.83 | -1.60* | -63.31 | -1.60* | -63.31 | 3.98 | 3.69 | -0.29 | -7.91 |
| Federal aid status | | | | | | | | | | | | | |
| Received | 1,670 | 900 | 85.44 | 87.34 | 83.41 | 1.89 | 2.17 | 1.89 | 2.17 | 85.55 | 85.55 | # | # |
| Did not receive | 50 | 50 | 3.70 | 2.30 | 5.22 | -1.41 | -61.32 | -1.41 | -61.32 | 3.64 | 4.04 | 0.41 | 10.03 |
| Unknown | 260 | 170 | 10.85 | 10.37 | 11.38 | -0.49 | -4.69 | -0.49 | -4.69 | 10.82 | 10.41 | -0.41 | -3.89 |

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Pell Grant status | | | | | | | | | | | | | |
| Received | 1,590 | 910 | 78.59 | 77.67 | 79.57 | -0.91 | -1.18 | -0.91 | -1.18 | 78.49 | 76.69 | -1.80 | -2.35 |
| Did not receive | 380 | 220 | 21.41 | 22.33 | 20.43 | 0.91 | 4.09 | 0.91 | 4.09 | 21.51 | 23.31 | 1.80 | 7.74 |
| Total Pell amount received⁸ | | | | | | | | | | | | | |
| \$0 or unknown | 380 | 220 | 21.41 | 22.33 | 20.43 | 0.91 | 4.09 | 0.91 | 4.09 | 21.51 | 23.31 | 1.80 | 7.74 |
| \$1–\$2,774 | 370 | 250 | 20.27 | 19.53 | 21.05 | -0.73 | -3.76 | -0.73 | -3.76 | 20.18 | 20.01 | -0.17 | -0.83 |
| \$2,775–\$5,549 | 590 | 360 | 30.58 | 28.19 | 33.16 | -2.39 | -8.49 | -2.39 | -8.49 | 30.42 | 28.14 | -2.29* | -8.12 |
| \$5,550 or more | 640 | 300 | 27.74 | 29.95 | 25.35 | 2.21 | 7.39 | 2.21 | 7.39 | 27.89 | 28.54 | 0.65 | 2.27 |
| Stafford Loan status | | | | | | | | | | | | | |
| Received | 1,780 | 960 | 86.07 | 88.06 | 83.93 | 1.99 | 2.26 | 1.99 | 2.26 | 86.28 | 85.39 | -0.88 | -1.04 |
| Did not receive | 200 | 160 | 13.93 | 11.94 | 16.07 | -1.99 | -16.63 | -1.99 | -16.63 | 13.72 | 14.61 | 0.88 | 6.06 |
| Total Stafford amount received⁸ | | | | | | | | | | | | | |
| \$0 or unknown | 200 | 160 | 13.93 | 11.94 | 16.07 | -1.99 | -16.63 | -1.99 | -16.63 | 13.72 | 14.61 | 0.88 | 6.06 |
| \$1–\$4,699 | 300 | 220 | 18.61 | 18.44 | 18.79 | -0.17 | -0.92 | -0.17 | -0.92 | 18.49 | 18.87 | 0.37 | 1.98 |
| \$4,700–\$6,500 | 430 | 260 | 23.10 | 21.56 | 24.75 | -1.53 | -7.11 | -1.53 | -7.11 | 23.12 | 21.14 | -1.98 | -9.34 |
| \$6,501–\$9,500 | 930 | 430 | 37.79 | 40.80 | 34.55 | 3.01 | 7.38 | 3.01 | 7.38 | 37.99 | 39.44 | 1.46 | 3.69 |
| \$9,501 or more | 120 | 60 | 6.58 | 7.26 | 5.85 | 0.68 | 9.34 | 0.68 | 9.34 | 6.68 | 5.94 | -0.74 | -12.47 |
| Institutional aid status | | | | | | | | | | | | | |
| Received | 80 | 50 | 8.00 | 6.78 | 9.31 | -1.22 | -17.96 | -1.22 | -17.96 | 7.84 | 6.28 | -1.56 | -24.90 |
| Did not receive | 1,650 | 940 | 82.50 | 83.26 | 81.68 | 0.76 | 0.91 | 0.76 | 0.91 | 82.61 | 84.86 | 2.25 | 2.65 |
| Unknown | 250 | 140 | 9.50 | 9.96 | 9.01 | 0.46 | 4.59 | 0.46 | 4.59 | 9.54 | 8.86 | -0.69 | -7.74 |
| State aid status | | | | | | | | | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Did not receive | 1,660 | 960 | 85.94 | 84.98 | 86.96 | -0.95 | -1.12 | -0.95 | -1.12 | 85.83 | 86.60 | 0.78 | 0.90 |
| Unknown | 250 | 140 | 9.50 | 9.96 | 9.01 | 0.46 | 4.59 | 0.46 | 4.59 | 9.54 | 8.86 | -0.69 | -7.74 |

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | | | After nonresponse weight adjustment | | | |
|--|--------------------------------------|----------------------------|-------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|-----------------------------|--|
| | Means, base weighted | | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | | Means | | Full sample vs. respondents | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| | | | | | | | | | | | | | | |
| Major (2-digit CIP) | | | | | | | | | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Natural Resources and Conservation | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Architecture and Related Services | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Area, Ethnic, Cultural, and Gender Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Communication, Journalism, and Related Programs | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Communications Technologies/Technicians and Support Services | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Personal and Culinary Services | 170 | 110 | 8.71 | 7.76 | 9.73 | -0.95 | -12.20 | -0.95 | -12.20 | 8.58 | 7.27 | -1.31 | -17.97 | |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|---|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Engineering | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Engineering Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Foreign Languages, Literatures, and Linguistics | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Family and Consumer Sciences/ Human Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| English Language and Literature/ Letters | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Liberal Arts and Sciences, General Studies and Humanities | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Library Science | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Biological and Biomedical Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Mathematics and Statistics | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | | | After nonresponse weight adjustment | | | |
|--|--------------------------------------|----------------------------|-------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|-----------------------------|--|
| | Means, base weighted | | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | | Means | | Full sample vs. respondents | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| | | | | | | | | | | | | | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Multi/Interdisciplinary Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Parks, Recreation, Leisure, and Fitness Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Philosophy and Religious Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Theology and Religious Vocations | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Physical Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Science Technologies/Technicians | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Psychology | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Public Administration and Social Service Professions | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Social Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | |
| Mechanic and Repair Technologies/ Technicians | 330 | 180 | 24.86 | 23.17 | 26.67 | -1.68 | -7.27 | -1.68 | -7.27 | 24.78 | 22.26 | -2.52* | -11.32 |
| Precision Production Transportation and Materials Moving | 40 | 30 | 4.00 | 3.10 | 4.97 | -0.90 | -29.11 | -0.90 | -29.11 | 3.94 | 3.44 | -0.50 | -14.50 |
| Visual and Performing Arts | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Health Professions and Related Clinical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Business, Management, Marketing, and Related Support Services | 1,130 | 590 | 36.99 | 39.47 | 34.31 | 2.48 | 6.30 | 2.48 | 6.30 | 37.12 | 41.15 | 4.03 ¹ | 9.79 |
| History (new) | 60 | 40 | 4.67 | 4.22 | 5.15 | -0.45 | -10.64 | -0.45 | -10.64 | 4.72 | 4.68 | -0.04 | -0.87 |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| | 80 | 50 | 8.12 | 9.32 | 6.83 | 1.20 | 12.90 | 1.20 | 12.90 | 8.19 | 8.68 | 0.50 | 5.73 |

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Institution total enrollment ^a | | | | | | | | | | | | | |
| 0-2,628 | 1,400 | 820 | 71.09 | 69.41 | 72.90 | -1.68 | -2.43 | -1.68 | -2.43 | 70.98 | 71.68 | 0.70 | 0.97 |
| 2,629-10,233 | 540 | 280 | 26.00 | 28.53 | 23.28 | 2.53 | 8.86 | 2.53 | 8.86 | 26.18 | 25.48 | -0.70 | -2.74 |
| 10,234-26,884 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 26,885 or more | † | † | † | † | † | † | † | † | † | † | † | † | † |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ^b | | | | | | | | | | | | | |
| 64% or less | 550 | 260 | 21.00 | 21.30 | 20.67 | 0.31 | 1.44 | 0.31 | 1.44 | 21.04 | 20.46 | -0.58 | -2.84 |
| 65%–80% | 630 | 410 | 33.68 | 30.16 | 37.47 | -3.52* | -11.67 | -3.52* | -11.67 | 33.50 | 30.91 | -2.59 | -8.37 |
| 81%–92% | 620 | 330 | 27.95 | 32.37 | 23.21 | 4.41* | 13.64 | 4.41* | 13.64 | 28.23 | 31.65 | 3.42* | 10.82 |
| 93% or more | 180 | 130 | 17.36 | 16.16 | 18.66 | -1.20 | -7.43 | -1.20 | -7.43 | 17.23 | 16.97 | -0.25 | -1.50 |
| Unknown | † | † | † | † | † | † | † | † | † | † | † | † | † |

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ^a | | | | | | | | | | | | | | |
| 23.64% or less | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 23.65%–41.64% | 110 | 70 | 5.78 | 5.91 | 5.63 | 0.13 | 2.25 | 0.13 | 2.25 | 5.81 | 5.86 | 0.05 | 0.94 | |
| 41.65%–60.34% | 610 | 340 | 33.45 | 35.34 | 31.40 | 1.90 | 5.37 | 1.90 | 5.37 | 33.73 | 34.30 | 0.57 | 1.67 | |
| 60.35% or more | 1,220 | 700 | 58.18 | 55.24 | 61.35 | -2.94 | -5.32 | -2.94 | -5.32 | 57.82 | 56.27 | -1.55 | -2.75 | |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).

² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.

³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).

⁴ Base weight adjusted for ineligibility.

⁵ Base weight, adjusted for unknown eligibility and nonresponse.

⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).

⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| | | | | | | | | | | | | | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷ | | | | | | | | | | | | | |
| New England | 230 | 90 | 2.45 | 2.84 | 1.93 | 0.39 | 13.74 | 0.39 | 13.74 | 2.46 | 2.78 | 0.32 | 11.58 |
| Mid East | 630 | 310 | 8.44 | 8.61 | 8.21 | 0.17 | 1.99 | 0.17 | 1.99 | 8.44 | 8.57 | 0.13 | 1.47 |
| Great Lakes | 500 | 290 | 7.11 | 6.40 | 8.07 | -0.71 | -11.10 | -0.71 | -11.10 | 7.09 | 6.24 | -0.85 | -13.55 |
| Plains | 570 | 280 | 16.01 | 14.10 | 18.59 | -1.92 | -13.59 | -1.92 | -13.59 | 15.91 | 13.89 | -2.02 | -14.57 |
| Southeast | 1,370 | 860 | 21.72 | 20.40 | 23.51 | -1.33 | -6.50 | -1.33 | -6.50 | 21.72 | 20.56 | -1.15 | -5.62 |
| Southwest | 1,110 | 570 | 25.46 | 25.44 | 25.48 | -0.02 | -0.07 | -0.02 | -0.07 | 25.46 | 28.31 | 2.85* | 10.07 |
| Rocky Mountains | 270 | 180 | 6.69 | 8.74 | 3.94 | 2.05 | 23.43 | 2.05 | 23.43 | 6.75 | 7.65 | 0.90 | 11.74 |
| Far West | 1,160 | 550 | 12.11 | 13.47 | 10.28 | 1.36* | 10.10 | 1.36* | 10.10 | 12.17 | 12.00 | -0.17 | -1.43 |
| Age as of Dec 31, 2011 | | | | | | | | | | | | | |
| 15-23 | 3,830 | 1,870 | 49.38 | 52.37 | 45.37 | 2.98* | 5.70 | 2.98* | 5.70 | 49.56 | 50.26 | 0.71 | 1.41 |
| 24-29 | 910 | 610 | 20.69 | 17.92 | 24.41 | -2.77* | -15.45 | -2.77* | -15.45 | 20.51 | 19.32 | -1.18 | -6.13 |
| 30 or more | 1,080 | 650 | 29.93 | 29.71 | 30.22 | -0.22 | -0.72 | -0.22 | -0.72 | 29.94 | 30.41 | 0.48 | 1.56 |
| CPS record available | | | | | | | | | | | | | |
| Yes | 5,610 | 2,920 | 93.63 | 93.15 | 94.28 | -0.48 | -0.52 | -0.48 | -0.52 | 93.61 | 93.15 | -0.46 | -0.49 |
| No | 210 | 200 | 6.37 | 6.85 | 5.72 | 0.48 | 7.07 | 0.48 | 7.07 | 6.39 | 6.85 | 0.46 | 6.72 |
| Federal aid status | | | | | | | | | | | | | |
| Received | 4,530 | 2,110 | 80.55 | 81.22 | 79.65 | 0.67 | 0.82 | 0.67 | 0.82 | 80.60 | 80.60 | # | # |
| Did not receive | 230 | 170 | 9.42 | 10.04 | 8.58 | 0.62 | 6.19 | 0.62 | 6.19 | 9.43 | 9.43 | # | # |
| Unknown | 1,060 | 840 | 10.03 | 8.74 | 11.76 | -1.29 | -14.76 | -1.29 | -14.76 | 9.98 | 9.98 | # | # |

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Pell Grant status | | | | | | | | | | | | | | |
| Received | 4,480 | 2,280 | 75.06 | 73.81 | 76.75 | -1.25 | -1.69 | -1.25 | -1.69 | 75.06 | 74.49 | -0.58 | -0.77 | |
| Did not receive | 1,340 | 850 | 24.94 | 26.19 | 23.25 | 1.25 | 4.78 | 1.25 | 4.78 | 24.94 | 25.51 | 0.58 | 2.26 | |
| Total Pell amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 1,340 | 850 | 24.94 | 26.19 | 23.25 | 1.25 | 4.78 | 1.25 | 4.78 | 24.94 | 25.51 | 0.58 | 2.26 | |
| \$1–\$2,774 | 1,140 | 820 | 24.20 | 21.92 | 27.27 | -2.28 | -10.40 | -2.28* | -10.40 | 24.09 | 23.29 | -0.79 | -3.41 | |
| \$2,775–\$5,549 | 1,750 | 900 | 30.18 | 28.59 | 32.32 | -1.59 | -5.56 | -1.59 | -5.56 | 30.11 | 29.21 | -0.90 | -3.08 | |
| \$5,550 or more | 1,590 | 560 | 20.69 | 23.30 | 17.16 | 2.62* | 11.24 | 2.62* | 11.24 | 20.87 | 21.99 | 1.12 | 5.08 | |
| Stafford Loan status | | | | | | | | | | | | | | |
| Received | 5,070 | 2,400 | 78.22 | 78.46 | 77.90 | 0.24 | 0.30 | 0.24 | 0.30 | 78.32 | 79.26 | 0.95 | 1.19 | |
| Did not receive | 750 | 730 | 21.78 | 21.54 | 22.10 | -0.24 | -1.09 | -0.24 | -1.09 | 21.68 | 20.74 | -0.95 | -4.56 | |
| Total Stafford amount received⁸ | | | | | | | | | | | | | | |
| \$0 or unknown | 750 | 730 | 21.78 | 21.54 | 22.10 | -0.24 | -1.09 | -0.24 | -1.09 | 21.68 | 20.74 | -0.95 | -4.56 | |
| \$1–\$4,699 | 940 | 770 | 23.45 | 17.18 | 31.90 | -6.28* | -36.55 | -6.28* | -36.55 | 23.18 | 23.01 | -0.17 | -0.73 | |
| \$4,700–\$6,500 | 1,330 | 610 | 18.22 | 19.01 | 17.17 | 0.78 | 4.12 | 0.78 | 4.12 | 18.28 | 18.21 | -0.08 | -0.42 | |
| \$6,501–\$9,500 | 2,550 | 910 | 32.55 | 38.73 | 24.23 | 6.19* | 15.97 | 6.19* | 15.97 | 32.82 | 33.16 | 0.35 | 1.04 | |
| \$9,501 or more | 250 | 100 | 4.00 | 3.54 | 4.61 | -0.46 | -12.87 | -0.46 | -12.87 | 4.04 | 4.88 | 0.84 | 17.30 | |
| Institutional aid status | | | | | | | | | | | | | | |
| Received | 190 | 70 | 3.70 | 3.98 | 3.33 | 0.28 | 6.97 | 0.28 | 6.97 | 3.72 | 3.85 | 0.13 | 3.36 | |
| Did not receive | 4,600 | 2,300 | 87.63 | 87.99 | 87.16 | 0.35 | 0.40 | 0.35 | 0.40 | 87.63 | 88.81 | 1.18 | 1.33 | |
| Unknown | 1,040 | 760 | 8.67 | 8.04 | 9.51 | -0.63 | -7.82 | -0.63 | -7.82 | 8.65 | 7.34 | -1.31* | -17.86 | |
| State aid status | | | | | | | | | | | | | | |
| Received | 530 | 200 | 4.86 | 5.57 | 3.91 | 0.71* | 12.73 | 0.71* | 12.73 | 4.90 | 5.11 | 0.21 | 4.08 | |
| Did not receive | 4,250 | 2,160 | 86.47 | 86.39 | 86.58 | -0.08 | -0.09 | -0.08 | -0.09 | 86.45 | 87.55 | 1.10 | 1.26 | |
| Unknown | 1,040 | 760 | 8.67 | 8.04 | 9.51 | -0.63 | -7.82 | -0.63 | -7.82 | 8.65 | 7.34 | -1.31* | -17.86 | |

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) | | | | | | | | | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Area, Ethnic, Cultural, and Gender Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Communications Technologies/Technicians and Support Services | 80 | 40 | 1.06 | 1.04 | 1.08 | -0.01 | -1.40 | -0.01 | -1.40 | 1.06 | 1.04 | -0.03 | -2.54 | |
| Computer and Information Sciences and Support Services | 1,030 | 490 | 11.52 | 11.29 | 11.84 | -0.23 | -2.06 | -0.23 | -2.06 | 11.52 | 11.34 | -0.18 | -1.58 | |
| Personal and Culinary Services | 450 | 220 | 3.98 | 3.78 | 4.26 | -0.21 | -5.46 | -0.21 | -5.46 | 3.97 | 3.61 | -0.36 | -10.00 | |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|---|--------------------------------------|----------------------------|-------------|-------------|-----------------------------|-----------------------------|--------------------------------|-----------------------------|-------------------------------------|---|--|-----------------------------|----------------------------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Respondents | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Engineering | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Engineering Technologies/ Technicians | 450 | 390 | 3.59 | 3.30 | 3.98 | -0.29 | -8.73 | -0.29 | -8.73 | 3.57 | 3.02 | -0.55* | -18.03 | |
| Foreign Languages, Literatures, and Linguistics | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Family and Consumer Sciences/ Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Legal Professions and Studies | 70 | 60 | 1.29 | 1.08 | 1.58 | -0.21 | -19.91 | -0.21 | -19.91 | 1.28 | 1.07 | -0.21* | -19.55 | |
| English Language and Literature/ Letters | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Liberal Arts and Sciences, General Studies and Humanities | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Library Science | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Biological and Biomedical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Mathematics and Statistics | † | † | † | † | † | † | † | † | † | † | † | † | † | |

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Multi/Interdisciplinary Studies | 90 | 50 | 2.75 | 2.62 | 2.93 | -0.13 | -5.12 | -0.13 | -5.12 | 2.75 | 2.73 | -0.02 | -0.64 | |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Philosophy and Religious Studies | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Theology and Religious Vocations | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Physical Sciences | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Science Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Psychology | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Security and Protective Services | 550 | 310 | 13.24 | 13.77 | 12.53 | 0.53 | 3.84 | 0.53 | 3.84 | 13.24 | 13.50 | 0.27 | 1.98 | |
| Public Administration and Social Service Professions | 60 | 40 | 1.88 | 1.42 | 2.51 | -0.46 | -32.68 | -0.46 | -32.68 | 1.87 | 1.51 | -0.36 | -23.90 | |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|-------|--|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | | |
| Major (2-digit CIP) —Continued | | | | | | | | | | | | | | |
| Mechanic and Repair Technologies/ Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Precision Production Transportation and Materials Moving | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Visual and Performing Arts | 710 | 320 | 7.74 | 8.35 | 6.91 | 0.61 | 7.36 | 0.61 | 7.36 | 7.78 | 7.54 | -0.24 | -3.20 | |
| Health Professions and Related Clinical Sciences | 1,000 | 460 | 12.86 | 13.16 | 12.46 | 0.30 | 2.27 | 0.30 | 2.27 | 12.88 | 13.12 | 0.24 | 1.84 | |
| Business, Management, Marketing, and Related Support Services | 1,030 | 570 | 28.67 | 28.91 | 28.35 | 0.24 | 0.83 | 0.24 | 0.83 | 28.69 | 29.12 | 0.43 | 1.48 | |
| History (new) | † | † | † | † | † | † | † | † | † | † | † | † | † | |
| Unknown | 70 | 80 | 2.72 | 2.37 | 3.18 | -0.35 | -14.54 | -0.35 | -14.54 | 2.71 | 3.37 | 0.67 | 19.73 | |

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|---|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Institution total enrollment^a | | | | | | | | | | | | | |
| 0-2,628 | 2,590 | 1,470 | 25.47 | 26.29 | 24.36 | 0.82 | 3.13 | 0.82 | 3.13 | 25.52 | 24.93 | -0.59 | -2.36 |
| 2,629-10,233 | 1,900 | 930 | 18.87 | 19.82 | 17.58 | 0.95 | 4.81 | 0.95 | 4.81 | 18.91 | 20.32 | 1.40 | 6.90 |
| 10,234-26,884 | 380 | 220 | 8.28 | 7.73 | 9.02 | -0.55 | -7.12 | -0.55 | -7.12 | 8.25 | 7.27 | -0.98 | -13.53 |
| 26,885 or more | 950 | 520 | 47.39 | 46.16 | 49.04 | -1.23 | -2.65 | -1.23 | -2.65 | 47.32 | 47.48 | 0.17 | 0.35 |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid^b | | | | | | | | | | | | | |
| 64% or less | 540 | 290 | 9.99 | 10.01 | 9.97 | 0.01 | 0.14 | 0.01 | 0.14 | 10.00 | 9.31 | -0.69 | -7.40 |
| 65%–80% | 1,610 | 970 | 16.61 | 16.75 | 16.42 | 0.14 | 0.85 | 0.14 | 0.85 | 16.64 | 16.01 | -0.63 | -3.92 |
| 81%–92% | 2,570 | 1,370 | 58.54 | 58.12 | 59.10 | -0.42 | -0.72 | -0.42 | -0.72 | 58.49 | 59.51 | 1.02 | 1.71 |
| 93% or more | 1,100 | 500 | 14.86 | 15.12 | 14.51 | 0.26 | 1.73 | 0.26 | 1.73 | 14.87 | 15.17 | 0.30 | 1.98 |
| Unknown | † | † | † | † | † | † | † | † | † | † | † | † | † |

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

| Variable | Before nonresponse weight adjustment | | | | | | | | After nonresponse weight adjustment | | | | |
|--|--------------------------------------|----------------------------|-------------|-----------------|-----------------------------|----------------------------|--------------------------------|----------------------------|---|--|-----------------------------|----------------------------|--------|
| | Means, base weighted | | | | Respondents vs. full sample | | Respondents vs. nonrespondents | | Means | | Full sample vs. respondents | | |
| | Unweighted respondent | Unweighted non-respondents | Full sample | Non-respondents | Estimated bias ¹ | Relative bias ² | Estimated bias ³ | Relative bias ² | Full sample, base weighted ⁴ | Respondents, nonresponse adjusted ⁵ | Estimated bias ⁶ | Relative bias ² | |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ^a | | | | | | | | | | | | | |
| 23.64% or less | 1,770 | 1,040 | 49.64 | 47.79 | 52.13 | -1.85 | -3.88 | -1.85 | -3.88 | 49.54 | 48.78 | -0.76 | -1.56 |
| 23.65%–41.64% | 2,380 | 1,280 | 28.20 | 28.38 | 27.96 | 0.18 | 0.63 | 0.18 | 0.63 | 28.24 | 28.24 | # | # |
| 41.65%–60.34% | 690 | 290 | 6.71 | 7.20 | 6.06 | 0.49 | 6.76 | 0.49 | 6.76 | 6.71 | 6.95 | 0.24 | 3.40 |
| 60.35% or more | 330 | 200 | 2.74 | 2.57 | 2.97 | -0.17 | -6.73 | -0.17 | -6.73 | 2.74 | 2.22 | -0.52 | -23.30 |
| Unknown | 640 | 310 | 12.70 | 14.06 | 10.87 | 1.36 | 9.67 | 1.36 | 9.67 | 12.78 | 13.82 | 1.04 | 7.54 |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-12. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in all institutions: 2014

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Institution strata | | | | | |
| Public less-than-2-year | 0.19 | 0.19 | 0.61 | -0.42* | -0.42* |
| Public 2-year | 37.31 | 37.31 | 38.35 | -1.04 | -1.04 |
| Public 4-year non-doctorate-granting | 11.21 | 11.21 | 9.55 | 1.66* | 1.66* |
| Public 4-year doctorate-granting | 22.72 | 22.72 | 21.29 | 1.43* | 1.43* |
| Private nonprofit less-than-4-year | 0.37 | 0.37 | 0.75 | -0.38* | -0.38* |
| Private nonprofit 4-year non-doctorate-granting | 8.37 | 8.37 | 6.30 | 2.07* | 2.07* |
| Private nonprofit 4-year doctorate-granting | 8.90 | 8.90 | 9.27 | -0.37* | -0.37 |
| Private for-profit less-than-2-year | 3.21 | 3.21 | 3.81 | -0.60* | -0.60* |
| Private for-profit 2-year | 3.09 | 3.09 | 3.94 | -0.85* | -0.85* |
| Private for-profit 4-year | 4.64 | 4.64 | 6.13 | -1.49* | -1.49* |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region³ | | | | | |
| New England | 5.84 | 5.84 | 5.51 | 0.33 | 0.33 |
| Mid East | 15.25 | 15.25 | 14.70 | 0.55 | 0.55 |
| Great Lakes | 14.96 | 14.96 | 14.64 | 0.32 | 0.32 |
| Plains | 7.46 | 7.46 | 7.10 | 0.36 | 0.36 |
| Southeast | 23.78 | 23.78 | 24.32 | -0.54 | -0.54 |
| Southwest | 12.92 | 12.92 | 13.67 | -0.75 | -0.75 |
| Rocky Mountains | 3.94 | 3.94 | 3.93 | 0.01 | 0.01 |
| Far West | 15.84 | 15.84 | 16.12 | -0.28 | -0.28 |
| Age as of Dec 31, 2011 | | | | | |
| 15–23 | 87.07 | 87.07 | 85.22 | 1.85* | 1.85* |
| 24–29 | 5.68 | 5.68 | 6.55 | -0.87* | -0.87* |
| 30 or more | 7.25 | 7.25 | 8.23 | -0.98* | -0.98* |
| CPS record available | | | | | |
| Yes | 80.02 | 79.76 | 79.87 | 0.15 | -0.11 |
| No | 19.98 | 20.24 | 20.13 | -0.15 | 0.11 |

See notes at end of table.

Table I-12. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in all institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Federal aid status | | | | | |
| Received | 65.30 | 65.30 | 63.47 | 1.83* | 1.83* |
| Did not receive | 23.58 | 23.58 | 27.59 | -4.01* | -4.01* |
| Unknown | 11.12 | 11.12 | 8.94 | 2.18* | 2.18* |
| Pell Grant status | | | | | |
| Received | 48.35 | 48.35 | 48.99 | -0.64 | -0.64 |
| Did not receive | 51.65 | 51.65 | 51.01 | 0.64 | 0.64 |
| Total Pell amount received⁴ | | | | | |
| \$0 or unknown | 51.65 | 51.65 | 51.01 | 0.64 | 0.64 |
| \$1–\$2,774 | 13.73 | 13.73 | 15.15 | -1.42* | -1.42* |
| \$2,775–\$5,549 | 18.76 | 18.76 | 18.10 | 0.66 | 0.66 |
| \$5,550 or more | 15.86 | 15.86 | 15.73 | 0.13 | 0.13 |
| Stafford Loan status | | | | | |
| Received | 47.75 | 47.75 | 45.35 | 2.40* | 2.40* |
| Did not receive | 52.25 | 52.25 | 54.65 | -2.40* | -2.40* |
| Total Stafford amount received⁴ | | | | | |
| \$0 or unknown | 52.25 | 52.25 | 54.65 | -2.40* | -2.40* |
| \$1–\$4,699 | 13.59 | 13.59 | 13.60 | -0.01 | -0.01 |
| \$4,700–\$6,500 | 24.22 | 24.22 | 21.78 | 2.44* | 2.44* |
| \$6,501–\$9,500 | 9.27 | 9.27 | 9.29 | -0.02 | -0.02 |
| \$9,501 or more | 0.68 | 0.68 | 0.67 | 0.01 | 0.01 |
| Institutional aid status | | | | | |
| Received | 28.47 | 28.47 | 25.67 | 2.80* | 2.80* |
| Did not receive | 64.63 | 64.63 | 66.82 | -2.19* | -2.19* |
| Unknown | 6.90 | 6.90 | 7.52 | -0.62 | -0.62 |
| State aid status | | | | | |
| Received | 21.79 | 21.79 | 20.41 | 1.38* | 1.38* |
| Did not receive | 71.31 | 71.31 | 72.07 | -0.76 | -0.76 |
| Unknown | 6.90 | 6.90 | 7.52 | -0.62 | -0.62 |

See notes at end of table.

Table I-12. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in all institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | | |
|---|--|--|---|---------------------|---------------------|--|
| | Mean | Means | | Difference | | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) | |
| Major (2-digit CIP) | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | 0.53 | 0.59 | 0.47 | 0.06 | 0.12* | |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Communication, Journalism, and Related Programs | 1.56 | 1.57 | 1.58 | -0.02 | -0.01 | |
| Communications Technologies/Technicians and Support Services | 0.31 | 0.32 | 0.33 | -0.02 | -0.01 | |
| Computer and Information Sciences and Support Services | 2.21 | 2.23 | 2.68 | -0.47* | -0.45* | |
| Personal and Culinary Services | 2.57 | 2.67 | 2.95 | -0.38* | -0.28 | |
| Education | 3.21 | 3.16 | 2.83 | 0.38* | 0.33* | |
| Engineering | 2.97 | 2.98 | 2.70 | 0.27* | 0.28* | |
| Engineering Technologies/Technicians | 1.57 | 1.58 | 1.92 | -0.35* | -0.34* | |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Family and Consumer Sciences/Human Sciences | 0.85 | 0.82 | 0.82 | 0.03 | # | |
| Legal Professions and Studies | 0.45 | 0.41 | 0.41 | 0.04 | # | |
| English Language and Literature/Letters | 0.87 | 0.88 | 0.89 | -0.02 | -0.01 | |
| Liberal Arts and Sciences, General Studies and Humanities | 18.58 | 18.09 | 17.62 | 0.96* | 0.47 | |
| Library Science | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Biological and Biomedical Sciences | 3.49 | 3.39 | 3.27 | 0.22* | 0.12 | |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Multi/Interdisciplinary Studies | 2.19 | 1.97 | 1.89 | 0.30 | 0.08 | |
| Parks, Recreation, Leisure, and Fitness Studies | 1.09 | 1.26 | 1.09 | # | 0.17 | |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ | |

See notes at end of table.

Table I-12. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in all institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP)—Continued | | | | | |
| Theology and Religious Vocations | ‡ | ‡ | ‡ | ‡ | ‡ |
| Physical Sciences | 0.94 | 0.85 | 0.83 | 0.11* | 0.02 |
| Science Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Psychology | 2.40 | 2.33 | 2.17 | 0.23 | 0.16 |
| Security and Protective Services | 3.27 | 3.35 | 3.41 | -0.14 | -0.06 |
| Public Administration and Social Service | | | | | |
| Professions | 0.56 | 0.62 | 0.55 | 0.01 | 0.07 |
| Social Sciences | 1.59 | 1.65 | 1.67 | -0.08 | -0.02 |
| Construction Trades | 0.41 | 0.44 | 0.52 | -0.11* | -0.08 |
| Mechanic and Repair | | | | | |
| Technologies/Technicians | 1.73 | 2.20 | 2.02 | -0.29* | 0.18 |
| Precision Production | 0.63 | 0.68 | 0.82 | -0.19* | -0.14 |
| Transportation and Materials Moving | 0.14 | 0.20 | 0.20 | -0.06* | # |
| Visual and Performing Arts | 3.79 | 3.70 | 3.72 | 0.07 | -0.02 |
| Health Professions and Related Clinical | | | | | |
| Sciences | 10.41 | 10.23 | 11.77 | -1.36* | -1.54* |
| Business, Management, Marketing, and | | | | | |
| Related Support Services | 9.71 | 9.86 | 9.26 | 0.45 | 0.60* |
| History (new) | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | 19.74 | 19.59 | 19.63 | 0.11 | -0.04 |
| Institution total enrollment ⁴ | | | | | |
| 0–2,628 | 14.11 | 14.11 | 15.15 | -1.04* | -1.04* |
| 2,629–10,233 | 24.15 | 24.15 | 23.56 | 0.59 | 0.59 |
| 10,234–26,884 | 32.69 | 32.69 | 32.76 | -0.07 | -0.07 |
| 26,885 or more | 29.04 | 29.04 | 28.53 | 0.51 | 0.51 |

See notes at end of table.

Table I-12. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in all institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴ | | | | | |
| 64% or less | 35.85 | 34.55 | 34.89 | 0.96 | -0.34 |
| 65%–80% | 28.33 | 29.23 | 28.77 | -0.44 | 0.46 |
| 81%–92% | 20.27 | 20.62 | 21.89 | -1.62* | -1.27 |
| 93% or more | 15.29 | 15.33 | 14.10 | 1.19* | 1.23* |
| Unknown | 0.27 | 0.26 | 0.36 | -0.09 | -0.10 |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴ | | | | | |
| 23.64% or less | 32.01 | 31.76 | 33.67 | -1.66* | -1.91* |
| 23.65%–41.64% | 20.80 | 21.54 | 20.87 | -0.07 | 0.67 |
| 41.65%–60.34% | 18.87 | 19.19 | 17.47 | 1.40* | 1.72* |
| 60.35% or more | 23.82 | 23.07 | 22.37 | 1.45* | 0.70 |
| Unknown | 4.50 | 4.45 | 5.63 | -1.13 | -1.18 |

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-13. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public less-than-2-year institutions: 2014

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³ | | | | | |
| New England | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mid East | ‡ | ‡ | ‡ | ‡ | ‡ |
| Great Lakes | ‡ | ‡ | ‡ | ‡ | ‡ |
| Plains | ‡ | ‡ | ‡ | ‡ | ‡ |
| Southeast | ‡ | ‡ | ‡ | ‡ | ‡ |
| Southwest | ‡ | ‡ | ‡ | ‡ | ‡ |
| Rocky Mountains | ‡ | ‡ | ‡ | ‡ | ‡ |
| Far West | ‡ | ‡ | ‡ | ‡ | ‡ |
| Age as of Dec 31, 2011 | | | | | |
| 15–23 | 62.53 | 63.86 | 64.42 | -1.89 | -0.56 |
| 24–29 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 30 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| CPS record available | | | | | |
| Yes | 77.78 | 73.97 | 75.31 | 2.47 | -1.34 |
| No | ‡ | ‡ | ‡ | ‡ | ‡ |
| Federal aid status | | | | | |
| Received | 66.63 | 63.85 | 60.24 | 6.39* | 3.61 |
| Did not receive | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |
| Pell Grant status | | | | | |
| Received | 58.53 | 55.45 | 53.67 | 4.86 | 1.78 |
| Did not receive | 41.47 | 44.55 | 46.33 | -4.86 | -1.78 |

See notes at end of table.

Table I-13. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public less-than-2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Total Pell amount received ⁴ | | | | | |
| \$0 or unknown | 41.47 | 44.55 | 46.33 | -4.86 | -1.78 |
| \$1–\$2,774 | ‡ | ‡ | ‡ | ‡ | ‡ |
| \$2,775–\$5,549 | ‡ | ‡ | ‡ | ‡ | ‡ |
| \$5,550 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Stafford Loan status | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ |
| Did not receive | 58.10 | 58.42 | 78.24 | -20.14* | -19.82* |
| Total Stafford amount received ⁴ | | | | | |
| \$0 or unknown | 58.10 | 58.42 | 78.24 | -20.14* | -19.82* |
| \$1–\$4,699 | ‡ | ‡ | ‡ | ‡ | ‡ |
| \$4,700–\$6,500 | ‡ | ‡ | ‡ | ‡ | ‡ |
| \$6,501–\$9,500 | ‡ | ‡ | ‡ | ‡ | ‡ |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Institutional aid status | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ |
| Did not receive | 92.47 | 96.07 | 92.16 | 0.31 | 3.91 |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |
| State aid status | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ |
| Did not receive | 88.10 | 91.14 | 86.90 | 1.20 | 4.24* |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-13. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public less-than-2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP) | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Natural Resources and Conservation | † | † | † | † | † |
| Architecture and Related Services | † | † | † | † | † |
| Area, Ethnic, Cultural, and Gender Studies | † | † | † | † | † |
| Communication, Journalism, and Related Programs | † | † | † | † | † |
| Communications Technologies/Technicians and Support Services | † | † | † | † | † |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Personal and Culinary Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Education | † | † | † | † | † |
| Engineering | † | † | † | † | † |
| Engineering Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Foreign Languages, Literatures, and Linguistics | † | † | † | † | † |
| Family and Consumer Sciences/Human Sciences | † | † | † | † | † |
| Legal Professions and Studies | † | † | † | † | † |
| English Language and Literature/Letters | † | † | † | † | † |
| Liberal Arts and Sciences, General Studies and Humanities | † | † | † | † | † |
| Library Science | † | † | † | † | † |
| Biological and Biomedical Sciences | † | † | † | † | † |
| Mathematics and Statistics | † | † | † | † | † |
| Multi/Interdisciplinary Studies | † | † | † | † | † |
| Parks, Recreation, Leisure, and Fitness Studies | † | † | † | † | † |
| Philosophy and Religious Studies | † | † | † | † | † |

See notes at end of table.

Table I-13. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public less-than-2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP)—Continued | | | | | |
| Theology and Religious Vocations | † | † | † | † | † |
| Physical Sciences | † | † | † | † | † |
| Science Technologies/Technicians | † | † | † | † | † |
| Psychology | † | † | † | † | † |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Public Administration and Social Service Professions | † | † | † | † | † |
| Social Sciences | † | † | † | † | † |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mechanic and Repair Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Precision Production | ‡ | ‡ | ‡ | ‡ | ‡ |
| Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ |
| Visual and Performing Arts | † | † | † | † | † |
| Health Professions and Related Clinical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Business, Management, Marketing, and Related Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| History (new) | † | † | † | † | † |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |
| Institution total enrollment ⁴ | | | | | |
| 0–2,628 | 99.32 | 99.70 | 98.71 | 0.61 | 0.99 |
| 2,629–10,233 | † | † | † | † | † |
| 10,234–26,884 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 26,885 or more | † | † | † | † | † |

See notes at end of table.

Table I-13. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public less-than-2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴ | | | | | |
| 64% or less | ‡ | ‡ | ‡ | ‡ | ‡ |
| 65%–80% | ‡ | ‡ | ‡ | ‡ | ‡ |
| 81%–92% | ‡ | ‡ | ‡ | ‡ | ‡ |
| 93% or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.

² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-14. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 2-year institutions: 2014

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³ | | | | | |
| New England | 4.09 | 4.07 | 4.31 | -0.22 | -0.24 |
| Mid East | 12.91 | 13.30 | 11.94 | 0.97 | 1.36* |
| Great Lakes | 15.28 | 14.82 | 15.36 | -0.08 | -0.54 |
| Plains | 7.84 | 7.81 | 7.65 | 0.19 | 0.16 |
| Southeast | 20.09 | 19.78 | 19.90 | 0.19 | -0.12 |
| Southwest | 16.23 | 16.25 | 15.91 | 0.32 | 0.34 |
| Rocky Mountains | 2.57 | 2.71 | 2.94 | -0.37 | -0.23 |
| Far West | 20.98 | 21.26 | 21.98 | -1.00 | -0.72 |
| Age as of Dec 31, 2011 | | | | | |
| 15–23 | 81.43 | 81.66 | 81.43 | # | 0.23 |
| 24–29 | 8.63 | 8.40 | 8.33 | 0.30 | 0.07 |
| 30 or more | 9.94 | 9.94 | 10.24 | -0.30 | -0.30 |
| CPS record available | | | | | |
| Yes | 75.69 | 75.21 | 71.67 | 4.02* | 3.54* |
| No | 24.31 | 24.79 | 28.33 | -4.02* | -3.54* |
| Federal aid status | | | | | |
| Received | 59.53 | 59.55 | 53.19 | 6.34* | 6.36* |
| Did not receive | 26.41 | 25.73 | 36.04 | -9.63* | -10.31* |
| Unknown | 14.06 | 14.72 | 10.77 | 3.29* | 3.95* |
| Pell Grant status | | | | | |
| Received | 55.29 | 54.89 | 47.65 | 7.64* | 7.24* |
| Did not receive | 44.71 | 45.11 | 52.35 | -7.64* | -7.24* |

See notes at end of table.

Table I-14. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Total Pell amount received ⁴ | | | | | |
| \$0 or unknown | 44.71 | 45.11 | 52.35 | -7.64* | -7.24* |
| \$1–\$2,774 | 18.89 | 18.72 | 20.75 | -1.86* | -2.03* |
| \$2,775–\$5,549 | 23.16 | 23.10 | 16.97 | 6.19* | 6.13* |
| \$5,550 or more | 13.24 | 13.08 | 9.93 | 3.31* | 3.15* |
| Stafford Loan status | | | | | |
| Received | 24.33 | 24.58 | 19.10 | 5.23* | 5.48* |
| Did not receive | 75.67 | 75.42 | 80.90 | -5.23* | -5.48* |
| Total Stafford amount received ⁴ | | | | | |
| \$0 or unknown | 75.67 | 75.42 | 80.90 | -5.23* | -5.48* |
| \$1–\$4,699 | 13.03 | 13.64 | 11.67 | 1.36* | 1.97* |
| \$4,700–\$6,500 | 6.93 | 6.95 | 5.01 | 1.92* | 1.94* |
| \$6,501–\$9,500 | 4.36 | 3.99 | 2.42 | 1.94* | 1.57* |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Institutional aid status | | | | | |
| Received | 13.12 | 13.64 | 12.53 | 0.59 | 1.11 |
| Did not receive | 78.15 | 78.12 | 78.95 | -0.80 | -0.83 |
| Unknown | 8.72 | 8.24 | 8.52 | 0.20 | -0.28 |
| State aid status | | | | | |
| Received | 16.80 | 17.44 | 15.06 | 1.74* | 2.38* |
| Did not receive | 74.48 | 74.32 | 76.42 | -1.94* | -2.10* |
| Unknown | 8.72 | 8.24 | 8.52 | 0.20 | -0.28 |

See notes at end of table.

Table I-14. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP) | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communications Technologies/Technicians and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Computer and Information Sciences and Support Services | 1.91 | 2.09 | 2.25 | -0.34* | -0.16 |
| Personal and Culinary Services | 1.73 | 1.82 | 1.68 | 0.05 | 0.14 |
| Education | 1.93 | 2.07 | 1.85 | 0.08 | 0.22 |
| Engineering | 0.85 | 1.01 | 0.89 | -0.04 | 0.12 |
| Engineering Technologies/Technicians | 2.45 | 2.27 | 2.75 | -0.30* | -0.48* |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ |
| Family and Consumer Sciences/Human Sciences | 1.37 | 1.30 | 1.35 | 0.02 | -0.05 |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| English Language and Literature/Letters | ‡ | ‡ | ‡ | ‡ | ‡ |
| Liberal Arts and Sciences, General Studies and Humanities | 33.02 | 31.90 | 31.31 | 1.71* | 0.59 |
| Library Science | ‡ | ‡ | ‡ | ‡ | ‡ |
| Biological and Biomedical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ |
| Multi/Interdisciplinary Studies | 1.47 | 1.41 | 1.42 | 0.05 | -0.01 |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-14. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP)—Continued | | | | | |
| Theology and Religious Vocations | † | † | † | † | † |
| Physical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Science Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Psychology | ‡ | ‡ | ‡ | ‡ | ‡ |
| Security and Protective Services | 4.53 | 4.64 | 4.31 | 0.22 | 0.33 |
| Public Administration and Social Service Professions | ‡ | ‡ | ‡ | ‡ | ‡ |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Construction Trades | 0.85 | 0.86 | 1.00 | -0.15 | -0.14 |
| Mechanic and Repair Technologies/Technicians | 1.98 | 2.53 | 1.94 | 0.04 | 0.59* |
| Precision Production | 1.19 | 1.28 | 1.41 | -0.22 | -0.13 |
| Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ |
| Visual and Performing Arts | 2.69 | 2.65 | 2.72 | -0.03 | -0.07 |
| Health Professions and Related Clinical Sciences | 9.38 | 9.07 | 9.56 | -0.18 | -0.49 |
| Business, Management, Marketing, and Related Support Services | 9.05 | 8.56 | 8.31 | 0.74 | 0.25 |
| History (new) | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | 19.02 | 19.40 | 20.26 | -1.24 | -0.86 |
| Institution total enrollment ⁴ | | | | | |
| 0–2,628 | 2.86 | 2.67 | 2.58 | 0.28 | 0.09 |
| 2,629–10,233 | 24.93 | 25.80 | 24.99 | -0.06 | 0.81 |
| 10,234–26,884 | 44.33 | 43.41 | 44.27 | 0.06 | -0.86 |
| 26,885 or more | 27.88 | 28.12 | 28.16 | -0.28 | -0.04 |

See notes at end of table.

Table I-14. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴ | | | | | |
| 64% or less | 47.58 | 46.19 | 48.42 | -0.84 | -2.23* |
| 65%–80% | 33.71 | 33.98 | 33.67 | 0.04 | 0.31 |
| 81%–92% | 12.63 | 13.77 | 12.03 | 0.60 | 1.74* |
| 93% or more | 5.81 | 5.73 | 5.60 | 0.21 | 0.13 |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴ | | | | | |
| 23.64% or less | 72.75 | 71.44 | 72.74 | 0.01 | -1.30 |
| 23.65%–41.64% | 23.48 | 24.59 | 23.14 | 0.34 | 1.45 |
| 41.65%–60.34% | 2.73 | 2.95 | 3.00 | -0.27 | -0.05 |
| 60.35% or more | 0.77 | 0.68 | 0.84 | -0.07 | -0.16 |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-15. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year non-doctorate-granting institutions: 2014

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³ | | | | | |
| New England | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mid East | 17.82 | 16.98 | 15.79 | 2.03 | 1.19 |
| Great Lakes | 15.05 | 15.01 | 16.04 | -0.99 | -1.03 |
| Plains | ‡ | ‡ | ‡ | ‡ | ‡ |
| Southeast | 34.85 | 34.72 | 37.90 | -3.05 | -3.18* |
| Southwest | 3.27 | 3.99 | 3.52 | -0.25 | 0.47 |
| Rocky Mountains | 6.66 | 6.86 | 6.40 | 0.26 | 0.46 |
| Far West | 14.96 | 15.09 | 13.64 | 1.32 | 1.45 |
| Age as of Dec 31, 2011 | | | | | |
| 15–23 | 93.10 | 92.53 | 91.82 | 1.28 | 0.71 |
| 24–29 | 3.07 | 3.58 | 3.64 | -0.57 | -0.06 |
| 30 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| CPS record available | | | | | |
| Yes | 78.97 | 79.03 | 81.13 | -2.16 | -2.10 |
| No | 21.03 | 20.97 | 18.87 | 2.16 | 2.10 |
| Federal aid status | | | | | |
| Received | 69.56 | 69.56 | 68.82 | 0.74 | 0.74 |
| Did not receive | 20.59 | 22.82 | 27.83 | -7.24* | -5.01* |
| Unknown | 9.85 | 7.63 | 3.35 | 6.50* | 4.28* |
| Pell Grant status | | | | | |
| Received | 47.86 | 47.15 | 48.17 | -0.31 | -1.02 |
| Did not receive | 52.14 | 52.85 | 51.83 | 0.31 | 1.02 |

See notes at end of table.

Table I-15. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Total Pell amount received ⁴ | | | | | |
| \$0 or unknown | 52.14 | 52.85 | 51.83 | 0.31 | 1.02 |
| \$1–\$2,774 | 11.28 | 11.59 | 14.01 | -2.73* | -2.42* |
| \$2,775–\$5,549 | 17.18 | 16.90 | 18.31 | -1.13 | -1.41 |
| \$5,550 or more | 19.41 | 18.67 | 15.86 | 3.55* | 2.81* |
| Stafford Loan status | | | | | |
| Received | 49.00 | 47.69 | 44.50 | 4.50* | 3.19* |
| Did not receive | 51.00 | 52.31 | 55.50 | -4.50* | -3.19* |
| Total Stafford amount received ⁴ | | | | | |
| \$0 or unknown | 51.00 | 52.31 | 55.50 | -4.50* | -3.19* |
| \$1–\$4,699 | 13.42 | 12.89 | 13.45 | -0.03 | -0.56 |
| \$4,700–\$6,500 | 28.24 | 27.33 | 25.12 | 3.12* | 2.21* |
| \$6,501–\$9,500 | 7.18 | 7.26 | 5.78 | 1.40* | 1.48* |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Institutional aid status | | | | | |
| Received | 22.14 | 20.31 | 18.20 | 3.94* | 2.11* |
| Did not receive | 75.53 | 77.54 | 79.89 | -4.36* | -2.35* |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |
| State aid status | | | | | |
| Received | 30.55 | 28.01 | 26.85 | 3.70* | 1.16 |
| Did not receive | 67.12 | 69.85 | 71.23 | -4.11* | -1.38 |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-15. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP) | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communications Technologies/Technicians and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Personal and Culinary Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ |
| Engineering | ‡ | ‡ | ‡ | ‡ | ‡ |
| Engineering Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ |
| Family and Consumer Sciences/Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| English Language and Literature/Letters | ‡ | ‡ | ‡ | ‡ | ‡ |
| Liberal Arts and Sciences, General Studies and Humanities | 26.25 | 25.69 | 25.79 | 0.46 | -0.10 |
| Library Science | † | † | † | † | † |
| Biological and Biomedical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ |
| Multi/Interdisciplinary Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-15. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP)—Continued | | | | | |
| Theology and Religious Vocations | † | † | † | † | † |
| Physical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Science Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Psychology | ‡ | ‡ | ‡ | ‡ | ‡ |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Public Administration and Social Service Professions | ‡ | ‡ | ‡ | ‡ | ‡ |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mechanic and Repair Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Precision Production | ‡ | ‡ | ‡ | ‡ | ‡ |
| Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ |
| Visual and Performing Arts | ‡ | ‡ | ‡ | ‡ | ‡ |
| Health Professions and Related Clinical Sciences | 7.54 | 7.88 | 9.05 | -1.51* | -1.17 |
| Business, Management, Marketing, and Related Support Services | 7.45 | 7.62 | 7.53 | -0.08 | 0.09 |
| History (new) | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | 15.66 | 16.53 | 16.81 | -1.15 | -0.28 |

See notes at end of table.

Table I-15. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|---|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Institution total enrollment ⁴ | | | | | |
| 0–2,628 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2,629–10,233 | 39.66 | 38.41 | 36.97 | 2.69 | 1.44 |
| 10,234–26,884 | 35.53 | 36.99 | 37.02 | -1.49 | -0.03 |
| 26,885 or more | 21.17 | 20.89 | 22.54 | -1.37 | -1.65 |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴ | | | | | |
| 64% or less | 32.70 | 30.69 | 29.47 | 3.23 | 1.22 |
| 65%–80% | 36.99 | 39.11 | 40.91 | -3.92* | -1.80 |
| 81%–92% | 24.31 | 23.79 | 24.07 | 0.24 | -0.28 |
| 93% or more | 5.62 | 6.11 | 5.05 | 0.57 | 1.06 |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴ | | | | | |
| 23.64% or less | 16.68 | 17.84 | 15.47 | 1.21 | 2.37* |
| 23.65%–41.64% | 44.42 | 43.94 | 47.93 | -3.51* | -3.99* |
| 41.65%–60.34% | 28.15 | 28.35 | 27.05 | 1.10 | 1.30 |
| 60.35% or more | 9.68 | 9.06 | 8.59 | 1.09* | 0.47 |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-16. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year doctorate-granting institutions: 2014

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³ | | | | | |
| New England | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mid East | 9.81 | 9.56 | 10.76 | -0.95 | -1.20 |
| Great Lakes | 17.80 | 17.31 | 16.47 | 1.33 | 0.84 |
| Plains | 7.74 | 7.96 | 7.36 | 0.38 | 0.60 |
| Southeast | 29.52 | 29.74 | 31.76 | -2.24 | -2.02 |
| Southwest | 13.57 | 13.74 | 14.15 | -0.58 | -0.41 |
| Rocky Mountains | 3.88 | 4.06 | 3.79 | 0.09 | 0.27 |
| Far West | 13.94 | 13.64 | 11.94 | 2.00* | 1.70* |
| Age as of Dec 31, 2011 | | | | | |
| 15–23 | 99.06 | 98.77 | 98.13 | 0.93 | 0.64 |
| 24–29 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 30 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| CPS record available | | | | | |
| Yes | 80.25 | 80.17 | 82.77 | -2.52* | -2.60* |
| No | 19.75 | 19.83 | 17.23 | 2.52* | 2.60* |
| Federal aid status | | | | | |
| Received | 64.76 | 64.76 | 66.54 | -1.78 | -1.78 |
| Did not receive | 28.41 | 28.41 | 29.57 | -1.16 | -1.16 |
| Unknown | 6.83 | 6.83 | 3.90 | 2.93* | 2.93* |
| Pell Grant status | | | | | |
| Received | 34.10 | 34.22 | 36.33 | -2.23* | -2.11 |
| Did not receive | 65.90 | 65.78 | 63.67 | 2.23* | 2.11 |

See notes at end of table.

Table I-16. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Total Pell amount received ⁴ | | | | | |
| \$0 or unknown | 65.90 | 65.78 | 63.67 | 2.23* | 2.11 |
| \$1–\$2,774 | 7.88 | 7.80 | 8.59 | -0.71 | -0.79 |
| \$2,775–\$5,549 | 10.73 | 10.58 | 11.70 | -0.97 | -1.12 |
| \$5,550 or more | 15.49 | 15.85 | 16.05 | -0.56 | -0.20 |
| Stafford Loan status | | | | | |
| Received | 55.99 | 56.96 | 57.78 | -1.79 | -0.82 |
| Did not receive | 44.01 | 43.04 | 42.22 | 1.79 | 0.82 |
| Total Stafford amount received ⁴ | | | | | |
| \$0 or unknown | 44.01 | 43.04 | 42.22 | 1.79 | 0.82 |
| \$1–\$4,699 | 14.21 | 13.86 | 15.21 | -1.00 | -1.35 |
| \$4,700–\$6,500 | 36.57 | 37.05 | 36.27 | 0.30 | 0.78 |
| \$6,501–\$9,500 | 5.03 | 5.83 | 6.13 | -1.10 | -0.30 |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Institutional aid status | | | | | |
| Received | 36.22 | 36.24 | 35.79 | 0.43 | 0.45 |
| Did not receive | 60.43 | 59.84 | 60.70 | -0.27 | -0.86 |
| Unknown | 3.35 | 3.91 | 3.50 | -0.15 | 0.41 |
| State aid status | | | | | |
| Received | 33.37 | 33.16 | 35.57 | -2.20* | -2.41* |
| Did not receive | 63.28 | 62.93 | 60.93 | 2.35* | 2.00 |
| Unknown | 3.35 | 3.91 | 3.50 | -0.15 | 0.41 |

See notes at end of table.

Table I-16. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP) | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communications Technologies/Technicians and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Personal and Culinary Services | † | † | † | † | † |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ |
| Engineering | 7.74 | 7.58 | 7.25 | 0.49 | 0.33 |
| Engineering Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ |
| Family and Consumer Sciences/Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| English Language and Literature/Letters | ‡ | ‡ | ‡ | ‡ | ‡ |
| Liberal Arts and Sciences, General Studies and Humanities | 7.43 | 7.60 | 7.86 | -0.43 | -0.26 |
| Library Science | † | † | † | † | † |
| Biological and Biomedical Sciences | 7.42 | 7.23 | 7.34 | 0.08 | -0.11 |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ |
| Multi/Interdisciplinary Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-16. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP)—Continued | | | | | |
| Theology and Religious Vocations | ‡ | ‡ | ‡ | ‡ | ‡ |
| Physical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Science Technologies/Technicians | † | † | † | † | † |
| Psychology | 4.30 | 4.28 | 4.15 | 0.15 | 0.13 |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Public Administration and Social Service Professions | ‡ | ‡ | ‡ | ‡ | ‡ |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mechanic and Repair Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Precision Production | ‡ | ‡ | ‡ | ‡ | ‡ |
| Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ |
| Visual and Performing Arts | ‡ | ‡ | ‡ | ‡ | ‡ |
| Health Professions and Related Clinical Sciences | 7.25 | 7.23 | 7.52 | -0.27 | -0.29 |
| Business, Management, Marketing, and Related Support Services | 10.25 | 11.27 | 9.53 | 0.72 | 1.74* |
| History (new) | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | 20.48 | 20.22 | 21.40 | -0.92 | -1.18 |
| Institution total enrollment ⁴ | | | | | |
| 0–2,628 | † | † | † | † | † |
| 2,629–10,233 | 6.55 | 6.52 | 6.86 | -0.31 | -0.34 |
| 10,234–26,884 | 37.40 | 37.90 | 38.97 | -1.57 | -1.07 |
| 26,885 or more | 56.05 | 55.58 | 54.17 | 1.88 | 1.41 |

See notes at end of table.

Table I-16. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴ | | | | | |
| 64% or less | 45.00 | 42.97 | 40.70 | 4.30* | 2.27 |
| 65%–80% | 26.58 | 28.71 | 27.13 | -0.55 | 1.58 |
| 81%–92% | 21.08 | 21.47 | 25.14 | -4.06* | -3.67* |
| 93% or more | 7.35 | 6.85 | 7.03 | 0.32 | -0.18 |
| Unknown | † | † | † | † | † |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴ | | | | | |
| 23.64% or less | ‡ | ‡ | ‡ | ‡ | ‡ |
| 23.65%–41.64% | 16.97 | 18.58 | 17.98 | -1.01 | 0.60 |
| 41.65%–60.34% | 35.93 | 35.87 | 35.45 | 0.48 | 0.42 |
| 60.35% or more | 45.84 | 44.21 | 44.47 | 1.37 | -0.26 |
| Unknown | † | † | † | † | † |

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-17. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit less-than-4-year institutions: 2014

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³ | | | | | |
| New England | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mid East | 24.49 | 20.34 | 16.24 | 8.25 | 4.10 |
| Great Lakes | ‡ | ‡ | ‡ | ‡ | ‡ |
| Plains | ‡ | ‡ | ‡ | ‡ | ‡ |
| Southeast | 33.71 | 34.21 | 39.21 | -5.50 | -5.00 |
| Southwest | ‡ | ‡ | ‡ | ‡ | ‡ |
| Rocky Mountains | † | † | † | † | † |
| Far West | 14.20 | 19.60 | 15.43 | -1.23 | 4.17 |
| Age as of Dec 31, 2011 | | | | | |
| 15–23 | 70.52 | 70.28 | 64.65 | 5.87 | 5.63 |
| 24–29 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 30 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| CPS record available | | | | | |
| Yes | 85.37 | 85.79 | 91.03 | -5.66 | -5.24 |
| No | ‡ | ‡ | ‡ | ‡ | ‡ |
| Federal aid status | | | | | |
| Received | 79.55 | 79.55 | 76.28 | 3.27 | 3.27 |
| Did not receive | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |
| Pell Grant status | | | | | |
| Received | 66.15 | 69.84 | 74.26 | -8.11 | -4.42 |
| Did not receive | 33.85 | 30.16 | 25.74 | 8.11 | 4.42 |

See notes at end of table.

Table I-17. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Total Pell amount received ⁴ | | | | | |
| \$0 or unknown | 33.85 | 30.16 | 25.74 | 8.11 | 4.42 |
| \$1–\$2,774 | ‡ | ‡ | ‡ | ‡ | ‡ |
| \$2,775–\$5,549 | 18.84 | 23.36 | 28.07 | -9.23 | -4.71 |
| \$5,550 or more | 35.06 | 36.86 | 30.68 | 4.38 | 6.18 |
| Stafford Loan status | | | | | |
| Received | 73.10 | 71.07 | 65.15 | 7.95 | 5.92 |
| Did not receive | 26.90 | 28.93 | 34.85 | -7.95 | -5.92 |
| Total Stafford amount received ⁴ | | | | | |
| \$0 or unknown | 26.90 | 28.93 | 34.85 | -7.95 | -5.92 |
| \$1–\$4,699 | ‡ | ‡ | ‡ | ‡ | ‡ |
| \$4,700–\$6,500 | 33.15 | 29.09 | 26.81 | 6.34 | 2.28 |
| \$6,501–\$9,500 | 28.91 | 27.15 | 24.04 | 4.87 | 3.11 |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Institutional aid status | | | | | |
| Received | 38.55 | 32.94 | 38.24 | 0.31 | -5.30 |
| Did not receive | 57.46 | 60.81 | 50.80 | 6.66 | 10.01* |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |
| State aid status | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ |
| Did not receive | 77.24 | 74.86 | 62.91 | 14.33* | 11.95* |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-17. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | | |
|---|--|--|---|---------------------|---------------------|---|
| | Mean | Means | | Difference | | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) | |
| Major (2-digit CIP) | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | † | † | † | † | † | † |
| Natural Resources and Conservation | † | † | † | † | † | † |
| Architecture and Related Services | † | † | † | † | † | † |
| Area, Ethnic, Cultural, and Gender Studies | † | † | † | † | † | † |
| Communication, Journalism, and Related Programs | † | † | † | † | † | † |
| Communications Technologies/Technicians and Support Services | † | † | † | † | † | † |
| Computer and Information Sciences and Support Services | † | † | † | † | † | † |
| Personal and Culinary Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Education | † | † | † | † | † | † |
| Engineering | † | † | † | † | † | † |
| Engineering Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Foreign Languages, Literatures, and Linguistics | † | † | † | † | † | † |
| Family and Consumer Sciences/Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| English Language and Literature/Letters | † | † | † | † | † | † |
| Liberal Arts and Sciences, General Studies and Humanities | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Library Science | † | † | † | † | † | † |
| Biological and Biomedical Sciences | † | † | † | † | † | † |
| Mathematics and Statistics | † | † | † | † | † | † |
| Multi/Interdisciplinary Studies | † | † | † | † | † | † |
| Parks, Recreation, Leisure, and Fitness Studies | † | † | † | † | † | † |
| Philosophy and Religious Studies | † | † | † | † | † | † |

See notes at end of table.

Table I-17. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | | |
|--|--|--|---|---------------------|---------------------|--|
| | Mean | Means | | Difference | | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) | |
| Major (2-digit CIP) —Continued | | | | | | |
| Theology and Religious Vocations | † | † | † | † | † | |
| Physical Sciences | † | † | † | † | † | |
| Science Technologies/Technicians | † | † | † | † | † | |
| Psychology | † | † | † | † | † | |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Public Administration and Social Service Professions | † | † | † | † | † | |
| Social Sciences | † | † | † | † | † | |
| Construction Trades Mechanic and Repair Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Precision Production | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Visual and Performing Arts | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Health Professions and Related Clinical Sciences | 24.30 | 25.53 | 23.69 | 0.61 | 1.84 | |
| Business, Management, Marketing, and Related Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | |
| History (new) | † | † | † | † | † | |
| Unknown | 37.74 | 36.50 | 43.29 | -5.55 | -6.79 | |
| Institution total enrollment ⁴ | | | | | | |
| 0–2,628 | 99.13 | 98.78 | 99.31 | -0.18 | -0.53 | |
| 2,629–10,233 | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 10,234–26,884 | † | † | † | † | † | |
| 26,885 or more | † | † | † | † | † | |

See notes at end of table.

Table I-17. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴ | | | | | |
| 64% or less | ‡ | ‡ | ‡ | ‡ | ‡ |
| 65%–80% | 25.19 | 25.50 | 21.07 | 4.12 | 4.43 |
| 81%–92% | 49.51 | 47.19 | 51.44 | -1.93 | -4.25 |
| 93% or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | † | † | † | † | † |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴ | | | | | |
| 23.64% or less | ‡ | ‡ | ‡ | ‡ | ‡ |
| 23.65%–41.64% | ‡ | ‡ | ‡ | ‡ | ‡ |
| 41.65%–60.34% | 29.40 | 30.79 | 27.28 | 2.12 | 3.51 |
| 60.35% or more | 32.32 | 25.00 | 20.10 | 12.22* | 4.90 |
| Unknown | 13.54 | 19.20 | 15.05 | -1.51 | 4.15 |

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-18. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | | |
|--|--|--|---|---------------------|---------------------|--|
| | Mean | Means | | Difference | | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³ | | | | | | |
| New England | 13.93 | 13.60 | 13.36 | 0.57 | 0.24 | |
| Mid East | 21.23 | 21.21 | 19.04 | 2.19* | 2.17 | |
| Great Lakes | 18.26 | 20.24 | 22.25 | -3.99 | -2.01 | |
| Plains | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Southeast | 21.33 | 21.34 | 23.40 | -2.07 | -2.06 | |
| Southwest | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Rocky Mountains | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Far West | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Age as of Dec 31, 2011 | | | | | | |
| 15–23 | 97.70 | 97.54 | 93.88 | 3.82* | 3.66 | |
| 24–29 | 0.42 | 0.47 | 1.32 | -0.90 | -0.85 | |
| 30 or more | 1.88 | 1.99 | 4.79 | -2.91 | -2.80 | |
| CPS record available | | | | | | |
| Yes | 86.12 | 85.89 | 85.98 | 0.14 | -0.09 | |
| No | 13.88 | 14.11 | 14.02 | -0.14 | 0.09 | |
| Federal aid status | | | | | | |
| Received | 72.77 | 72.77 | 68.19 | 4.58 | 4.58 | |
| Did not receive | 20.14 | 20.12 | 21.24 | -1.10 | -1.12 | |
| Unknown | 7.09 | 7.11 | 10.57 | -3.48 | -3.46 | |
| Pell Grant status | | | | | | |
| Received | 37.61 | 39.23 | 42.37 | -4.76* | -3.14 | |
| Did not receive | 62.39 | 60.77 | 57.63 | 4.76* | 3.14 | |

See notes at end of table.

Table I-18. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Total Pell amount received ⁴ | | | | | |
| \$0 or unknown | 62.39 | 60.77 | 57.63 | 4.76* | 3.14 |
| \$1–\$2,774 | 8.44 | 8.34 | 7.81 | 0.63 | 0.53 |
| \$2,775–\$5,549 | 14.52 | 14.85 | 21.04 | -6.52* | -6.19* |
| \$5,550 or more | 14.66 | 16.04 | 13.51 | 1.15 | 2.53* |
| Stafford Loan status | | | | | |
| Received | 69.52 | 69.66 | 67.80 | 1.72 | 1.86 |
| Did not receive | 30.48 | 30.34 | 32.20 | -1.72 | -1.86 |
| Total Stafford amount received ⁴ | | | | | |
| \$0 or unknown | 30.48 | 30.34 | 32.20 | -1.72 | -1.86 |
| \$1–\$4,699 | 11.16 | 10.68 | 14.16 | -3.00 | -3.48 |
| \$4,700–\$6,500 | 46.94 | 47.01 | 41.21 | 5.73* | 5.80* |
| \$6,501–\$9,500 | 10.67 | 11.35 | 11.74 | -1.07 | -0.39 |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Institutional aid status | | | | | |
| Received | 76.64 | 76.62 | 71.56 | 5.08 | 5.06 |
| Did not receive | 17.82 | 17.92 | 18.16 | -0.34 | -0.24 |
| Unknown | 5.54 | 5.47 | 10.28 | -4.74 | -4.81 |
| State aid status | | | | | |
| Received | 26.93 | 27.89 | 26.33 | 0.60 | 1.56 |
| Did not receive | 67.53 | 66.64 | 63.39 | 4.14 | 3.25 |
| Unknown | 5.54 | 5.47 | 10.28 | -4.74 | -4.81 |

See notes at end of table.

Table I-18. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP) | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communications Technologies/Technicians and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Personal and Culinary Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ |
| Engineering | ‡ | ‡ | ‡ | ‡ | ‡ |
| Engineering Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ |
| Family and Consumer Sciences/Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| English Language and Literature/Letters | ‡ | ‡ | ‡ | ‡ | ‡ |
| Liberal Arts and Sciences, General Studies and Humanities | 8.39 | 8.33 | 8.48 | -0.09 | -0.15 |
| Library Science | † | † | † | † | † |
| Biological and Biomedical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ |
| Multi/Interdisciplinary Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-18. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP)—Continued | | | | | |
| Theology and Religious Vocations | ‡ | ‡ | ‡ | ‡ | ‡ |
| Physical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Science Technologies/Technicians | † | † | † | † | † |
| Psychology | ‡ | ‡ | ‡ | ‡ | ‡ |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Public Administration and Social Service Professions | ‡ | ‡ | ‡ | ‡ | ‡ |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Construction Trades | † | † | † | † | † |
| Mechanic and Repair Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Precision Production | ‡ | ‡ | ‡ | ‡ | ‡ |
| Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ |
| Visual and Performing Arts | 5.84 | 5.24 | 5.06 | 0.78* | 0.18 |
| Health Professions and Related Clinical Sciences | 4.54 | 5.08 | 6.89 | -2.35 | -1.81 |
| Business, Management, Marketing, and Related Support Services | 7.55 | 8.14 | 6.51 | 1.04* | 1.63* |
| History (new) | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | 37.34 | 35.46 | 35.80 | 1.54 | -0.34 |
| Institution total enrollment ⁴ | | | | | |
| 0–2,628 | 59.21 | 60.39 | 57.68 | 1.53 | 2.71 |
| 2,629–10,233 | 37.65 | 36.64 | 38.58 | -0.93 | -1.94 |
| 10,234–26,884 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 26,885 or more | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-18. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|---|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴ | | | | | |
| 64% or less | ‡ | ‡ | ‡ | ‡ | ‡ |
| 65%–80% | ‡ | ‡ | ‡ | ‡ | ‡ |
| 81%–92% | 18.56 | 18.82 | 21.62 | -3.06 | -2.80 |
| 93% or more | 63.60 | 64.48 | 61.32 | 2.28 | 3.16 |
| Unknown | † | † | † | † | † |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴ | | | | | |
| 23.64% or less | 3.69 | 4.30 | 10.16 | -6.47 | -5.86 |
| 23.65%–41.64% | 14.14 | 14.40 | 14.68 | -0.54 | -0.28 |
| 41.65%–60.34% | 31.86 | 34.79 | 31.00 | 0.86 | 3.79* |
| 60.35% or more | 50.32 | 46.51 | 44.17 | 6.15* | 2.34 |
| Unknown | † | † | † | † | † |

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-19. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | | |
|--|--|--|---|---------------------|---------------------|--|
| | Mean | Means | | Difference | | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³ | | | | | | |
| New England | 15.10 | 14.22 | 13.57 | 1.53 | 0.65 | |
| Mid East | 32.64 | 33.02 | 32.95 | -0.31 | 0.07 | |
| Great Lakes | 12.21 | 12.75 | 12.33 | -0.12 | 0.42 | |
| Plains | 5.45 | 5.61 | 5.51 | -0.06 | 0.10 | |
| Southeast | 16.99 | 17.03 | 17.07 | -0.08 | -0.04 | |
| Southwest | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Rocky Mountains | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Far West | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Age as of Dec 31, 2011 | | | | | | |
| 15–23 | 98.11 | 98.36 | 98.81 | -0.70 | -0.45 | |
| 24–29 | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 30 or more | ‡ | ‡ | ‡ | ‡ | ‡ | |
| CPS record available | | | | | | |
| Yes | 75.44 | 74.77 | 78.52 | -3.08* | -3.75* | |
| No | 24.56 | 25.23 | 21.48 | 3.08* | 3.75* | |
| Federal aid status | | | | | | |
| Received | 60.43 | 60.43 | 62.61 | -2.18* | -2.18* | |
| Did not receive | 27.79 | 27.79 | 26.91 | 0.88 | 0.88 | |
| Unknown | 11.78 | 11.78 | 10.48 | 1.30 | 1.30 | |
| Pell Grant status | | | | | | |
| Received | 29.12 | 28.62 | 32.07 | -2.95* | -3.45* | |
| Did not receive | 70.88 | 71.38 | 67.93 | 2.95* | 3.45* | |

See notes at end of table.

Table I-19. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Total Pell amount received ⁴ | | | | | |
| \$0 or unknown | 70.88 | 71.38 | 67.93 | 2.95* | 3.45* |
| \$1–\$2,774 | 7.04 | 6.63 | 7.09 | -0.05 | -0.46 |
| \$2,775–\$5,549 | 11.16 | 10.83 | 12.49 | -1.33* | -1.66* |
| \$5,550 or more | 10.92 | 11.16 | 12.49 | -1.57* | -1.33* |
| Stafford Loan status | | | | | |
| Received | 58.45 | 57.66 | 59.98 | -1.53 | -2.32* |
| Did not receive | 41.55 | 42.34 | 40.02 | 1.53 | 2.32* |
| Total Stafford amount received ⁴ | | | | | |
| \$0 or unknown | 41.55 | 42.34 | 40.02 | 1.53 | 2.32* |
| \$1–\$4,699 | 7.91 | 7.88 | 7.77 | 0.14 | 0.11 |
| \$4,700–\$6,500 | 43.24 | 42.53 | 44.31 | -1.07 | -1.78* |
| \$6,501–\$9,500 | ‡ | ‡ | ‡ | ‡ | ‡ |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Institutional aid status | | | | | |
| Received | 65.57 | 65.58 | 66.37 | -0.80 | -0.79 |
| Did not receive | 24.78 | 24.80 | 24.00 | 0.78 | 0.80 |
| Unknown | 9.65 | 9.62 | 9.62 | 0.03 | # |
| State aid status | | | | | |
| Received | 19.56 | 19.81 | 20.15 | -0.59 | -0.34 |
| Did not receive | 70.79 | 70.57 | 70.23 | 0.56 | 0.34 |
| Unknown | 9.65 | 9.62 | 9.62 | 0.03 | # |

See notes at end of table.

Table I-19. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP) | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Area, Ethnic, Cultural, and Gender Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communications Technologies/Technicians and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Personal and Culinary Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ |
| Engineering | ‡ | ‡ | ‡ | ‡ | ‡ |
| Engineering Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Foreign Languages, Literatures, and Linguistics | ‡ | ‡ | ‡ | ‡ | ‡ |
| Family and Consumer Sciences/Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| English Language and Literature/Letters | ‡ | ‡ | ‡ | ‡ | ‡ |
| Liberal Arts and Sciences, General Studies and Humanities | 9.13 | 9.05 | 9.62 | -0.49 | -0.57 |
| Library Science | † | † | † | † | † |
| Biological and Biomedical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mathematics and Statistics | ‡ | ‡ | ‡ | ‡ | ‡ |
| Multi/Interdisciplinary Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Philosophy and Religious Studies | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

Table I-19. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP) —Continued | | | | | |
| Theology and Religious Vocations | ‡ | ‡ | ‡ | ‡ | ‡ |
| Physical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Science Technologies/Technicians | † | † | † | † | † |
| Psychology | ‡ | ‡ | ‡ | ‡ | ‡ |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Public Administration and Social Service Professions | ‡ | ‡ | ‡ | ‡ | ‡ |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Construction Trades | † | † | † | † | † |
| Mechanic and Repair Technologies/Technicians | † | † | † | † | † |
| Precision Production | † | † | † | † | † |
| Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ |
| Visual and Performing Arts | ‡ | ‡ | ‡ | ‡ | ‡ |
| Health Professions and Related Clinical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Business, Management, Marketing, and Related Support Services | 11.04 | 11.78 | 10.60 | 0.44 | 1.18 |
| History (new) | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | 25.97 | 25.46 | 25.61 | 0.36 | -0.15 |
| Institution total enrollment ⁴ | | | | | |
| 0–2,628 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2,629–10,233 | 44.57 | 44.13 | 44.78 | -0.21 | -0.65 |
| 10,234–26,884 | 33.72 | 34.09 | 33.38 | 0.34 | 0.71 |
| 26,885 or more | 14.78 | 15.46 | 15.17 | -0.39 | 0.29 |

See notes at end of table.

Table I-19. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴ | | | | | |
| 64% or less | 23.05 | 22.31 | 25.04 | -1.99* | -2.73* |
| 65%–80% | 16.88 | 16.10 | 15.42 | 1.46 | 0.68 |
| 81%–92% | 14.95 | 15.77 | 15.98 | -1.03* | -0.21 |
| 93% or more | 44.89 | 45.64 | 43.41 | 1.48 | 2.23* |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴ | | | | | |
| 23.64% or less | ‡ | ‡ | ‡ | ‡ | ‡ |
| 23.65%–41.64% | 5.85 | 5.74 | 5.42 | 0.43 | 0.32 |
| 41.65%–60.34% | 26.74 | 26.76 | 25.51 | 1.23 | 1.25 |
| 60.35% or more | 65.80 | 65.83 | 67.49 | -1.69 | -1.66 |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-20. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit less-than-2-year institutions: 2014

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | | |
|--|--|--|---|---------------------|---------------------|--|
| | Mean | Means | | Difference | | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³ | | | | | | |
| New England | 7.23 | 8.44 | 6.18 | 1.05 | 2.26 | |
| Mid East | 10.54 | 11.61 | 10.97 | -0.43 | 0.64 | |
| Great Lakes | 7.03 | 7.02 | 6.16 | 0.87 | 0.86 | |
| Plains | 6.79 | 6.53 | 4.84 | 1.95* | 1.69 | |
| Southeast | 19.22 | 20.42 | 19.95 | -0.73 | 0.47 | |
| Southwest | 26.83 | 26.95 | 27.37 | -0.54 | -0.42 | |
| Rocky Mountains | 9.54 | 7.32 | 10.65 | -1.11 | -3.33 | |
| Far West | 12.84 | 11.72 | 13.88 | -1.04 | -2.16 | |
| Age as of Dec 31, 2011 | | | | | | |
| 15–23 | 64.99 | 64.04 | 65.59 | -0.60 | -1.55 | |
| 24–29 | 16.25 | 15.20 | 17.01 | -0.76 | -1.81 | |
| 30 or more | 18.75 | 20.76 | 17.40 | 1.35 | 3.36 | |
| CPS record available | | | | | | |
| Yes | 93.97 | 94.27 | 95.18 | -1.21 | -0.91 | |
| No | 6.03 | 5.73 | 4.82 | 1.21 | 0.91 | |
| Federal aid status | | | | | | |
| Received | 71.97 | 71.97 | 75.02 | -3.05* | -3.05 | |
| Did not receive | 5.43 | 5.82 | 3.67 | 1.76* | 2.15* | |
| Unknown | 22.59 | 22.21 | 21.31 | 1.28 | 0.90 | |
| Pell Grant status | | | | | | |
| Received | 83.83 | 84.33 | 93.59 | -9.76* | -9.26* | |
| Did not receive | 16.17 | 15.67 | 6.41 | 9.76* | 9.26* | |

See notes at end of table.

Table I-20. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Total Pell amount received ⁴ | | | | | |
| \$0 or unknown | 16.17 | 15.67 | 6.41 | 9.76* | 9.26* |
| \$1–\$2,774 | 16.02 | 18.30 | 11.27 | 4.75* | 7.03* |
| \$2,775–\$5,549 | 37.76 | 36.27 | 36.72 | 1.04 | -0.45 |
| \$5,550 or more | 30.04 | 29.76 | 45.60 | -15.56* | -15.84* |
| Stafford Loan status | | | | | |
| Received | 86.60 | 83.86 | 80.16 | 6.44* | 3.70 |
| Did not receive | 13.40 | 16.14 | 19.84 | -6.44* | -3.70 |
| Total Stafford amount received ⁴ | | | | | |
| \$0 or unknown | 13.40 | 16.14 | 19.84 | -6.44* | -3.70 |
| \$1–\$4,699 | 19.59 | 17.85 | 18.80 | 0.79 | -0.95 |
| \$4,700–\$6,500 | 23.37 | 22.87 | 23.59 | -0.22 | -0.72 |
| \$6,501–\$9,500 | 41.31 | 40.46 | 35.03 | 6.28* | 5.43* |
| \$9,501 or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Institutional aid status | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ |
| Did not receive | 76.52 | 77.00 | 78.62 | -2.10* | -1.62 |
| Unknown | 20.56 | 20.53 | 19.13 | 1.43 | 1.40 |
| State aid status | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ |
| Did not receive | 77.42 | 77.50 | 78.26 | -0.84 | -0.76 |
| Unknown | 20.56 | 20.53 | 19.13 | 1.43 | 1.40 |

See notes at end of table.

Table I-20. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP) | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | † | † | † | † | † |
| Natural Resources and Conservation | † | † | † | † | † |
| Architecture and Related Services | † | † | † | † | † |
| Area, Ethnic, Cultural, and Gender Studies | † | † | † | † | † |
| Communication, Journalism, and Related Programs | † | † | † | † | † |
| Communications Technologies/Technicians and Support Services | † | † | † | † | † |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Personal and Culinary Services | 40.89 | 40.27 | 38.09 | 2.80 | 2.18 |
| Education | † | † | † | † | † |
| Engineering | † | † | † | † | † |
| Engineering Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Foreign Languages, Literatures, and Linguistics | † | † | † | † | † |
| Family and Consumer Sciences/Human Sciences | † | † | † | † | † |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| English Language and Literature/Letters | † | † | † | † | † |
| Liberal Arts and Sciences, General Studies and Humanities | † | † | † | † | † |
| Library Science | † | † | † | † | † |
| Biological and Biomedical Sciences | † | † | † | † | † |
| Mathematics and Statistics | † | † | † | † | † |
| Multi/Interdisciplinary Studies | † | † | † | † | † |
| Parks, Recreation, Leisure, and Fitness Studies | † | † | † | † | † |
| Philosophy and Religious Studies | † | † | † | † | † |

See notes at end of table.

Table I-20. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP)—Continued | | | | | |
| Theology and Religious Vocations | † | † | † | † | † |
| Physical Sciences | † | † | † | † | † |
| Science Technologies/Technicians | † | † | † | † | † |
| Psychology | † | † | † | † | † |
| Security and Protective Services | † | † | † | † | † |
| Public Administration and Social Service | | | | | |
| Professions | † | † | † | † | † |
| Social Sciences | † | † | † | † | † |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mechanic and Repair | | | | | |
| Technologies/Technicians | 4.00 | 5.40 | 4.39 | -0.39 | 1.01 |
| Precision Production | † | † | † | † | † |
| Transportation and Materials Moving | † | † | † | † | † |
| Visual and Performing Arts | † | † | † | † | † |
| Health Professions and Related Clinical | | | | | |
| Sciences | 45.69 | 46.44 | 46.20 | -0.51 | 0.24 |
| Business, Management, Marketing, and | | | | | |
| Related Support Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| History (new) | † | † | † | † | † |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |
| Institution total enrollment ⁴ | | | | | |
| 0–2,628 | 97.86 | 98.19 | 97.59 | 0.27 | 0.60 |
| 2,629–10,233 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 10,234–26,884 | † | † | † | † | † |
| 26,885 or more | † | † | † | † | † |

See notes at end of table.

Table I-20. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴ | | | | | |
| 64% or less | 5.49 | 5.05 | 6.43 | -0.94 | -1.38 |
| 65%–80% | 49.21 | 51.59 | 46.95 | 2.26 | 4.64 |
| 81%–92% | 37.42 | 36.61 | 38.38 | -0.96 | -1.77 |
| 93% or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴ | | | | | |
| 23.64% or less | † | † | † | † | † |
| 23.65%–41.64% | † | † | † | † | † |
| 41.65%–60.34% | † | † | † | † | † |
| 60.35% or more | ‡ | ‡ | ‡ | ‡ | ‡ |
| Unknown | 99.89 | 99.89 | 99.91 | -0.02 | -0.02 |

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-21. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 2-year institutions: 2014

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | | |
|--|--|--|---|---------------------|---------------------|--|
| | Mean | Means | | Difference | | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) | |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³ | | | | | | |
| New England | 2.17 | 3.16 | 1.99 | 0.18 | 1.17 | |
| Mid East | 21.51 | 20.21 | 20.30 | 1.21 | -0.09 | |
| Great Lakes | 11.14 | 12.28 | 9.18 | 1.96 | 3.10 | |
| Plains | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Southeast | 20.69 | 20.29 | 20.94 | -0.25 | -0.65 | |
| Southwest | 13.28 | 13.54 | 13.53 | -0.25 | 0.01 | |
| Rocky Mountains | 5.77 | 6.05 | 4.94 | 0.83 | 1.11 | |
| Far West | 23.23 | 22.68 | 27.25 | -4.02* | -4.57* | |
| Age as of Dec 31, 2011 | | | | | | |
| 15-23 | 66.27 | 69.49 | 66.96 | -0.69 | 2.53 | |
| 24-29 | 15.98 | 13.55 | 15.78 | 0.20 | -2.23 | |
| 30 or more | 17.75 | 16.97 | 17.25 | 0.50 | -0.28 | |
| CPS record available | | | | | | |
| Yes | 96.31 | 96.02 | 96.88 | -0.57 | -0.86 | |
| No | 3.69 | 3.98 | 3.12 | 0.57 | 0.86 | |
| Federal aid status | | | | | | |
| Received | 85.55 | 85.55 | 88.18 | -2.63* | -2.63* | |
| Did not receive | 4.04 | 3.64 | 2.19 | 1.85* | 1.45 | |
| Unknown | 10.41 | 10.82 | 9.63 | 0.78 | 1.19 | |
| Pell Grant status | | | | | | |
| Received | 76.69 | 78.49 | 93.47 | -16.78* | -14.98* | |
| Did not receive | 23.31 | 21.51 | 6.53 | 16.78* | 14.98* | |

See notes at end of table.

Table I-21. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Total Pell amount received ⁴ | | | | | |
| \$0 or unknown | 23.31 | 21.51 | 6.53 | 16.78* | 14.98* |
| \$1–\$2,774 | 20.01 | 20.18 | 22.03 | -2.02 | -1.85 |
| \$2,775–\$5,549 | 28.14 | 30.42 | 33.93 | -5.79* | -3.51* |
| \$5,550 or more | 28.54 | 27.89 | 37.50 | -8.96* | -9.61* |
| Stafford Loan status | | | | | |
| Received | 85.39 | 86.28 | 76.40 | 8.99* | 9.88* |
| Did not receive | 14.61 | 13.72 | 23.60 | -8.99* | -9.88* |
| Total Stafford amount received ⁴ | | | | | |
| \$0 or unknown | 14.61 | 13.72 | 23.60 | -8.99* | -9.88* |
| \$1–\$4,699 | 18.87 | 18.49 | 18.90 | -0.03 | -0.41 |
| \$4,700–\$6,500 | 21.14 | 23.12 | 19.63 | 1.51 | 3.49* |
| \$6,501–\$9,500 | 39.44 | 37.99 | 33.27 | 6.17* | 4.72* |
| \$9,501 or more | 5.94 | 6.68 | 4.60 | 1.34* | 2.08* |
| Institutional aid status | | | | | |
| Received | 6.28 | 7.84 | 6.81 | -0.53 | 1.03 |
| Did not receive | 84.86 | 82.61 | 84.52 | 0.34 | -1.91 |
| Unknown | 8.86 | 9.54 | 8.68 | 0.18 | 0.86 |
| State aid status | | | | | |
| Received | ‡ | ‡ | ‡ | ‡ | ‡ |
| Did not receive | 86.60 | 85.83 | 84.56 | 2.04 | 1.27 |
| Unknown | 8.86 | 9.54 | 8.68 | 0.18 | 0.86 |

See notes at end of table.

Table I-21. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | | |
|---|--|--|---|---------------------|---------------------|---|
| | Mean | Means | | Difference | | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) | |
| Major (2-digit CIP) | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | † | † | † | † | † | † |
| Natural Resources and Conservation | † | † | † | † | † | † |
| Architecture and Related Services | † | † | † | † | † | † |
| Area, Ethnic, Cultural, and Gender Studies | † | † | † | † | † | † |
| Communication, Journalism, and Related Programs | † | † | † | † | † | † |
| Communications Technologies/Technicians and Support Services | † | † | † | † | † | † |
| Computer and Information Sciences and Support Services | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Personal and Culinary Services | 7.27 | 8.58 | 7.91 | -0.64 | 0.67 | |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Engineering | † | † | † | † | † | |
| Engineering Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Foreign Languages, Literatures, and Linguistics | † | † | † | † | † | |
| Family and Consumer Sciences/Human Sciences | † | † | † | † | † | |
| Legal Professions and Studies | ‡ | ‡ | ‡ | ‡ | ‡ | |
| English Language and Literature/Letters | † | † | † | † | † | |
| Liberal Arts and Sciences, General Studies and Humanities | † | † | † | † | † | |
| Library Science | † | † | † | † | † | |
| Biological and Biomedical Sciences | † | † | † | † | † | |
| Mathematics and Statistics | † | † | † | † | † | |
| Multi/Interdisciplinary Studies | † | † | † | † | † | |
| Parks, Recreation, Leisure, and Fitness Studies | † | † | † | † | † | |
| Philosophy and Religious Studies | † | † | † | † | † | |

See notes at end of table.

Table I-21. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | | |
|--|--|--|---|---------------------|---------------------|--|
| | Mean | Means | | Difference | | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) | |
| Major (2-digit CIP)—Continued | | | | | | |
| Theology and Religious Vocations | † | † | † | † | † | |
| Physical Sciences | † | † | † | † | † | |
| Science Technologies/Technicians | † | † | † | † | † | |
| Psychology | † | † | † | † | † | |
| Security and Protective Services | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Public Administration and Social Service Professions | † | † | † | † | † | |
| Social Sciences | † | † | † | † | † | |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Mechanic and Repair Technologies/Technicians | 22.26 | 24.78 | 20.94 | 1.32 | 3.84* | |
| Precision Production | 3.44 | 3.94 | 4.19 | -0.75 | -0.25 | |
| Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Visual and Performing Arts | ‡ | ‡ | ‡ | ‡ | ‡ | |
| Health Professions and Related Clinical Sciences | 41.15 | 37.12 | 42.21 | -1.06 | -5.09* | |
| Business, Management, Marketing, and Related Support Services | 4.68 | 4.72 | 5.11 | -0.43 | -0.39 | |
| History (new) | † | † | † | † | † | |
| Unknown | 8.68 | 8.19 | 7.05 | 1.63 | 1.14 | |
| Institution total enrollment ⁴ | | | | | | |
| 0-2,628 | 71.68 | 70.98 | 70.90 | 0.78 | 0.08 | |
| 2,629-10,233 | 25.48 | 26.18 | 25.09 | 0.39 | 1.09 | |
| 10,234-26,884 | ‡ | ‡ | ‡ | ‡ | ‡ | |
| 26,885 or more | † | † | † | † | † | |

See notes at end of table.

Table I-21. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 2-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴ | | | | | |
| 64% or less | 20.46 | 21.04 | 20.21 | 0.25 | 0.83 |
| 65%–80% | 30.91 | 33.50 | 33.17 | -2.26 | 0.33 |
| 81%–92% | 31.65 | 28.23 | 31.38 | 0.27 | -3.15* |
| 93% or more | 16.97 | 17.23 | 15.24 | 1.73 | 1.99 |
| Unknown | † | † | † | † | † |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴ | | | | | |
| 23.64% or less | ‡ | ‡ | ‡ | ‡ | ‡ |
| 23.65%–41.64% | 5.86 | 5.81 | 5.82 | 0.04 | -0.01 |
| 41.65%–60.34% | 34.30 | 33.73 | 31.32 | 2.98 | 2.41 |
| 60.35% or more | 56.27 | 57.82 | 60.86 | -4.59* | -3.04 |
| Unknown | ‡ | ‡ | ‡ | ‡ | ‡ |

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-22. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 4-year institutions: 2014

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁹ | | | | | |
| New England | 2.78 | 2.46 | 2.49 | 0.29 | -0.03 |
| Mid East | 8.57 | 8.44 | 10.04 | -1.47 | -1.60 |
| Great Lakes | 6.24 | 7.09 | 7.74 | -1.50 | -0.65 |
| Plains | 13.89 | 15.91 | 12.96 | 0.93 | 2.95 |
| Southeast | 20.56 | 21.72 | 19.81 | 0.75 | 1.91 |
| Southwest | 28.31 | 25.46 | 29.44 | -1.13 | -3.98 |
| Rocky Mountains | 7.65 | 6.75 | 4.35 | 3.30 | 2.40 |
| Far West | 12.00 | 12.17 | 13.16 | -1.16 | -0.99 |
| Age as of Dec 31, 2011 | | | | | |
| 15-23 | 50.26 | 49.56 | 52.97 | -2.71 | -3.41 |
| 24-29 | 19.32 | 20.51 | 20.55 | -1.23 | -0.04 |
| 30 or more | 30.41 | 29.94 | 26.48 | 3.93 | 3.46 |
| CPS record available | | | | | |
| Yes | 93.15 | 93.61 | 93.52 | -0.37 | 0.09 |
| No | 6.85 | 6.39 | 6.48 | 0.37 | -0.09 |
| Federal aid status | | | | | |
| Received | 80.60 | 80.60 | 80.86 | -0.26 | -0.26 |
| Did not receive | 9.43 | 9.43 | 8.34 | 1.09 | 1.09 |
| Unknown | 9.98 | 9.98 | 10.80 | -0.82 | -0.82 |
| Pell Grant status | | | | | |
| Received | 74.49 | 75.06 | 75.09 | -0.60 | -0.03 |
| Did not receive | 25.51 | 24.94 | 24.91 | 0.60 | 0.03 |

See notes at end of table.

Table I-22. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 4-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Total Pell amount received ⁴ | | | | | |
| \$0 or unknown | 25.51 | 24.94 | 24.91 | 0.60 | 0.03 |
| \$1–\$2,774 | 23.29 | 24.09 | 22.56 | 0.73 | 1.53 |
| \$2,775–\$5,549 | 29.21 | 30.11 | 29.31 | -0.10 | 0.80 |
| \$5,550 or more | 21.99 | 20.87 | 23.21 | -1.22 | -2.34 |
| Stafford Loan status | | | | | |
| Received | 79.26 | 78.32 | 80.77 | -1.51 | -2.45 |
| Did not receive | 20.74 | 21.68 | 19.23 | 1.51 | 2.45 |
| Total Stafford amount received ⁴ | | | | | |
| \$0 or unknown | 20.74 | 21.68 | 19.23 | 1.51 | 2.45 |
| \$1–\$4,699 | 23.01 | 23.18 | 22.56 | 0.45 | 0.62 |
| \$4,700–\$6,500 | 18.21 | 18.28 | 18.44 | -0.23 | -0.16 |
| \$6,501–\$9,500 | 33.16 | 32.82 | 36.16 | -3.00 | -3.34* |
| \$9,501 or more | 4.88 | 4.04 | 3.61 | 1.27 | 0.43 |
| Institutional aid status | | | | | |
| Received | 3.85 | 3.72 | 3.26 | 0.59 | 0.46 |
| Did not receive | 88.81 | 87.63 | 87.25 | 1.56 | 0.38 |
| Unknown | 7.34 | 8.65 | 9.49 | -2.15* | -0.84 |
| State aid status | | | | | |
| Received | 5.11 | 4.90 | 6.16 | -1.05 | -1.26* |
| Did not receive | 87.55 | 86.45 | 84.35 | 3.20* | 2.10 |
| Unknown | 7.34 | 8.65 | 9.49 | -2.15* | -0.84 |

See notes at end of table.

Table I-22. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 4-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|---|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP) | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | † | † | † | † | † |
| Natural Resources and Conservation | ‡ | ‡ | ‡ | ‡ | ‡ |
| Architecture and Related Services | ‡ | ‡ | ‡ | ‡ | ‡ |
| Area, Ethnic, Cultural, and Gender Studies | † | † | † | † | † |
| Communication, Journalism, and Related Programs | ‡ | ‡ | ‡ | ‡ | ‡ |
| Communications Technologies/Technicians and Support Services | 1.04 | 1.06 | 1.14 | -0.10 | -0.08 |
| Computer and Information Sciences and Support Services | 11.34 | 11.52 | 13.32 | -1.98* | -1.80* |
| Personal and Culinary Services | 3.61 | 3.97 | 4.46 | -0.85 | -0.49 |
| Education | ‡ | ‡ | ‡ | ‡ | ‡ |
| Engineering | ‡ | ‡ | ‡ | ‡ | ‡ |
| Engineering Technologies/Technicians | 3.02 | 3.57 | 3.63 | -0.61 | -0.06 |
| Foreign Languages, Literatures, and Linguistics | † | † | † | † | † |
| Family and Consumer Sciences/Human Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Legal Professions and Studies | 1.07 | 1.28 | 1.00 | 0.07 | 0.28 |
| English Language and Literature/Letters | ‡ | ‡ | ‡ | ‡ | ‡ |
| Liberal Arts and Sciences, General Studies and Humanities | ‡ | ‡ | ‡ | ‡ | ‡ |
| Library Science | ‡ | ‡ | ‡ | ‡ | ‡ |
| Biological and Biomedical Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mathematics and Statistics | † | † | † | † | † |
| Multi/Interdisciplinary Studies | 2.73 | 2.75 | 3.43 | -0.70 | -0.68 |
| Parks, Recreation, Leisure, and Fitness Studies | ‡ | ‡ | ‡ | ‡ | ‡ |
| Philosophy and Religious Studies | † | † | † | † | † |

See notes at end of table.

Table I-22. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 4-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Major (2-digit CIP)—Continued | | | | | |
| Theology and Religious Vocations | † | † | † | † | † |
| Physical Sciences | † | † | † | † | † |
| Science Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Psychology | ‡ | ‡ | ‡ | ‡ | ‡ |
| Security and Protective Services | 13.50 | 13.24 | 13.20 | 0.30 | 0.04 |
| Public Administration and Social Service Professions | 1.51 | 1.87 | 1.78 | -0.27 | 0.09 |
| Social Sciences | ‡ | ‡ | ‡ | ‡ | ‡ |
| Construction Trades | ‡ | ‡ | ‡ | ‡ | ‡ |
| Mechanic and Repair Technologies/Technicians | ‡ | ‡ | ‡ | ‡ | ‡ |
| Precision Production | † | † | † | † | † |
| Transportation and Materials Moving | ‡ | ‡ | ‡ | ‡ | ‡ |
| Visual and Performing Arts | 7.54 | 7.78 | 9.25 | -1.71 | -1.47 |
| Health Professions and Related Clinical Sciences | 13.12 | 12.88 | 15.07 | -1.95* | -2.19* |
| Business, Management, Marketing, and Related Support Services | 29.12 | 28.69 | 25.38 | 3.74* | 3.31* |
| History (new) | † | † | † | † | † |
| Unknown | 3.37 | 2.71 | 1.80 | 1.57 | 0.91 |
| Institution total enrollment ⁴ | | | | | |
| 0-2,628 | 24.93 | 25.52 | 28.06 | -3.13 | -2.54 |
| 2,629-10,233 | 20.32 | 18.91 | 21.48 | -1.16 | -2.57 |
| 10,234-26,884 | 7.27 | 8.25 | 7.65 | -0.38 | 0.60 |
| 26,885 or more | 47.48 | 47.32 | 42.82 | 4.66 | 4.50 |

See notes at end of table.

Table I-22. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 4-year institutions: 2014—Continued

| Variable | After nonresponse weight adjustment | After post-stratification adjustment | | | |
|--|--|--|---|---------------------|---------------------|
| | Mean | Means | | Difference | |
| | Respondents, nonresponse adjusted ¹ (1) | Full sample, base weighted ² (2) | Respondents, adjusted for nonresponse and post-stratified (3) | Mean (1) – Mean (3) | Mean (2) – Mean (3) |
| Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴ | | | | | |
| 64% or less | 9.31 | 10.00 | 9.43 | -0.12 | 0.57 |
| 65%–80% | 16.01 | 16.64 | 15.87 | 0.14 | 0.77 |
| 81%–92% | 59.51 | 58.49 | 58.34 | 1.17 | 0.15 |
| 93% or more | 15.17 | 14.87 | 16.35 | -1.18 | -1.48 |
| Unknown | † | † | † | † | † |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴ | | | | | |
| 23.64% or less | 48.78 | 49.54 | 47.33 | 1.45 | 2.21 |
| 23.65%–41.64% | 28.24 | 28.24 | 31.04 | -2.80 | -2.80 |
| 41.65%–60.34% | 6.95 | 6.71 | 7.10 | -0.15 | -0.39 |
| 60.35% or more | 2.22 | 2.74 | 2.65 | -0.43 | 0.09 |
| Unknown | 13.82 | 12.78 | 11.87 | 1.95 | 0.91 |

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-23. Nonresponse bias analysis for the item LOEXPWGE (Expected job: lowest annual salary expected 2012), BPS:12/14

| Variable | Unweighted respondent | Unweighted nonrespondents | Respondent mean weighted | Nonrespondent mean weighted | Estimated bias | Relative bias |
|---|-----------------------|---------------------------|--------------------------|-----------------------------|----------------|---------------|
| Institution type | | | | | | |
| Public less-than-2-year | 100 | 90 | 0.14 | 0.24 | -0.05 | -27.89 |
| Public 2-year | 5,730 | 5,080 | 32.95 | 42.17 | -4.46* | -11.93 |
| Public 4-year non-doctorate-granting | 1,120 | 770 | 10.94 | 11.40 | -0.22 | -1.99 |
| Public 4-year doctorate-granting | 2,440 | 1,170 | 26.36 | 18.46 | 3.83* | 16.99 |
| Private nonprofit less-than-4-year | 210 | 210 | 0.29 | 0.46 | -0.09 | -22.78 |
| Private nonprofit 4-year non-doctorate-granting | 1,470 | 840 | 9.50 | 7.03 | 1.20* | 14.42 |
| Private nonprofit 4-year doctorate-granting | 1,950 | 850 | 11.60 | 5.86 | 2.78* | 31.53 |
| Private for-profit less-than-2-year | 630 | 850 | 2.13 | 4.60 | -1.20* | -35.96 |
| Private for-profit 2-year | 1,440 | 1,650 | 2.15 | 4.30 | -1.04* | -32.59 |
| Private for-profit 4-year | 4,620 | 4,330 | 3.94 | 5.48 | -0.75* | -15.94 |
| Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region¹ | | | | | | |
| New England | 990 | 680 | 6.08 | 5.58 | 0.24 | 4.17 |
| Mid East | 3,110 | 2,400 | 15.27 | 15.23 | 0.02 | 0.14 |
| Great Lakes | 2,950 | 2,520 | 15.17 | 14.67 | 0.24 | 1.59 |
| Plains | 1,490 | 970 | 8.03 | 6.83 | 0.58* | 7.82 |
| Southeast | 4,520 | 3,660 | 24.13 | 23.36 | 0.38 | 1.58 |
| Southwest | 2,490 | 2,200 | 11.78 | 14.28 | -1.21* | -9.32 |
| Rocky Mountains | 860 | 750 | 3.90 | 3.98 | -0.04 | -0.97 |
| Far West | 3,310 | 2,670 | 15.64 | 16.08 | -0.21 | -1.33 |
| CPS record available | | | | | | |
| Yes | 17,340 | 13,110 | 83.53 | 75.68 | 3.80* | 4.77 |
| No | 2,370 | 2,730 | 16.47 | 24.32 | -3.80* | -18.75 |
| Federal aid status | | | | | | |
| Received | 14,120 | 10,220 | 68.62 | 61.67 | 3.36* | 5.15 |
| Did not receive | 3,400 | 2,440 | 24.77 | 22.12 | 1.28* | 5.46 |
| Unknown | 2,180 | 3,180 | 6.61 | 16.21 | -4.65* | -41.28 |
| Pell Grant status | | | | | | |
| Received | 11,550 | 9,550 | 47.20 | 49.79 | -1.26* | -2.59 |
| Did not receive | 8,150 | 6,290 | 52.80 | 50.21 | 1.26* | 2.43 |

See notes at end of table.

Table I-23. Nonresponse bias analysis for the item LOEXPWGE (Expected job: lowest annual salary expected 2012), BPS:12/14—Continued

| Variable | Unweighted respondent | Unweighted nonrespondents | Respondent mean weighted | Nonrespondent mean weighted | Estimated bias | Relative bias |
|---|-----------------------|---------------------------|--------------------------|-----------------------------|----------------|---------------|
| Total Pell amount received ² | | | | | | |
| \$0 or unknown | 8,150 | 6,290 | 52.80 | 50.21 | 1.26* | 2.43 |
| \$1–\$2,774 | 2,980 | 3,120 | 12.10 | 15.61 | -1.70* | -12.29 |
| \$2,775–\$5,549 | 4,460 | 3,790 | 17.85 | 19.85 | -0.97* | -5.15 |
| \$5,550 or more | 4,120 | 2,640 | 17.24 | 14.33 | 1.41* | 8.90 |
| Stafford Loan status | | | | | | |
| Received | 11,980 | 8,850 | 51.30 | 43.94 | 3.56* | 7.46 |
| Did not receive | 7,730 | 6,990 | 48.70 | 56.06 | -3.56* | -6.81 |
| Total Stafford amount received ² | | | | | | |
| \$0 or unknown | 7,730 | 6,990 | 48.70 | 56.06 | -3.56* | -6.81 |
| \$1–\$4,699 | 2,720 | 2,700 | 13.04 | 14.24 | -0.58 | -4.28 |
| \$4,700–\$6,500 | 4,940 | 3,060 | 28.11 | 19.86 | 3.99* | 16.56 |
| \$6,501–\$9,500 | 3,990 | 2,810 | 9.55 | 9.08 | 0.23 | 2.45 |
| \$9,501 or more | 330 | 280 | 0.60 | 0.76 | -0.08 | -11.30 |
| Age at base year | | | | | | |
| 15–23 | 16,080 | 12,060 | 89.65 | 83.91 | 2.78* | 3.20 |
| 24–29 | 1,590 | 1,760 | 4.42 | 7.20 | -1.35* | -23.37 |
| 30 or more | 2,030 | 2,020 | 5.93 | 8.88 | -1.43* | -19.45 |
| Institutional aid status | | | | | | |
| Received | 4,630 | 2,280 | 33.82 | 22.41 | 5.52* | 19.51 |
| Did not receive | 12,900 | 11,320 | 59.59 | 70.30 | -5.18* | -8.00 |
| Unknown | 2,170 | 2,240 | 6.59 | 7.28 | -0.34 | -4.86 |
| State aid status | | | | | | |
| Received | 3,760 | 2,040 | 24.90 | 18.25 | 3.22* | 14.83 |
| Did not receive | 13,770 | 11,560 | 68.52 | 74.46 | -2.88* | -4.03 |
| Unknown | 2,170 | 2,240 | 6.59 | 7.28 | -0.34 | -4.86 |
| Major (2-digit CIP) | | | | | | |
| Agriculture, Agriculture Operations, and Related Sciences | 80 | 60 | 0.52 | 0.66 | -0.07 | -11.47 |
| Natural Resources and Conservation | 50 | 30 | 0.35 | 0.33 | 0.01 | 3.42 |
| Architecture and Related Services | 30 | 20 | 0.26 | 0.16 | 0.05 | 23.23 |
| Area, Ethnic, Cultural, and Gender Studies | 10 | 10 | 0.07 | 0.13 | -0.03 | -30.66 |

See notes at end of table.

**Table I-23. Nonresponse bias analysis for the item LOEXPWGE (Expected job: lowest annual salary expected 2012), BPS:12/14—
Continued**

| Variable | Unweighted respondent | Unweighted nonrespondents | Respondent mean weighted | Nonrespondent mean weighted | Estimated bias | Relative bias |
|---|--------------------------|------------------------------|-----------------------------|--------------------------------|-------------------|------------------|
| Major (2-digit CIP) —Continued | | | | | | |
| Communication, Journalism, and Related Programs | 230 | 120 | 1.81 | 1.30 | 0.25* | 15.72 |
| Communications Technologies/Technicians and Support Services | 110 | 90 | 0.32 | 0.32 | 0.00 | -0.20 |
| Computer and Information Sciences and Support Services | 1,150 | 930 | 2.23 | 2.25 | -0.01 | -0.46 |
| Personal and Culinary Services | 820 | 940 | 1.88 | 3.63 | -0.85* | -31.07 |
| Education | 520 | 270 | 3.61 | 2.66 | 0.46* | 14.73 |
| Engineering | 420 | 190 | 3.42 | 2.46 | 0.47* | 15.86 |
| Engineering Technologies/Technicians | 610 | 740 | 1.48 | 1.70 | -0.10 | -6.55 |
| Foreign Languages, Literatures, and Linguistics | 50 | 10 | 0.38 | 0.16 | 0.11* | 38.57 |
| Family and Consumer Sciences/Human Sciences | 130 | 120 | 0.77 | 0.86 | -0.04 | -5.34 |
| Legal Professions and Studies | 100 | 100 | 0.34 | 0.49 | -0.07 | -17.73 |
| English Language and Literature/Letters | 140 | 100 | 0.89 | 0.85 | 0.02 | 2.56 |
| Liberal Arts and Sciences, General Studies and Humanities | 2,210 | 1,650 | 17.20 | 19.01 | -0.87* | -4.84 |
| Library Science | 0 | 0 | 0.00 | 0.00 | 0.00 | -32.88 |
| Biological and Biomedical Sciences | 500 | 200 | 4.24 | 2.43 | 0.88* | 26.01 |
| Mathematics and Statistics | 60 | 30 | 0.52 | 0.45 | 0.03 | 7.18 |
| Multi/Interdisciplinary Studies | 310 | 170 | 2.19 | 1.72 | 0.23 | 11.55 |
| Parks, Recreation, Leisure, and Fitness Studies | 180 | 110 | 1.29 | 1.21 | 0.04 | 3.38 |
| Philosophy and Religious Studies | 10 | 10 | 0.12 | 0.15 | -0.01 | -9.59 |
| Theology and Religious Vocations | 40 | 20 | 0.18 | 0.25 | -0.04 | -16.72 |
| Physical Sciences | 140 | 40 | 1.18 | 0.48 | 0.34* | 40.16 |
| Science Technologies/ Technicians | 10 | 20 | 0.04 | 0.20 | -0.08* | -64.31 |
| Psychology | 370 | 180 | 2.81 | 1.78 | 0.50* | 21.55 |
| Security and Protective Services | 810 | 770 | 2.79 | 3.97 | -0.57* | -16.96 |
| Public Administration and Social Service Professions | 130 | 100 | 0.62 | 0.61 | 0.00 | 0.75 |
| Social Sciences | 250 | 120 | 1.85 | 1.43 | 0.20* | 12.40 |
| Construction Trades | 120 | 180 | 0.29 | 0.61 | -0.16* | -35.48 |
| Mechanic and Repair Technologies/Technicians | 530 | 700 | 1.40 | 3.14 | -0.84* | -37.52 |
| Precision Production | 160 | 230 | 0.46 | 0.93 | -0.23* | -32.81 |
| Transportation and Materials Moving | 50 | 60 | 0.14 | 0.28 | -0.07 | -33.55 |
| Visual and Performing Arts | 1,070 | 800 | 3.88 | 3.49 | 0.19 | 5.09 |
| Health Professions and Related Clinical Sciences | 3,290 | 2,990 | 9.56 | 11.13 | -0.76* | -7.35 |

See notes at end of table.

Table I-23. Nonresponse bias analysis for the item LOEXPWGE (Expected job: lowest annual salary expected 2012), BPS:12/14—Continued

| Variable | Unweighted respondent | Unweighted nonrespondents | Respondent mean weighted | Nonrespondent mean weighted | Estimated bias | Relative bias |
|--|-----------------------|---------------------------|--------------------------|-----------------------------|----------------|---------------|
| Major (2-digit CIP) —Continued | | | | | | |
| Business, Management, Marketing, and Related Support Services | 2,070 | 1,630 | 9.78 | 9.92 | -0.07 | -0.70 |
| History (new) | 60 | 40 | 0.50 | 0.44 | 0.03 | 6.30 |
| Unknown | 2,920 | 2,070 | 20.59 | 18.41 | 1.06* | 5.41 |
| Institution total enrollment ² | | | | | | |
| 0–2,628 | 5,010 | 4,930 | 12.74 | 15.91 | -1.53* | -10.75 |
| 2,629–10,233 | 5,860 | 4,490 | 24.51 | 23.71 | 0.39 | 1.61 |
| 10,234–26,884 | 4,740 | 3,580 | 32.93 | 32.28 | 0.31 | 0.96 |
| 26,885 or more | 4,100 | 2,850 | 29.82 | 28.11 | 0.83 | 2.87 |
| Percentage of full-time, first time degree/certificate-seeking undergraduate students who received any grant aid ² | | | | | | |
| 64% or less | 5,320 | 3,870 | 35.07 | 33.90 | 0.57 | 1.65 |
| 65%–80% | 5,440 | 5,070 | 27.81 | 30.89 | -1.49* | -5.10 |
| 81%–92% | 5,300 | 4,540 | 19.80 | 21.58 | -0.86 | -4.17 |
| 93% or more | 3,610 | 2,320 | 17.11 | 13.32 | 1.84* | 12.04 |
| Unknown | 30 | 50 | 0.21 | 0.31 | -0.05 | -19.22 |
| Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ² | | | | | | |
| 23.64% or less | 5,890 | 5,480 | 27.74 | 36.23 | -4.11* | -12.91 |
| 23.65%–41.64% | 4,670 | 3,950 | 20.30 | 22.80 | -1.21* | -5.62 |
| 41.65%–60.34% | 3,390 | 2,150 | 21.50 | 16.54 | 2.40* | 12.58 |
| 60.35% or more | 4,450 | 2,800 | 27.17 | 18.51 | 4.19* | 18.25 |
| Unknown | 1310 | 1,460 | 3.29 | 5.92 | -1.27* | -27.87 |

* $p < .05$.

¹ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington

² Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles. Results are prior to imputation, and are weighted by the BPS:12/14 study weight. Cases with legitimate skips are not included in the results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-24. Summary of item bias analysis for BPS:12/14

| Variable | Description | Mean percent relative bias | Median percent relative bias | Percent of biases that are statistically significant |
|-----------|--|----------------------------|------------------------------|--|
| ACDSATIS | Engagement: satisfaction with studies 2012 | 14.02 | 8.27 | 62.50 |
| ALTAVNGHT | Alternative courses: attend if night courses not available 2011–12 | 30.29 | 14.59 | 48.28 |
| ALTAVONLN | Alternative courses: attend if online not available 2011–12 | 103.99 | 11.20 | 40.23 |
| ALTAWWKND | Alternative courses: attend if weekend courses not available 2011–12 | 492.55 | 19.05 | 32.18 |
| BELONG | Engagement: felt like a part of institution 2012 | 13.69 | 8.31 | 61.36 |
| CRDBAL14 | Credit cards: balance due 2014 | 26.57 | 15.45 | 44.32 |
| CRDPAY14 | Credit cards: pay off balance 2014 | 24.64 | 12.57 | 65.91 |
| CURCONF | Academic confidence: 2011–12 | 13.70 | 8.23 | 61.36 |
| DEGEVR | Likelihood of ever completing expected degree 2012 | 13.36 | 8.32 | 62.50 |
| DEGEXPDT | Date expected to complete degree requirements | 13.89 | 8.53 | 62.50 |
| DEPINC14 | Dependent students: parents' income 2013–14 | 74.98 | 20.58 | 65.91 |
| DSCTRATE | Discount rate 2012 | 14.08 | 8.57 | 61.80 |
| DSTUINC14 | Dependent students: income 2013–14 | 74.35 | 20.71 | 64.77 |
| EMPENRL02 | Employment string for JOB 2 | 30.07 | 17.14 | 69.32 |
| EMPENRL03 | Employment string for JOB 3 | 60.18 | 28.01 | 59.09 |
| EMPENRL04 | Employment string for JOB 4 | 167.86 | 32.43 | 52.87 |
| EMPENRL05 | Employment string for JOB 5 | 159.80 | 35.39 | 39.29 |
| EMPENRL06 | Employment string for JOB 6 | 339.86 | 48.25 | 32.89 |
| EMPENRL07 | Employment string for JOB 7 | 164.05 | 37.98 | 18.84 |
| EMPENRL08 | Employment string for JOB 8 | 214.41 | 69.50 | 62.50 |
| EXOCC6 | Expected job: type of occupation 2012 (specific) | 13.73 | 8.40 | 61.36 |
| EXPBA | Bachelor's program intentions within 5 years 2012 | 169.67 | 13.36 | 58.62 |
| EXPFLD | Job non-monetary benefits: importance of being an expert 2012 | 13.88 | 8.28 | 61.36 |
| FACULTY | Engagement: interactions with faculty 2012 | 13.74 | 8.20 | 62.50 |
| FAMTIM | Job non-monetary benefits: importance of balancing work/family 2012 | 13.94 | 8.91 | 61.36 |
| FEDBEN14A | Received federal benefit: Food Stamps 2014 | 21.84 | 14.43 | 78.16 |
| FEDBEN14B | Received federal benefit: Free or Reduced Price Lunch 2014 | 21.84 | 14.43 | 78.16 |
| FEDBEN14C | Received federal benefit: Supplemental Security Income 2014 | 21.84 | 14.43 | 78.16 |
| FEDBEN14D | Received federal benefit: TANF 2014 | 21.84 | 14.43 | 78.16 |
| FEDBEN14E | Received federal benefit: WIC 2014 | 21.84 | 14.43 | 78.16 |
| FHSUPP | Supportive of PSE: friends from home 2011–12 | 13.63 | 8.29 | 61.36 |
| FSSUPP | Supportive of PSE: friends from school 2011–12 | 13.68 | 8.25 | 62.50 |
| HIEXPWGE | Expected job: highest annual salary expected 2012 | 13.94 | 8.15 | 60.67 |
| HLPOTH | Job non-monetary benefits: importance of helping others 2012 | 13.96 | 8.58 | 61.36 |
| HRSWKJ2Y1 | Jobs while enrolled: hours worked for job 2 at year 1 | 39.93 | 15.91 | 49.43 |
| HRSWKJ2Y2 | Jobs while enrolled: hours worked for job 2 at year 2 | 50.96 | 23.10 | 64.37 |
| HRSWKJ2Y3 | Jobs while enrolled: hours worked for job 2 at year 3 | 134.97 | 28.01 | 68.97 |
| HRSWKJ3Y1 | Jobs while enrolled: hours worked for job 3 at year 1 | 84.01 | 22.50 | 38.37 |
| HRSWKJ3Y2 | Jobs while enrolled: hours worked for job 3 at year 2 | 163.04 | 37.21 | 48.24 |

See notes at end of table.

Table I-24. Summary of item bias analysis for BPS:12/14—Continued

| Variable | Description | Mean percent relative bias | Median percent relative bias | Percent of biases that are statistically significant |
|-------------|---|----------------------------|------------------------------|--|
| HRSWKJ3Y3 | Jobs while enrolled: hours worked for job 3 at year 3 | 240.80 | 47.08 | 54.76 |
| HRSWKJ4Y1 | Jobs while enrolled: hours worked for job 4 at year 1 | 140.80 | 28.11 | 24.39 |
| HRSWKJ4Y2 | Jobs while enrolled: hours worked for job 4 at year 2 | 229.65 | 34.85 | 28.57 |
| HRSWKJ4Y3 | Jobs while enrolled: hours worked for job 4 at year 3 | 1474.86 | 41.33 | 46.05 |
| HRSWKJ5Y1 | Jobs while enrolled: hours worked for job 5 at year 1 | 126.70 | 42.51 | 20.51 |
| HRSWKJ5Y2 | Jobs while enrolled: hours worked for job 5 at year 2 | 750.26 | 61.10 | 44.00 |
| HRSWKJ6Y1 | Jobs while enrolled: hours worked for job 6 at year 1 | 194.16 | 51.98 | 30.65 |
| HRSWKJ6Y2 | Jobs while enrolled: hours worked for job 6 at year 2 | 645.39 | 49.33 | 37.50 |
| HRSWKJ6Y3 | Jobs while enrolled: hours worked for job 6 at year 3 | 907.03 | 60.56 | 37.93 |
| HRSWKJ7Y2 | Jobs while enrolled: hours worked for job 7 at year 2 | 141.05 | 60.24 | 33.33 |
| IMPACAD | PSE service importance: academic advising in 2011–12 | 45.06 | 16.09 | 68.18 |
| IMPACSP14 | PSE service importance: academic support services in 2013–14 | 158.89 | 23.92 | 68.97 |
| IMPACSP | PSE service importance: academic support services in 2011–12 | 55.35 | 21.28 | 70.45 |
| IMPCPP14 | PSE service importance: career planning services in 2013–14 | 894.18 | 35.39 | 71.26 |
| IMPCPP | PSE service importance: career planning services in 2011–12 | 35.76 | 22.53 | 54.55 |
| IMPFINAID14 | PSE service importance: financial aid services in 2013–14 | 107.92 | 24.45 | 62.07 |
| IMPFINAID | PSE service importance: financial aid services in 2011–12 | 18.40 | 11.90 | 52.27 |
| IMPHLTH14 | PSE service importance: student health services in 2013–14 | 672.25 | 34.46 | 78.16 |
| IMPHLTH | PSE service importance: student health services in 2011–12 | 146.58 | 30.67 | 75.00 |
| INCSPS14 | Independent students: spouse's income 2013–14 | 85.77 | 37.71 | 44.83 |
| ISTUINC14 | Independent students: income 2013–14 | 60.12 | 28.47 | 55.17 |
| JBEN14A | Job 2014: eligible for life insurance | 21.35 | 14.78 | 36.78 |
| JBEN14B | Job 2014: eligible for health insurance | 21.47 | 14.42 | 35.63 |
| JBEN14C | Job 2014: eligible for retirement benefits | 21.60 | 13.94 | 35.63 |
| JOBLIC14 | Job 2014: has industry certification or license | 19.62 | 13.12 | 34.48 |
| JOBOCC14 | Job 2014: occupation | 20.05 | 12.91 | 34.48 |
| JOBRCGLG14 | Job 2014: related to college studies | 21.11 | 12.79 | 33.33 |
| JOBRLC14 | Job 2014: job required industry certification or license | 19.57 | 13.21 | 34.48 |
| JOBRLFT14 | Job 2014: related to intended future work | 20.00 | 12.77 | 34.48 |
| JOBSSELF14 | Job 2014: self employed | 19.65 | 12.88 | 33.33 |
| JOBTIM14 | Job 2014: years worked in same or similar job | 19.57 | 12.53 | 36.78 |
| KNOWCLAS14 | Knew requirements needed to complete degree when last enrolled 2014 | 103.24 | 16.20 | 71.91 |
| KNOWCLAS | Knew requirements needed to complete degree at NPSAS 2012 | 17.82 | 10.85 | 60.23 |
| LEISTIME | Job non-monetary benefits: importance of balancing work/leisure 2012 | 14.00 | 8.48 | 61.36 |
| LKOCCATHD | Expected job: Likelihood of holding job after highest attainment 2012 | 13.94 | 8.38 | 60.23 |
| LOCJOB12 | Jobs while enrolled: on or off campus 2011–12 | 26.31 | 11.12 | 53.93 |
| LOCJOB13 | Jobs while enrolled: on or off campus 2012–13 | 36.05 | 14.85 | 65.91 |
| LOCJOB14 | Jobs while enrolled: on or off campus 2013–14 | 50.08 | 16.35 | 64.04 |

See notes at end of table.

Table I-24. Summary of item bias analysis for BPS:12/14—Continued

| Variable | Description | Mean percent relative bias | Median percent relative bias | Percent of biases that are statistically significant |
|--------------|--|----------------------------|------------------------------|--|
| LOEXPWGE | Expected job: lowest annual salary expected 2012 | 13.92 | 7.94 | 60.67 |
| MENTH | Health: mental 2012 | 14.16 | 8.94 | 60.23 |
| MISSH | Health: amount missed school/work in past 30 days 2012 | 14.18 | 8.72 | 61.36 |
| MTGAMT14 | Monthly mortgage or rent amount: 2014 | 12.35 | 6.89 | 52.27 |
| OPCJOBANY | Opportunity cost: work if had not attended college | 15.00 | 9.57 | 61.36 |
| OPCJOBearn | Opportunity cost: annual earnings if had not attended college | 18.77 | 10.33 | 65.56 |
| OPCJOBHR | Opportunity cost: hours worked per week if had not attended college | 17.77 | 9.96 | 62.50 |
| OPCNUMJOB | Opportunity cost: number of jobs if had not attended college | 17.58 | 10.71 | 62.50 |
| PARSUPP | Supportive of PSE: parents 2011–12 | 18.48 | 11.10 | 67.44 |
| PEERINT | Engagement: interactions with other students 2012 | 13.73 | 8.51 | 61.36 |
| PHYSH | Health: physical 2012 | 14.20 | 8.70 | 61.36 |
| POCCMN | PSE Delayers: number of years employed at job held prior to 2011–12 | 53.60 | 18.44 | 52.87 |
| PRECONF | Academic confidence: prior to attending school 2011–12 | 13.83 | 8.23 | 61.36 |
| PRJBAMT | PSE Delayers: estimated annual earnings at job held prior to 2011–12 | 52.79 | 18.39 | 51.72 |
| PRRPY14 | Loan repayment (private): monthly payment amount 2014 | 147.95 | 35.41 | 52.87 |
| PRVHRSWK | PSE Delayers: hours worked per week at job held prior to 2011–12 | 55.40 | 20.27 | 54.02 |
| PRVJOB | PSE Delayers: jobs for pay prior to 2011–12 | 37.03 | 16.81 | 52.87 |
| PRVMTHWK | PSE Delayers: months worked in year prior to 2011–12 | 54.31 | 20.12 | 52.87 |
| PRVOCC | PSE Delayers: occupation held prior to 2011–12 | 55.86 | 21.29 | 54.02 |
| SAMEJOB | PSE Delayers: same or similar job while enrolled 2011–12 | 321.63 | 23.53 | 36.05 |
| SOCSATIS | Engagement: satisfaction with social experience at NPSAS 2012 | 13.71 | 8.21 | 61.36 |
| SPNM13 | Not married to spouse in 2013 | 48.21 | 18.79 | 42.53 |
| SPPSUPP14 | Supportive of PSE: spouse 2013–14 | 48.43 | 18.94 | 42.53 |
| SPPSUPP | Supportive of PSE: spouse 2011–12 | 245.11 | 35.85 | 47.13 |
| SPSED14 | Spouse's education level 2014 | 47.78 | 18.74 | 40.23 |
| UGLVL14 | Class level at most recent institution 2014 | 22.28 | 13.01 | 61.11 |
| UNEMPSTRY1_2 | Unemployment: looking for work July 2011 through June 2012 | 19.02 | 12.50 | 42.53 |
| UNEMPSTRY2_2 | Unemployment: looking for work July 2012 through June 2013 | 18.79 | 12.18 | 44.83 |
| UNEMPSTRY3_2 | Unemployment: looking for work July 2013 through June 2014 | 19.61 | 12.51 | 41.38 |

See notes at end of table.

Table I-24. Summary of item bias analysis for BPS:12/14—Continued

| Variable | Description | Mean percent relative bias | Median percent relative bias | Percent of biases that are statistically significant |
|-----------|--|----------------------------|------------------------------|--|
| USEACAD | PSE services used: academic advising in 2011–12 | 13.67 | 8.26 | 61.36 |
| USEACSP | PSE services used: academic support services in 2011–12 | 13.67 | 8.26 | 61.36 |
| USECPP | PSE services used: career services in 2011–12 | 13.67 | 8.26 | 61.36 |
| USEFINAID | PSE services used: financial aid services in 2011–12 | 13.67 | 8.26 | 61.36 |
| USEHLTH | PSE services used: student health services in 2011–12 | 13.67 | 8.26 | 61.36 |
| USENONE | PSE services used: None in 2011–12 | 13.67 | 8.26 | 61.36 |
| WRKTSKS | Job non-monetary benefits: importance of making decisions 2012 | 14.01 | 9.08 | 61.36 |

NOTE: The results are prior to imputation (i.e., using the questionnaire data) and include study respondents who did not respond to the interview. The mean and medians are computed over the absolute values of the bias and percent relative bias. The bias was computed using the BPS:12/14 study weight.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

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Appendix J: BPS:12/14 Field Test

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Section 1. Field Test Overview

This appendix documents the methodology and evaluations of data quality of the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) field test. As an appendix to the Data File Documentation report, the following sections summarize information unique to the field test.

Section 1 briefly presents an overview of the BPS:12/14 field test design including experiments conducted that informed full-scale data collection. Section 2 details the sampling design, including criteria for sampling institutions and students in the 2011–12 National Postsecondary Student Aid Study (NPSAS:12), eligibility criteria used for the BPS:12/14 sample, and identification of first-time beginning (FTB) students among base-year nonrespondents. Section 3 describes the details of the data collection outcomes, including information about the responsive design experiments. Lastly, section 4 gives recommendations for changes to the BPS:12/14 full-scale study.

1.1 Field Test Study Design

The BPS:12/14 field test contained new features and experiments in order to inform the full-scale study. These new features included changes to the base-year sampling procedures and the student instrument, experimental designs for improving data quality during data collection, and administrative record matching.

For the first time with this iteration of BPS, the study featured an oversample of students in public 2-year and for-profit institutions seeking education certificates. This new sampling design provided rich new data on relationships between wage and employment outcomes for completers of subbaccalaureate education credentials. An expanded employment section in the student interview collected an employment history of all jobs respondents held since starting postsecondary education, which will aid analysis of labor market outcomes.

In addition to changes to sampling and the instrument, the field test student interview contained two experiments. The first experiment was designed to determine whether the estimated time burden of the interview affected the likelihood that base-year nonrespondents would participate. Half of the base-year nonrespondents, and all base-year respondents, were asked to complete the full field

test interview, while half of the base-year nonrespondents were asked to complete a shorter, modified version of the interview.

The second experiment featured a responsive design strategy to selectively target nonresponding cases that were deemed to have the largest potential to impact on nonresponse bias. These cases were treated with a higher incentive in order to evaluate if the larger incentive would boost participation, and thus reduce bias in estimates. Findings from both experiments are presented in section 3.

After data collection was completed, additional administrative data were obtained from a variety of sources. Student financial aid data were matched and downloaded from the Central Processing System (CPS), which houses and processes data contained in the Free Application for Federal Student Aid (FAFSA) forms. Data were also obtained from the National Student Loan Data System (NSLDS), which contains both federal Pell Grant and Stafford Loan data, and the National Student Clearinghouse (NSC), containing enrollment and degree attainment information provided by participating institutions.

Section 2. Field Test Sampling Design

This section provides a detailed summary of the sampling design and methods implemented for the BPS:12/14 field test. The target population is defined, and the universe and sampling procedures for NPSAS:12 and BPS:12/14 are described, including methods for identifying FTB students.

2.1 Target Population

The target population for the BPS:12/14 field test was all students who began their postsecondary education for the first time during the 2010–11 academic year at any Title IV-eligible postsecondary institution in the United States. The BPS:12/14 field test sample was taken from the NPSAS:12 field test sample of students who were confirmed FTB students or potential FTB students as indicated by the NPSAS institution. Because the students in the BPS:12/14 field test sample come from the NPSAS:12 field test sample, this section also describes the NPSAS:12 field test sample design, which was a two-stage sample consisting of a sample of institutions at the first stage and a sample of students from within sampled institutions at the second stage.

2.1.1 *Institution Universe for NPSAS:12*

To be eligible for NPSAS:12 field test, students must have been enrolled at a NPSAS-eligible institution for a term or in a course of instruction at any time during the 2010–11 academic year. Institutions must have also met the following requirements:

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

- not be a U.S. service academy institution; and
- have signed the Title IV participation agreement with the Department of Education.¹

NPSAS excluded institutions providing only avocational, recreational, or remedial courses or only in-house courses for their own employees or members. U.S. service academies were excluded because of their unique funding/tuition base. Institutions in Puerto Rico were not included in the 2012 administration of NPSAS. Puerto Rican institutions enroll only about 1 percent each of undergraduate and graduate students nationally. These institutions have unique aid, enrollment, and demographic patterns that distinguish them from institutions in the 50 states and the District of Columbia.

The institution sampling frame for the NPSAS:12 field test was constructed using the 2009 Integrated Postsecondary Education Data System (IPEDS) header, Institution Characteristics (IC), Fall and 12-Month Enrollment, and Completions files. All eligible students from sampled institutions constituted the student sampling frame. The institution samples for NPSAS field test and full-scale studies were selected simultaneously, prior to the field test study, using stratified random sampling with probabilities proportional to a composite measure of size (Folsom, Potter, and Williams 1987). Institution measure of size was determined using annual enrollment data from the most recent IPEDS 12-Month Enrollment component and FTB student enrollment data from the most recent IPEDS Fall Enrollment component. Composite measure of size sampling was used to ensure that target sample sizes were achieved within institution and student sampling strata, while also achieving approximately equal student weights across institutions.

The field test institution sample for NPSAS:12 was selected using statistical procedures rather than purposively sampling as had been done in past NPSAS cycles. This provided more control to ensure that the field test and the full-scale institution samples had similar characteristics. It also allowed inferences to be made to the target population, supporting the analytic needs of the field test experiments and instrument. This ability to make analytic inferences extends to the BPS:12/14 field test sample.

A total of 1,970 institutions from the stratified frame were selected to participate in either the field test or full-scale study. From the 1,970 institutions selected, a

¹ A Title IV eligible institution is an institution that has a written agreement (program participation agreement) with the U.S. Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs.

subsample of 300 institutions was selected using simple random sampling within institution strata to make up the field test sample. The remaining 1,670 institutions made up the sample for the full-scale study. This sampling process eliminated the possibility that an institution would be burdened with participation in both the field test and full-scale studies, yet maintained the representativeness of the full-scale sample.

The institution strata used for the sampling design were based on institution level, control, and highest level of offering and are the following:

- public less-than-2-year,
- public 2-year,
- public 4-year non-doctorate-granting,
- public 4-year doctorate-granting,
- private nonprofit less-than-4-year,
- private nonprofit 4-year non-doctorate-granting,
- private nonprofit 4-year doctorate-granting,
- for-profit less-than-2-year,
- for-profit 2-year, and
- for-profit 4-year.

Due to the growth of the for-profit sector, for-profit 4-year and for-profit 2-year institutions were separated into their own strata, unlike in previous administrations of NPSAS.

Within each institution stratum, additional implicit stratification for the full-scale was accomplished by sorting the sampling frame within stratum by the following classifications: (1) historically Black colleges and universities indicator; (2) Hispanic-serving institutions indicator; (3) Carnegie classifications of degree-granting postsecondary institutions; (4) 2-digit Classification of Instructional Programs (CIP) code for less-than-2-year institutions; (5) the Office of Business Economics Region from the IPEDS header file (Bureau of Economic Analysis of the U.S. Department of Commerce Region); (6) state and system, for states with large systems, e.g., the SUNY and CUNY systems in New York, the state and technical colleges in Georgia, and the California State University and University of California systems in California; and (7) the institution measure of size. The objective of this implicit stratification was to approximate proportional representation of institutions on these measures.

Approximately 300 institutions were sampled for the NPSAS:12 field test. Overall, almost 100 percent of the sampled institutions met the eligibility requirements; of those, approximately 51 percent (or about 150 institutions) provided enrollment lists.

2.1.2 Student Universe for NPSAS:12

Students eligible for the NPSAS:12 field test were those who attended a NPSAS-eligible institution during the 2010–11 academic year and who were

- enrolled in *either*: (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; (c) exclusively noncredit remedial coursework but determined by the institution to be eligible for Title IV aid; *or* (d) 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;
- not currently enrolled in high school; and
- not solely enrolled in a GED or other high school completion program.

The NPSAS:12 field test institution sample included all levels (less-than-2-year, 2-year, and 4-year) and controls (public, private nonprofit, and for-profit) of Title IV eligible postsecondary institutions in the United States. The field test student sample was randomly selected from lists of students enrolled at sampled institutions between July 1, 2010 and April 30, 2011.

The NPSAS:12 field test study year covers the time period between July 1, 2010 and June 30, 2011, to coincide with the federal financial aid award year. To facilitate timely completion of data collection and data file preparation, institutions were asked to submit enrollment lists for all eligible students enrolled at any time between July 1 and April 30 or, for institutions with continuous enrollment, between July 1 and March 31. The March 31 deadline for continuous enrollment institutions was used for the field test due to the compressed data collection schedule and was not used in the full-scale study.

Because previous cycles of NPSAS have shown that the terms beginning in May and June add little to enrollment and aid totals, May-June starters were excluded to allow institutions to provide enrollment lists earlier which, in turn, allowed the student interview process to begin earlier. In the full-scale study, post-stratification of survey estimates based on IPEDS records on enrollment and NSLDS records on financial aid distributed were used to adjust for the survey year's inclusion of any terms that begin by April 30 and the consequent exclusion of a small number of students newly enrolled in May or June.

To create the student sampling frame, each participating institution was asked to submit a list of eligible students. The requests for student enrollment lists specifically indicated how institutions should handle special cases, such as students taking only correspondence or distance learning courses, and foreign exchange, continuing

education, extension division, and nonmatriculated students. The data required for each enrollee were the following:

- student's name;
- student ID;
- Social Security number;
- date of birth;
- date of high school graduation (month and year);
- degree level during the last term of enrollment (undergraduate, masters, doctoral-research/scholarship/other, doctoral-professional practice, or other graduate);
- class level if undergraduate (first, second, third, fourth, or fifth year or higher);
- major;
- CIP code;
- indicator of whether the institution received an Institutional Student Information Record (ISIR) (an electronic record summarizing the results of the student's FAFSA processing) from the CPS;
- FTB student status; and
- contacting information, such as cell phone number, local telephone number and address, permanent telephone number and address, campus e-mail address, and permanent e-mail address.

Requesting contact information for eligible students prior to sampling allowed for student record abstraction and student interviewing to begin shortly after sample selection, which helped to ensure the management of the field test schedule for data collection, data processing, and file development.

Student sample sizes for the field test were formulated to ensure representation of various types of students. Specifically, the sample included a large number of potential FTB students to provide a sufficient sample size to obtain a yield of at least 1,000 students for the BPS field test. The NPSAS:12 field test sample included 4,530 students, of which 4,130 were potential FTB students, 200 were other undergraduate students, and 200 were graduate students.

Students were sampled at fixed rates according to student education level and institution sampling strata. Sample yield was monitored and sampling rates were adjusted when necessary, resulting in a statistical sample of the required sample size for the field test. The same approach was used for the full-scale study. Student enrollment lists provided by the institutions were reviewed to make sure that required elements were included, and were also compared for consistency with counts from the 2009 IPEDS 12-Month Enrollment Component.

2.1.3 Identification of FTB students in NPSAS:12

To be eligible for the BPS field test, students must have begun their postsecondary education for the first time after completing high school on or after July 1, 2010, and before July 1, 2011. Close attention was paid to accurately identify FTB students in the NPSAS field test to avoid unacceptably high rates of misclassification (e.g., false positives)² which can, and have, resulted in (1) excessive cohort loss, (2) excessive cost to “replenish” the sample, and (3) an inefficient sample design (excessive oversampling of “potential” FTB students) to compensate for anticipated misclassification error. To address this concern, participating institutions were asked to provide additional information for all eligible students and student names were matched to administrative databases to further eliminate false positives prior to sample selection.

Participating institutions were asked to provide the FTB student status and high school graduation date for every listed student. High school graduation date was used to remove students from the frame who were co-enrolled in high school. FTB student status, along with class level and student level, were used to exclude misclassified FTB students in their third year or higher or those who were not undergraduate students, or both. FTB student status, along with date of birth, was also used to identify students older than 18 to send for presampling matching to administrative databases.

If the FTB student indicator was not provided for a student on the list, but the student was 18 years of age or younger and did not appear to be enrolled in high school, the student was sampled as a FTB student. Otherwise, if the FTB student indicator was not provided for a student on the list and the student was over the age of 18, then the student was sampled as “other undergraduate” but would be included in the BPS cohort if identified during the student interview as a FTB student.

Prior to sampling, students over the age of 18 listed as potential FTB students were matched to NSLDS records to determine if any had a federal financial aid history predating the NPSAS year (earlier than July 1, 2010 for the field test). Since NSLDS maintains current records of all Title IV federal grant and loan funding, any student with disbursements from the prior year or earlier could be reliably excluded from the sampling frame of FTB students. Given that about 60 percent of FTB students receive some form of Title IV aid in their first year, this matching process could not exclude all listed FTB students with prior enrollment; however, this process significantly improved the accuracy of the list prior to sampling, yielding fewer false

² A student identified by the institution on the enrollment list as a FTB student who turns out to not be a FTB student is a false positive.

positives. After undergoing NSLDS matching, students over the age of 18 still listed as potential FTB students were matched to the National Student Clearinghouse (NSC) for further narrowing of potential FTB students based on evidence of earlier enrollment.

Matching to NSLDS identified about 19 percent of cases as false positives and NSC matching identified about 14 percent of cases as false positives (table J-1). In addition to NSLDS and NSC, a subset of potential FTB students on the student sampling frame was sent to CPS to evaluate the benefit of the CPS match for the full-scale study. Of the 58,690 students sent, CPS matching identified about 10 percent of cases as false positives. Overall, matching to all sources identified about 32 percent of potential FTB students over the age of 18 as false positives, with many of the false positives identified by CPS also identified by NSLDS or NSC. The matching appeared most effective among public less-than-2-year and for-profit institutions. While public less-than-2-year institutions have a high percentage of false positives, they represent a small percentage of the total sample.

Since this presampling matching was new to NPSAS:12, the FTB student sample size was set high to ensure that a sufficient number of true FTB students would be interviewed. In addition, the enlarged FTB student sample size took into account the error rates observed in NPSAS:04 and BPS:04/06 within each sector. These rates were adjusted to reflect the improvement in the accuracy of the frame from the NSLDS and NSC record matching. Sector-level FTB student error rates from the field test were used to help determine the rates necessary for full-scale student sampling.

Table J-1. Potential first-time beginning (FTB) students' false positive rates, by source and institution type: 2012

| Institution type | Total | | | NSLDS | | | NSC | | | CPS | | |
|-------------------------------|-------------------|-----------------|------------------------|-------------------|-----------------|------------------------|-------------------|-----------------|------------------------|-------------------|-----------------|------------------------|
| | Sent for matching | False positives | Percent false positive | Sent for matching | False positives | Percent false positive | Sent for matching | False positives | Percent false positive | Sent for matching | False positives | Percent false positive |
| Total | 143,650 | 46,090 | 32.1 | 143,650 | 27,550 | 19.2 | 116,100 | 16,430 | 14.1 | 58,690 | 5,980 | 10.2 |
| Public | | | | | | | | | | | | |
| Less-than-2-year | 720 | 360 | 50.2 | 720 | 220 | 29.8 | 510 | 150 | 29.1 | # | # | # |
| 2-year | 48,090 | 16,790 | 34.9 | 48,090 | 10,600 | 22.0 | 37,490 | 5,150 | 13.7 | 22,210 | 3,300 | 14.9 |
| 4-year non-doctorate-granting | 9,910 | 1,540 | 15.6 | 9,910 | 670 | 6.7 | 9,240 | 650 | 7.0 | 5,650 | 540 | 9.5 |
| 4-year doctorate-granting | 38,200 | 6,970 | 18.2 | 38,200 | 1,610 | 4.2 | 36,590 | 4,750 | 13.0 | 19,160 | 1,230 | 6.4 |
| Private nonprofit | | | | | | | | | | | | |
| Less-than-4-year | 520 | 140 | 26.3 | 520 | 50 | 8.7 | 470 | 80 | 16.3 | 300 | 40 | 14.0 |
| 4-year non-doctorate-granting | 5,770 | 1,800 | 31.2 | 5,770 | 1,160 | 20.1 | 4,610 | 570 | 12.3 | 4,150 | 250 | 6.0 |
| 4-year doctorate-granting | 14,170 | 3,730 | 26.3 | 14,170 | 1,840 | 13.0 | 12,340 | 1,740 | 14.1 | 6,580 | 550 | 8.4 |
| For-profit | | | | | | | | | | | | |
| Less-than-2-year | 2,180 | 1,100 | 50.4 | 2,180 | 730 | 33.6 | 1,450 | 370 | 25.4 | # | # | # |
| 2-year | 4,320 | 1,770 | 41.0 | 4,320 | 1,100 | 25.5 | 3,220 | 670 | 20.8 | # | # | # |
| 4-year | 19,770 | 11,890 | 60.2 | 19,770 | 9,580 | 48.4 | 10,190 | 2,310 | 22.7 | 640 | 60 | 9.1 |

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12) Field Test.

2.2 First Follow-up Study (BPS:12/14)

At the conclusion of the NPSAS:12 field test, 2,000 students had been interviewed and confirmed to be FTB students. All were included in the BPS:12/14 field test. In addition, the BPS:12/14 field test sample included the 1,490 students who did not respond to the NPSAS:12 field test but were potential FTB students according to student records or institution lists. The distribution of the BPS:12/14 field test sample is shown in table J-2, by institution type.

Table J-2. Distribution of field test sample, by first-time beginning (FTB) students and institution type: 2012

| Institution type | FTB students | | |
|-------------------------------|--------------|--------------|--------------|
| | Total | Confirmed | Potential |
| Total | 3,500 | 2,000 | 1,490 |
| Public | | | |
| Less-than-2-year | 20 | 10 | 10 |
| 2-year | 1,530 | 830 | 700 |
| 4-year non-doctorate-granting | 200 | 140 | 60 |
| 4-year doctorate-granting | 440 | 320 | 120 |
| Private nonprofit | | | |
| Less-than-4-year | 40 | 20 | 10 |
| 4-year non-doctorate-granting | 210 | 160 | 50 |
| 4-year doctorate-granting | 140 | 110 | 30 |
| For-profit | | | |
| Less-than-2-year | 140 | 70 | 70 |
| 2-year | 210 | 70 | 140 |
| 4-year | 580 | 280 | 300 |

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12) Field Test.

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Section 3. Field Test Student Interview Design, Data Collection, Outcomes, and Evaluation

This section describes the data collection, outcomes, and evaluations conducted by staff to assess the BPS:12/14 field test and to inform the full-scale collection.

3.1 Student Interview Data Collection Outcomes

BPS:12/14 field test staff assessed data collection outcomes by reviewing the number of BPS:12/14 field test sample members located and interviewed, the time required to complete the interview, the time spent contacting and interviewing sample members, and conversion of interview refusals.

3.1.1 *Locating Results and Interview Response Rates*

BPS:12/14 field test staff considered a number of factors to determine whether a sample member had been located. Outcomes of attempted contact with sample members and information learned from tracing efforts provided information about whether a sample member had been located, which did not always produce contact information. For example, if a sample member's status was confirmed deceased—through telephone or tracing contacts— then the sample member was considered located.

As shown in table J-3, staff located approximately 85 percent (2,960) of BPS:12/14 field test sample members, of which approximately 64 percent (1,880) completed the interview. Of the 3,350 total eligible sample members, approximately 56 percent completed the interview.

Table J-3. Located and interviewed results, by NPSAS:12 response status and institution type: 2013

| NPSAS:12 response status and institution type | Total sample | Eligible sample | Located ¹ | | Interviewed ² | | |
|---|--------------|-----------------|----------------------|------------------|--------------------------|--------------------|------------------|
| | | | Number | Percent of total | Number | Percent of located | Percent of total |
| Total | 3,500 | 3,350 | 2,960 | 84.7 | 1,880 | 63.6 | 56.2 |
| NPSAS:12 response status | | | | | | | |
| Respondent | 2,000 | 2,000 | 1,840 | 91.7 | 1,510 | 82.2 | 75.4 |
| Nonrespondent | 1,490 | 1,350 | 1,130 | 75.4 | 370 | 33.2 | 27.7 |
| Institution type | | | | | | | |
| Public | | | | | | | |
| Less-than-2-year | 20 | 20 | 10 | 70.6 | 10 | 50.0 | 35.3 |
| 2-year | 1,530 | 1,470 | 1,280 | 84.1 | 760 | 59.3 | 51.9 |
| 4-year non-doctorate-granting | 200 | 200 | 180 | 90.2 | 130 | 72.8 | 66.3 |
| 4-year doctorate-granting | 440 | 430 | 410 | 93.3 | 310 | 76.7 | 72.2 |
| Private nonprofit | | | | | | | |
| Less-than-4-year | 40 | 30 | 30 | 91.9 | 20 | 64.7 | 64.7 |
| 4-year non-doctorate-granting | 210 | 200 | 190 | 93.7 | 150 | 78.6 | 75.1 |
| 4-year doctorate-granting | 140 | 140 | 130 | 96.4 | 120 | 87.3 | 84.2 |
| For-profit | | | | | | | |
| Less-than-2-year | 140 | 130 | 110 | 76.3 | 70 | 63.2 | 51.1 |
| 2-year | 210 | 190 | 150 | 72.5 | 70 | 43.8 | 36.0 |
| 4-year | 580 | 540 | 460 | 78.4 | 250 | 53.9 | 45.3 |

¹ Sample members are counted as located if they were ever located at some point during data collection.

² Interviewed count includes eligible sample members who met the criteria for qualification as an interview respondent, which required completing at least a partial interview.

NOTE: NPSAS = National Postsecondary Student Aid Study. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Base-year respondents were more likely to be located and to complete the BPS:12/14 field test interview than base-year nonrespondents. Base-year respondents had a located rate of 92 percent, compared with only 75 percent of base-year nonrespondents ($\chi^2 = 216.8, p < .001$). Similarly, 75 percent of all base-year respondents completed the BPS:12/14 interview, compared with only 28 percent of base-year nonrespondents ($\chi^2 = 744.9, p < .001$).

Located rates by source of batch update. As shown in table J-4, batch matching successfully confirmed existing contact information, or provided new information, for 10,240 records, or 48 percent of those sent. Depending on the source, a matched record could have been a new or confirmed address, e-mail address, or phone number for the sample member. The most records, 1,940, were matched through PhoneAppend, and the fewest records, 310, were matched through Premium Phone.

Table J-4. Batch processing record match rates, by tracing source: 2013

| Tracing source | Number of records sent | Number of records matched ¹ | Percent matched ² |
|----------------|------------------------|--|------------------------------|
| Total | 21,510 | 10,240 | 47.6 |
| CPS | 3,260 | 1,870 | 57.2 |
| NCOA | 3,390 | 740 | 21.8 |
| PhoneAppend | 3,390 | 1,940 | 57.4 |
| Premium Phone | 680 | 310 | 46.2 |
| SSN Search | 3,280 | 1,270 | 38.7 |
| FAFSA | 3,260 | 1,830 | 56.2 |
| Experian | 1,000 | 560 | 56.1 |
| NSLDS | 3,260 | 1,720 | 52.8 |

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

² Percent is based on the number of records sent for batch tracing. Since records were sent to multiple tracing sources, multiple record matches were possible.

NOTE: CPS = Central Processing System. NCOA = National Change of Address. SSN = Social Security number. FAFSA = Free Application for Federal Student Aid. NSLDS = National Student Loan Data System. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Located rates by contact information update. BPS:12/14 field test sample members were asked to update their contact information prior to the start of data collection. As shown in table J-5, contact information updates were received from 580 sample members in response to the initial contact letter mailing and e-mail. If an update was received, the location rate was nearly 100 percent and the interviewed rate about 98 percent.

Table J-5. Located and interviewed completion rates, by address updates: 2013

| Address update | Total | Located ¹ | | Interviewed ² | |
|----------------------------|-------|----------------------|---------|--------------------------|---------|
| | | Number | Percent | Number | Percent |
| Address update provided | 580 | 580 | 99.5 | 570 | 97.6 |
| No address update provided | 2,770 | 2,240 | 80.8 | 1,320 | 47.5 |

¹ Sample members were counted as located if they were ever located at some point during data collection.

² Interviewed count includes eligible students who met the criteria for qualification as an interview respondent, which required completing at least a partial interview.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Cases requiring intensive tracing. Overall, about 14 percent of the 3,500 eligible sample members required intensive tracing. Twenty-seven percent of the base-year nonrespondents required intensive tracing, compared with only 5 percent of base-year respondents ($\chi^2 = 331.9, p < .001$) (table J-6).

Table J-6. Required intensive tracing procedures, by NPSAS:12 response status and institution type: 2013

| NPSAS:12 response status and institution type | Total sample | Cases requiring intensive tracing ¹ | |
|---|--------------|--|-------------|
| | | Number | Percent |
| Total | 3,500 | 490 | 14.1 |
| NPSAS:12 response status | | | |
| Respondent | 2,000 | 100 | 4.8 |
| Nonrespondent | 1,490 | 400 | 26.5 |
| Institution type | | | |
| Public | | | |
| Less-than-2-year | 20 | # | 23.5 |
| 2-year | 1,530 | 240 | 15.5 |
| 4-year non-doctorate-granting | 200 | 20 | 11.8 |
| 4-year doctorate-granting | 440 | 20 | 5.0 |
| Private nonprofit | | | |
| 2-year or less | 40 | # | 10.8 |
| 4-year non-doctorate-granting | 210 | 10 | 3.4 |
| 4-year doctorate-granting | 140 | # | 2.2 |
| For-profit | | | |
| Less-than-2-year | 140 | 30 | 18.0 |
| 2-year | 210 | 60 | 27.0 |
| 4-year | 580 | 110 | 19.1 |

Rounds to zero.

¹ Excludes cases initiated to intensive tracing that were not traced, but includes cases for which intensive tracing work began but work was stopped.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Among the cases assigned to intensive tracing, approximately 95 percent were located (table J-7). Of those cases located through intensive tracing, about 12 percent completed the interview.

Table J-7. Located and interviewed rates of cases requiring intensive tracing procedures: 2013

| Intensive tracing round | Total cases ² | Located in TOPS | | Interviewed ¹ | |
|-------------------------|--------------------------|-----------------|------------------------|--------------------------|--------------------------|
| | | Number | Percent of total cases | Number | Percent of located cases |
| Total | 490 | 470 | 94.9 | 60 | 12.4 |
| TOPS-1 | 490 | 450 | 90.3 | 60 | 12.6 |
| TOPS-2 ³ | 170 | 130 | 79.2 | 10 | 8.3 |

¹ Includes eligible students who met the criteria for qualification as an interview respondent, which required completing at least a partial interview.² Excludes cases initiated to intensive tracing that were not traced.³ TOPS-2 cases are a subset of TOPS-1 cases that required additional intensive tracing efforts.

NOTE: TOPS = tracing operations. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Completed interviews by base-year (NPSAS:12 FT) response status and interview type. Approximately half of the base-year nonrespondents selected for the BPS:12/14 field test sample were asked to complete a modified, 20-minute interview.

Of base-year nonrespondents, 49 percent completed the full interview, and 48 percent completed the modified interview. Additionally, 3 percent were partial interviews, which are cases where the sample member started the interview, completed the Enrollment section, but did not finish enough to be considered a complete interview. Table J-8 shows detail on the number and percentage of completed interviews by base-year response status and interview type.

Table J-8. Interview completeness, by interview type and NPSAS:12 response status: 2013

| NPSAS:12 response status | Total | Interview type | | | | | |
|--------------------------|-------|----------------|---------|--------------------|---------|-------------------|---------|
| | | Full interview | | Modified interview | | Partial Interview | |
| | | Number | Percent | Number | Percent | Number | Percent |
| Respondents | 1,510 | 1,500 | 99.0 | † | † | 20 | 1.0 |
| Nonrespondents | 370 | 180 | 49.2 | 180 | 47.6 | 10 | 3.2 |

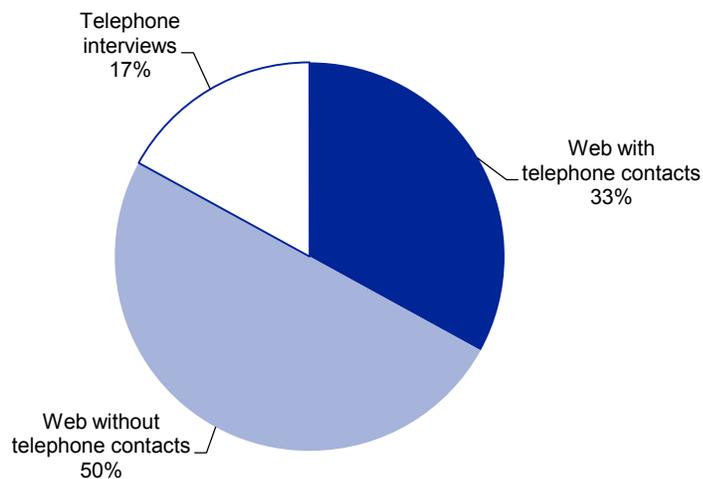
† Not applicable. Respondents were not given the modified interview.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Completed interviews by mode of administration. Interviews were completed by web or by telephone. As illustrated in figure J-1, about 50 percent of interviews were completed by web without telephone contact, 33 percent of interviews were completed by web with telephone contact, and 17 percent were completed by telephone.

Figure J-1. Distribution of interview respondents, by mode of administration: 2013



NOTE: Interviewed includes eligible sample members who met the criteria for qualification as an interview respondent, which required completing at least a partial interview. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Completed interviews by data collection phase. Data collection occurred in two main phases: an early response phase, during the first 3 weeks of data collection, followed by the main production interviewing phase. The majority of all interviews (63 percent) were completed during the early response phase (table J-9). The remaining 37 percent were completed during the production phase. The early response phase of data collection yielded a 35 percent response rate, with 1,170 completed interviews out of 3,350 cases. The production phase yielded a 32 percent response rate, with 690 completed interviews out of the remaining 2,180 cases.

Table J-9. Number of cases and percentage of complete interviews within each phase of data collection: 2013

| Data collection phase | Total eligible cases | Completed interviews | Percent of completed interviews | | |
|-----------------------|----------------------|----------------------|---------------------------------|----------------|--------------|
| | | | Cases in phase | Total eligible | Overall |
| Total | 3,350 | 1,860 | 55.4 | 55.4 | 100.0 |
| Early response phase | 3,350 | 1,170 | 34.9 | 34.9 | 63.0 |
| Production phase | 2,180 | 690 | 31.5 | 20.5 | 37.0 |

NOTE: Partial interviews were not included because partially completed interviews could be resumed by sample members through the end of data collection. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

3.1.2 Interview Timing Burden

To promote an efficient full-scale interview, the time required for each respondent to complete the field test interview was collected and analyzed. Special attention was paid to differences in the time required to navigate particular interview paths and items with consistently high administration times.

To calculate the time required to complete the interview, online or by telephone, a time stamp was embedded on each web screen, or form, of the interview. To get the *start time*, a start timer recorded the clock time on a respondent's or interviewer's computer when a form was first loaded. To get the *end time*, an end timer recorded the clock time when the *Next* button on the form was clicked. The time for each form was calculated by subtracting the *start time* from the *end time*. Total instrument time was calculated by adding the times recorded for each form.

Cases that completed the entire interview in more than a single session and partial cases were excluded from the timing analyses. Total interview time and section time outliers of more than two standard deviations were also excluded to remove scenarios where web respondents took multitasking breaks during a form without closing the browser. To calculate the total average interview time for a case, section outliers were recoded to the maximum nonoutlier value and included in the total average interview time. After including the recoded values, cases with a total

interview time that exceeded two standard deviations from the mean were excluded from all timing analyses. After these exclusions, approximately 1,190 cases of 1,880 completed interviews were included in the timing analyses (table J-10).

Table J-10. Number of interviews included and excluded from the timing report, by interview type: 2013

| Interview type | Interviews | |
|---|--------------|--------------|
| | Number | Percent |
| Total interviews | 1,880 | 100.0 |
| Interviews included in timing report | 1,190 | 63.2 |
| Full interviews | 1,070 | 56.8 |
| Modified interviews | 120 | 6.4 |
| Interviews excluded from timing report | 700 | 37.2 |
| Interviews completed in more than one session | 620 | 32.9 |
| Full interviews | 570 | 30.3 |
| Modified interviews | 50 | 2.7 |
| Interview time outliers | 50 | 2.7 |
| Partial interviews ¹ | 30 | 1.6 |

¹ Partial interviews are defined as completing at least the Enrollment Section.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Base-year nonrespondents were required to satisfy the base-year and FTB student interview eligibility criteria when completing the field test interview in order to remain part of the BPS cohort; consequently, these respondents received additional interview questions in the Enrollment Section of the interview. As a way to determine whether the estimated time burden of the interview affected the likelihood of participation by base-year nonrespondents, the field test included a full interview and a modified interview. Half of the base-year nonrespondents—selected at random—and all base-year respondents were asked to complete the full field test interview, which included the following sections: Enrollment, Education Experiences, Financial Aid, Employment, Income and Expenses, Background, and Locating. Half of the base-year nonrespondents were asked to complete a shorter, modified version of the interview. The modified interview contained a subset of the full interview and only included the Enrollment, Employment, and Locating sections.

Overall, the BPS:12/14 field test full interview averaged 31.5 minutes to complete, with web interviews averaging 30.8 minutes and telephone interviews taking significantly longer at 34.7 minutes ($t(320) = 5.81, p < .0001$).³ This difference between modes was expected due to the additional time required for telephone

³ The Satterthwaite (1946) degrees of freedom approximation was used in tests with unequal variances.

interviewers to read questions and other text to respondents. Table J-11 shows the average time in minutes to complete the interview, by interview type and mode.

Table J-11. Average time in minutes to complete the interview, by interview type and mode of administration: 2013

| Interview type | All respondents | | Mode of administration | | | |
|--|-----------------|--------------|------------------------|--------------|-----------------|--------------|
| | Number of cases | Average time | Web | | Telephone | |
| | | | Number of cases | Average time | Number of cases | Average time |
| Full interview | 1,070 | 31.5 | 880 | 30.8 | 180 | 34.7 |
| Base-year respondents | 950 | 30.8 | 800 | 30.4 | 140 | 33.0 |
| Base-year nonrespondents | 120 | 36.7 | 80 | 34.8 | 40 | 40.4 |
| Modified interview (base-year nonrespondents only) | 120 | 26.6 | 90 | 26.1 | 40 | 27.9 |

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Because base-year nonrespondents did not complete the NPSAS:12 field test interview, they received a more detailed Enrollment Section that included additional questions to confirm their NPSAS and BPS eligibility. Base-year nonrespondents took an average of 36.7 minutes to complete the full interview, which was significantly longer than the 30.8 minutes for base-year respondents ($t(154) = 6.54, p < .0001$). For full interviews, telephone interviews required more time than web interviews. For base-year nonrespondents, web interviews averaged 34.8 minutes to complete and telephone interviews took significantly longer, at 40.4 minutes ($t(103) = 3.59, p < .001$). For base-year respondents, web interviews averaged 30.4 minutes to complete and telephone interviews took significantly longer, at 33.0 minutes ($t(248) = 3.75, p < .001$). The modified interview took an average of 26.6 minutes to complete.

Instrument timing was analyzed for differences between sections. Given the additional questions to confirm survey eligibility, base-year nonrespondents unsurprisingly required significantly more time to complete the Enrollment section, at 13.2 minutes, than did base-year respondents, who took 10 minutes to complete the section ($t(152) = 7.24, p < .0001$). Base-year nonrespondents also received additional questions in the Locating section because minimal locating information had previously been collected for this group. The Locating section required significantly more time to complete for base-year nonrespondents, at 4.2 minutes, than it did for base-year respondents, at 3.4 minutes ($t(135) = 4.21, p < .0001$). Additionally, although they did not receive any extra questions in the following sections, base-year nonrespondents took a significantly longer amount of time to complete in comparison to base-year respondents: Education Experiences ($t(146) = 2.16, p < .05$); Employment

($t(143) = 3.06, p < .01$); and Background ($t(1,027) = 7.18, p < .0001$). Only the Financial Aid Section (1.3 minutes respondents; 1.2 minutes nonrespondents) and Income and Expenses Section (4.1 minutes respondents; 4.3 minutes nonrespondents) showed no significant differences in timing between the base-year nonrespondent and base-year respondent (table J-12).

Table J-12. Average time, in minutes, to complete the full interview, by interview section and base-year respondent status: 2013

| Interview section | Base-year response status | | | |
|-----------------------------|---------------------------|--------------|-----------------|--------------|
| | Respondents | | Nonrespondents | |
| | Number of cases | Average time | Number of cases | Average time |
| Total full interview | 950 | 30.8 | 120 | 36.7 |
| Enrollment | 940 | 10.0 | 120 | 13.2 |
| Education Experiences | 920 | 2.6 | 120 | 3.0 |
| Financial Aid | 920 | 1.3 | 120 | 1.2 |
| Employment | 910 | 5.0 | 120 | 5.9 |
| Income and Expenses | 920 | 4.1 | 120 | 4.3 |
| Background | 920 | 1.7 | 110 | 2.1 |
| Locating | 930 | 3.4 | 110 | 4.2 |

NOTE: The timing analysis only included cases that completed the interview in one session; partial interviews and outliers were also excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study (BPS:12/14) field test.

BPS:12/14 field test respondents were classified into three groups during the interview based on their responses to questions about their enrollment status and expected persistence in postsecondary education: “completers,” “leavers,” and “all other respondents.” Completers were respondents who had completed a degree or certificate, were not currently enrolled, and did not plan to enroll in a degree or certificate program in the 2013–14 academic year. Leavers were respondents who had not completed a degree or certificate, were not currently enrolled, and did not plan to enroll in a degree or certificate program in the 2013–14 academic year. All other respondents were those who were currently enrolled in a postsecondary institution or planned to enroll in the 2013–14 academic year. Completers and leavers were grouped together because they received the same questions and traveled the same path in the interview. All other respondents were identified as “persisters” in this timing analysis.

Completers and leavers, by definition those respondents not currently enrolled and with no immediate plans to return to school, received condensed Enrollment and Education Experience sections to limit the number of questions they received related to enrollment in and engagement with a postsecondary institution. However, these respondents received a more detailed Employment section focused on collecting detailed information about a selected employer and job. Persisters, who were still in

school, received more education-related questions in the Education Experience Section and fewer Employment Section questions. These interview paths were chosen to minimize burden for each group and to ensure that respondents were receiving questions most relevant to their situation.

As shown in table J-13, persisters took an average of 31.9 minutes to complete the full interview, which was significantly longer than the interviews for completers and leavers, which took 29.9 minutes ($t(1,063) = 2.73, p < .01$). For persisters, web interviews averaged 31.1 minutes, significantly less than the 36.0 minutes required for telephone interviews ($t(222) = 6.42, p < .0001$).

Table J-13. Average time in minutes to complete the full interview, by completer/leaver status and mode of administration: 2013

| Status | All respondents | | Mode of administration | | | |
|------------------------|-----------------|--------------|------------------------|--------------|-----------------|--------------|
| | Number of cases | Average time | Web | | Telephone | |
| | | | Number of cases | Average time | Number of cases | Average time |
| All full interviews | 1,070 | 31.5 | 880 | 30.8 | 180 | 34.7 |
| Completers and leavers | 210 | 29.9 | 160 | 29.5 | 50 | 30.9 |
| Persisters | 860 | 31.9 | 720 | 31.1 | 140 | 36.0 |

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study (BPS:12/14) field test.

As shown in table J-14, the Enrollment and Education Experiences sections required significantly more time for persisters to complete, with Enrollment taking persisters 11.3 minutes compared with the 6.7 minutes it took completers and leavers ($t(331) = 13.66, p < .0001$). Education Experiences took persisters 3.2 minutes, significantly longer than the 0.6 minutes it took completers and leavers ($t(1018) = 45.82, p < .0001$). However, the Employment section required a significantly longer amount of time for completers and leavers to complete, at 7.9 minutes, compared with persisters, at 4.5 minutes ($t(214) = 13.10, p < .0001$). Two other sections also took significantly longer for completers and leavers to complete compared with persisters: Background ($t(1,027) = 6.32, p < .0001$); and Locating ($t(289) = 3.45, p < .001$). The timing differences between these two groups for the Financial Aid and Income and Expenses sections were not significant.

Table J-14. Average time in minutes to complete the full interview, by interview section and completer/leaver status: 2013

| Interview section | Status | | | |
|------------------------|------------------------|--------------|-----------------|--------------|
| | Completers and leavers | | Persisters | |
| | Number of cases | Average time | Number of cases | Average time |
| Total interview | 210 | 29.9 | 860 | 31.9 |
| Enrollment | 210 | 6.7 | 840 | 11.3 |
| Education Experiences | 210 | 0.6 | 830 | 3.2 |
| Financial Aid | 210 | 1.3 | 840 | 1.3 |
| Employment | 180 | 7.9 | 850 | 4.5 |
| Income and Expenses | 200 | 4.2 | 840 | 4.1 |
| Background | 200 | 2.0 | 830 | 1.7 |
| Locating | 200 | 3.9 | 830 | 3.4 |

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Average times to administer each form (web screen) were compared across all forms in the instrument, except those in the Locating Section, which can require long administration times. The forms with the highest average administration times are listed in table J-15. The time required to complete the coders for occupation (B14DOCC and B14AEXOCC) and majors (B14AMAJ1, B14ANPMAJ01, and B14AOTMAJ01) is not unexpected given that coders required the respondent or telephone interviewer to (1) enter text strings on the form, (2) hit “Enter” to conduct a keyword search on an underlying database, and (3) select a response from the returned list of possible matches. The coder for current/most recent employer occupation (B14DOCC) had the longest average form time at 2.1 minutes.

Table J-15. Ten longest average form times, in minutes observed in the interview: 2013

| Form name | Form description | Type | Number of cases | Average time |
|--------------|--|---------------|-----------------|--------------|
| B14DOCC | Current/most recent employer: occupation coder | Coder | 230 | 2.1 |
| B14AEXOCC | Expected occupation: coder | Coder | 1,000 | 1.8 |
| B14ANENRL | Enrollment in 2010–13 for NPSAS degree: months of enrollment | Calendar form | 860 | 1.5 |
| B14ANPENRL01 | Other NPSAS enrollment 1: months of enrollment | Calendar form | 150 | 1.4 |
| B14AMAJ1 | NPSAS major 1 coder | Coder | 430 | 1.3 |
| B14AOTENRL01 | Other non-NPSAS degree 1: months of enrollment | Calendar form | 410 | 1.3 |
| B14DWKMON01 | Employer 1: months worked | Calendar form | 1,080 | 1.3 |
| B14AFUTRWGES | Expected yearly salary | Textboxes | 1,000 | 1.2 |
| B14ANPMAJ01 | Other NPSAS enrollment 1: major 1 coder | Coder | 30 | 1.2 |
| B14AOTMAJ01 | Other school enrollment 1: major 1 coder | Coder | 200 | 1.2 |

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Forms designed to represent a calendar, which collected months of enrollment (B14ANENRL, B14ANPENRL01, and B14AOTENRL01) or months of employment (B14DVKMON01) from July 2010 through June 2013 also had high administration times. These forms requested information from previous years, which required respondents to recall and record the responses. B14AFUTRWGES required respondents to provide their expected yearly earnings at a future job, which required predictive thought rather than simple recall.

Lastly, the timing of the BPS:12/14 field test reinterview was analyzed. The BPS:12/14 field test reliability reinterview was completed by a random sample of respondents at least 4 weeks following their completion of the main BPS:12/14 interview. The reinterview included about 20 questions from the original interview. On average, it took about 5.5 minutes to administer the reinterview by web and about 5.1 minutes by telephone (table J-16).

Table J-16. Average time in minutes to complete BPS:12/14 reinterview, overall and by mode of administration: 2013

| Mode of administration | Number of cases | Average time |
|------------------------|-----------------|--------------|
| Total | 190 | 5.2 |
| Web | 40 | 5.5 |
| Telephone | 150 | 5.1 |

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

3.1.3 Number of Calls to Sample Members

On average, 10 calls were made per sample member. The average number of calls required per sample member varied by interview response status, base-year response status, and interview mode (web or telephone). As shown in table J-17, respondents required an average of 4 calls per case, compared with 18 calls per case for nonrespondents ($t(2663.8) = 29.48, p < .001$).

Table J-17. Average number of calls, by response status and mode of interview: 2013

| Response status and mode | Number of eligible cases | Number of calls | Average number of calls |
|-------------------------------|--------------------------|-----------------|-------------------------|
| Total | 3,350 | 34,610 | 10.3 |
| NPSAS:12 response status | | | |
| Respondent | 2,000 | 12,990 | 6.5 |
| Nonrespondent | 1,350 | 21,620 | 16.0 |
| BPS:12/14 response status | | | |
| Respondent | 1,880 | 8,350 | 4.4 |
| Web interviews | 1,570 | 5,740 | 3.7 |
| Excluding those with no calls | 620 | 5,740 | 9.3 |
| Telephone interviews | 320 | 2,610 | 8.2 |
| Nonrespondent and exclusions | 1,470 | 26,260 | 17.9 |

NOTE: Respondent count includes eligible sample members who met the criteria for qualification as an interview respondent, which required completing at least a partial interview. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Web respondents required an average of 4 calls per case and telephone respondents required an average of 8 calls. However, when excluding web respondents who required no calls (such as cases completed during the early response phase), web respondents required an average of 9 calls, one more call on average than their telephone interview counterparts ($t(713.52) = 2.05, p < .0411$).

3.1.4 Refusal Conversion

BPS:12/14 field test staff integrated refusal aversion techniques into telephone interviewer training and reinforced these techniques throughout data collection in quality circle meetings. The refusal aversion techniques encouraged interviewers to share their experiences avoiding sample member refusals and to seek guidance from the group with particularly difficult cases. Project staff put sample members who refused to complete the interview in a separate queue that was worked by a subset of interviewers who had received specialized refusal conversion training. Overall, 10 percent of eligible cases ever refused (table J-18). Of those who refused, about 12 percent were converted to complete an interview.

Table J-18. Refusal and refusal conversion rates, by NPSAS:12 response status and institution type: 2013

| NPSAS:12 response status and institution type | Total eligible | Ever refused interview | | Interviewed, given refusal | | |
|---|----------------|------------------------|---------------------------|----------------------------|--------------------|---------------------------|
| | | Number | Percent of total eligible | Number | Percent of refused | Percent of total eligible |
| Total | 3,350 | 350 | 10.3 | 40 | 11.6 | 1.2 |
| NPSAS:12 response status | | | | | | |
| Respondent | 2,000 | 110 | 5.3 | 20 | 19.8 | 1.0 |
| Nonrespondent | 1,350 | 240 | 17.8 | 20 | 7.9 | 1.4 |
| Institution type | | | | | | |
| Public | | | | | | |
| Less-than-2-year | 20 | # | 17.6 | # | 0.0 | 0.0 |
| 2-year | 1,470 | 190 | 12.9 | 20 | 8.5 | 1.1 |
| 4-year non-doctorate-granting | 200 | 20 | 9.4 | # | 15.8 | 1.5 |
| 4-year doctorate-granting | 430 | 40 | 8.3 | 10 | 16.7 | 1.4 |
| Private nonprofit | | | | | | |
| Less-than-4-year | 30 | # | 11.8 | # | 25.0 | 2.9 |
| 4-year non-doctorate-granting | 200 | 10 | 6.5 | # | 30.8 | 2.0 |
| 4-year doctorate-granting | 140 | 10 | 5.8 | # | 0.0 | 2.9 |
| For-profit | | | | | | |
| Less-than-2-year | 130 | 10 | 7.6 | # | 10.0 | 0.8 |
| 2-year | 190 | 20 | 9.1 | # | 11.8 | 1.1 |
| 4-year | 540 | 50 | 8.7 | # | 0.0 | 0.6 |

Rounds to zero.

NOTE: Includes eligible students who met the criteria for qualification as an interview respondent, which required completing at least a partial interview. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

3.2 Evaluation of the Student Interview

BPS project staff conducted various analyses to assess the quality of coders in the instrument, to enumerate the use of help text by respondents and telephone interviewers, to measure the level of item nonresponse, and to determine the quality of the student interview through cognitive testing and a student reinterview. In addition, project staff conducted a test to determine the impact of the responsive design experiment. The following section contains these findings.

3.2.1 Instrument Coders

The BPS student interview used assisted coding systems, or “coders,” to provide standardized codes for text string responses. BPS:12/14 used coders for postsecondary institutions attended since the 2011–12 academic year, majors or fields of study, and current and anticipated occupations. For each, respondents entered text strings and then matched their entry with options returned from a keyword search linked to an underlying database of standardized terms.

Recoding. Project staff randomly selected 25 percent of the major and occupation codes chosen in the student interview for *recoding*, a process in which expert coding staff reviewed the codes chosen in the interview and determined whether a different selection more accurately described the text string provided by the respondent. Table J-19 shows the rate of recoded values—same as original code, recoded to different value, or text string too vague to code—chosen by the expert coding staff for the major and occupation coders in the interview.

Table J-19. Summary of recoding results, by coding system and mode of administration: 2013

| Coding system | Percent of recoding results | | | | | | | | |
|---------------|-----------------------------|------|-----------|------------------------------|------|-----------|-------------------------------|-----|-----------|
| | Recoded same as original | | | Recoded to a different value | | | Text string too vague to code | | |
| | Overall | Web | Telephone | Overall | Web | Telephone | Overall | Web | Telephone |
| Major | 96.3 | 95.5 | 100.0 | 2.4 | 2.9 | 0.0 | 1.4 | 1.6 | 0.0 |
| Occupation | 88.7 | 88.6 | 89.1 | 11.1 | 11.1 | 10.9 | 0.3 | 0.3 | 0.0 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Overall, expert coding staff agreed with major/field of study codes 96 percent of the time, recoded them to a new value 2 percent of the time, and were unable to choose a code due to vague text strings 1 percent of the time. The expert coding staff agreed with occupation codes 89 percent of the time, recoded codes 11 percent of the time, and was unable to choose a code due to vague text strings less than 1 percent of the time. Neither the major nor occupation coder showed significant differences in recode rates between modes of administration.

Upcoding. In a process known as *upcoding*, expert coding staff attempted to identify an appropriate standardized response option for any text strings for which a code had not been selected in the interview. Text strings from occupation coders and postsecondary institution coders required 7 percent upcoding each, while text strings from the major coder required 5 percent upcoding (table J-20). There were no significant differences in upcoding rates between web and telephone interviews for the major/field of study and occupation coders.

Table J-20. Percent of text strings upcoded, by coding system and mode of administration: 2013

| Coding system | Mode of administration | | |
|--------------------|------------------------|-----|-----------|
| | Overall | Web | Telephone |
| IPEDS institutions | 6.9 | 7.4 | 4.5 |
| Major | 5.4 | 6.5 | # |
| Occupation | 7.4 | 8.7 | 1.0 |

NOTE: IPEDS = Integrated Postsecondary Education Data System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

3.2.2 Help Text

During the BPS:12/14 interview, both web respondents and telephone interviewers were able to click a help button provided on each NPSAS:12 interview screen to obtain question-specific help text. In addition, some questions included hyperlinked terms in the wording. Whether accessed through the help button or through the hyperlink, the question-specific help provided definitions of key terms and phrases used in question wording and response options, and provided any other explanations thought to help clarify and standardize meaning for respondents.

The number of times that respondents or interviewers clicked the help button on each screen relative to the number of respondents who were administered the question determined the rate of help text access for that screen. BPS staff analyzed the screen-level rate of help text access overall and by mode of interview administration to identify screens that may have been problematic for users. For forms administered to at least 25 respondents, the overall mean rate of help text hits per screen was 1 percent. No significant difference existed in the rate of help text access between web and telephone interviews.

Six interview questions were administered to at least 25 respondents and had an overall help text access rate of 5 percent or greater (table J-21). *Expected annual salary upon completion of education* (B14AFUTRWGES) had a 15 percent rate of help text access. This form asked respondents to report the expected, highest, and lowest possible beginning annual salary of their expected occupation. Telephone interviewers accessed help text significantly more for this form than did web interview respondents ($\chi^2(1, N = 1352) = 20.9721, p < 0.01$). Two of the remaining interview items with 5 percent or greater overall rates of help text access also showed significantly higher rates of help text access during telephone interviews compared with web interviews: *Employer 1: work-study job* (B14DWRKSTD01) ($\chi^2(1, N = 909) = 46.1722, p < 0.01$) and *Credit card balance carried over each month* (B14ECARRYBAL) ($\chi^2(1, N = 673) = 18.3844, p < 0.01$).

Table J-21. Interview questions with highest rates of help text access, by mode of administration: 2013

| Question | Question description | Mode of administration | | | | | |
|--------------|--|------------------------|-----------------------------|------------------------|-----------------------------|------------------------|-----------------------------|
| | | Overall | | Web | | Telephone | |
| | | Number administered to | Percent accessing help text | Number administered to | Percent accessing help text | Number administered to | Percent accessing help text |
| B14AASSOC | Type of associate's degree at NPSAS started in 2010–11 academic year | 80 | 7.8 | 50 | # | 30 | 21.4 |
| B14ACKHOUR | Clock hour requirement at NPSAS for certificate/diploma started in 2010–11 | 30 | 9.1 | 20 | 4.8 | 10 | 16.7 |
| B14ACKNUM | Instruction completed at NPSAS for certificate/diploma started in 2010–11 | 30 | 9.4 | 20 | # | 10 | 37.5 |
| B14AFUTRWGES | Expected annual salary | 1,350 | 14.7 | 1,150 | 12.9 | 200 | 25.2 |
| B14DWRKSTD01 | Employer 1: work-study job | 910 | 7.6 | 780 | 5.1 | 130 | 22.1 |
| B14ECARRYBAL | Credit card balance carried over each month | 670 | 7.0 | 590 | 5.4 | 80 | 18.3 |

Rounds to zero.

NOTE: Table is based on the rates of help text access for interview screens administered to a minimum of 25 respondents and in which help text was accessed at an overall rate of at least 5 percent. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students (BPS:12/14) Field Test.

3.2.3 Item-Level Nonresponse

BPS staff used the rate of nonresponse to individual items to identify potentially troublesome interview items and better understand the experiences of sample members in completing the interview. Staff calculated total nonresponse rates for items with missing data (including *don't know* responses) that were administered to at least 10 respondents. Overall, the item-level nonresponse analysis showed that of 424 interview items, six items had more than 10 percent missing data.⁴ Table J-22 summarizes the item-level nonresponse for items administered to at least 10 respondents with a rate of more than 10 percent missing data.

⁴ Partial interview completions, missing data for interview nonrespondents, and items not available for public review (e.g., respondent contact information) were excluded from this analysis.

Table J-22. Item nonresponse for items with more than 10 percent of data missing, by mode of administration: 2013

| Item | Item label | Overall | | Web | | Telephone | |
|--------------|--|------------------------|-----------------|------------------------|-----------------|------------------------|-----------------|
| | | Number administered to | Percent missing | Number administered to | Percent missing | Number administered to | Percent missing |
| B14ADECIDMAJ | Decided on major at NPSAS for same degree/certificate started in 2010–11 | 120 | 17.1 | 90 | 18.5 | 30 | 12.0 |
| B14ANPDEC01 | Other NPSAS attendance 1: decided on major | 20 | 17.6 | 10 | 21.4 | # | # |
| B14ANPSMR01 | Other NPSAS attendance 1: took undergraduate classes to transfer credit | 90 | 14.0 | 80 | 11.9 | 10 | 33.3 |
| B14AOTDEC01 | Other school attendance 1: decided on major | 50 | 17.6 | 40 | 22.5 | 10 | # |
| B14DEMPCUR01 | Employer 1: currently working | 20 | 12.5 | 20 | 13.6 | # | # |
| B14AEXJBDY | Expected occupation: job duties | 1,360 | 16.2 | 1,160 | 17.1 | 200 | 10.9 |

Rounds to zero.

NOTE: This table only includes those items that were administered to at least 10 respondents. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students (BPS:12/14) Field Test.

The interview items with the overall highest observed nonresponse rates were *Decided on major at NPSAS for same degree/certificate started in 2010–11* (B14ADECIDMAJ), *Other NPSAS attendance 1: decided on major* (B14ANPDEC01), and *Other school attendance 1: decided on major* (B14AOTDEC01). These three items appeared to respondents who had not declared a major for a given degree or certificate program and included comparable question wording to one another, suggesting that undeclared students may have difficulty determining whether they have decided on a major. The item-level nonresponse for these items was approximately 17 percent for B14ADECIDMAJ and 18 percent for both B14ANPDEC01 and B14AOTDEC01.

Of respondents who received the item *Expected occupation: job duties* (B14AEXJBDY), 16 percent did not provide job duties for their expected occupation; the hypothetical nature of the question may have contributed to the nonresponse rate for this item, which was on the same form as an item that collected the job title for the expected occupation.

Item-level nonresponse rates were also examined by mode of administration for the six interview items with more than 10 percent missing data. However, there were no significant differences in nonresponse rates between web and telephone modes for these items.

3.2.4 Student Reinterview Analysis

Reliability of self-reported responses to interview questions, a measure of how constant responses remain over time, was evaluated using a reinterview containing about 60 items selected from the main field test interview. Items were selected for the reinterview because they were assumed to be temporally stable, and most were newly designed or critical, or both.

A random sample of 370 respondents who had completed a full interview was selected and contacted for reinterview. The reinterview sample was contacted beginning 3 weeks after completion of the main interview and asked to complete a short reinterview. The reinterview was completed by 200 respondents (53 percent) and took an average of 5.2 minutes to complete (see section 3.4.2 for timing analysis of the reinterview).

Selected sample members were given the option to complete the reinterview either online or by telephone, whichever mode was more convenient for them. Of the 200 respondents who completed the reinterview, 50 (23 percent) completed online and 150 (77 percent) completed by telephone (table J-23). Most of the respondents who completed the initial interview by telephone also completed the reinterview by telephone (97 percent). However, among respondents who completed the initial interview online, slightly more than half (51 percent) switched modes and completed the reinterview by telephone.

Table J-23. Reinterview response rate, by interview and reinterview completion mode: 2013

| Reinterview completion mode | Interview completion mode | | | | | |
|-----------------------------|---------------------------|--------------|-----------|--------------|------------|--------------|
| | Total | | Web | | Telephone | |
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 200 | 100.0 | 90 | 100.0 | 110 | 100.0 |
| Web | 50 | 22.7 | 40 | 48.8 | # | 2.7 |
| Telephone | 150 | 77.3 | 40 | 51.2 | 110 | 97.3 |

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Table J-24 shows reliability estimates for the items included in the reinterview, by interview section. The number of cases, percent agreement between the interview and reinterview, and relational statistic are shown for each item. The percent agreement for discrete items was based on the extent to which responses to the initial interview matched exactly to the reinterview responses. Responses were considered to be in agreement for continuous items if the initial interview responses were within one standard deviation of the reinterview responses. Not all questions applied to all respondents, and analyses were conducted only for responses on both the interview and the reinterview.

Table J-24. Reliability estimates for items included in the reinterview, by interview section: 2013

| Section and item | Item label | Number of cases | Percent agreement | Relational statistic |
|------------------------------|--|-----------------|-------------------|----------------------|
| Enrollment | | | | |
| B14ASAMESCH | Attended NPSAS after 2010–11 academic year | 190 | 89.1 | 0.76 |
| B14ASAMEDEG | Enrollment at NPSAS for same degree type as in 2010–11 academic year | 120 | 85.5 | 0.42 |
| B14ANPOTHENR | Other NPSAS enrollment July 2010 – June 2013 | 200 | 86.4 | 0.30 |
| B14AOTSCHENR | Enrollment at other school | 200 | 92.4 | 0.82 |
| B14AEXPEVR | Highest level of education expected ever | 200 | 55.3 | 0.47 |
| B14AEXOCC2 | Expected occupation: general code | 110 | 73.4 | 0.76 |
| B14AEXOCCDK | Expected occupation: don't know | 140 | 85.2 | 0.35 |
| B14AOCCCOM | Likelihood of entering expected occupation | 110 | 64.3 | 0.32 ¹ |
| B14AINTENDJB | Currently hold expected occupation | 110 | 99.1 | † |
| Education Experiences | | | | |
| B14BSPPSUPP | Spouse supportive of postsecondary education | 10 | 100.0 | † |
| B14BPARSUPP | Parents/guardians supportive of postsecondary education | 140 | 79.6 | 0.52 ² |
| B14BFSSUPP | Friends from school supportive of postsecondary education | 140 | 64.8 | 0.35 ² |
| B14BFHSUPP | Friends from home supportive of postsecondary education | 140 | 61.3 | 0.47 ² |
| Financial Aid | | | | |
| B14CNPRCVLN | Took out student loans in 2010–11 school year | 30 | 89.7 | 0.47 |
| B14CNPPRVLN | Took out private student loans in 2010–11 school year | 10 | 90.0 | † |
| B14CNPFEDLN | Took out federal student loans in 2010–11 school year | 60 | 98.3 | † |
| Employment | | | | |
| B14DHVLLIC | Held professional certification or industry license | 30 | 81.8 | 0.65 |
| B14DACTLKWRK | Not working and actively looking for work | 20 | 75.0 | 0.50 |
| B14DLKWKJL10 | Not working and actively looking: July 2010 | 10 | 72.7 | 0.45 |
| B14DLKWKAG10 | Not working and actively looking: August 2010 | 10 | 72.7 | 0.45 |
| B14DLKWKSP10 | Not working and actively looking: September 2010 | 10 | 72.7 | 0.45 |
| B14DLKWKOC10 | Not working and actively looking: October 2010 | 10 | 81.8 | 0.61 |
| B14DLKWKNV10 | Not working and actively looking: November 2010 | 10 | 81.8 | 0.61 |
| B14DLKWKDC10 | Not working and actively looking: December 2010 | 10 | 81.8 | 0.61 |
| B14DLKWKJA11 | Not working and actively looking: January 2011 | 10 | 81.8 | 0.61 |
| B14DLKWKFB11 | Not working and actively looking: February 2011 | 10 | 81.8 | 0.61 |
| B14DLKWKMR11 | Not working and actively looking: March 2011 | 10 | 81.8 | 0.61 |
| B14DLKWKAP11 | Not working and actively looking: April 2011 | 10 | 81.8 | 0.61 |
| B14DLKWKMY11 | Not working and actively looking: May 2011 | 10 | 90.9 | 0.83 |
| B14DLKWKJN11 | Not working and actively looking: June 2011 | 10 | 90.9 | 0.83 |
| B14DLKWKJL11 | Not working and actively looking: July 2011 | 10 | 72.7 | 0.45 |
| B14DLKWKAG11 | Not working and actively looking: August 2011 | 10 | 81.8 | 0.67 |
| B14DLKWKSP11 | Not working and actively looking: September 2011 | 10 | 81.8 | 0.67 |
| B14DLKWKOC11 | Not working and actively looking: October 2011 | 10 | 81.8 | 0.67 |
| B14DLKWKNV11 | Not working and actively looking: November 2011 | 10 | 81.8 | 0.67 |
| B14DLKWKDC11 | Not working and actively looking: December 2011 | 10 | 81.8 | 0.67 |
| B14DLKWKJA12 | Not working and actively looking: January 2012 | 10 | 72.7 | 0.56 |
| B14DLKWKFB12 | Not working and actively looking: February 2012 | 10 | 72.7 | 0.56 |
| B14DLKWKMR12 | Not working and actively looking: March 2012 | 10 | 72.7 | 0.56 |
| B14DLKWKAP12 | Not working and actively looking: April 2012 | 10 | 63.6 | 0.26 |
| B14DLKWKMY12 | Not working and actively looking: May 2012 | 10 | 63.6 | 0.26 |
| B14DLKWKJN12 | Not working and actively looking: June 2012 | 10 | 72.7 | 0.45 |
| B14DLKWKJL12 | Not working and actively looking: July 2012 | 10 | 72.7 | 0.45 |
| B14DLKWKAG12 | Not working and actively looking: August 2012 | 10 | 81.8 | 0.61 |
| B14DLKWKSP12 | Not working and actively looking: September 2012 | 10 | 90.9 | 0.81 |
| B14DLKWKOC12 | Not working and actively looking: October 2012 | 10 | 63.6 | 0.26 |

See notes at end of table.

Table J-24. Reliability estimates for items included in the reinterview, by interview section: 2013—Continued

| Section and item | Item label | Number of cases | Percent agreement | Relational statistic |
|---------------------------|---|-----------------|-------------------|----------------------|
| Employment — Continued | | | | |
| B14DLKWKNV12 | Not working and actively looking: November 2012 | 10 | 72.7 | 0.39 |
| B14DLKWKDC12 | Not working and actively looking: December 2012 | 10 | 81.8 | 0.61 |
| B14DLKWKJA13 | Not working and actively looking: January 2013 | 10 | 90.9 | 0.83 |
| B14DLKWKFB13 | Not working and actively looking: February 2013 | 10 | 81.8 | 0.63 |
| B14DLKWKMR13 | Not working and actively looking: March 2013 | 10 | 81.8 | 0.63 |
| B14DLKWKAP13 | Not working and actively looking: April 2013 | 10 | 81.8 | 0.69 |
| B14DLKWKMY13 | Not working and actively looking: May 2013 | 10 | 90.9 | † |
| B14DLKWKJN13 | Not working and actively looking: June 2013 | 10 | 90.9 | † |
| B14DPDINT | Internship since first starting college: paid internship | 190 | 97.9 | 0.87 |
| B14DUPINT | Internship since first starting college: unpaid internship | 190 | 93.7 | 0.66 |
| B14DWRKPAY | Alternative plans if had not attended school in 2012–13 | 100 | 96.0 | 0.69 |
| B14DALTPAY | Salary amount if had not attended school in 2012–13 | 100 | 95.8 | 0.22 ¹ |
| Income and Expenses | | | | |
| B14ERECSUPP | Regularly supported friends or family with more than \$50 per month | 200 | 91.4 | 0.63 |
| Background | | | | |
| B14FSPLV | Spouse's education level | 10 | 69.2 | 0.87 |

† Not available. Statistics were not computed because the reinterview responses had fewer than two nonmissing levels.

¹ The Pearson product-moment correlation coefficient r was used.

² The relational statistic presented is Kendall's tau- b .

NOTE: The relational statistic presented is Cramer's V , unless otherwise footnoted. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

The relational statistics quantified the strength of association between the pairs of items being compared; for each statistic, 1.00 was indicative of a perfect correlation—an exact match between the item on the initial interview and the same item on the reinterview for all respondents. Cramer's V was used as the relational statistic for items with discrete, unordered response categories (e.g., yes/no). Kendall's tau- b (τ_b) estimated the relationship between items with ordered categories (e.g., strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree). Lastly, the Pearson product-moment correlation coefficient r was used for items yielding interval responses (e.g., salary if had not attended school).

Items from the Enrollment Section that were included in the reinterview generally had strong rates of agreement, with six of the nine demonstrating agreement rates of 85 percent or higher. One of the items with an especially high rate of agreement (99 percent) was *Currently hold expected occupation*, a checkbox on a question that asked respondents about the likelihood that they would enter their expected occupation. This checkbox allowed respondents to indicate whether they were already working in their intended occupation (e.g., a mechanic who still intended to be a mechanic after finishing his education). However, two other items related to expected outcomes,

Highest level of education expected ever and *Likelihood of entering expected occupation*, had notably low rates of agreement (55 percent and 64 percent, respectively) and low relational statistics (0.47 and 0.32, respectively). The low levels of agreement on these items may indicate that respondents' education and career expectations can fluctuate even in a short period of time.

All four items in the reinterview from the Education Experiences section pertained to the degree to which different groups of people encouraged respondents to stay in college. One item, *Spouse supportive of postsecondary education*, yielded the highest rate of agreement in the reinterview (100 percent), although it was administered to a small number of respondents. Two of these items, *Friends from school supportive of postsecondary education* and *Friends from home supportive of postsecondary education*, had relatively low rates of agreement (65 percent and 61 percent, respectively) and low relational statistics (0.35 and 0.47, respectively). Low consistency on these items might stem from respondents' uncertainty about which individuals to include in the categories "friends from home" and "friends from school" or it might indicate the possible temporal nature of support depending on a respondent's changing circumstances.

The three Financial Aid questions included in the reinterview all related to student loans. All three demonstrated rates of agreement of 90 percent or greater, suggesting that these items were reliably measured. The item *Took out federal student loans in 2010–11 school year* had particularly high reliability, with an agreement rate of 98 percent.

The reinterview also included questions regarding Employment. Four of these employment items showed agreement rates that were among the highest in the reinterview. Two related items that asked whether the respondent had held a particular type of internship, *Internship since first starting college: paid internship* and *Internship since first starting college: unpaid internship*, showed rates of agreement of 98 percent and 94 percent, respectively. The item *Alternative plans if had not attended school in 2012–13*, which asked respondents about the primary activity they would have pursued if they had not attended college in the 2012–13 school year (i.e., working or not working), had a high agreement rate (96 percent) and relational statistic (0.69). Although *Salary amount if had not attended school in 2012–13* also had an agreement rate of 96 percent, its relational statistic was just 0.22—a result that can occur when there is a small change between interview and reinterview responses but very little variation in the initial responses. Rates of agreement for the *Not working and actively looking for work* item and the *Not working and actively looking* individual month items varied from 64 percent to 91 percent, although it is worth noting that only a small number of respondents received these items.

The item from the Income and Expenses Section included in the reinterview, *Regularly supported friends or family with more than \$50 per month*, had a rate of agreement of 91 percent. This was a new item in the study and was included in the reinterview in order to evaluate the consistency of responses.

Finally, the reinterview included one item from the Background Section, *Spouse's education level*, which asked married respondents to provide their spouse's highest level of education completed so far. This item yielded an agreement rate of 69 percent. Some instances of disagreement may be related to respondents' possible lack of familiarity with some of the subbaccalaureate response options, which could be clarified in the full-scale instrument.

In summary, results of the reinterview analysis indicate the survey yields data of high quality, with consistently reliable results. The majority of items (40 out of 60) had a rate of agreement of 80 percent or higher, and 52 out of 60 had an agreement rate of 70 percent or higher. Of the eight items with rates of agreement below 70 percent, two asked about the respondent's expectations (for highest level of education ever and likelihood of entering expected occupation), two asked about friends' supportiveness of staying in college, three dealt with months when the respondent was not working but was actively looking for work, and one concerned a spouse's highest education level. When feasible, clarification in question wording, response options, or help text were considered for these items for the full-scale instrument.

3.2.5 Cognitive Testing

In addition to the metrics used in this section to analyze the performance of the survey instrument, cognitive testing was performed to provide insights on the cognitive processes of respondents similar to BPS respondents. Respondents provided feedback on their comprehension of questions, retrieval of relevant information, decision processes for answering questions, navigation through the instrument and interface with response options, and ability to align their responses to each question's response options. Two rounds of cognitive testing were conducted. Round 1 was completed using the BPS:12/14 field test instrument. Round 2 was conducted after the field test instrument was revised based on feedback from Round 1.

Recruitment for cognitive interviewing was targeted to reach, screen, and enroll enough respondents to complete 30 interviews over two rounds of interviewing. Respondents were recruited from three institution levels—4-year, 2-year, and less-than 2-year institutions—to reflect the types of students participating in the BPS full

scale study. Table J-25 shows the final status of the 30 interviews completed by approximately 190 participants.

Table J-25. Participant recruitment for cognitive testing, by recruitment status: 2013

| Recruitment status | Number of respondents | Percent |
|--|-----------------------|--------------|
| Total | 190 | 100.0 |
| Screened but not eligible | 110 | 56.1 |
| Eligible but not scheduled ¹ | 40 | 22.2 |
| Scheduled but not interviewed (“no-shows”) | 10 | 4.8 |
| Scheduled but canceled before interview | # | 1.1 |
| Completed interview | 30 | 15.9 |

Rounds to zero

¹ Individuals who did not return follow-up contact attempts or attended an institution that was already well represented.

Notes: Categories are mutually exclusive. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

In order to accurately replicate the interviewing experience of BPS sample members and to elicit feedback from students with different experiences and backgrounds, respondents were recruited from varying age ranges. Table J-26 shows the total number of completed interviews by age of the respondent.

Table J-26. Completed cognitive interviews, by respondent age range: 2013

| Respondent age range | Number of respondents | Percent |
|----------------------|-----------------------|--------------|
| Total | 30 | 100.0 |
| 18–23 | 10 | 46.7 |
| 24–29 | 10 | 30.0 |
| 30 or older | 10 | 23.3 |

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

In addition, two modes of administration—telephone and web— were tested in the cognitive interviews. The telephone mode was conducted as a face-to-face interview, during which an interviewer read each question aloud to the participant. For the web mode, the respondent used a laptop computer to complete the survey on their own, while the interviewer observed.

In both modes, the interviewer used pre-scripted cognitive probes to elicit information about items of interest during the interview process. Scripted probes were refined as needed throughout cognitive interviewing based on the responses. Spontaneous probes were also used at the interviewer’s discretion when the respondent asked questions, seemed hesitant to provide a confident answer, or made comments regarding the items being tested.

Respondents provided informed consent before beginning the study, and were given \$40 after completing the interview. Interviews lasted 45 to 90 minutes. Table J-27 shows the total number of completed interviews by mode of administration and institution level.

Table J-27. Completed cognitive interviews, by mode of administration and institution level: 2013

| Institution level | Mode of administration | | | |
|-------------------|------------------------|--------------|-----------|--------------|
| | Telephone | | Web | |
| | Number | Percent | Number | Percent |
| Total | 20 | 100.0 | 20 | 100.0 |
| 4-year | 10 | 33.3 | 10 | 46.7 |
| 2-year | 10 | 53.3 | 10 | 53.3 |
| Less than 2-year | # | 13.3 | # | # |

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

In general, cognitive interview participants offered positive feedback on the survey. The most common responses were that the survey was “easy to understand” and that the questions were “straightforward.” Participants also identified specific areas for improvement. One particular trend noted was that respondents felt some of the questions were too similarly worded or seemed redundant. In response to these constructive criticisms, BPS staff developed several instrumentation goals for the full-scale survey, including minimizing reader/listener fatigue on various items and combating perceptions of repetitiveness. BPS staff used several strategies to address these and other concerns, including adding introductory screens to provide definitions and route respondents more efficiently through related questions, placing additional filter/gate forms to avoid incorrect paths, and providing instructions for clarity on gate questions. The resulting revisions to the survey from cognitive interview feedback were made to increase respondent comprehension and reduce respondent burden.

3.2.6 Field Test Experiments

BPS staff investigated and experimented with new methods to improve survey quality, such as testing the impact of survey length on participation and responsive design methods that attempt to reduce potential nonresponse bias in the estimates during data collection rather than through postcollection weighting adjustments. The experiment to test the impact of survey length was predicated on anecdotal reports from NPSAS:12 interviewers where sample members refused to participate when hearing the estimated time required. The responsive design methodologies were premised on the notion that nonresponse bias, not the response rate, is a better

indicator for survey quality. In fact, treatments (e.g., incentives) for increasing response rates may adversely impact nonresponse bias (Groves 2006). Therefore, responsive design methods are designed to selectively target cases that would most affect nonresponse bias.

Impact of survey length. In order to assess if the expected level of effort would affect a sample member's willingness to participate, NPSAS:12 nonrespondents were divided into two groups. Group 1 (690) was offered the full length 35 minute interview and Group 2 (670) was offered the modified 20 minute interview, which contained a subset of identical questions.

After completion of data collection, the response rate for the full length interview (Group 1) was 27 percent compared to 24 percent of those who received a modified 20 minute interview (Group 2). The results were not statistically significant ($\chi = 1.27$; $p > .05$). Thus, the length of the survey made no difference in participation rate among NPSAS:12 nonrespondents.

Responsive design methodology and experimental design. The BPS:12/14 responsive design was built on work conducted in other NCES surveys, particularly B&B:08/12 and the Education Longitudinal Study of 2002 (ELS:2002), which both made use of the Mahalanobis distance function in their responsive designs. Mahalanobis distances are often employed to detect outliers (Stevens 1984), and provide the distance of one observation from the mean of other observations given a set of predictors. In the context of BPS:12/14, Mahalanobis distances were calculated to identify sample members who were most unlike current respondents and presumably most likely to contribute to bias if they did not participate. These distances were calculated at several time points (described below) and cases with larger distances were then targeted with additional monetary incentives to encourage response.

Given the heterogeneous nature of the BPS cohort, which has no common postsecondary experience and represents a large range of ages, it was plausible that the responsive design would result in considerably different Mahalanobis distance distributions and data collection outcomes than those observed for ELS:2002 and B&B:08/12. Therefore, the BPS:12/14 field test included an experiment to measure the effectiveness of the responsive design for this unique sample.

All NPSAS:12 base-year interview respondents, and all nonrespondents who were potential FTB students, were included in the BPS:12/14 field test data collection experiment. Data collection occurred in two main phases: an early response phase, during the first 3 weeks of data collection, followed by the main production

interviewing phase. The early response phase continued for 3 weeks, with all base-year nonrespondents receiving a \$30 check for a completed interview. Following the 3-week early response phase, all sample members who had not yet responded were made available to RTP's Call Center Services for outbound calling.

At the end of the first 2 weeks of the production phase, remaining nonrespondents were divided into control and experimental groups. Each group had an equal number of base-year respondents and nonrespondents.

- *Time 1 Mahalanobis Calculation.* At the end of the first 2 weeks of production interviewing, Mahalanobis distances were calculated across all sample members in the control and experimental groups. Cases were ordered by Mahalanobis values, and the 30 percent with the highest values were identified as Time 1 high-distance cases. Those sample members assigned to the control group were identified as either high-distance or normal-distance, but neither group received any additional treatments. For these groups, data collection continued as in the production interviewing phase, with sample members able to complete the interview online or by telephone. Those in the control group who completed the interview received a \$30 check.

In the experimental group, normal-distance cases were treated like the control group in that they were able to complete the interview online or by telephone, and they received a \$30 check for a completed interview. The high-distance cases were also able to complete the interview online or by telephone, and the frequency with which they were contacted was the same. However, high-distance experimental cases were offered a \$55 check to complete the interview, instead of \$30.

- *Time 2-4 Mahalanobis Calculations.* Mahalanobis values for all remaining interview nonrespondents were recalculated for three additional 3-week periods of outbound calling, for a total of four calculations covering 12 weeks of data collection. As in prior weeks, nonrespondents were assigned to either the high-distance control group (\$30) or the high-distance experimental group (\$55) based on their Mahalanobis score. Cases already offered the higher \$55 incentive at a previous time continued at that incentive level, but all others were offered \$30 for a completed interview whether in the high-distance or normal-distance control group.

Research questions. With the assumption that increasing the rate of response among high-distance cases would reduce nonresponse bias, the BPS:12/14 responsive design experiment explored the following research questions:

- Did response rates differ between high-distance treatment and high-distance control groups?
- Did estimates of key variables differ between high-distance treatment and high-distance control groups?
- Did treatment of high-distance cases reduce nonresponse bias?

Results. Analysis of the BPS:12/14 field test responsive design experiment focused on whether response rates differed between high-distance cases in the experimental and control groups, whether estimates of key variables differed between high-distance and low-distance cases, and whether treatment of high-distance cases reduced nonresponse bias. Statistical tests were employed to contrast the two differences in order to determine whether or not the treatment group had a statistically smaller difference than the control group.

- *Response rates.* Response rates for the experimental group were significantly higher than for the control group (29 percent and 22 percent, respectively), indicating that the \$25 increased incentive did have an impact on response rates.
- *Estimates of key variables.* BPS project staff compared estimates between treatment and control groups across 32 variables constructed from 9 key BPS items. Of the 32 variables, only two control/treatment comparisons were significantly different: whether the sample member's NPSAS school was a public less-than-2-year institution (0.4 vs. 0.8 percent for control and treatment groups, respectively) ($t = 4.40$, $df = 21$, $p < 0.01$), and whether the sample member's NPSAS school was a for-profit 2-year institution (12 vs. 23 percent for control and treatment groups, respectively) ($t = 2.26$, $df = 21$, $p < 0.05$).
- *Reduction of nonresponse bias.* In order to assess the degree to which the responsive design lowered nonresponse bias, BPS project staff constructed 86 variables from 24 key items. For each variable, the difference between estimates for respondents and nonrespondents was calculated separately for two groups, those sample members selected for treatment and those sample members not selected for treatment.
- Across all 86 variables, 2 were statistically significant. The treatment group had a statistically smaller difference ($t = 2.18$, $df = 80$, $p < 0.05$) between respondent and nonrespondent estimates (21 vs. 17 percent and 37 vs. 15 percent for the treatment and control groups, respectively) of the proportion of the BPS population enrolled in public 4-year doctorate granting institutions. The control group had a statistically smaller difference ($t = 1.99$, $df = 80$, $p < 0.05$) between respondent and nonrespondent estimates (69 vs. 61 percent and 71 vs. 50 percent for the control and treatment groups, respectively) of the

proportion of the BPS population that reported working less than 20 hours per week in the year of their corresponding NPSAS field-test interview.

Conclusions. Although the BPS:12/14 field test responsive design experiment was successful in increasing response rates for high-distance cases, it showed little evidence of an impact on survey estimates or bias.

3.3 Data Collection Quality Control

BPS:12/14 field test staff conducted a number of quality control procedures throughout the course of data collection. These procedures included frequent interview monitoring of telephone interviewers, quality circle feedback meetings, and interviewer debriefings at the conclusion of the study.

3.3.1 Debriefing

At the conclusion of data collection, project staff held several debriefing meetings with interviewers and call center supervisory staff to learn more about their experiences. Project staff also administered an anonymous survey to the interviewers. Comments and discussion from staff identified areas of success during training and data collection, and also identified areas of improvement for future studies. Interviewers provided feedback on several broad areas: training, contacting sample members and gaining cooperation, and administering the interview.

With regard to training, interviewers gave positive feedback on the online training modules on study basics that could be completed prior to in-person training sessions. BPS:12/14 field test staff were experienced in working on National Center for Education Statistics (NCES) studies and appreciated that the training content was adapted to their advanced skill level. They gave mostly positive feedback on the more in-depth exposure to mock interviews, especially with a redesigned Locating section in the interview. For future training sessions, interviewers suggested additional training on refusal aversion and more challenging mock interviews, depending on the skill level of future trainees.

Interviewers gave feedback on having immediate access to the base-year case history (e.g., records of calls and mailings sent). Having this information available helped determine an appropriate approach to the case, reduced the number of unnecessary telephone calls, and helped interviewers to avoid refusals. Interviewers suggested varying the text and allowing for flexibility in the front-end scripts, noting that personalizing introduction scripts helped retain the sample member's attention in the

first few minutes of a call. They also emphasized the importance of ready responses to frequently asked questions in gaining cooperation.

Interviewers reported that the resources provided in the interview, such as help text and conversion text, coupled with strategies like item refusal conversion and conversational interviewing, were helpful to administer the interview successfully. They also provided feedback on interview forms they found challenging for sample members to understand. Interviewers reported that recorded interviews used during monitoring feedback sessions and instructions provided in quality circle meetings were helpful in improving their interviewing techniques.

Project staff prepared and submitted a report that included a summary of the debriefing survey and meeting for consideration when planning future studies.

Section 4. Field Test Recommendations for BPS:12/14 Full-scale Study

The BPS:12/14 field test was conducted to test and evaluate study methods and results before implementing the full-scale study. The following recommendations are based on the field test experience.

4.1 Student Interview Data Collection Recommendations

The field test data collection experience is used to inform plans for the full-scale study. These plans include data collection procedures and instrumentation, which are detailed below.

4.1.1 Data Collection Procedures

Based on feedback from interviewing staff, the full-scale training protocol will be adjusted to include, depending on full-scale interviewing staff members' levels of experience, the following:

- additional practice on the computer-assisted telephone interviewing Case Management System (CATI-CMS);
- additional review of frequently asked questions to reach mastery in order to gain sample members' cooperation;
- expanded training on in-depth case review; and
- more detailed coverage of interviewer instructions.

The full-scale study will continue to use previously proven tracing and locating methods and include activity to update contact information on the panel approximately 4 months prior to the start of data collection.

Electronic communications have proved to be an effective way to contact sample members. For the full-scale study, sample members will continue to receive postcards, e-mails, and text messages to remind them that they have been selected for the study, to provide easy access to the web survey, and to encourage their participation. Communication content may be adapted according to sample member characteristics (e.g., field of study, degree pursued, and age).

4.1.2 Student Instrument

Based on analysis and cognitive testing described in section 3, the field test items that were removed or modified for the full-scale instrument are shown in table J-28 and table J-29. TABLE J-28 lists each item in the field test, along with the corresponding section name and item label, and provides a brief description of the extent and rationale for the change. TABLE J-29 shows item detail including question wording, response options, and details about respondents to whom the item was administered.

Table J-28. Summary list of field test items removed or modified in the full-scale instrument: 2013

| Section in field test instrument | Item name in field test instrument | Label in field test instrument | Revision in full-scale instrument |
|----------------------------------|------------------------------------|--|---|
| Enrollment | B14AASSOC | Type of associate's degree at NPSAS started in 2010–11 academic year | Removed: Item difficult to administer and not considered analytically useful. |
| Enrollment | B14ACLKNUM and B14ACLKTYP | Instruction completed at NPSAS for certificate/diploma started in 2010–11: amount and hour/month | Removed: Item difficult to administer and not considered analytically useful. |
| Enrollment | B14ANPTYP01 | Other NPSAS attendance 1: enrollment type | Removed: Gate question wording eliminates need for this question. |
| Enrollment | B14ANPASTP01 | Other NPSAS attendance 1: type of associate's degree | Removed: Item difficult to administer and not considered analytically useful. |
| Enrollment | B14ANPCLK01 and B14ANPCKTP01 | Other NPSAS attendance 1: instruction completed: amount and hour/month | Removed: Item difficult to administer and not considered analytically useful. |
| Enrollment | B14AOTASTP01 | Other school attendance 1: type of associate's degree | Removed: Item difficult to administer and not considered analytically useful. |
| Enrollment | B14AOTCLK01 and B14AOTCKTP01 | Other school attendance 1: instruction completed: amount and hour/month | Removed: Item difficult to administer and not considered analytically useful. |
| Enrollment | B14AENRPLN | Planned to attend degree/certificate program in 2013–14 academic year | Modified: To limit scope of anticipated persistence in postsecondary education from 1 year to 6 months in future. |
| Enrollment | B14ALSTCLSTP | Type of classes at most recent school | Removed: Item difficult to administer and not considered analytically useful. |
| Employment | B14DCURTIM01 | Employer 1: current salary time frame | Modified: Response option "per week" was removed for efficiency. |
| Employment | B14DEARNTIM | Most recent employer: ending salary time frame | Modified: Response option "per week" was removed for efficiency. |
| Employment | B14DHVLIC | Had professional certification or state/industry license | Modified: To update references to professional licenses. |
| Employment | B14DOCCTIM | Duration of employment with most recent/similar job: time frame | Modified: Response options updated to ask only for number of years worked. Response options for days, weeks, and months removed. |
| Employment | B14DPDINT and B14DUPINT | Held paid or unpaid internship since first starting college | Removed: Item considered too premature for first follow-up survey. |
| Income and Expenses | B14EDAGE | Age of youngest dependent child | Removed: Not considered analytically useful. |
| Income and Expenses | B14EPRFAMAMT | Help from parents, family, or friends in 2012–13: amount | Removed: Not considered analytically useful as a combined question. |
| Income and Expenses | B14ECCUSE | Used credit cards to pay tuition and fees in 2012–13 school year | Removed: Not considered analytically useful in the first follow-up survey. |
| Income and Expenses | B14ECCREASON | Used credit cards to pay tuition/fees because only source available | Removed: Not considered analytically useful in the first follow-up survey. |
| Background | B14FSTATE | State of legal residence | Removed: Removed for efficiency given zip code data also collected. |
| Background | B14FCITZN | Citizenship status | Modified: Response option "No-other" added to full-scale to account for respondents who may no longer be in the country and are not citizens. |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013

| Section and item name | Description |
|--|---|
| Enrollment Section | |
| B14AASSOC (removed for full-scale) | <p><i>Type of associate's degree at NPSAS started in 2010–11 academic year</i></p> <p>What type of associate's degree were you working on when you last attended [NPSAS] in the 2010–11 academic year?</p> <p>1 = AA, Associate of Arts 2 = AS, Associate of Science 3 = AAS, Associate of Applied Science 4 = AGS, Associate of General Studies 5 = AGE, Associate of General Education 6 = Other Associate's degree (designed for transfer) 7 = Other technical/occupational Associate's degree 8 = Other Associate's degree not listed</p> <p><i>Administered to: Base-year nonrespondents whose highest degree at NPSAS during 2010–11 academic year was an associate's degree.</i></p> <p>Source: BPS:12/14 field test instrument</p> |
| B14ACLKNUM (removed for full-scale) | <p><i>Instruction comp at NPSAS for cert/dip started in 2010–11: amount</i></p> <p>[If TB4JULY = 1]</p> <p>How many months, or hours of instruction, have you already completed at [NPSAS] for the [TDEGREE] you began in the 2010–11 academic year?</p> <p>[else]</p> <p>How many months, or hours of instruction, did you complete at [NPSAS] before July 2013, for the [TDEGREE] you began there in the 2010–11 academic year?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14ACLKNUM) and then indicate the time frame for that instruction (B14ACLKTYP). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p><i>Administered to: Respondents whose NPSAS program started in 2010–11 academic year was an undergraduate certificate or diploma program but did not complete their NPSAS program started in 2010–11 academic year and base-year respondents not enrolled after the 2010–11 academic year.</i></p> <p>Source: BPS:12/14 field test instrument</p> |
| B14ACLKTYP (removed for full-scale) | <p><i>Instruction comp at NPSAS for cert/dip started in 2010–11: hour/month</i></p> <p>[If TB4JULY = 1]</p> <p>How many months, or hours of instruction, have you already completed at [NPSAS] for the [TDEGREE] you began in the 2010–11 academic year?</p> <p>[else]</p> <p>How many months, or hours of instruction, did you complete at [NPSAS] before July 2013, for the [TDEGREE] you began there in the 2010–11 academic year?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14ACLKNUM) and then indicate the time frame for that instruction (B14ACLKTYP). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p>1 = Month(s) 2 = Hour(s) of instruction</p> <p><i>Administered to: Respondents whose NPSAS program started in 2010–11 academic year was an undergraduate certificate or diploma program but did not complete their NPSAS program started in 2010–11 academic year and base-year respondents not enrolled after the 2010–11 academic year.</i></p> <p>Source: BPS:12/14 field test instrument</p> |

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

| Section and item name | Description |
|--|--|
| Enrollment Section— Continued | |
| B14ANPTY01 (removed for full-scale) | <p><i>Other NPSAS attendance 1: enrollment type</i></p> <p>Is this other enrollment to earn a degree or certificate at [Y_NPSCHL], or to take classes that are not part of a degree or certificate program?</p> <p>1 = Degree or certificate program 2 = Mostly undergraduate-level classes 3 = Mostly graduate-level classes</p> <p><i>Administered to: Respondents who had additional NPSAS enrollment (degree or non-degree).</i> Source: BPS:12/14 field test instrument</p> |
| B14ANPASTP01 (removed for full-scale) | <p><i>Other NPSAS attendance 1: type of associate's degree</i></p> <p>What type of associate's degree [[if TNPCURENR01 = 1] are {else} were] you working on at [NPSAS]?</p> <p>1 = AA, Associate of Arts 2 = AS, Associate of Science 3 = AAS, Associate of Applied Science 4 = AGS, Associate of General Studies 5 = AGE, Associate of General Education 6 = Other Associate's degree (designed for transfer) 7 = Other technical/occupational Associate's degree 8 = Other Associate's degree not listed</p> <p><i>Administered to: Respondents who had additional NPSAS enrollment for an associate's degree.</i> Source: BPS:12/14 field test instrument</p> |
| B14ANPCLK01 (removed for full-scale) | <p><i>Other NPSAS attendance 1: instruction completed: amount</i></p> <p>How many months, or hours of instruction, have you already completed at [NPSAS] for your [TNPDEGREE01]?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14ANPCLK01) and then indicate the time frame for that instruction (B14ANPCKTP01). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p><i>Administered to: Respondents who had not completed an additional NPSAS enrollment degree or certificate.</i> Source: BPS:12/14 field test instrument</p> |
| B14ANPCKTP01 (removed for full-scale) | <p><i>Other NPSAS attendance 1: instruction completed: hour/month</i></p> <p>How many months, or hours of instruction, have you already completed at [NPSAS] for your [TNPDEGREE01]?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14ANPCLK01) and then indicate the time frame for that instruction (B14ANPCKTP01). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p>1 = month(s) 2 = hour(s) of instruction</p> <p><i>Administered to: Respondents who had not completed an additional NPSAS enrollment degree or certificate.</i> Source: BPS:12/14 field test instrument</p> |

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

| Section and item name | Description |
|--|--|
| Enrollment Section— Continued | |
| B14AOTASTP01 (removed for full-scale) | <p><i>Other school attendance 1: type of associate's degree</i></p> <p>What type of associate's degree [[if TOTCURENR01 = 1] are {else} were] you working on at [Other School 1]?</p> <p>1 = AA, Associate of Arts 2 = AS, Associate of Science 3 = AAS, Associate of Applied Science 4 = AGS, Associate of General Studies 5 = AGE, Associate of General Education 6 = Other Associate's degree (designed for transfer) 7 = Other technical/occupational Associate's degree 8 = Other Associate's degree not listed</p> <p><i>Administered to: Respondents who had other school degree or certificate enrollment 1 as associate's degree.</i></p> <p>Source: BPS:12/14 field test instrument</p> |
| B14AOTCLK01 (removed for full-scale) | <p><i>Other school attendance 1: instruction completed: amount</i></p> <p>How many months, or hours of instruction, have you already completed at [Other School 1] for your [TOTDEGREE01]?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14AOTCLK01) and then indicate the time frame for that instruction (B14AOTCKTP01). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p><i>Administered to: Respondents who had not completed a degree or certificate for other school enrollment 1.</i></p> <p>Source: BPS:12/14 field test instrument</p> |
| B14AOTCKTP01 (removed for full-scale) | <p><i>Other school attendance 1: instruction completed: hour/month</i></p> <p>How many months, or hours of instruction, have you already completed at [Other School 1] for your [TOTDEGREE01]?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14AOTCLK01) and then indicate the time frame for that instruction (B14AOTCKTP01). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p>1 = month(s) 2 = hour(s) of instruction</p> <p><i>Administered to: Respondents who had not completed a degree or certificate for other school enrollment 1.</i></p> <p>Source: BPS:12/14 field test instrument</p> |
| B14AENRPLN | <p><i>Planned to attend degree/cert program in 2013–14 academic year</i></p> <p>Do you plan to attend any college, university, or trade school for a degree or certificate program in the 2013–14 academic year (July 1, 2013–June 30, 2014)? (Answer “Yes” whether you are continuing with a current degree or certificate program, or whether you are starting a new degree or certificate program.)</p> <p>0 = Did not plan to attend for a deg/cert in 2013–14 1 = Yes, planned to attend for a deg/cert in 2013–14</p> <p><i>Administered to: All respondents.</i></p> <p>Source: BPS:12/14 field test instrument</p> |

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

| Section and item name | Description |
|--|---|
| Enrollment Section— Continued | |
| B14ALSTCLSTP (removed for full-scale) | <p><i>Type of classes at most recent school</i> [If TCURENR = 1] What is the primary field or subject you have been studying in your classes? [else] What was the primary field or subject you were studying in your classes at your most recent school [if TB4JULY = 0] when you last attended there before July 2013?]</p> <p>1 = Business/marketing 2 = Healthcare 3 = Education/teaching 4 = Engineering and engineering technology 5 = Computer and information sciences 6 = Social sciences 7 = Natural sciences and mathematics 8 = Arts and humanities 9 = Communications 11 = University transfer 12 = General education 14 = Other</p> <p><i>Administered to: Respondents enrolled in undergraduate classes only (no degree program) in 2011–12 academic year or 2012–13 academic year.</i> Source: BPS:12/14 field test instrument</p> |
| Employment Section B14DCURTIM01 | <p><i>Employer 1: current salary time frame</i> How much do you currently make working [if B14DEMPSLF01 = 1] for yourself {else if B14DEMPNAM01 = -9} for this employer {else} at [B14DEMPNAM01]? Include any bonuses, tips, or commissions in your total earnings amount.</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide their current salary (B14DCURAMT01) and then indicate the time frame for that salary amount (B14DCURTIM01). These variables must be combined in order to analyze these data accurately.</p> <p>1 = Per hour 2 = Per week 3 = Per month 4 = Per year</p> <p><i>Administered to: Respondents who were completers or leavers and currently employed at Employer 1.</i> Source: BPS:12/14 field test instrument</p> |
| B14DEARNTIM | <p><i>Most recent employer: ending salary time frame</i> How much did you make when you last worked [if TREFEMPBLK = 1] for this employer {else if TREFEMPSE = 1 or B14DREFPKLST = 1} for yourself {else} at [B14DEMPNAM* in corresponding REFEMP_INT] [if TB4JULY = 0] before July 2013]? Include any bonuses, tips, or commissions in your total earnings amount.</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide their ending salary (B14DEARNAMT) for their most recent employer and then indicate the time frame for that salary amount (B14DEARNTIM). These variables must be combined in order to analyze these data accurately.</p> <p>1 = Per hour 2 = Per week 3 = Per month</p> <p><i>Administered to: Respondents who were completers or leavers, worked for pay at any time between July 2010 and June 2013, and were not currently employed at most recent employer.</i> Source: BPS:12/14 field test instrument</p> |

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

| Section and item name | Description |
|---|---|
| Employment Section— Continued B14DHLVIC | <p><i>Had professional certification or state/industry license</i></p> <p>Next, {{if COMPMODE = 1} I'd {else} we'd} like to ask about any professional certifications or licenses. A professional certification or license shows you are qualified to perform a specific job and includes things like Licensed Realtor, Certified Medical Assistant, Certified Construction Manager, a Project Management Professional or PMP certification, or an IT certification. Do you have a professional certification or a state or industry license?</p> <p>0 = Did not have certification or license 1 = Yes, had certification or license</p> <p><i>Administered to: Respondents who were completers or leavers and worked for pay at any time between July 2010 and June 2013.</i></p> <p>Source: BPS:12/14 field test instrument</p> |
| B14DOCCTIM | <p><i>Duration of employment with most recent/similar job: time frame</i></p> <p>[If TCURREFEMP = 1] {{if B14DHLVIC ne 1} Now {{if COMPMODE = 1} I {else} we} have some questions that focus on your job {{if B14DJBTL ne -9} as a(n) [B14DJBTL]}}].</p> <p>How long have you worked {{if B14DJBTL ne -9} as a(n)[B14DJBTL] {else} in your current job} or in any similar jobs, even if they were not {{if TREFEMPBLK = 1} with this employer {else if TREFEMPSE = 1 or B14DREFPKLST = 1} working for yourself {else} with [B14DEMPNAM* in corresponding REFEMP_INT]]?</p> <p>[else] {{if B14DHLVIC ne 1} Now {{if COMPMODE = 1} I {else} we} have some questions that focus on your job {{if B14DJBTL ne -9} as a(n) [B14DJBTL]}}].</p> <p>{{if TB4JULY = 0} Before July 2013, how {else} How} long did you work {{if B14DJBTL ne -9} as a(n)[B14DJBTL] {else} in your most recent job} or in any similar jobs, even if they were not {{if TREFEMPBLK = 1} with this employer {else if TREFEMPSE = 1 or B14DREFPKLST = 1} working for yourself {else} with [B14DEMPNAM* in corresponding REFEMP_INT]]?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the length of time they had worked in any jobs similar to their most recent employer (B14DOCCNUM) and then indicate the time frame for that length of time (B14DOCCTIM). These variables must be combined in order to analyze these data accurately.</p> <p>1 = Day(s) 2 = Week(s) 3 = Month(s) 4 = Year(s)</p> <p><i>Administered to: Respondents who were completers or leavers and worked for pay at any time between July 2010 and June 2013.</i></p> <p>Source: BPS:12/14 field test instrument</p> |
| B14DPDINT (removed for full-scale) | <p><i>Held paid internship since first starting college</i></p> <p>Since first starting your college education, have you ever held... A paid internship?</p> <p>0 = Did not hold paid internship 1 = Yes, held paid internship</p> <p><i>Administered to: All respondents.</i></p> <p>Source: BPS:12/14 field test instrument</p> |
| B14DUPINT (removed for full-scale) | <p><i>Held unpaid internship since first starting college</i></p> <p>Since first starting your college education, have you ever held... An unpaid internship?</p> <p>0 = Did not hold unpaid internship 1 = Yes, held unpaid internship</p> <p><i>Administered to: All respondents.</i></p> <p>Source: BPS:12/14 field test instrument</p> |

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

| Section and item name | Description |
|--|---|
| Income and Expenses Section | |
| B14EDAGE (removed for full-scale) | <p><i>Age of youngest dependent child</i></p> <p>How old is your {{if B14EDEP2 = 1} child? {else} youngest dependent child?}</p> <p>0 = Less than 1 year old 11 = 11 1 = 1 12 = 12 2 = 2 13 = 13 3 = 3 14 = 14 4 = 4 15 = 15 5 = 5 16 = 16 6 = 6 17 = 17 7 = 7 18 = 18 8 = 8 21 = 21 9 = 9 24 = 24 10 = 10</p> <p><i>Administered to: Respondents who financially supported children and did not participate in the modified interview.</i></p> <p>Source: BPS:12/14 field test instrument</p> |
| B14EPRFAMAMT (removed for full-scale) | <p><i>Help from parents, family, or friends in 2012–13: amount</i></p> <p>In the 2012–2013 school year only, about how much {{if B14EPARHELP = 1 and B14EFAMHELP = 1} combined} {{if TB4JULY = 1} will {else} did} your {{if B14EPARHELP = 1 and B14EFAMHELP = 1} parents and family or friends {else if B14EPARHELP = 1} parents {else} family or friends} {{if TB4JULY = 1} have helped {else} help} you pay for any of your education and living expenses while you {{if TB4JULY = 1} are {else} were} enrolled in school? {{if TB4JULY = 1} Is {else} Was} it...</p> <p>1 = Less than \$250 6 = \$2,001 - \$5,000 2 = \$250 - \$500 7 = \$5,001 - \$10,000 3 = \$501 - \$1,000 8 = \$10,001 - \$15,000 4 = \$1,001 - \$1,500 9 = More than \$15,000 5 = \$1,501 - \$2,000</p> <p><i>Administered to: Respondents who were enrolled during 2012–13 academic year, received help from parents or other family (excluding spouse) or friends in 2012–13 academic year, and did not participate in the modified interview.</i></p> <p>Source: BPS:12/14 field test instrument</p> |
| B14ECCUSE (removed for full-scale) | <p><i>Used credit cards to pay tuition and fees in 2012–13 school year</i></p> <p>{{if TB4JULY = 1} Have you used {else} Did you use} your credit {{if B14ENUMCRD = 1} card {else} cards} to pay for any of your tuition and fees in the 2012–13 school year (July 1, 2012–June 30, 2013)?</p> <p>0 = Did not use credit cards to pay tuition and fees 1 = Yes, used credit cards to pay tuition and fees</p> <p><i>Administered to: Respondents who were enrolled in 2012–13 academic year, had at least one credit card, and did not participate in the modified interview.</i></p> <p>Source: BPS:12/14 field test instrument</p> |
| B14ECCREASON (removed for full-scale) | <p><i>Used credit cards to pay tuition/fees because only source available</i></p> <p>Did you charge your tuition and fees using your credit {{if B14ENUMCRD = 1} card {else} cards} because that was the only way you could afford to pay for those expenses?</p> <p>0 = Credit card not only source to pay tuition/fees 1 = Yes, credit card only source to pay tuition/fees</p> <p><i>Administered to: Respondents who were enrolled in 2012–13 academic year, used credit cards to pay for tuition and fees in 2012–13 academic year, and did not participate in the modified interview.</i></p> <p>Source: BPS:12/14 field test instrument</p> |

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

| Section and item name | Description |
|---------------------------------------|---|
| Background Section | |
| B14FSTATE (removed for full-scale) | <p><i>State of legal residence</i> [If TPSCURENR = 1] Of which state are you a legal resident? [else] Of which state were you a legal resident when you were last enrolled at [TPRMSCH]? -1 = Don't know 27 = Montana 01 = Alabama 28 = Nebraska 02 = Alaska 29 = Nevada 03 = Arizona 30 = New Hampshire 04 = Arkansas 31 = New Jersey 05 = California 32 = New Mexico 06 = Colorado 33 = New York 07 = Connecticut 34 = North Carolina 08 = Delaware 35 = North Dakota 10 = Florida 36 = Ohio 11 = Georgia 37 = Oklahoma 12 = Hawaii 38 = Oregon 13 = Idaho 39 = Pennsylvania 14 = Illinois 40 = Rhode Island 15 = Indiana 41 = South Carolina 16 = Iowa 42 = South Dakota 17 = Kansas 43 = Tennessee 18 = Kentucky 44 = Texas 19 = Louisiana 45 = Utah 20 = Maine 46 = Vermont 21 = Maryland 47 = Virginia 22 = Massachusetts 48 = Washington 23 = Michigan 50 = Wisconsin 24 = Minnesota 51 = Wyoming 26 = Missouri 63 = Foreign country</p> <p><i>Administered to: Respondents who had a primary school and did not participate in the modified interview.</i> Source: BPS:12/14 field test instrument</p> |
| B14FCITZN | <p><i>Citizenship status</i> Are you a U.S. citizen? 1 = Yes, U.S. citizen 2 = No, resident alien or other non-citizen 3 = No, student or visitor visa (F1/F2/J1/J2)</p> <p><i>Administered to: Base-year nonrespondents whose citizenship status is unknown and did not participate in the modified interview. Recode note: If Y_CITZN = 1 then B14FCITZN = 1; If B14FUSBORN = 1 then B14FCITZN = 1; If Y_USBORN = 1 then B14FCITZN = 1.</i> Source: BPS:12/14 field test instrument, NPSAS:12 field test instrument</p> |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.